

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN 2018-2023

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 9, 2018

Approved by the Board of Trustees of Illinois State University
October 19, 2018

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

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PREFACE

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

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

The Division of Academic Affairs approaches strategic planning as an iterative process that involves setting forth initiatives to be addressed over a five-year period and then annually reviewing those initiatives for changes that may be necessitated by factors internal or external to the University. This practice was first adopted with compilation of *Academic Plan 1973-1978*. In planning documents from that period, the Academic Planning Committee wrote that it “anticipates making an annual revision of the Academic Plan in order that the University may keep clearly in view the direction in which it is headed and the process by which it achieves its goal.” Thus, since adoption of the 1973-1978 plan, academic strategic planning at the University has involved annual compilation of a rolling five-year plan. *Academic Plan 2018-2023* is the 45th 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 2018, and summaries of program reviews conducted during the last year.

A NOTE REGARDING COVERAGE YEARS OF MULTI-YEAR STRATEGIC PLANS

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

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ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2018-2023

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SECTION I

UNIVERSITY PROFILE AND STRATEGIC PLAN

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 acts in an advisory role to the president with regard to university policies concerning faculty and students and academic programs and planning.

Academic programs at Illinois State are administered by six colleges: the College of Applied Science and Technology, the College of Arts and Sciences, the College of Business, the College of Education, the College of Fine Arts, and Mennonite College of Nursing. Administration of graduate programs offered by the colleges is coordinated by the Graduate School. The 2017-2018 university catalog describes 77 undergraduate degree programs, 41 master's degree programs, 10 doctoral programs, 9 post-baccalaureate or post-master's certificate programs, and 25 graduate certificates offered by the University (see Inventory-Academic Programs 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 United States 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. The next HLC accreditation review of Illinois State is scheduled for summer 2019. In addition, Illinois State University is affiliated with 46 specialized accreditation associations that accredit or otherwise recognize the quality of academic units, degree programs, or sequences within those programs. Approximately half of the 277 sequences of study offered by Illinois State (as of July 1, 2017) are recognized by one or more of those professional associations. The teacher education unit at the University, which consists of more than 40 educator preparation programs, is accredited by the National Council for Accreditation of Teacher Education, while its individual programs are reviewed annually by the Illinois State Board of Education.

Illinois State has a long-standing goal of enrolling between 20,000 and 21,000 students. In fall 2017 Illinois State enrolled 20,784 students. Eighty-eight percent (18,330) of students were undergraduates, and 12 percent (2,454) were graduate students. The mean ACT score for new beginning freshmen in fall 2017 was 23.4.

Eighty-one percent of first-time-in-college students entering the University in fall 2016 returned for the fall 2017 semester. Sixty-nine percent of students who enrolled in the University as first-time-in college students in fall 2011 graduated within six years. In Fiscal 2017 the University conferred 5,374 degrees.

In fall 2017 Illinois State University employed 1,208 faculty members (tenure track and non-tenure track), an increase of 17 from fall 2016. Illinois State maintained its long-standing student-to-faculty ratio of 18:1. 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 Merillatt, 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)

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

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SECTION II

ACADEMIC AFFAIRS PROGRAMS AND INITIATIVES

INVENTORY OF ACADEMIC PROGRAMS AND CENTERS

Academic programs and research and service centers at Illinois State University as of July 1, 2017 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/no sequence" refers to the plan of study for students not enrolled in a sequence. 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 2017-2018 Program Reviews in this document.

Changes made to this program inventory during the year ending June 30, 2018 are listed in the Academic Program and Center Changes 2017-2018 section of this document.

BACHELOR'S DEGREE PROGRAMS

Accountancy, B.S.

CIP Code: 52.0301
Accounting Information Systems (sequence)
Business Information Systems (sequence)
Career Specialty (sequence)
Financial Accounting (sequence)

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

CIP Code: 52.0301A
Accountancy and Information Systems (sequence)
Professional Accountancy (sequence)

Agriculture, B.S.

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

Anthropology, B.A., B.S.

CIP Code: 45.0201
Anthropology (major plan of study/no sequence)

Art, B.A., B.S.

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

Art, B.F.A.

CIP Code: 50.0702
Art (major plan of study/no sequence)

Arts Technology, B.A., B.S.

CIP Code: 50.9999
Arts Technology (major plan of study/no sequence)

Athletic Training, B.S.

CIP Code: 51.0913
Athletic Training (major plan of study/no sequence)

Biochemistry, B.S.

CIP Code: 26.0202
Biochemistry (major plan of study/no sequence)

Biological Sciences, B.S.

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

Biological Sciences Teacher Education, B.S.

CIP Code: 13.1322
Biological Sciences Teacher Education
(major plan of study/no sequence)

Business Administration, B.S.

CIP Code: 52.0201
Business Administration (major plan of study/no sequence)

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

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

Business Information Systems, B.S.

CIP Code: 52.1201
Business Information Systems (major plan of study/no
sequence)

Chemistry, B.S.

CIP Code: 40.0501
Chemistry (major plan of study/no sequence)
Chemistry Teacher Education (sequence)
Pedagogy Emphasis (sequence)

Communication Sciences and Disorders, B.S.

CIP Code: 51.0204
Communication Sciences and Disorders
(major plan of study/no sequence)

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

CIP Code: 09.0101
Communication Studies (major plan of study/no sequence)
Communication Studies Teacher Education (sequence)
Interpersonal Communication (sequence)
Organizational and Leadership Communication (sequence)
Pedagogy Emphasis (sequence)
Political Communication (sequence)

Computer Science, B.S.

CIP Code: 11.0701
General Computer Science (sequence)
Web Computing (sequence)

Construction Management, B.S.

CIP Code: 52.2001
Construction Management (major plan of study/no
sequence)

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

CIP Code: 43.0104
Criminal Justice Sciences (major plan of study/no sequence)

Cybersecurity, B.S.

CIP Code: 11.1103
Cybersecurity (major plan of study/no sequence)

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

CIP Code: 13.1210
Early Childhood Education (major plan of study/no sequence)
Pedagogy Emphasis (sequence)

Economics, B.A., B.S.

CIP Code: 45.0601
General Economics (sequence)
Managerial Economics (sequence)

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

CIP Code: 13.1202
Elementary Education (major plan of study/no sequence)
Bilingual/Bicultural Teacher Education (English-Spanish)
(sequence)

Engineering Technology, B.S.

CIP Code: 15.0000
Engineering Technology (major plan of study/no sequence)

English, B.A.

CIP Code: 23.0101
English (major plan of study/no sequence)
Creative Writing Studies (sequence)
English Teacher Education (sequence)
Publishing Studies (sequence)

Environmental Health, B.S.

CIP Code: 51.2202
Environmental Health (major plan of study/no sequence)

Exercise Science, B.S.

CIP Code: 31.0505
Exercise Science (major plan of study/no sequence)

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

CIP Code: 9.0101
Family and Consumer Sciences Teacher Education (sequence)
General (sequence)

Finance, B.S.

CIP Code: 52.0801
General Finance (sequence)

French, B.A.

CIP Code: 16.0901
French (major plan of study/no sequence)
French Teacher Education (sequence)

Geology, B.S.

CIP Code: 40.0601
Geology (major plan of study/no sequence)
Earth and Space Science Teacher Education (sequence)

Graphic Communications, B.S.

CIP Code: 10.0301
Graphic Communications (major plan of study/no sequence)

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

CIP Code: 13.1307
Community Health Promotion (sequence)
School Health Education (sequence)

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

CIP Code: 19.0701
Human Development and Family Science (major plan of study/
no sequence)

Information Systems, B.S.

CIP Code: 11.0103
Information Assurance and Security (sequence)
Integration of Enterprise Systems (sequence)
Systems Development/Analyst (sequence)
Web Application Development (sequence)

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

CIP Code: 50.0408
Interior Design (major plan of study/no sequence)

Journalism, B.A., B.S.

CIP Code: 09.0401
Journalism (major plan of study/no sequence)

Management, B.S.

CIP Code: 52.1301
Entrepreneurship and Small Business Management (sequence)
Organizational Leadership (sequence)
Human Resource Management (sequence)

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

CIP Code: 19.0901
Fashion Design and Merchandising (major plan of study/no sequence)

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

CIP Code: 51.3101
Dietetics (sequence)
Food and Nutrition Management (sequence)

Geography, B.A., B.S.

CIP Code: 45.0701
Geography (major plan of study/no sequence)
Geography Teacher Education (sequence)

German, B.A.

CIP Code: 16.0501
German (major plan of study/no sequence)
German Teacher Education (sequence)

Health Information Management, B.S.

CIP Code: 51.0706
Health Information Management (major plan of study/no sequence)
Health Information Management (online) (sequence)

History, B.A., B.S.

CIP Code: 54.0101
History (major plan of study/no sequence)
History-Social Sciences Teacher Education (sequence)

Industrial Technology, B.S.

CIP Code: 15.0612
Computer Systems Technology (sequence)

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

CIP Code: 24.0101
Human and Educational Service (sequence)
Individualized Studies (sequence)
Multidisciplinary Studies (sequence)

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

CIP Code: 52.1101
International Business (major plan of study/no sequence)

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

CIP Code: 22.0302
Legal Studies (major plan of study/no sequence)

Marketing, B.S.

CIP Code 52.1401
Marketing (major plan of study/no sequence)
Advanced Marketing Analytics (sequence)
Integrated Marketing Communication (sequence)
Professional Sales (sequence)

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

CIP Code: 9.0102
Interactive Media (sequence)
Media Management, Promotion, and Sales (sequence)
Radio (sequence)
Television Production (sequence)

Medical Laboratory Science, B.S.

CIP Code: 51.1005
Medical Laboratory Science (major plan of study/no sequence)

Molecular and Cellular Biology, B.S.

CIP Code: 26.0406
Molecular and Cellular Biology (major plan of study/no sequence)

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

CIP Code: 13.1312
Choral-General-Vocal (sequence)
Choral-General-Keyboard (sequence)
Instrumental-Band (sequence)
Instrumental-Orchestra (sequence)

Network and Telecommunications Management, B.S.

CIP Code: 11.0901
Network and Telecommunications Management (major plan of study/no sequence)

Philosophy, B.A.

CIP Code: 38.0101
Philosophy (major plan of study/no sequence)

Physics, B.S.

CIP Code: 40.0801
Physics (major plan of study/no sequence)
Computer Physics (sequence)
Engineering Physics with the University of Illinois (sequence)
Physics Teacher Education (sequence)

Psychology, B.A., B.S.

CIP Code: 42.0101
Psychology (major plan of study/no sequence)

Recreation and Park Administration, B.S.

CIP Code: 31.0301
Recreation Management (sequence)
Therapeutic Recreation (sequence)

Risk Management and Insurance, B.S.

CIP Code: 52.1701
Business Information Systems (sequence)
Risk Management and Insurance (sequence)

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

CIP Code: 44.0701
Social Work (major plan of study/no sequence)

Mathematics, B.A., B.S.

CIP Code: 27.0101
Mathematics (major plan of study/no sequence)
Actuarial Science (sequence)
Mathematics Teacher Education (sequence)
Pedagogy Emphasis (sequence)
Statistics (sequence)

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
Music (major plan of study/no sequence)
Music Business (sequence)

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

CIP Code: 50.0903
Band and Orchestra Instruments Performance (sequence)
Classical Guitar Performance (sequence)
Composition (sequence)
Keyboard Performance (sequence)
Music Therapy (sequence)
Voice Performance (sequence)

Nursing, B.S.N.

CIP Code: 51.3801
Nursing (major plan of study/no sequence)
Pre-licensure (sequence)

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

CIP Code: 13.1314
Kinesiology Studies (sequence)
Physical Education Teacher Education (sequence)

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

CIP Code: 45.1001
Political Science (major plan of study/no sequence)

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

CIP Code: 09.0902
Public Relations (major plan of study/no sequence)

Renewable Energy, B.S. CIP Code: 15.0503

Renewable Energy (major plan of study/no sequence)

Safety, B.S.

CIP Code: 51.2206
Safety (major plan of study/no sequence)

Sociology, B.A., B.S.

CIP Code: 5.1101
Sociology (major plan of study/no sequence)

Spanish, B.A.

CIP Code: 16.0905

Spanish (major plan of study/no sequence)

Spanish Teacher Education (sequence)

Special Education, B.S.Ed.

CIP Code: 13.1001

Specialist in Deaf and Hard of Hearing (sequence)

Specialist in Learning and Behavior (sequence)

Specialist in Low Vision and Blindness (sequence)

Technology and Engineering Education, B.S.

CIP Code: 13.1309

Technology and Engineering Education (major plan of

study/

no sequence)

Theatre, B.A., B.S.

CIP Code: 50.0501

Acting (sequence)

Dance Performance (sequence)

Dance Teacher Education (sequence)

Design/Production (sequence)

Theatre and Film Studies (sequence)

Theatre Teacher Education (sequence)

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

CIP Code: 24.0102

University Studies (major plan of study/no sequence)

UNDERGRADUATE MINOR PROGRAMS

Accounting

African Studies

African-American 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

Community Health Education

Computer Science

Criminal Justice Sciences

Dance

East Asian Studies

Economics

English

Environmental Health

Environmental Studies

Ethnic Studies

European Studies

Exercise Science

Family and Consumer Sciences

Film Studies

Financial Planning

French

Geography

Geology

German

Gerontology

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 and Gender Studies

Writing

MASTER'S DEGREE PROGRAMS

Accountancy, M.S.

CIP Code: 52.0301

Accountancy (major plan of study/no sequence)

Agriculture, M.S.

CIP Code: 01.0000

Agribusiness (sequence)

Agricultural Education and Leadership (sequence)

Agriscience (sequence)

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

CIP Code: 45.0601

Applied Economics (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

Electricity, Natural Gas, and Telecommunications

Economics (sequence)

Financial Economics (sequence)

Art, M.F.A.

CIP Code: 50.0702

Art (major plan of study/no sequence)

Biological Sciences, M.S.

CIP Code: 26.0101

Biological Sciences (major plan of study/no sequence)

Behavior, Ecology, Evolution, and Systematics (sequence)

Bioenergy Sciences (sequence)

Biomathematics (sequence)

Biotechnology (sequence)

Conservation Biology (sequence)

Neuroscience and Physiology (sequence)

Chemistry, M.S.

CIP Code: 40.0501

Chemistry (major plan of study/no sequence)

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

CIP Code: 13.1323

Chemistry Education (major plan of study/no sequence)

College Student Personnel Administration, M.S.

CIP Code: 13.1102

College Student Personnel Administration (major plan of study/
no sequence)

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

CIP Code: 43.0104

Criminal Justice Sciences (major plan of study/no
sequence)

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

CIP Code: 52.0301A

Accounting and Information Systems (sequence)

Professional Accountancy (sequence)

Anthropology, M.A., M.S.

CIP Code: 45.0201

Anthropology (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

Art, M.A., M.S.

CIP Code: 50.0701

Art Education (M.S. only) (sequence)

Visual Culture (M.A. only) (sequence)

Arts Technology, M.S.

CIP Code: 50.9999

Arts Technology (major plan of study/no sequence)

Business Administration, Master of (MBA)

CIP Code: 52.0201

Business Administration (major plan of study/no sequence)

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

CIP Code: 13.1323

Chemistry Education (major plan of study/no sequence)

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

CIP Code: 42.2803

Clinical-Counseling Psychology (major plan of study/no
sequence)

Communication, M.A., M.S.

CIP Code: 09.0101

Communication (major plan of study/no sequence)

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

CIP Code: 13.0401

Educational Administration (major plan of study/no sequence)

Principal (M.S.Ed. only) (sequence)

Teacher Leader (M.S.Ed. only) (sequence)

English, M.A., M.S.

CIP Code: 23.0101

English (major plan of study/no sequence)

History, M.A., M.S.

CIP Code: 54.0101

History (major plan of study/no sequence)

Information Systems, M.S.

CIP Code: 11.0103

Information Systems (major plan of study/no sequence)

Geographic Information Systems (sequence)

Internet Application Development (sequence)

Network and Security Management (sequence)

Systems Development (sequence)

Kinesiology and Recreation, M.S.

CIP Code: 31.0501

Applied Community and Economic Development (sequence)

Athletic Training (sequence)

Biomechanics (sequence)

Exercise Physiology (sequence)

Physical Education Pedagogy (sequence)

Psychology of Sport and Physical Activity (sequence)

Recreation Administration (sequence)

Sport Management (sequence)

Mathematics, M.S.

CIP Code: 27.0101

Mathematics (major plan of study/no sequence)

Actuarial Science (sequence)

Applied Statistics (sequence)

Biomathematics (sequence)

Elementary and Middle School Mathematics Education (sequence)

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

CIP Code: 13.1312

Music Education (major plan of study/no sequence)

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

CIP Code: 45.1001

Political Science (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

Global Politics and Culture (sequence)

Public Service (sequence)

Reading, M.S.Ed.

CIP Code: 13.1315

Reading (major plan of study/no sequence)

Sociology, M.A., M.S.

CIP Code: 45.1101

Sociology (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

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

CIP Code: 19.0101

Family and Consumer Sciences (major plan of study/no sequence)

Dietetic Internship (sequence)

Hydrogeology, M.S.

CIP Code: 40.0699

Hydrogeology (major plan of study/no sequence)

Instructional Technology and Design, M.S.

CIP Code: 13.0501

Business and Industry (sequence)

Education/Technology Specialist (sequence)

Languages, Literatures, and Cultures, M.A.

CIP Code: 16.0101

Languages, Literatures, and Cultures (major plan of study/no sequence)

Music, Master of (M.M.)

CIP Code: 50.0901

Collaborative Piano (sequence)

Composition (sequence)

Conducting (sequence)

Music Therapy (sequence)

Performance (sequence)

Nursing, Master of Science in

CIP Code: 51.3801

Clinical Nurse Leader (sequence)

Family Nurse Practitioner (sequence)

Nursing Systems Administration (sequence)

Psychology, M.A., M.S.

CIP Code: 42.0101

Cognitive and Behavioral Sciences (sequence)

Developmental (sequence)

Industrial-Organizational-Social (sequence)

Quantitative (sequence)

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

CIP Code: 44.0701

Child and Family Practice (sequence)

Gerontology Practice (sequence)

School Social Work (sequence)

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

CIP Code: 13.1001

Special Education (major plan of study/no sequence)

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

CIP Code: 51.0204

Speech-Language Pathology (major plan of study/no sequence)

Teaching and Learning, M.S.

CIP Code: 13.0301

Teaching and Learning (Major plan of study/no sequence)

Technology, M.S.

CIP Code: 15.0612

Technology (major plan of study/no sequence)

Project Management (sequence)

Quality Management and Analytics (sequence)

STEM Education and Leadership (sequence)

Training and Development (sequence)

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/no sequence)

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

CIP Code: 51.0204

Audiology (major plan of study/no sequence)

Biological Sciences, Ph.D.

CIP Code: 26.0101

Biological Sciences (major plan of study/no sequence)

Behavior, Ecology, Evolution, and Systematics (sequence)

Molecular and Cellular Biology (sequence)

Neuroscience and Physiology (sequence)

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

CIP Code: 13.0401

Educational Administration (major plan of study/no sequence)

English Studies, Ph.D.

CIP Code: 23.0101

English Studies (major plan of study/no sequence)

Mathematics Education, Ph.D.

CIP Code: 13.1311

Mathematics Education (major plan of study/no sequence)

Nursing, Ph.D.

CIP Code: 51.3808

Nursing (major plan of study/no sequence)

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

CIP Code: 51.3818

Nursing Practice (major plan of study/no sequence)

School Psychology, Ph.D.

CIP Code: 42.2805

School Psychology (major plan of study/no sequence)

Special Education, Ed.D.

CIP Code: 13.1001

Special Education (major plan of study/no sequence)

Teaching and Learning, Ed.D.

CIP Code: 13.0301

Teaching and Learning (Major plan of study/no sequence)

GRADUATE CERTIFICATE PROGRAMS

Certificate programs are listed below in two categories; certificates included on the official IBHE inventory for Illinois State University as of July 1, 2017, and certificates that were not.

Graduate Certificate Programs on the IBHE Program Inventory

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

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

Family Nursing Practitioner Certificate, Post-Master's (51.3805)

General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate (13.0409)

School Librarianship, Post-Baccalaureate Graduate Certificate in (25.0101)

School Psychology, Specialist in (S.S.P.) (42.2805)

Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate (13.0411)

Teacher Leader Certificate, Post-Baccalaureate (13.0401)

Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in (23.1301)

Other Graduate Certificate Programs

Anthropology Geographic Information Systems (GIS) Graduate Certificate (45.0299)
Biology Geographic Information Systems (GIS) Graduate Certificate (26.9999)
Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate(13.1003)
Early Intervention Vision Specialist, Graduate Specialization Certificate (13.1009)
Enterprise Computing Systems Graduate Certificate (11.1099)
Hydrogeology-Geographic Information Systems (GIS) Graduate Certificate (40.0699)
Information Assurance and Security Graduate Certificate (11.1003)
Instructional Technology in World Languages, Graduate Certificate in (13.1306)
Internet Application Development Graduate Certificate (11.0801)
Learning Behavior Specialist 2: Behavior Intervention Specialist Graduate Certificate (13.1005)
Learning Behavior Specialist 2: Curriculum Adaptation Specialist Graduate Certificate (13.1099)
Learning Behavior Specialist 2: Multiple Disabilities Specialist Graduate Certificate (13.1007)
Learning Behavior Specialist 2: Technology Specialist Graduate Certificate (13.0501)
Learning Behavior Specialist 2: Transition Specialist Graduate Certificate (13.1019)
Network and Telecommunications Management Graduate Certificate (11.0901)
Nurse Educator Graduate Certificate (51.3817)
Organizational Leadership, Graduate Certificate in (52.0213)
Project Management Graduate Certificate (52.0211)
Quality Management and Analytics Certificate (15.0702)
Social Aspects of Aging, Graduate Certificate in (30.1101)
STEM Education and Leadership, Graduate Certificate in (13.1399)
Systems Analyst Graduate Certificate (11.0501)
Teaching English to Speakers of Other Languages (TESOL), Graduate Certificate in (13.1401)
Training and Development Certificate (13.1320)
Women's and Gender Studies, Graduate Certificate in (05.0207)

RESEARCH AND SERVICE CENTERS

As of July 1, 2017, Illinois State University had 11 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 2017.

In addition to these 11 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
Contact: Dr. Frank Beck, Faculty Director; Ms. Beverly Beyer, Associate Director
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
Contact: Dr. Doris Houston, Director
Location: Rachel Cooper 203
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)
Contact: Dr. Olcay Akman, Executive Director
Location: Stevenson Hall 313 (Department of Mathematics)
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
Contact: Mr. James Jones, Director
Location: State Farm Hall of Business 432
Reports to: College of Business
Website: <https://business.illinoisstate.edu/katie/>

Center for Mathematics, Science, and Technology (CeMaST)

Approved by IBHE: July 1, 1997
Contact: Dr. William Hunter, Director
Location: Campus Religious Center
Reports to: Office of the Vice President for Academic Affairs and Provost
Website: <https://cemast.illinoisstate.edu/>

Center for Renewable Energy

Approved by IBHE: August 12, 2008
Note: On December 19, 2016, IBHE authorized placing the center in inactive status beginning December 19, 2016 and continuing no later than June 30, 2019.

Center for Teaching, Learning, and Technology (CTLT)

Approved by IBHE: January 7, 1997
Contact: Dr. Claire Lamonica, Director
Location: Instructional Technology and Development Center
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
Contact: Dr. Lynne Haeffele, Director
Location: Degarmo Hall, Third Floor
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
Contact: Dr. Deborah MacPhee, Interim Director
Location: DeGarmo Hall, Third Floor
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)

Contact: Dr. Barb Meyer, Acting Executive Director

Location: 2934 West Lake Street, 3rd Floor, Chicago

Reports to: College of Education

Website: <https://ncue.illinoisstate.edu/>

Radio Station WGLT

Contact: Mr. R.C. McBride, General Manager

Location: Old Union Building 301

Reports to: School of Communication

Website: <http://wgl.org/>

ACADEMIC PROGRAM AND CENTER CHANGES 2017-2018

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2017 and ending June 30, 2018. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

Sequences

Accounting Business Analytics sequence, B.S. in Accountancy
Department of Accounting, College of Business
Effective May 20, 2019

Anthropology sequence, B.A., B.S. in Anthropology
Department of Sociology and Anthropology, College of Arts and Sciences
Effective May 21, 2018

Anthropology Accelerated sequence, B.A., B.S. in Anthropology
Department of Sociology and Anthropology, College of Arts and Sciences
Effective May 21, 2018

BIS Business Analytics sequence, B.S. in Business Information Systems
Department of Accounting, College of Business
Effective May 20, 2019

Business Information Systems sequence, B.S. in Business Information Systems
Department of Accounting, College of Business
Effective May 20, 2019

Fashion Design and Merchandising sequence, B.A., B.S. in Fashion Design and Merchandising
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 21, 2018

Fashion Design and Merchandising Accelerated sequence, B.A., B.S. in Fashion Design and Merchandising
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 21, 2018

Dietetics Accelerated sequence, B.A., B.S. in Food, Nutrition, and Dietetics
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 21, 2018

Food and Nutrition Management Accelerated sequence, B.A., B.S. in Food, Nutrition, and Dietetics
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 21, 2018

Interior Design sequence, B.A., B.S. in Interior Design
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 21, 2018

Interior Design Accelerated sequence, B.A., B.S. in Interior Design
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 21, 2018

Jazz Studies sequence, Bachelor of Music (B.M.)
School of Music, College of Fine Arts
Effective May 21, 2018

Jazz Performance sequence, Master of Music (M.M.)
School of Music, College of Fine Arts
Effective May 21, 2018

String Pedagogy sequence, Master of Music (M.M.)
School of Music, College of Fine Arts
Effective May 21, 2018

Minors

Health and Wellness Coaching, Minor in
Department of Health Sciences, College of Applied Science and Technology
Effective May 21, 2018

DISESTABLISHED PLANS OF STUDY OR CENTERS

Degree Programs

Instructional Technology and Design, M.S.
School of Teaching and Learning, College of Education
Effective May 21, 2018

Sequences

Business and Industry sequence, M.S. in Instructional Technology and Design
School of Teaching and Learning, College of Education
Effective May 21, 2018

Education/Technology Specialist, M.S. in Instructional Technology and Design
School of Teaching and Learning, College of Education
Effective May 21, 2018

Centers

Center for Renewable Energy
College of Applied Science and Technology, College of Arts and Sciences
Effective April 9, 2018

NAME CHANGES

Sequences

From Dance Performance sequence, B.A., B.S. in Theatre
To Dance sequence, B.A., B.S. in Theatre
School of Theatre and Dance, College of Fine Arts
Effective May 21, 2018

Centers

From Center for Insurance and Finance Services (Katie School)
To Center for Insurance and Risk Management (Katie School)
College of Business
Effective December 15, 2017

ADDITION OF GRADUATE CERTIFICATE PROGRAMS TO THE LIST OF ACADEMIC PROGRAMS AUTHORIZED BY IBHE

Pursuant to a revision of the Illinois Administrative Code effective December 10, 2017, the Illinois Board of Higher Education now reviews and approves all certificate programs before they may be offered by an Illinois public university and cited on student transcripts. The revision is intended to remove ambiguities in the code and align Illinois policies with those of the U.S. Department of Education.

Prior to the code revision, IBHE required public universities to submit for state approval any proposed certificate program requiring 18 or more credit hours at the post-baccalaureate level or 24 or more credit hours at the post-master's level. Illinois State University offers nine such certificates at this time. However, several public universities, including Illinois State University and the University of Illinois, have chosen to offer certificate programs requiring fewer than 18 credit hours and to cite completion of those certificate programs on student transcripts as a way of recognizing students for specialized knowledge and skills. The Illinois Administrative Code was not clear whether public universities were permitted to offer such certificate programs. The December 2017 code revision permits public universities to offer certificate programs regardless of the number of credit hours required to complete them as long as the certificate program has been authorized by IBHE. The U.S. Department of Education had removed the credit hour thresholds it had used to define certificate programs several years prior to the Illinois Administrative Code change.

The Illinois Administrative Code now permits public universities to offer any certificate program whose curriculum is associated with the curriculum of a degree program previously authorized by IBHE by advising IBHE that the university has established such a certificate through its internal program approval processes. Then, once IBHE adds the certificate program to its list of academic programs authorized by the agency, the university may offer the certificate program and include certificate completion on student transcripts. In implementing this revised code provision, IBHE has agreed to retroactively recognize any such certificate programs included by a public university in its 2017-2018 annual listing of program changes, due to IBHE by June 30, 2018. Accordingly, the annual listing of program changes submitted to IBHE by Illinois State University for Fiscal 2018 included the following certificate programs for recognition by IBHE. The number included with each entry is the Classification of Instructional Programs (CIP) code.

Anthropology Geographic Information Systems (GIS) Graduate Certificate (45.0299)
Biology Geographic Information Systems (GIS) Graduate Certificate (26.9999)
Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate (13.1003)
Early Intervention Vision Specialist Graduate Certificate (13.1009)
Enterprise Computing Systems Graduate Certificate (11.1099)
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)
Behavior Intervention Specialist Graduate Certificate (13.1005)
Curriculum Adaptation Specialist Graduate Certificate (13.1099)
Multiple Disabilities Specialist Graduate Certificate (13.1007)
Technology Specialist Graduate Certificate (13.0501)
Transition Specialist Graduate Certificate (13.1019)
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)
Social Aspects of Aging Graduate Certificate (30.1101)
STEM Education and Leadership Graduate Certificate (13.1399)
Systems Analyst Graduate Certificate (11.0501)
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate (13.1401)
Training and Development Graduate Certificate (13.1320)
Women's and Gender Studies Graduate Certificate (05.0207)

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 United States Department of Education. Information about the status and terms of this accreditation is summarized in a [Statement of Accreditation Status](#) published by the commission. Further information is available by contacting HLC at (800) 621-7440, (312) 263-0456, or info@hlcommission.org.

The teacher preparation unit at Illinois State University, which consists of 41 plans of study, is accredited by the National Council for Accreditation of Teacher Education (NCATE), which, in 2013, consolidated with the Teacher Education Council to become the Council for the Accreditation of Educator Preparation (CAEP). NCATE last accredited the teacher preparation unit at Illinois State in 2012. The next accreditation review of the teacher education unit, scheduled for April 2019, will be conducted by CAEP. Educator preparation programs at Illinois State are also subject to annual review and approval by the State Educator Preparation and Licensure Board of the Illinois State Board of Education (ISBE). In addition to being recognized by NCATE and ISBE as part of the teacher education unit, some educator preparation programs at Illinois State seek recognition from specialized professional associations.

Forty-six professional associations accredit or otherwise recognize units or individual plans of study at Illinois State University as of June 30, 2018. The tables that follow identify those units and plans of study and the specialized accreditation associations with which they are affiliated. A separate table is presented for each college. Table entries exclude educator preparation programs recognized only by NCATE and ISBE. For details regarding the status of any one of the accreditations, contact the academic unit with which the accredited program is affiliated.

A comprehensive list of specialized accreditation associations with which Illinois State 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	American Association for Health Education (AAHE)
	Health Information Management, B.S.	Commission on Accreditation of Health Informatics and Information Management Education (American Health Information Management Association) (CAHIM)
	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	Athletic Training, B.S. 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	National Association for Sport and Physical Education (NASPE)
	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, 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)
	Graphic Communications, B.S.	
	Technology and Engineering Education, B.S.	International Technology and Engineering Educators Association, Council on Technology and Engineering Teacher Education (ITEEA/CTETE)

COLLEGE OF ARTS AND SCIENCES

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Biological Sciences, School of	Biological Sciences Teacher Education, B.S.	National Science Teachers Association (NSTA)
Chemistry, Department of	Chemistry, B.S.	American Chemical Society, Committee on Professional Training (ACS-CPT)
	Chemistry, B.S., Chemistry Teacher Education sequence	National Science Teachers Association (NSTA)
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	National Council for Teachers of English (NCTE)
Geography-Geology, Department of	Geology, B.S. Earth and Space Science Teacher Education	National Science Teachers Association (NSTA)
History, Department of	History, B.A., B.S., History-Social Sciences Teacher Education	National Council for the Social Studies (NCSS)
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	National Council for Teachers of Mathematics (NCTM)
	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	National Science Teachers Association (NSTA)
Politics and Government, Department of	Legal Studies, B.S.	American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
	Legal Studies, Minor in	
Psychology, Department of	School Psychology, Ph.D.	American Psychological Association (APA)
	Pre-doctoral internship in Professional Psychology at Illinois State University	
	Student Counseling Services	
	School Psychology, Specialist in (S.S.P.)	National Association of School Psychologists (NASP)
	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	Sales Education Foundation (SEF) University Sales Center Alliance (USCA)
Management and Quantitative Methods, Department of	International Business, B.A., B.S.	Consortium of Undergraduate International Business Education (CUIBE)
	Management, B.S., Human Resource Management sequence	Society for Human Resource Management (SHRM)

COLLEGE OF EDUCATION

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Educational Administration and Foundations, Department of	Educational Administration, M.S., M.S.Ed. Educational Administration, Ed.D., Ph.D., P12 concentration General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate	Educational Leadership Constituent Council (ELCC)
Special Education, Department of	Special Education, B.S., B.S.Ed. Special Education, M.S., M.S.Ed., Learning Behavior Specialist 2 Transition Specialist concentration, Director of Special Education, Post-Master's Graduate Certificate	Council for Exceptional Children (CEC)
Teaching and Learning, School of	Early Childhood Education, B.S., B.S.Ed.	National Association for the Education of Young Children (NAEYC)
	Middle Level Teacher Education, B.S., B.S.Ed.	Association for Middle Level Education (AMLE)

COLLEGE OF FINE ARTS

UNIT	PROGRAMS	ACCREDITOR
Art, 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)
Arts Technology program	Arts Technology, B.A., Arts Technology, 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 for Health Education (AAHE)
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)
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 Exceptional Children (CEC)
Council for Interior Design Accreditation (CIDA)
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 Social Work Education, Commission on Accreditation (CSWE/COA)
Educational Leadership Constituent Council (ELCC)
International Technology and Engineering Educators Association, Council on Technology and Engineering Teacher Education (ITEEA/CTETE)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Association for the Education of Young Children (NAEYC)
National Association for Sport and Physical Education (NASPE)
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 for the Education of Young Children (NAEYC)
National Association of School Psychologists (NASP)
National Council for Accreditation of Teacher Education (NCATE)
National Council for Teachers of English (NCTE)
National Council for Teachers of Mathematics (NCTM)
National Council for the Social Studies (NCSS)
National Science Teachers Association (NSTA)
Public Relations Society of America (PRSA)
Sales Education Foundation (SEF)
Society for Human Resource Management (SHRM)
Society of Actuaries (SOA)
State Educator Preparation and Licensure Board of the Illinois State Board of Education (SEPLB/ISBE)
University Sales Center Alliance (USCA)

ACADEMIC INITIATIVES

NEW ACADEMIC PROGRAMS

Proposal for Establishing Mechanical Engineering and Electrical Engineering Programs

The internal steering committee established in early 2017 to study the feasibility of offering undergraduate engineering programs at Illinois State University recently submitted a proposal to President Larry Dietz and Provost Jan Murphy recommending establishment of mechanical engineering and electrical engineering programs. The steering committee commissioned EAB, a higher education consultant, to conduct a market demand and feasibility study. The steering committee also visited engineering programs at numerous universities in the Midwest, interacted with practitioners, and attended engineering-focused academic conferences to develop draft curricula and to understand resources needed to establish high-quality engineering programs (faculty, staff, facilities, lab equipment, and support services). Based on information gathered, the steering committee estimated costs associated with establishing engineering programs and projected revenues to develop a break-even analysis. Based on these analyses, the steering committee strongly recommended establishing mechanical engineering and electrical engineering programs at Illinois State. Any decision by university administration to pursue establishment of one or both of the engineering programs would require action by the President, the Board of Trustees, the Illinois Board of Higher Education, and the Higher Learning Commission in addition to reviews by academic units, the University Curriculum Committee, and the Academic Senate.

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.

In 2017-2018 policies and procedures for establishing and implementing accelerated master's degree programs at Illinois State were piloted by units in two colleges. The Department of Sociology and Anthropology in the College of Arts and Sciences established an accelerated M.A., M.S. in Anthropology program associated with its B.A., B.S. in Anthropology program. The Department of Family and Consumer Sciences in the College of Applied Science and Technology established an accelerated M.A., M.S. in Family and Consumer Sciences associated with three of its undergraduate programs: the B.A., B.S. in Fashion Design and Merchandising, the B.A., B.S. in Food, Nutrition, and Dietetics, and the B.A., B.S. in Interior Design. These new opportunities will be available to undergraduate students for the first time in 2018-2019. In the coming years, the Graduate School will monitor effectiveness of these new opportunities while working with other colleges and units at the University considering accelerated master's degree programs in their disciplines.

GLOBALIZING THE UNIVERSITY AND ITS CURRICULA

INTO-ISU Partnership

In his September 2016 State of the University address to the campus community, President Larry Dietz announced a goal to increase international enrollment at Illinois State University to 10 percent of total university enrollment by 2026. At the time of his address, international enrollment at Illinois State was approximately two percent. In seeking to enhance diversity and global learning while creating a global campus environment, the University chose to partner with INTO University Partners (INTO) to recruit and enroll international students. INTO has the largest, most geographically dispersed, and most thoroughly trained and managed international recruitment team in the world with 30 regional offices covering more than 75 countries. INTO has a strong track record of successful partnerships at universities in the United Kingdom and the United States, including Colorado State University, Drew University, George Mason University, Marshall University, Oregon State University, St. Louis University, the University of Alabama at Birmingham, the University of South Florida, and Washington State University.

Since March 2017 Illinois State University staff has worked with faculty and with INTO staff to plan the initiative. In April 2018 a group of 120 INTO international student recruiters visited the Illinois State campus to learn about programs, facilities, and services of the University and about the local community. The first group of international students recruited by INTO to Illinois State is expected to enroll in fall 2018, numbering about 60 students. A slightly larger entering cohort is anticipated in spring 2019. Each incoming international student will be assigned to one of three tracks depending on his or her English proficiency: intensive English language preparation, a pathway that combines English language preparation with courses that count toward a major, or direct admission to a degree program without the need for English language preparation. Approximately half of the international students enrolling in the coming year are expected to be assigned to the intensive English language preparation track. Of the incoming international students assigned to a pathway, approximately 80 percent are expected to enroll in a graduate program. The Office of the Provost will work with departments and schools to accommodate pathway students by providing a limited number of pre-selected courses based on the intended majors of those students. The Center for Teaching, Learning, and Technology will create additional professional development opportunities for faculty members who will be working most closely with the international students.

Illinois State University Academic Programs in the Republic of Panama

Several years of planning by Illinois State University and Quality Leadership University (QLU) of Panama City, Republic of Panama, resulted this past year in the first instruction by College of Business faculty on the QLU campus of students seeking a B.S. in International Business degree from Illinois State. The first of 14 international business courses to be taught by College of Business faculty there began in early 2018. The first cohort of international business students is expected to graduate from Illinois State in August 2019. Building on that collaboration, the two universities finalized plans this past year for Illinois State to offer its Master of Business Administration (MBA) program on the QLU campus beginning in May 2018. The initiative involves College of Business faculty teaching 14 courses to an initial cohort of 30-35 students. The cohort is scheduled to graduate in August 2019. The agreement between the universities provides for instruction to up to two additional cohorts on the QLU campus. The collaborative work with QLU being done by the College of Business is expected to serve as a model for other academic units at Illinois State interested in developing similar collaborations with QLU or with other universities in Central America.

DOCUMENTING THE VALUE OF AN ILLINOIS STATE UNIVERSITY EDUCATION

Human Capital Initiative

The Human Capital Initiative started in fall 2016. The initiative 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. IDES only maintains records of individuals who work in the state.

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 by (post) year after 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. The deans received the same reports for all academic programs in their respective colleges.

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, and 4) recruiting students to the University.

CURRICULUM

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 is considering 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 is scheduled to discuss the proposal as well as feedback from a campus-wide survey in fall 2018 with a recommendation to the Academic Senate to follow.

STRATEGIC PLANNING

New Graduate School Strategic Plan

The Graduate School completed its first-ever strategic plan in fall 2017 to guide graduate programs of the University during the coming five years. The plan was the result of a year-long process that included three phases: stakeholder focus groups, a survey of all graduate faculty members, and an open forum with graduate coordinators and the Graduate Council. Faculty overwhelmingly supported the value and necessity for graduate education and indicated that the graduate programs were a significant factor in faculty members' decisions to work at Illinois State. The 10-year vision calls for modest growth, offering non-traditional programs and degrees, appropriate staffing, becoming valued at all levels of the University and viewed as an essential part of the university's enrollment management strategy, and having at least 15 percent of all graduate students from underrepresented populations. The plan also includes 10 strategies and tactics from which the annual work plan for the Graduate School will be formulated.

New College Strategic Plans

In the past year the College of Business and Mennonite College of Nursing adopted new strategic plans to guide their academic programs and academic support services from 2018 through 2023. Preparation of the College of Business strategic plan began in fall 2016. The planning process involved obtaining input from the College of Business Advisory Council, holding a college strategic planning retreat in October 2016, and soliciting input from students at College of Business Executive Committee meetings. A draft plan was completed in November 2016, and a strategic planning task force was formed in spring 2017 to revise the draft based on feedback received from a variety of stakeholders. The plan was adopted by the college in fall 2017. In 2017-2018 Mennonite College of Nursing completed an assessment of the current state of the college and set goals for moving forward. The effort resulted in adoption by the college of a new five-year strategic plan based on input provided by faculty, staff, students, community members, and other campus stakeholders. The planning effort was led by an Illinois State University alumnus and former chief administrative officer of a Fortune 500 company based in Chicago.

In addition to adoption of new plans by the College of Business and Mennonite College of Nursing, the College of Applied Science and Technology began preparation of a new strategic plan to replace the plan scheduled to expire in 2018. CAST anticipates approval of a new strategic plan by college faculty by the end of calendar 2018.

Academic Program Profiles

The Office of Planning, Research, and Policy Analysis (PRPA) disseminated the fourth edition of Academic Program Profiles in fall 2017 to each college, department, and school at the University with credit-generating degree programs. PRPA generated a profile for each academic program, an aggregate profile of undergraduate programs offered by a department, school, or college and an aggregate profile of graduate programs offered by department, school, or college, and an aggregate profile of all undergraduate programs offered by the University and an aggregate profile of all graduate programs offered by the University. Each program profile includes data regarding enrollment, degrees conferred, retention rates, time to completion, credit hours to completion, and graduation rates. For many metrics, data were provided for fall 2015, fall 2016, and fall 2017 to support longitudinal analysis. In a supplementary release, PRPA provided data regarding credit hour generation by units. Department chairpersons and school directors have been encouraged to review and discuss these data with faculty to identify avenues for enhancing student success. Some units that have programs recognized by specialized accreditation associations use these data for reporting to their accreditor and for preparing requests for continuing accreditation.

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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 2019 objectives (i.e., for the year ending June 30, 2019) and the multi-year strategic plan for each college and for the Graduate School. All Fiscal 2019 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
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 2019 OBJECTIVES

**FISCAL 2019 OBJECTIVES
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY**

The College has established six major goals with strategies and corresponding action items listed under each goal for FY19. Each of the College's goals is linked and fully supports the core values and goals espoused in *Educate-Connect-Elevate Illinois State 2018-2023*.

College of Applied Science and Technology Goals

CAST...

provides premier comprehensive undergraduate programs; (Supports Educate-Connect-Elevate Strategic Directions I, II, and III)

1. Continue to work closely with University Admissions in actively recruiting and retaining students in CAST.
2. Strategically revise existing curricula at the undergraduate level and consider proposals for new programs (B.S. in Mechanical Engineering) with input from faculty, advisory boards, corporate partners, and accrediting agencies.
3. Maintain a standard of excellence through national program recognition and accreditation where appropriate.
4. Continue support of the Washington, D.C Internship program and encourage participation by all academic units.
5. Conduct successful faculty searches as approved for FY19.
6. Promote diverse educational opportunities as a means of broadening life experience, encouraging professional conduct, and fostering a cross-cultural understanding for students and faculty.
7. Seek opportunities for development of student and faculty exchange programs with international universities and ensure inclusion of all CAST units.
8. Implement temporary computer laboratories for the growing cybersecurity major (need two 30-seat computer labs).
9. Break ground on a dedicated laboratory space for the cybersecurity major.
10. Develop new undergraduate sequence in exercise science for pre-professional students.

provides graduate education programs that have a state, national, and international reputation for excellence; (Supports Educate-Connect-Elevate Strategic Directions I and II)

1. Strategically revise existing curricula at the graduate levels and consider proposals for new programs (M.S. in Computer Science; Master's of Public Health; Master's of Athletic Training) with input from faculty, advisory boards, and accrediting agencies.
2. Increase graduate student enrollment in the biomechanics, recreation administration, exercise physiology, and physical education pedagogy sequences.

3. Maintain a standard of excellence through national program recognition and accreditation where appropriate.
4. Increase the number of graduate assistantships and the average award of stipends as resources permit.

maintains state, national, and international recognition for quality research and scholarship; (Supports Educate-Connect-Elevate Strategic Directions II and IV)

1. Promote interdisciplinary and inter-departmental research projects where appropriate.
2. Increase the scholarly output of tenure-track faculty members including peer-reviewed articles, book chapters, books, abstracts, and proceedings to average 3.5 outcomes per FTE.
3. Seek opportunities to unite the needs of corporate partners with available faculty expertise and student professional practice.
4. Increase grant submissions to state and federal agencies, private foundations, and corporate partners.
5. Recognize faculty efforts through the ASPT process in scholarly outcomes including grant funding, refereed publications and presentations, and mentorship of students.
6. Continue development of a research center in CJS.

provides outreach initiatives that enhance the public and private sectors; (Supports Educate-Connect-Elevate Strategic Direction IV)

1. Support Science and Technology Week.
2. Explore expansion of outreach activities that integrates and supports teaching and scholarship.
3. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students, faculty, and the community.
4. Support activities of CAST RSOs geared toward service learning and civic engagement opportunities.

provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus; (Supports Educate-Connect-Elevate Strategic Direction II)

1. Renovate the Interior Design Studio space.
2. Develop a plan to address office space and laboratory space constraints in departments and schools that are at or near full capacity.
3. Provide faculty and students access to open-source Micro CNC Mill to enable the making of circuit boards. These machines have played a crucial role in the development of the new Renewable Energy Lab by creating custom electronic housings and electrical circuit boards for the new Solar PV Lab Stations.
4. Expand our use of application virtualization with the intent of increasing availability of software to students and faculty both on and off campus.
5. Develop additional collaborative learning spaces within the College.

attracts, develops, and maintains meaningful relationships with internal and external constituencies.
(Supports Educate-Connect-Elevate Strategic Directions I and IV)

1. Review and revise departmental/school ASPT guidelines as needed.
2. Complete the revision of the CAST Strategic Plan (2018-2023) followed by departmental/school strategic plan revisions as applicable.
3. Actively engage with University Advancement in the comprehensive campaign.
4. Continue to encourage and utilize the expertise of advisory councils in the departments and schools in CAST.
5. Expand cultivation and stewardship activities with key alumni, internal, and external constituencies.
6. Develop a fee-for-service initiative for the biomechanics laboratory in the School of KNR.

**FISCAL 2019 OBJECTIVES
COLLEGE OF ARTS AND SCIENCES**

The College of Arts and Sciences aims to continue building on its successes in line with all of its strategic goals as well as those highlighted in *Educate, Connect, Elevate*. As in years past, our principal focus will be to continue to maintain and build upon our academic excellence and to continue to enhance the systems and infrastructure critical in supporting this excellence.

The goals of our new Strategic Plan (2016-2021) align well with the seven core values of *Educate, Connect, Elevate* including the pursuit of learning and scholarship, individualized attention, diversity and inclusion, respect, civic engagement, collaboration, and integrity and the strategic goals articulated in the plan as outlined in this Table.

CAS Strategic Goal	ECE Goal(s)
Strategic Focus 1: Facilitate academic excellence	Goals 1, 2, 3, 4
Goal 1.1 Develop and maintain rigorous academic curricula	
Goal 1.2 Enhance and encourage support for individualized mentorship of student research and creative activity.	
Goal 1.3 Enhance support for our balanced teacher-scholar faculty in their teaching, research, and creative activities.	
Strategic Focus 2: Enhance the communication and infrastructure supporting academic excellence	Goals 1, 2, 3
Goal 2.1 Enhance communication and collaboration to support academic excellence.	
Goal 2.2 Develop and maintain technology infrastructure to support academic	
Goal 2.3 Enhance physical infrastructure to support academic excellence	
Strategic Focus 3: Diversify and enhance financial support for recruitment and retention of faculty, staff and students	Goals 1, 2, 3, 4
Goal 3.1 Increase funding from external research grants and contracts	
Goal 3.2 Maintain sufficient fiscal flexibility to respond to a rapidly changing environment	
Goal 3.3 Increase opportunities for resource generation via mission-consistent services and consulting	
Goal 3.4 Increase resources for recruitment and retention of diverse faculty and staff	
Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement	Goals 2, 3, 4
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	
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.	

This planning document outlines the most pressing needs of our college for FY19. Support for these initiatives will help us achieve the outlined goals and will ensure that we continue to recruit and retain high-quality students to whom we are able to offer premier undergraduate and graduate educational experiences in the humanities, social, natural, and mathematical sciences in Illinois.

FISCAL 2019 OBJECTIVES COLLEGE OF BUSINESS

Major Objectives and Goals for FY19

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 balance 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

FY19 College Objectives:

- Implementation of the preceding *new* 5-year strategic plan for the College
- Establish the Varner International Business Institute, including a physical space to house the institute
- Continue the B.S. in International Business degree in Panama in partnership with Quality Leadership University, which began in March 2018
- Continue the MBA degree in Panama in partnership with Quality Leadership University, which will begin in May 2018
- Continue implementation of the Redbird Career Portfolio (career and professionalism) Certificate program for all COB freshman and sophomores. Phase in COB juniors, and seniors
- Further implement Suitable – a new software service that will track students’ progress toward the Redbird Career Portfolio Certificate program. The software incorporates a points tracking system, issuance of badges, and the potential to partner with employers to provide students with vital career and professionalism skills
- Increase the number of academic advisors in the COB
- Increase collaboration space in the COB
- Initiate curriculum revision for the MBA program
- Continue recruitment efforts to attract high-quality students to the COB
- Continue the priority of developing internship and other experiential learning opportunities with high academic quality and rigor
- Create a strong marketing plan that will extend the reach of the COB brand
- Develop new, and strengthen existing, internal and external partnerships
- Continue building a strong sense of community, engagement, and satisfaction among students
- Grow and enhance additional international opportunities for students and faculty
- Recruit and retain high quality and diverse faculty and staff
- Provide high quality graduate assistant support for faculty
- Increase the number of business partners who seek to interview and hire our students
- Increase the number of scholarships, endowed professorships, faculty scholars, and fellowships funded through private giving
- Grow the COB “excellence fund” to provide support for maintaining a state-of-the-art teaching and learning environment in the COB
- Continue an effective News & Views publication
- Continue to develop capacity models that support client projects and individualized attention in major and elective classes

**FISCAL 2019 OBJECTIVES
COLLEGE OF EDUCATION**

COE objectives for FY19 are consistent with the College Strategic Plan and five-year goals, which support the *Educate-Connect-Elevate* action plan. The objectives build upon the previously reported work from FY18. In FY19, the College of Education will:

FY19 Objectives	COE 5-Year Goal	<i>Educate- Connect- Elevate</i>
1. Collaborate with teacher education programs within and outside of the College of Education to create courses or endorsement options to prepare teacher candidates across the institution to teach students with disabilities.	COE 1, 2, 3	ECE II, III
2. Relocate the Department of Special Education assistive technology materials to DeGarmo 21, and begin working with other units to explore high incidence disability supports to ensure the education of diverse learners.	COE 1, 2	ECE II, III
3. Expand the use of the virtual reality classroom to include all units in the College of Education and related teacher education programs in other colleges.	COE 1, 4	ECE II
4. Facilitate the mentoring and support of new faculty teaching and research agendas through the continuation of <i>GROWTH</i> ; the formalized department mentoring program in SED.	COE 3	ECE I, IV
5. Continue efforts to support our students of color by analyzing the results of the Intercultural Development Inventory (IDI) and setting goals based on those results. Administration of the IDI will be expanded to teacher candidates.	COE 3	ECE III
6. Increase enrollment in early childhood education, elementary education, and middle level education.	COE 1	ECE I, II
7. Improve the appearance of offices and hallway spaces to sustain a professional environment for students, parents, and employees.	COE 4	ECE I, III
8. Reduce completion time requirement for EAF doctoral programs from eight to seven years.	COE 1, 2	ECE I
9. Increase EAF faculty scholarly productivity by 30% over previous year.	COE 3, 4	ECE I, IV
10. Increase of the number of EAF students who complete their dissertation research by 40%.	COE 1, 2	ECE I
11. Establish a Summer Leadership Academy designed to identify, coach, and prepare aspiring school leaders about the job ahead, and assist with the application process for admission to the principal preparation program in EAF.	COE 1	ECE I, II, III,
12. Present the superintendent program redesign with embedded internships as entrance into national competition for Exemplary Program with the University Council for Educational Administration.	COE 1, 2, 5	ECE II

FISCAL 2019 OBJECTIVES COLLEGE OF FINE ARTS

Increasing Enrollment

Educate-Connect-Elevate I. Enhance Strength and Stability A. Ensure strong enrollment and student success. II.A. Foster Innovation A. Support academic program offerings to meet enrollment demand in current and emerging fields of study.

The College of Fine Arts intends to grow by 375 students over the next 3 years, with a goal of 1500 majors. In fine arts disciplines where intensive individual instruction is required, growth in majors requires careful planning and oversight. Excellent facilities are required to attract prospective students in this highly competitive market. Until CFA is able to offer improved facilities, recruitment will remain a challenge.

The enrollment growth goal will be accomplished by the initiatives described below.

1. For FY19 the School of Art and the Arts Technology Program have proposed a merger that would result in a *School of Art and Creative Technologies*. This merger will provide the foundation to build more cross-disciplinary and technology-driven curriculum in game design, interactive media, electronic music composition, live performance, movement and motion capture, sound design and production, virtual reality, video and web.

The Arts Technology Program has been without a school or a department home for almost 20 years and reports to the dean. CFA anticipates continued enrollment growth in what is now the Arts Technology Program (Creative Technologies), as well as the areas in CFA that intersect with technology. Most relevant colleges or schools of art and design today offer a multidisciplinary arts technology program that benefits their students, institution, and community. The *School of Art and Creative Technologies* will offer a clear career path for graduates.

2. The School of Art's new Graphic Design 3 + 1 program with Shanghai Normal University's Tianhua College will help realize CFA's future enrollment goal. In 2017-18, there were 60 students from Tianhua College opting for the ISU track. After completing the shared curriculum on both campuses, students will graduate with an ISU degree and a Tianhua College degree.

Other Chinese students will enter the ISU/Tianhua pipeline in 2018-19 and 2019-2020, and it will continue. Once accepted into the program, students from Tianhua College are required to meet ISU's English language requirements before arriving on campus.

3. The School of Theatre and Dance (SOTD) hosts 4,600 Illinois High School Theatre Festival students and teachers for one week every other year on campus in January, most recently in January 2018. This is an excellent recruiting opportunity not only for fine arts, but for all disciplines at ISU. Most of the high school students attending the Festival and interested in CFA's School of Theatre and Dance are seeking programs that include Musical Theatre.

Currently, SOTD does not have a Musical Theatre option. It has made good progress for its development and intends to complete this option and recruit for it in spring 2019.

4. The School of Music has developed an aggressive recruiting plan that includes touring ISU student instrumental and vocal ensembles to Illinois high schools, conferences, and to neighboring states. Like Theatre and Dance, Music auditions prospective students on campus and in Chicago. CFA also anticipates growth in the School of Theatre and Dance and School of Music due to the adoption of the *Accepted* application platform. Both units have seen increased applicants from the US and China.
5. The College of Fine Arts anticipates modest growth through INTO's efforts.

Diversity and Inclusion

Educate-Connect-Elevate III. Nurture Diversity and Inclusion. A. Enhance diversity of faculty, staff, and student populations across the inclusion spectrum. B. Invigorate the campus community by providing a welcoming and inclusive environment. C. Advance learning experiences that help faculty, staff, and students succeed in a global society.

The CFA will nurture diversity and inclusion through the following efforts.

1. The College of Fine Arts FY18 searches for TT and NTT faculty and staff were successful in recruiting a pool of diverse candidates to campus. Nine of these individuals were hired and will begin in FY19. Several of the individuals hired will enhance CFA's diversity.
2. The fine arts disciplines of visual art and design, dance, music, theatre, and creative technologies are built upon multicultural influences and dependent on diversity and global perspectives to grow and thrive. In FY19, the School of Art will host a Fulbright Scholar-in-Residence from South Africa to teach art history and visual culture. The School of Theatre and Dance will host a Ugandan playwright who will direct her play, *GaAD!* at ISU and link to other academic departments on campus. Programming at University Galleries and in the Schools will be created with the value of diversity and inclusion as a consideration.
3. The School of Art will offer an Art History study abroad opportunity to Orvieto, Italy in summer 2018 and an Art Education study abroad trip to Australia in summer 2019. The School of Theatre and Dance will offer a Dance study abroad experience in Cypress at the University of Nicosia in summer 2018 and study abroad opportunities to Uganda and Prague in summer 2019. The School of Music will offer a study abroad trip to England in summer 2019.
4. Opportunities for faculty guest lectures and student exchanges at Edge Hill University in Ormskirk, Lancashire, England and Srinakharinwirot University (SWU) in Bangkok will continue in FY19. For the second year, the School of Art and School of Music will continue hosting groups of students from Central China University and Southwest Normal University in China during January 2019. School of Art faculty and Master of Fine Arts (MFA) students will follow their May and June 2018 residency and joint exhibition at Southwest University in Chongqing with another collaboration in FY19.

Improving Facilities and Equipment

Educate-Connect-Elevate II. Foster Innovation. C.1. Enhance organizational infrastructure to support innovation and collaboration. 1. Create more spaces that encourage collaborative research, teaching, and other learning activities.

FY 19 Provost Enhancement requests include funding for facilities and equipment improvements throughout CFA to support teaching and learning and health and safety at the undergraduate and graduate levels.

Selected list is as follows.

- School of Music Cook Hall 305 and 308—clean, patch, repair and replace rooms used for recruitment, the ISU community String Project, general education courses, rehearsals and prospective student auditions
- School of Music CE 209 and 220—upgrade poor and damaged group piano studio and classroom used by all music majors
- School of Theatre and Dance—replace damaged lighting in CPA theater
- School of Theatre Dance—classroom teaching tools in CE116/Dance Studio (video capture), CE09/Costume Crafts (sink and plumbing), and CW303A/Design (drafting tables)
- School of Theatre and Dance—LED projector and display for CPA and Westhoff Theater
- CFA-IT--renovate CVA 138 and 139-- refurbish open lab, and create equipment check-out and printing services used by all CFA students
- School of Art CW Ceramic Glaze Room—install dust collection system for ventilation safety
- School of Music renovation CW 313B and 315—renovate adjacent rooms in poor condition for use by Music Therapy and Music Education majors
- Arts Technology CVA 117--renovate space to create media learning space and classroom
- CFA-IT Faculty Computers –move faculty computer recapitalization from 7 years to a 4-5 year
- School of Art Painting of Studios and Classrooms – Patching and painting of 14 separate Art classrooms in CVA and Centennial West
- School of Art Renovation of Video Lab/Classroom
- University Galleries Uptown Normal—install audio and sound system for CFA and public presentations, meetings, and exhibitions
- School of Music F Tuba—purchase this typically college-owned (rather than student-owned) instrument for student and ensemble use

Operations

For FY19, CFA requests Permanent Funds for the School of Art and Arts Technology Program merger (School of Art and Creative Technologies). The Arts Technology Program has not had operating funds or graduate assistantship funds except for ERIP, which will not be available after FY18. To support their Arts Technology activities, CFA requests modest operating and graduate assistantship funds. The College also requests funding for key staff and School of Theatre and Dance graduate assistantship funds.

Permanent Funding Request:

- Art Technology/Art—Operating Budget
- School of Music—1 FTE AP Music Advisor
- Arts Technology/Art Graduate Assistantships
- School of Theatre and Dance Graduate Assistantships
- CFA-IT Technology Support Specialist
- School of Theatre and Dance --Summer Lighting and Sound Supervisor funds

Development

*Educate –Connect-Elevate I. Enhance Strength and Stability. C. Strengthen financial position
3. Enrich the culture of philanthropy.*

In FY 18, the College of Fine Arts made excellent progress towards its *Redbirds Rising* campaign goal of \$10,000,000. In fall 2017, the goal was increased to \$12,500,000. As of March 2018, CFA has achieved 80% of this goal (\$9,903,914).

For FY19, the CFA dean has set a goal of \$1,500,000. The College has been without a director of development since fall 2017. When an individual is hired, he/she and the dean will develop FY19 fundraising strategies.

**FISCAL 2019 OBJECTIVES
MENNONITE COLLEGE OF NURSING**

Strategic Goal 1: Teach Our Students with Excellence

- Curriculum
 - Holistic review and adjustment of undergraduate and graduate curricula – calibrate with best practices, industry needs, licensure requirements, and accrediting agencies.
 - Align testing with NCLEX standards throughout undergraduate program
- Leadership Development
 - Explore strategic campus-wide partnerships: MSN/MBA; MPH
 - Conduct Leadership Academy
- Technology
 - Develop digital testing (online testing platform)

Strategic Goal 2: Strategically Grow Research and Scholarly Works

- Focus
 - Diverse populations
 - Vulnerable people
 - Cross discipline
 - Clinical practice
- Reputation
 - Hire faculty with motivation for research
 - Assess faculty needs and impending retirements
- Leverage Technology
 - to enhance programs that require research (Ph.D., DNP, etc.)
 - Develop timeline tracking system for grant and IRB protocol submissions, and research projects

Strategic Goal 3: Collaborate with Our Community

- Capture and Highlight Community Service of the College
- Strengthen and Develop Partnerships
 - Student education that benefits the community
- Feature health-related service work in branding stories about the College
- Strengthen Alumni Engagement
 - Fundraising
 - Developing clinical sites
 - Collaborating on community service projects
 - Assisting in classroom or sim lab learning
 - Mentoring students in the clinical setting in which our alumni work

Strategic Goal 4: Develop Diverse Clinical Experiences for Students

- Assure Varied Clinical Experiences
- Expand Clinical Partnerships
- Increase Role of Simulation Learning to Enhance Clinical Experiences
- Change Agents to the Underserved: Service Education (CAUSE) HRSA Primary Care Grant pending

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

- Culture
 - Clarify job responsibilities
 - Assess job satisfaction
- Marketing
 - Design and implement a recruitment plan that is **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound
- 100th Anniversary Celebration
 - Engage community, alumni, faculty, staff and students
 - Link celebration with Redbirds Rising goals
- Foundation Building
 - Create vision for a new building and begin planning
 - Inspire the community, alumni, and donors with possibilities
 - Seek commitments of financial support
- Faculty and Staff Development and Funding
 - Assess needs and deliver development to faculty and staff

**FISCAL 2019 OBJECTIVES
MILNER LIBRARY**

- A. Begin implementing Master Plan. (after *Educate-Connect-Elevate* I.D.4)
- As the master plan will be finished at the beginning of FY19 and much depends on Facilities' schedule, we don't anticipate any real changes in our physical space resulting from the plan until FY20, but we will need to begin project planning (relocation of materials, etc) well in advance of any facilities work.
 - As we improve and alter our spaces, be mindful of opportunities to create more space for collaborative research.
 - Establish clear spaces for advising, writing assistance and other student services.
- B. Improve Milner communications, both internal and external (after ECE and IV.B.1)
- Our new communications director will work with administration, faculty and staff to create a communications plan that better conveys to our constituents what resources and services we offer and how to access them.
 - We will foster internal communications that promote esprit de corps.
 - Examine online library guides and our approach to them to update where necessary, and to utilize best practices in rewriting them (including adding video and other media).
 - Promote opportunities in our evolving MakerSpace and Ready.Record.Studio.
 - Incorporate FormStack or Microsoft 365 forms into more internal communications and tracking; explore their use in CAP (Cataloging, Acquisitions and Processing).
- C. Optimize our use of shared resources (after ECE IV.B.4)
- In summer of 2018 we will be transitioning our Interlibrary Loan Software to Tipasa.
 - CARLI has issued an RFP for a new Integrated Library System to replace our current system, Voyager. Formal implementation will likely not begin until 2020, but this will be a major change for us, so we will be monitoring the progress closely and providing representatives to working groups once CARLI begins work on the chosen product.
 - Provide informational opportunities for faculty and students regarding open resources, and continue to promote ISURed and other such resources for our campus.
- D. Improve fundraising prospects (after ECE I.C. 1 and 3)
- Enhance identification with Milner through signage, branded opportunities, and a celebration of our place and our heritage.
 - Work with University Advancement to develop a plan of action to reach Redbirds Rising goals, and to lay a roadmap for future collaboration.
 - Widen our prospect pool and redefine the notion of affiliation to tap into potential donors to Milner Library.
 - Engage today's students in ways that will make them tomorrow's donors.

E. Review resource allocation (after ECE I.D.3 and II.C.3)

- Continue refinement of comprehensive collection development plan, including collection analysis associated with the programs undergoing Program Review.
- Establish baselines for collection and item usage, and improve our consistency in making decisions about acquisition and deacquisition that are informed by this data.
- Explore desirability and feasibility of expanding loans of equipment (such as computers, cameras, etc).

FISCAL 2019 OBJECTIVES GRADUATE SCHOOL

The Graduate School has recently updated its strategic plan. This plan as well as all four goals within *Educate-Connect-Elevate: Illinois State* will drive the FY 19 Planning document:

Below are the 10 strategies and associated tactics that will guide the Graduate School over the next 6 years.

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)

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. Develop a plan to best utilize the Graduate Student Advisory Board. (FY 19)
 - c. Work with Milner Library's Information Use and Fluency Department/Scholarly Librarian to develop the "Grow a Researcher" program. (FY 19)
 - d. 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)

3. Maintain standards across campus.
 - a. Review and develop a policy to deal with decidualized courses and the lack of curriculum process review with them. (FY 19)
 - b. Develop an exit survey to determine the quality of the program. (FY 19)

4. Review and improve the thesis/dissertation process including deadlines and formatting.
 - a. Remove thesis and dissertation proposal approval form submission deadlines to expedite the process. (FY 19)

5. Provide recruitment assistance to programs.
 - a. Require departments to develop recruiting plans to receive recruitment funds. (FY 19)
 - b. Investigate EAB resources on graduate recruitment. (FY 19)

6. Integrate across campus the concept that graduate programs add value to the university in terms of prestige and scholarship.
 - a. Develop stories for news feeds featuring graduate students. (FY 19)

7. Because graduate programs are important to faculty members, work with Chairs/Directors, Deans, and other levels of administration to enhance that value to new hires and current faculty as well as expand graduate program offerings.
 - a. Implement the INTO program at the graduate level. (FY 19)

8. Reposition graduate programs so they get more institutional recognition than they currently receive.
 - a. 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 19)

9. Advocate that graduate assistants are valuable resources.
 - a. Work with CTLT to provide a teaching certificate for graduate students due to the large number of credit hours they teach. (FY 19)
 - b. Implement a stipend incentive program to attract high quality graduate students. (FY 19)

10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
 - a. Promote the resources available to graduate students such as Career Services, Milner Library, and CTLT. (FY 19)
 - b. Work with Milner Library to develop a section of the website that specifically targets the needs to graduate students. (FY 19)
 - c. Create an all graduate student orientation. (FY 19)

MULTI-YEAR STRATEGIC PLANS

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY STRATEGIC PLAN 2014-2018

NOTE: The next edition of the college strategic plan, covering the period 2019-2023, is currently being developed by the college. Approval of the plan is expected to occur in fall 2018.

THE COLLEGE...

A common theme included in all academic programs in the College of Applied Science and Technology (CAST) is a broad liberal arts education interwoven with a dynamic curriculum. This pervasive theme prepares graduates to leave the University and successfully enter their chosen careers representing a wide diversity of opportunities. Graduates of CAST are prepared for professional and technical positions in education, government, business and industry. Dedicated faculty members and full-time academic advisors guide students' personal and academic development.

CAST includes academic units in Agriculture, Criminal Justice Sciences, Family and Consumer Sciences, Health Sciences, Information Technology, Kinesiology and Recreation, Military Science, and Technology. With this diverse array of academic units, CAST is able to offer 28 areas of study at the undergraduate level and 22 programs at the graduate level. Graduate programs leading to the Master's degree are offered in Agriculture, Criminal Justice Sciences, Family and Consumer Sciences, Information Technology, Kinesiology and Recreation, and Technology. Among our academic programs, 22 programs are validated through national accreditations by professional organizations.

CAST offers a technology-rich environment with real-world experiences and hands-on learning. Academic programs move students from theoretical concepts to applied laboratory and learning opportunities. In most majors, students are required to complete a culminating professional experience (internship or student teaching) in approved site-based agencies or schools.

The vast majority of our graduates are employed in a field related to their major within three months of graduation or they enter graduate programs to further specialize. A major factor in this success rate is the curriculum that is constantly monitored and modified to meet the ever-changing demands of the society, education, and industry.

VISION

The College of Applied Science and Technology graduates individuals skilled in critical thinking with a life-long passion for learning and a strong commitment to civic engagement.

MISSION

The College of Applied Science and Technology cultivates the intellectual and personal growth of individuals through premier teaching, research, and outreach programs. We emphasize innovative relationships between theory and practice in order to graduate technologically skilled life-long learners who can contribute effectively to their profession and society.

College of Applied Science and Technology Goals

CAST...

provides premier comprehensive undergraduate programs;

provides graduate education programs that have a state, national, and international reputation for excellence;

maintains state, national, and international recognition for quality research and scholarship;

provides outreach initiatives that enhance the public and private sectors;

provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus; and,

attracts, develops, and maintains meaningful relationships with internal and external constituencies.

College of Applied Science and Technology Strategic Plan

Vision, Mission, Goals & Strategies

(Adopted by CAST Council on December 13, 2013)

Vision...

The College of Applied Science and Technology graduates individuals skilled in critical thinking with a life-long passion for learning and a strong commitment to civic engagement.

Mission...

The College of Applied Science and Technology cultivates the intellectual and personal growth of individuals through premier teaching, research, and outreach programs. Innovative relationships between theory and practice are emphasized in order to graduate technologically skilled life-long learners who can contribute effectively to their profession and society.

Goals and Strategies

1. CAST provides premier comprehensive undergraduate programs.

Strategy 1A: Offer each student opportunities for experiential learning, including but not limited to student research, service learning, civic engagement, honors programs, volunteering, internships, study abroad, and community outreach activities.

Strategy 1B: Promote diverse educational opportunities as a means of broadening life experience, encouraging professional conduct, and fostering a cross-cultural understanding for students and faculty.

Strategy 1C: Recruit and maintain a diverse, talented faculty of tenure-track, non-tenure track, and/or AP personnel, as necessary, to accommodate quality teaching and research, and that is sensitive to enrollment management and potential program expansion.

Strategy 1D: Utilize accreditations, where appropriate, to promote quality and rigor in undergraduate programs.

Strategy 1E: Continue to emphasize career placement opportunities for all students.

Strategy 1F: Pursue alternate delivery of courses to meet global changes, market conditions, and effective pedagogies.

Strategy 1G: Continue and expand participation in General Education programs through curricula offerings.

Strategy 1H: Reward activities that promote premier undergraduate education experience.

Strategy 1I: Maintain support of student teacher and intern supervision.

Strategy 1J: Provide resources to attract and recruit diverse, highly qualified undergraduate students.

2. CAST provides graduate education programs that have a state, national, and international reputation for excellence.

Strategy 2A: Pursue graduate degrees building on strengths of selected programs.

Strategy 2B: Pursue alternate delivery of courses to meet global changes, market conditions, and effective pedagogies.

Strategy 2C: Support existing programs of distinction and explore the feasibility of others in selected areas of strength.

Strategy 2D: Provide resources to attract and recruit diverse, high quality graduate students.

Strategy 2E: Reward activities that contribute to exemplary graduate education experience.

Strategy 2F: Provide resources to attract and maintain high quality graduate faculty.

Strategy 2G: Provide high quality graduate programs which focus upon advanced study, research application of principles and practices, and professional ethical conduct.

3. CAST faculty and students will engage in high quality research and scholarship.

Strategy 3A: Strengthen available resources for scholarship, research, sabbatical leaves, grant writing, professional activities, and other faculty development opportunities.

Strategy 3B: Provide incentives and ongoing support for interdisciplinary/intra-university research projects.

Strategy 3C: Reward faculty through ASPT process for quality research and scholarship.

4. **CAST provides outreach initiatives that are mutually beneficial to the academic community and public/private sectors.**

Strategy 4A: Recognize and reward students, faculty, and staff involved in strategic collaborations and targeted community outreach.

Strategy 4B: Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.

Strategy 4C: Encourage and recognize civic engagement.

Strategy 4D: Establish strategic partnerships with professional and community organizations to discuss, interpret, and apply knowledge to public policies and professional practice.

Strategy 4E: Support Science and Technology Week and continue to seek extramural sponsorship.

Strategy 4F: Explore expansion of outreach activities that integrates and supports teaching and scholarship.

Strategy 4G: Encourage dissemination of knowledge through popular press.

Strategy 4H: Explore the feasibility of “centers that matter” to enhance opportunities for faculty, students and public/private sector collaboration.

5. **CAST provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus.**

Strategy 5A: Promote student technology fluency, as well as relevant faculty and staff development, in the use of technology for teaching and scholarship.

Strategy 5B: Establish up-to-date technology and infrastructure to support teaching and research activities.

Strategy 5C: Collaborate with university technology units (e.g., CTLT) to more efficiently deploy resources.

Strategy 5D: Explore permanent funding for additional support staff in areas of demonstrated need.

Strategy 5E: Promote initiatives and activities which incorporate sustainable practices in support of Education Illinois (Goal 4; Strategy 5).

6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.

Strategy 6A: Increase external support in order to guarantee an operating budget that supports academic excellence.

Strategy 6B: Develop and deploy an effective, efficient, integrated, comprehensive College marketing plan.

Strategy 6C: Encourage efforts to increase local, state, federal, and private support of the College.

Strategy 6D: Continue and expand CAST contributions to the university campus community.

Strategy 6E: Continue and promote a commitment to shared governance.

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 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 interdisciplinary teaching and scholarly collaborations.

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

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

Strategic Focus 1: Selected Accountability Measures

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

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

Goal 2.1 Enhance communication and collaboration to support academic excellence.

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

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

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

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

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

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

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

Goal 2.3 Enhance physical infrastructure to support academic excellence.

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

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

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

Strategic Focus 2: Selected Accountability Measures

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

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

Goal 3.1 Increase funding from external research grants and contracts.

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

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

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

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

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

Action 3.2.2: Engage in cooperative learning experiences with businesses.

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

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

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

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

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

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

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

Action 3.4.2: Promote use of resources for mentoring of underrepresented groups

Action 3.4.3: Provide recognition or awards to departments/faculty/staff who engage in diversity and inclusion training programs

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

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

Strategic Focus 3: Selected Accountability Measures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategic Focus 4: Selected Accountability Measures

- Number of all General Education courses and sections taught by faculty members from CAS, number of courses dedicated to US and international diversity and report assessment data from those General Education courses.
- Report contributions to the ongoing work of the Career Task Force.
- Number of opportunities for civic engagement and the acquisition of intercultural communicative competency.

- Number of issues of CASNews, press releases made through University News Hub, and features in other university publications.
- Number of presentations made to the general public by faculty members of CAS, including Main Street College presentations.
- Number of students completing coursework and declaring minors in US-diversity and Area Studies (AMALI).

COLLEGE OF BUSINESS STRATEGIC PLAN 2018-2023

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

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

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

Core Values:

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

Goal One

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

Strategies

1. Maintain high expectations for excellence in student performance.

Tactics

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

2. Develop a supportive, individualized, and transformative educational experience in and out of the classroom.

Tactics

- A. Provide the opportunity for a transformative learning experience for every student (e.g. study abroad, internships, client projects, service learning projects, entrepreneurship opportunities, etc.)
- B. Continue to offer class sizes of 30 or less in upper level courses.
- C. Optimize course offerings (COB core and required major classes) to support timely graduation.
- D. Continue to offer co-curricular opportunities (RSOs, guest speakers, civic engagement projects, etc.)
- E. Build a strong sense of community, engagement, and satisfaction among students.
- F. Increase internships and other experiential learning opportunities with high academic quality and rigor.
- G. Provide and monitor opportunities for students to pursue professional certifications.
- H. Monitor the number and success of students seeking and obtaining professional designations.
- I. Increase the number of advisors based on AACSB recommendations.
- J. Create new, distinctive and innovative classes and programs to meet the needs of stakeholders.
- K. Support professionalism and career development for students.

3. Strengthen graduate programs in the College of Business.

Tactics

- 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 2013-2018

NOTE: A search for a new dean of the College of Education is currently underway. Development of a new strategic plan is expected to begin once a new dean has joined the college.

CULTIVATING EDUCATIONAL LEADERS

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.

The College of Education will:

1. **Cultivate leaders for the education profession:** Develop and support graduates who are globally-minded, socially and culturally competent, and knowledgeable; and professionals who are learner/school/district/university-ready, competent in integrating technology to enhance learning and differentiated instruction, and proficient in intentional, outcomes-driven instruction, assessment, and administration. Supports Educating Illinois Goals 1, 2.
2. **Create the standard for educator preparation:** Establish and promote the standard for comprehensive educator and educational leader preparation by celebrating our strong reputation, developing strategic clinical experiences and partnerships, strengthening our commitment to diversity and equity, and responding to changing needs of students and the field. Supports Educating Illinois Goals 2, 3.
3. **Support faculty and staff with diverse expertise:** Recruit and retain college faculty and staff with diverse expertise through valuing a balance of effective teaching, scholarship, and service; promoting a positive and respectful professional workplace; and supporting scholarly and professional development. Supports Educating Illinois Goals 2, 1.
4. **Foster a culture of prioritization:** Cultivate and allocate College resources purposefully by fostering a culture of shared governance and resource allocation by priority to create academic environments conducive to engaging students in learning and enhancing scholarly productivity. Supports Educating Illinois Goals 4, 1, 2, 3.
5. **Advance the virtues of public education and the teaching profession:** Advance and celebrate the virtues of public education and the teaching profession to support the principles of Realizing the Democratic Ideal by promoting rich, positive dialogue among stakeholders and deliberately engaging them in pressing and future issues. Supports Educating Illinois Goal 3.

COLLEGE OF FINE ARTS STRATEGIC PLAN 2018-2023

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

The Planning Process

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

The Strategic Planning Steering Committee

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

Vision Statement, Mission Statement, and Values Statement

Vision Statement

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

Mission Statement

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

Values Statement

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

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

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

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

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

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

Areas of Strategic Focus

Strategic Focus 1: *Enrich Academic and Artistic Excellence*

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

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

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

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

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

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

Strategic Focus 1:
Enrich Academic and Artistic Excellence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Selected Accountability Measures:

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

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

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

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

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

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

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

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

Action 2.2.1: Encourage culturally responsive components across the curriculum.

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

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

- Action 2.3.1: Develop a beginning-of-year college-wide event to articulate available resources and encourage meaningful engagement.
- Action 2.3.2: Encourage meaningful participation by students in diversity-focused faculty research and college programming.
- Action 2.3.3: Increase diversity-focused volunteer and internship opportunities in the local community to develop students' civic engagement skills.
- Action 2.3.4: Expand diversity-focused opportunities for students to interact with the public through site-specific performances and exhibitions outside of the College, in public spaces, and local businesses in the community.

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

- Action 2.4.1: Appoint a College Diversity Liaison.
- Action 2.4.2: Consistent with University policy, establish a college-wide protocol for reporting concerns related to diversity and social justice issues.
- Action 2.4.3: Establish diversity training sessions for faculty, staff, and students.
- Action 2.4.4: Create a diversity portal on the College website with links to on-campus and community resources, including RSOs, Student Counseling Services, Diversity Advocacy, and the Campus Climate Task Force.
- Action 2.4.5: Evaluate and enhance equal access to facilities.

Selected Accountability Measures

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

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

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

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

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

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

Selected Accountability Measures

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

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

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

- Action 4.1.1: Continue to pursue private foundation support for research, creative activity, and scholarship.
- Action 4.1.2: Encourage new and continuing faculty and staff to utilize the grant-writing resources available through the College.
- Action 4.1.3: Increase the number of interdisciplinary and cross-institutional collaborations.
- Action 4.1.4: Encourage and support student involvement in formal research endeavors with faculty mentors.
- Action 4.1.5: Pursue external funding to support research and creative activity by considering flexible and differential teaching and research loads.
- Action 4.1.6: Continue to work with our government relations specialist to promote state and federal creative initiatives and research projects.
- Action 4.1.7: Develop strategies with the Director of Development in the College to leverage matching or cost-sharing requirements of external funding agencies.

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

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

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

Action 4.3.1: Establish an annual Dean's Speaker Series to publicly recognize the research accomplishments of College faculty that represent scholarship of national and international prominence.

Action 4.3.2: Acknowledge award recipients and outstanding research and creative activity at the Annual CFA End-of-the-Year Meeting.

Action 4.3.3: Recognize faculty and staff who actively pursue and submit external grant proposals.

Selected Accountability Measures

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

Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure

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

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

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

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

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development

Goal 6.1 Promote and enhance the reputation of the College.

- Action 6.1.1: Regularly communicate student, alumni, faculty, and staff success stories to feature fine arts career paths and professional accomplishments.
- Action 6.1.2: Promote and invite stakeholders to exhibitions, performances, awards, and special events.
- Action 6.1.3: Showcase philanthropic impact through donor and recipient testimonials and profiles.
- Action 6.1.4: Create donor-centric communications to share with all stakeholders.
- Action 6.1.5: Develop and maintain a College-specific database of alumni, emeritus faculty, donors, community patrons, parents of alumni, prospective students, and other interested and relevant stakeholders.

Goal 6.2 Increase stakeholder engagement in the College.

- Action 6.2.1: Strengthen ties to alumni through events and communications.
- Action 6.2.2: Create volunteer opportunities, internships, and mentorships that link alumni, emeritus faculty, students, and parents with arts organizations, businesses, and community members.
- Action 6.2.3: Engage academic leaders and faculty in efforts to identify and cultivate donors.
- Action 6.2.4: Educate current students and young alumni about the value and importance of philanthropy.
- Action 6.2.5: Create greater awareness about volunteer groups within the College, such as Friends of the Arts and the Illinois Shakespeare Festival Society.
- Action 6.2.6: Collaborate with all of the Colleges in the University to leverage fine arts events for alumni and community engagement.

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

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

Selected Accountability Measures

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

Strategic Focus 7:

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

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

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

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

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

Action 7.2.2: Leverage traditional marketing strategies.

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

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

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

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

Selected Accountability Measures

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

MENNONITE COLLEGE OF NURSING STRATEGIC MAP 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 MAP 2014-2019

Build a dynamic and multifaceted library integrated into University learning and research

Optimize access to information

- Determine campus information needs
- Guide campus and community to needed information
- Sustain collections that support learning and research
- Provide technologies for information, discovery, and use
- Enhance convenience of access

Advance transformative teaching and learning

- Integrate library more fully into curriculum
- Implement program of information skills across the curriculum in collaboration with academic faculty and departments
- Develop repertoire of teaching methods and information content
- Advance teaching of primary source materials

Enhance strategic partnerships

- Collaborate with students in library planning
- Partner with faculty to integrate library in teaching and research
- Work with University Advancement to increase donor contributions
- Pursue campus partnerships that support strategic priorities
- Collaborate with local libraries and consortia

Design a facility that enhances learning and research

- Implement a comprehensive long-term space plan
- Enhance efficiency and sustainability of spaces and practices
- Improve the library's appearance, comfort, and functionality
- Engage in collaborations that co-locate services in and out of library
- Integrate campus into discussions about future renovation

Encourage library faculty and staff excellence

- Nurture a supportive, just, and equitable library culture
- Recruit and retain diverse, qualified, and engaged faculty/staff
- Support continuous and strategic development of faculty and staff
- Support faculty research and creative activity

Align library resources with strategic priorities

- Exercise efficient and effective stewardship of resources
- Optimize funding for materials, facilities, technology, and personnel
- Define and communicate fundraising priorities
- Align organizational structure with strategic priorities
- Assess library's activities against intended outcomes

GRADUATE SCHOOL STRATEGIC PLAN 2018-2023

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

INTRODUCTION

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

A 10 YEAR VISION

In 10 years the Graduate School will:

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

THE PROCESS

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

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

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

- What should the Graduate School be doing that it isn't?
- If you were the director of the Graduate School or the provost, what changes would you make to graduate education?

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

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

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

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

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

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

STRATEGIES AND TACTICS

Role of Graduate School

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

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

5. Provide recruitment assistance to programs
 - a. Hold a recruitment workshop for faculty to build skills and learn best practices in recruiting quality graduate students. (FY 18)
 - b. Create the Graduate School summer fellowship where a faculty member works in the Graduate School to develop recruiting strategies, promotional talking points, marketing materials. (FY 18)
 - c. Survey those students accepted to ISU but who did not attend to determine reasons why we are losing graduate students. (FY 18)
 - d. Require departments to develop recruiting plans to receive recruitment funds. (FY 19)
 - e. Investigate EAB resources on graduate recruitment. (FY 19)
 - f. Ensure that all program websites have the online information form to generate prospect lists. (FY 20)
 - g. Develop a communications plan with Admissions to detail how each unit on campus communicates with prospects. (FY 20)
 - h. Develop informational resources to recruit external graduate assistantships. (FY 20)
 - i. Enhance recruitment efforts for underrepresented students. (FY 21)
 - j. Hire a recruiter to work on behalf of the University and the individual departments who will also be responsible for external graduate practicums. (FY 22)
 - k. Increase funding from the Graduate School for recruitment. (FY 22)
 - l. Establish an underrepresented student mentoring program with the Black Graduate Student Association. (FY 22)

Perceptions of the Graduate School and Graduate Programs

6. Integrate across campus the concept that graduate programs add value to the University in terms of prestige and scholarship
 - a. Communicate work of graduate students to upper administration on a regular basis. (FY 18)
 - b. Continue to seek representation of the Graduate School on key committees and with key stakeholders. (FY 18)
 - c. Add dean of the Graduate School to the title of the associate vice president title or the director of the Graduate School to elevate the value of the position and the Graduate School both on campus and across the country. (FY 22)
 - d. Enhance promotion of graduate students and their work at ISU including recognizing awards, publications, and presentations (eg #ShareMyThesis). (FY 21)
 - e. Gather information and promote the research productivity of faculty who involve graduate students in the research process. (FY 20)
 - f. Develop stories for news feeds featuring graduate students. (FY 19)
7. Build on the value faculty members have for graduate education to expand program offerings
 - a. Implement the INTO program at the graduate level. (FY 19)
 - b. Create a plan to integrate badges, micro degrees (interdisciplinary studies), and stackable certificates. (FY 21)
 - c. Build strong graduate programs by reviewing underperforming programs and exploring new programs to meet the changing job market. (FY 22)
 - d. Investigate the feasibility of an interdisciplinary degree through stackable certificates or other plans of study. (FY 22)

8. Reposition graduate programs so they get more institutional recognition than they currently receive
 - a. Request that each college assign an associate dean within the college the responsibility of graduate education. (FY 18)
 - b. Elevate the position of the Graduate School in the minds of upper administration so they are a part of the President's Points of Pride, mentioned in talking points to community groups, etc. (FY 20)
 - c. Reinstitute the graduate assistant position within the Graduate School which was lost to budget reductions. The new position would be responsible for marketing including social media, recruitment initiatives, and writing stories of collaboration between students and faculty. (FY 20)
 - d. Create a university wide 3 Minute Project/Issue Competition to encompass non-thesis projects. (FY 21)
 - e. Develop a marketing plan for the Graduate School that showcases the value of graduate education at ISU including diversity, finances, etc. (FY 22)
 - f. In collaboration with the AVP of Research and Graduate Studies, investigate the feasibility of a Student Research Center to facilitate and showcase both undergraduate and graduate research, with undergraduate research leading to Graduate School prospects. (FY 22)

Graduate Students

9. Advocate that graduate assistants are valuable resources
 - a. Analyze data examining loss of graduate assistants across campus. (FY 18)
 - b. Work with CTLT to provide a teaching certificate for graduate students due to the large number of credit hours they teach. (FY 19)
 - c. Implement a stipend incentive program to attract high quality graduate students. (FY 19)
 - d. Have discussions with colleges and their coordinators about growth of programs directly resulting in the growth of graduate assistants. (FY 20)
 - e. Explore opportunities to provide more work experience for international students. (FY 20)
 - f. Continue to advocate our U.S. Congressional representatives to change the tax code impacting graduate assistant tuition waivers. (FY 20)
 - g. Develop new external practicum graduate assistantships to fund additional positions. (FY 21)
 - h. Establish teaching resources for graduate teaching assistants through CTLT. (FY 21)
 - i. Provide more transparency within colleges in how graduate assistantships are distributed to programs. (FY 22)
 - j. Monitor graduate assistants (GAs) across campus including continued efforts to increase graduate student stipends to competitive national levels as the state and university budgets permit, the number of GA positions, and the distribution of GAs within programs and departments. (FY 22)

10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
 - a. Meet with Student Affairs to review services available to graduate students and market them to students. (FY 18)
 - b. Investigate the library services needed by graduate students. (FY 18)
 - c. Promote the resources available to graduate students such as Career Services, Milner Library, and CTLT. (FY 19)
 - d. Work with Milner Library to develop a section of the website that specifically targets the needs to graduate students. (FY 19)
 - e. Create an all graduate student orientation. (FY 19)
 - f. Investigate writing resources on campus for both domestic and international students. (FY 20)
 - g. Develop webinars of the professional development series so that part-time students may benefit from the workshops without being on campus. (FY 20)

SECTION IV

PROGRAM REVIEWS

SUMMARIES OF 2017-2018 PROGRAM REVIEWS

During academic year 2017-2018, program review self-study reports were submitted by 12 academic programs and two research and service centers. A summary report for each program and center reviewed in 2017-2018 follows.

At Illinois State University faculty has primary responsibility for the quality of academic programs offered by the institution. This responsibility is articulated in governing documents of the University. The Academic Planning Committee is an external committee of the Academic Senate charged with facilitating review of academic programs and centers by their faculty. Program review is carried out in accordance with guidelines established by the Illinois Board of Higher Education (IBHE) and in a manner consistent with academic planning mechanisms and shared governance at the University.

Each established degree and certificate program offered by the University and included by IBHE on its program inventory for the University is reviewed every eight years. Research and service centers recognized by IBHE are reviewed every four years. A schedule of program and center reviews follows the program review summaries.

The program review process involves extensive analysis of each program by its faculty with input from program stakeholders including students and alumni. The program reports its findings and recommendations in a self-study report submitted to the Academic Planning Committee through the department or school and college in which the program resides. Each self-study report is then reviewed by the Academic Planning Committee.

In 2017-2018 the Academic Planning Committee met from late September 2017 to early March 2018 to review the self-study reports and to reach consensus on committee recommendations. Representatives of the committee then met with faculty and administrators of each program in April 2018 to discuss committee recommendations. The committee report for each program was then reviewed and, if appropriate, revised based on the discussions.

Each program review summary report designates the program standing (using review outcomes mandated by the Illinois Administrative Code) and recommended actions for program improvement. Possible review outcomes include “in good standing,” “flagged for review,” and “under temporary suspension.” Actions recommended by the Academic Planning Committee serve to inform the program, department or school, college, and University on decisions regarding program focus, admissions standards, enrollment management, curricular content, graduation requirements, and resource allocations (including faculty lines and facilities).

More information regarding the program review process at Illinois State, including the most recent summary report for each program and center, is available at <http://provost.illinoisstate.edu/planning/program/>.

A NOTE REGARDING CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODES

The header of each summary report identifies the Classification of Instructional Programs code, or CIP code, associated with each 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 United States 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.

The 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 ENVIRONMENTAL HEALTH

Classification of Instructional Program (CIP) Code: 51.2202
Environmental Health

OVERVIEW

The B.S. in Environmental Health program at Illinois State University is housed in the Department of Health Sciences within the College of Applied Science and Technology. The department also offers three minors (environmental health, public health, and safety), a B.S. in Health Information Management, a B.S., B.S.Ed. in Health Promotion and Education, a B.S. in Medical Laboratory Science, and a B.S. in Safety. The Department of Health Sciences does not currently offer programs at the graduate level. The B.S. in Environmental Health and the B.S. in Health Information Management have been reviewed in the current program review cycle, whereas the other three baccalaureate programs of the department are scheduled for review in 2018-2019.

Environmental health focuses on assessment, control, and prevention of biological, chemical, and physical hazards in the environment that may lead to human health problems or environmental damage. Graduates of the program are employed in a variety of positions and settings, including community environmental public health, industrial hygiene, institutional environmental health, environmental protection, and environmental health and safety. Graduates of the program are immediately eligible to take the State of Illinois Licensed Environmental Health Practitioner (LEHP) examination and the National Registered Environmental Health Specialist (REHS) examination. Among the professional certifications available to experienced environmental health professionals are Certified Industrial Hygienist (CIH), Qualified Environmental Professional (QEP), and Certified Hazardous Materials Manager (CHMM).

The B.S. in Environmental Health program at Illinois State University is the only academic program in Illinois at any postsecondary level assigned CIP code 51.2202 (Environmental Health) by the Illinois Board of Higher Education. The program is one of only 29 environmental health programs in the U.S. accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC).

Enrollment and Degrees Conferred, 2010-2017

B.S. in Environmental Health, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment, fall census day	95	102	103	100	101	84	88	81
Degrees conferred, graduating fiscal year*	21	21	33	33	28	30	35	29

* Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- To provide a comprehensive academic program to prepare future environmental health professionals to meet the needs of the state, the nation, and the international community
- To recruit and retain a diverse group of students and prepare them to be successful in the future
- To provide opportunities for students to receive individualized, hands-on learning opportunities
- To continuously monitor and improve the quality of the environmental health program

Student learning outcomes

- Anticipate hazards
- Recognize hazards
- Evaluate hazards
- Identify interventions
- Implement interventions
- Evaluate interventions
- Professional attributes
- Professional communication

Program curriculum (2017-2018)

Graduation requirements: 120 credit hours consisting of 81 credit hours of courses in or related to the major, with the balance of credit hours earned through additional General Education courses or elective courses. The 81 credit hours of courses in or related to the major include 20 credit hours of required General Education courses, 18 credit hours of required health sciences courses, 16 credit hours of required courses outside the discipline, 15 credit hours of health sciences electives, 3 credit hours of an elective course in health sciences or a related discipline, and 9 credit hours of professional practice. This program has no sequences.

Program delivery

The program is offered on the Normal campus.

The program is offered primarily through a traditional face-to-face format.

Department faculty (Fall 2017)

16 tenure track faculty members (5 Professors, 5 Associate Professors, and 6 Assistant Professors)

8 non-tenure track faculty members (3 full-time and 5 part-time, totaling 4.38 FTE)

Student to faculty ratio: 20.1 to 1

Student to tenure-line faculty ratio: 25.9 to 1

Department of Health Sciences faculty members collectively provide instruction for students enrolled in one of five undergraduate degree programs offered by the department. Core faculty members of the B.S. in the Environmental Health program (one of those five programs) include four tenure track faculty members (two professors, one associate professor, and one assistant professor) and one non-tenure track faculty member. Credentials of faculty members include Licensed Environmental Health Practitioner (LEHP), Master Certified Health Education Specialist (MCHES), and Certified Industrial Hygienist (CIH). Publications by faculty members since the prior program review include peer-reviewed journal articles, book chapters, and a textbook. Faculty members have served as principal investigator or co-principal investigator for research projects funded by the National Science Foundation, U.S. Department of Energy, Omron Foundation, or the Illinois Sustainability Technology Center. University recognitions of faculty have included the Outstanding University Researcher Award and the Research Initiative Award.

Specialized accreditation

The Environmental Health program is accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC). The program was last evaluated by EHAC in 2013 and was subsequently re-accredited through 2019. Faculty has also considered applying for accreditation through the Accreditation Board for Engineering and Technology (ABET), the accreditation body most closely associated with the industrial hygiene sub-discipline. ABET accreditation of the program would allow graduates to take the certified industrial hygienist (CIH) examination six months sooner. Faculty has deferred an application to ABET until funding commitments can be secured to cover costs associated with the initial accreditation application and annual accreditation maintenance fees.

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

The job market for graduates of the environmental health program at Illinois State University has remained stable, although opportunities for program graduates have varied by sub-discipline. Opportunities for industrial hygienists to work in government, industry, or private consulting have been increasing; that trend is expected to continue during the next program review cycle. Demand for community environmental health specialists to work at local and national levels continues to be robust. A significant majority of students enrolling in the environmental health program seek careers in environmental protection. Unfortunately, the demand for students graduating with that specialization has not been strong; however, there has been an increase in the number of program graduates hired as environmental health and safety professionals at small- to mid-sized companies. Those jobs have provided graduates opportunities for some environmental protection work, but graduates hired for those positions have needed training expertise in industrial hygiene and safety to be successful. The environmental health program at Illinois State continues to have a national reputation for graduating highly-skilled and well-prepared students, which has helped graduates with their employment searches. Some federal agencies routinely reach out to the Department of Health Sciences in search of environmental health students interested in serving as interns or applying for ongoing positions with those agencies.

Response to previous program review recommendations

Continue to recruit and retain underrepresented students. Efforts to recruit students self-identifying with racial or ethnic groups traditionally underrepresented in the discipline and in the environmental health program at Illinois State have had some success. Those efforts will continue during the next program review cycle.

Continue efforts to acquire external funding and to develop collaborative partnerships across campus. Efforts since the 2009-2010 program review to develop collaborative research partnerships and obtain external funding to support them have been highly successful. As one example, an environmental health faculty member collaborated with a faculty member in the Department of Agriculture at the University, received a cross-disciplinary development grant from the University to support the collaboration, and in 2017 submitted a proposal to the U.S. Department of Agriculture for funding to support the research initiative. The collaboration led to a provisional patent filed by the faculty members in July 2017. As another example, a University Research Grant provided funding to support two environmental health faculty members and their students in collaborating with two medical laboratory science faculty members and one physics faculty member at the University to study the efficacy of ultraviolet radiation as a surface disinfection method. As a third example, an environmental health faculty member collaborated with faculty from the Department of Chemistry and School of Biological Sciences at Illinois State University and with faculty from Illinois Wesleyan University to apply to the National Science Foundation for funding to purchase a new liquid chromatography-mass spectrometry system. The grant request was funded at \$500,000, allowing for the purchase of a major piece of equipment that is now available to researchers across the University. Yet another member of the environmental health faculty collaborated with faculty from the Department of Agriculture at Illinois State University, faculty from Illinois Wesleyan University, and faculty from Heartland Community College to secure research funding exceeding \$1 million from the U.S. Department of Energy and the National Science Foundation.

Continue to enhance undergraduate student research programs. Environmental health faculty members have been highly successful involving students in research since the last program review. Faculty members have mentored multiple students in conducting research projects. Those collaborations have resulted in presentations by students at the annual University Research Symposium and publications in peer-reviewed journals in the discipline.

Work to improve student participation in the University's Honors Program. During this past program review cycle the number of environmental health students participating in the University Honors program fluctuated. Faculty continues to encourage academically strong students to apply for the honors program.

Continue student retention efforts to maintain optimum enrollment. Efforts to retain students in the environmental health program at Illinois State have had some success. Those efforts will continue during the next program review cycle.

Look nationally to identify peer benchmark and aspiration institutions. Through this program review process, environmental health faculty members have identified and studied benchmark and aspirational programs. From this analysis, faculty has concluded that the environmental health program at Illinois State is on par with or exceeds those programs in terms of the program quality indicators valued by faculty.

Major findings

The B.S. in Environmental Health program continues to succeed in preparing students for positions in a variety of environmental health-related fields. Demand for program graduates among prospective employers remains strong. Since the 2009-2010 program review, the environmental health program has succeeded in promoting collaborative research that involves students and in implementing improvements to the curriculum to ensure that student academic preparedness meets the needs of employers. The program has also succeeded in developing a robust assessment program that integrates feedback from student professional practice experiences, the program advisory committee, and other data sources such as student technical writing samples and video-recorded student presentations. One of the greatest needs for the program is creation of a system to better track program alumni. Information obtained from implementing such a tracking system would be used to better monitor the types of job placements and job placement rates of program graduates.

Initiatives and plans

- Continue collaborative research initiatives involving environmental health students and faculty from other units; continue to seek external funds to support those initiatives.
- Continue efforts to assess student learning outcomes and program effectiveness; those efforts should include analysis of assessment data that have already been collected to identify any opportunities for program improvements.
- Conduct a successful search in Fiscal 2018 to replace the retiring program director.
- Explore innovative outreach strategies for increasing interest in the program among high school students, especially interest in the industrial hygiene career path.
- Continue to expand the network of professional practice sites, especially for students interested in environmental protection; capitalize on increased interest on the part of municipal wastewater treatment facility staff in hiring environmental health students who complete professional practice experiences at those facilities.

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 Environmental Health program to be in Good Standing.

The committee recognizes the program for its contributions to training in the discipline by providing the only undergraduate major in environmental health among Illinois colleges and universities, public or private. The committee congratulates faculty for maintaining high program standards as evidenced by accreditation of the program by the National Environmental Health Science and Protection Accreditation Council (EHAC) in 2013 for six years. The committee also recognizes the program for selection by Cabot Corporation of Illinois State University as one of only four universities in the country to participate in the Cabot Corporation post-graduate fellowship program.

Particularly noteworthy strengths of the Environmental Health program include student involvement in research outside the classroom and additional co-curricular opportunities available to students. Students are encouraged to collaborate with faculty members on their research, with some projects funded by external agencies such as the United States Department of Energy or the National Science Foundation. Students are encouraged by faculty to present their research findings locally, regionally, and nationally and to co-author articles with faculty for publication in core journals in the discipline. Original research by students in the program has been recognized in recent years by the College of Applied Science and Technology and the Chicago Local Section of the American Industrial Hygiene Association. Every student in the program must complete a professional practice experience. In addition, students are encouraged by faculty to participate in one of two registered student organizations: the Student Environmental Health Association or the Student Section of the American Industrial Hygiene Association. Both

organizations provide students opportunities to network with environmental health professionals and assist with professional workshops and conferences.

The committee recognizes faculty members for their contributions to the discipline and to the University through research and service. Faculty members have received numerous awards for scholarship and grant procurement. Much of the research conducted by faculty has involved collaboration with faculty in other disciplines at the University, such as agriculture, biological sciences, chemistry, and physics. One recent collaboration resulted in a grant used to purchase a liquid chromatography-mass spectrometry system now available to researchers university-wide. The committee recognizes the program for its strong ties to government agencies, including the Indian Health Service, and for continuing to recommend students in the program for internships or permanent positions with those agencies.

The committee commends faculty members for their continuing attention to the quality of the curriculum and for using assessment findings to make curricular changes to maintain a program that is relevant and current. Curricular changes made by faculty since the last program review include increasing emphasis on oral and written communication skills, providing additional training in temporary food service inspection to better prepare students for internships in public health, and adding coverage of root cause analysis to help improve students' decision-making skills.

The self-study report states that the program does not track trends in time-to-degree, average credits to degree, or curricular exceptions. Periodic monitoring of those data is important for determining whether the program is meeting the needs of its students with regard to on-time graduation, which, in turn, impacts the cost to students of their education. The committee asks program faculty to analyze longitudinal data regarding time-to-degree, average credits to degree, and curricular exceptions and report its findings in a follow-up report submitted by the Department of Health Sciences to the Office of the Provost by May 15, 2019. If faculty determines from its analysis that interventions are needed to improve these metrics, the committee asks faculty to include in its follow-up report a description of interventions it plans to pursue.

The committee asks faculty conducting program review self-studies to investigate aspirational programs to help faculty identify and prioritize initiatives for the subsequent program review cycle. The committee asks faculty to identify the indicators they use to evaluate program quality, identify programs nationally that excel relative to each indicator, and identify actions our program might take to meet or exceed those levels of quality. In its self-study report, Environmental Health faculty has identified four quality indicators but has identified an aspirational program for only one of the four. The committee asks faculty to complete its analysis by identifying one or more aspirational programs for each of its four quality indicators and then identifying actions faculty might take in the coming program review cycle to meet or exceed levels of quality at aspirational programs relative to each indicator. The committee asks faculty to summarize its findings in a report submitted by the Department of Health Sciences to the Office of the Provost by May 15, 2019. The committee notes that three of the four quality indicators already selected by faculty appropriately relate to initiatives identified by faculty in its self-study report: student recruitment, accreditation, and alumni tracking. Thus, findings from an expanded aspirational analysis could help guide faculty members in developing strategies for pursuing those initiatives.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Plan to increase enrollment and student diversity. According to the self-study report, target enrollment for the program is between 80 and 100 first majors. Since the last program review, fall census day enrollment peaked at 103 in fall 2012 but declined to 81 by fall 2017. The committee encourages efforts to stabilize program enrollment closer to the upper end of the target range. The committee encourages the program to develop and implement a plan for student recruitment and retention, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including development of recruitment materials, outreach by students already enrolled in the program to high school students in select school districts of the state, and targeted use of scholarships such as the Kris and George Byrns Environmental Health Scholarship Fund.

Adopting a recruitment and retention plan should aid faculty in allocating limited resources to strategies likely to have the greatest positive impact on enrollment.

Continue refining the student learning outcomes assessment plan. It is evident from the self-study report that Environmental Health faculty members highly value and are engaged in assessment of student learning. Since the last program review, faculty has sought guidance regarding the program from the Environmental Health Advisory Committee and from internship supervisors. In addition, faculty has piloted a pre- and post-test of students to evaluate their critical thinking skills and has used assessment findings to inform program modifications. The committee commends these efforts and encourages faculty to continue refining the assessment plan so findings from its implementation are even more useful to faculty when making program decisions. Specifically, the committee recommends refining student learning outcomes, mapping outcomes to core courses, and adopting targeted, direct assessment strategies at multiple points across the curriculum. By implementing these refinements, faculty should be able to identify points within the curriculum at which curricular modifications could have the greatest impact on improving student learning with respect to the learning outcomes. The committee cautions faculty to consider sustainability of its assessment efforts when making any changes to its assessment plan. It is not necessary to assess every learning outcome in every course every year. Staggering assessment of learning outcomes across multiple years and limiting assessment to a few points in the curriculum are methodologically-sound approaches that can yield information useful program planning. University Assessment Services staff is available to assist the program with assessment plan refinements.

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.

Consider seeking ABET accreditation. Given the emphasis in the program on industrial hygiene, the committee supports faculty in its decision to again consider applying for accreditation by the Accreditation Board for Engineering and Technology (ABET). As the self-study report notes, ABET accreditation would benefit program graduates by allowing them to take the Certified Industrial Hygienist examination six months sooner than graduates of programs not accredited by ABET. Obtaining ABET accreditation might also help efforts to increase program enrollment. Given interest expressed by program alumni in ABET accreditation, development and implementation of a new alumni tracking and networking system could aid the program in raising the funds needed to apply for the accreditation.

Plan for collaboration with Milner Library. The self-study report describes collaboration between faculties of the Department of Health Sciences and Milner Library in selecting research resources and services appropriate to curricula of the department. The report further indicates that some academic programs in the department have initiated discussions with library faculty to enhance that collaboration. The committee encourages Environmental Health faculty to participate in those discussions, if they have not done so already, to develop a plan for selecting and maintaining research resources needed by students and faculty in the program and for integrating information fluency instruction unique to the discipline into the curriculum.

Continue student learning outcomes assessment. 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 data collected through plan implementation to make program revisions as necessary, and to document how that has been done.

REVIEW OF THE B.S. IN HEALTH INFORMATION MANAGEMENT

Classification of Instructional Program (CIP) Code: 51.0706
Health Information/Medical Records Administration/Administrator

OVERVIEW

The B.S. in Health Information Management program at Illinois State University is housed in the Department of Health Sciences within the College of Applied Science and Technology. The department also offers three minors (environmental health, public health, and safety), a B.S. in Environmental Health, a B.S., B.S.Ed. in Health Promotion and Education, a B.S. in Medical Laboratory Science, and a B.S. in Safety. The Department of Health Sciences does not currently offer programs at the graduate level. The B.S. in Health Information Management and the B.S. in Environmental Health have been reviewed in the current program review cycle, whereas the other three baccalaureate programs of the department are scheduled for review in 2018-2019.

The B.S. in Health Information Management program prepares students to manage the collection, maintenance, and analysis of medical data that healthcare professionals need to deliver, manage, and finance quality patient care. Graduates of the program are eligible to take the national examination for certification as a Registered Health Information Administrator (RHIA). Although most program graduates work for healthcare entities, some are employed by healthcare or data vendors or by insurance companies.

Prospective students seeking employment in the field but not yet possessing any health information management credential enroll in the four-year on-campus plan of study. Students possessing an associate's degree and certification as a Registered Health Information Technician (RHIT) enroll in an 18-month online plan of study. The online sequence was approved by the Higher Learning Commission (the entity that accredits the University) in June 2009 prior to the fall 2009 submission of the prior program review self-study report for the health information management program. The online plan of study is designed to serve students located in areas of the state lacking ready access to undergraduate health information management programs. To promote the seamless transition of students from an associate's program to the online plan of study, the Department of Health Sciences has articulation agreements with several community colleges, including Danville Community College, Rend Lake College (Ina), Richland Community College (Decatur), and Southern Illinois Collegiate Common Market (based in Herrin).

The B.S. in Health Information Management program at Illinois State University is one of three undergraduate health information management programs offered by public universities in the state. Among the three, the program at Illinois State has had the highest enrollment and has conferred the most degrees in recent years.

Enrollment by Plan of Study, Fall Census Day, 2010-2017

B.S. in Health Information Management, Illinois State University

First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
HIM on-campus plan of study	94	74	88	96	119	89	102	81
RHIT-HIM online sequence	5	8	0	1	1	14	10	5
Total	99	82	88	97	120	103	112	86

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2010-2017*

B.S. in Health Information Management, Illinois State University

First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
HIM on-campus plan of study	13	9	17	24	23	NA	23	25
RHIT-HIM online sequence			3	2	5	NA	7	5
Total	13	9	20	26	28	29	30	30

* Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- To provide a comprehensive academic program to prepare future health information professionals to meet the needs of the health care industry
- To teach American Health Information Management Association (AHIMA) entry-level competencies at the appropriate Bloom's level
- To develop faculty competencies to teach in the discipline, ensuring that the educational needs of the students are being met
- To recruit, retain, and graduate a diverse group of students
- To provide distance education to meet a geographic need
- To utilize the advisory committee to improve the program and respond to community needs

Student learning outcomes

The program is designed to teach students 102 entry-level competencies developed by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). These 102 competencies can be aggregated into the following broad student learning outcomes.

- Apply the knowledge and technical skills required of a competent health information manager
- Apply data governance principles to manage health data in an electronic environment
- Collect and maintain health data to meet health information users' needs
- Analyze health data to address health information users' needs
- Use written and verbal communication skills required to be successful in the profession
- Solve health information related problems within legal and accreditation guidelines

Program curriculum (2017-2018)

Students are enrolled in one of two plans of study: a HIM on-campus plan of study for students beginning the program with no health information management credential or a RHIT-HIM online plan of study for students transferring into the program with an associate's degree in the field and Registered Health Information Technician (RHIT) certification.

Graduation requirements (HIM on-campus plan of study):

120 credit hours consisting of 22 credit hours of prerequisite courses, 49 credit hours of courses in the discipline, 39 credit hours of General Education courses, and electives needed to complete 120 credit hours. Graduation requirements include a clinical professional practice experience and a management professional practice experience. Students can complete an information technology minor and still earn the B.S. in Health Information Management within four years.

Graduation requirements (RHIT-HIM online sequence):

An associate's degree in health information technology from a program accredited by the Commission on the Accreditation of Health Informatics and Information Management Education (CAHIIM), certification as a Registered Health Information Technician (RHIT), 66 credit hours earned through Illinois State University including 33 credit hours of new coursework and 33 credit hours earned as proficiency credit based on courses taken at a community college, and any courses needed to meet General Education requirements of the University. Requirements met through Illinois State University include a professional practice experience in management. Transfer students enrolling in this sequence can complete it within 18 months provided they have enough articulation credits for an associate of science degree.

Program delivery

The HIM on-campus plan of study is offered on the Normal campus. Courses in the HIM on-campus plan of study are taught face-to-face. The RHIT-HIM online plan of study is taught online.

Department faculty (Fall 2017)

16 tenure track faculty members (5 Professors, 5 Associate Professors, and 6 Assistant Professors)

8 non-tenure track faculty members (3 full-time and 5 part-time, totaling 4.38 FTE)

Student to faculty ratio: 20.1

Student to tenure-line faculty ratio: 25.9

Department of Health Sciences faculty members collectively provide instruction for students enrolled in one of five undergraduate degree programs offered by the department. Core faculty members of the B.S. in Health Information Management program (one of those five programs) include two tenure track faculty members (both full-time) and two non-tenure track faculty members (one full-time and one part-time). All core faculty members are Registered Health Information Administrator (RHIA) certified. The program coordinator is also a Certified Professional Coder (CPC) and Certified Coding Specialist (CCS), while another core faculty member is a Certified Tumor Registrar (CTR). Faculty members publish in peer-reviewed journals in the discipline and present at regional and national conferences. Two faculty members have been recognized by the Illinois Health Information Management Association (ILHIMA) as education ambassador of the year. Other professional affiliations of faculty members include the Regional Association of the American Academy of Professional Coders and the Central Illinois Health Information Management Association (CIHIMA).

Specialized accreditation

The B.S. in Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program was last re-accredited by CAHIIM in 2013, through 2019. A re-accreditation review is underway at this time.

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

Among the trends impacting health information management education are expanded emphasis on technology, an increase in the number of health information management professionals who work at home, and promotion of post-baccalaureate degrees as a prerequisite for advancement in the field. Historically, the field of health information management has had data management and personnel management as its foci; however, the health information management industry is evolving to focus less on personnel management and more on data management, including managing and analyzing high volumes of data. The industry is positioning itself to fill a technology skills gap that graduates of information technology programs are unable to fill without clinical knowledge and graduates of health information management programs are unable to fill without acquiring information technology skills. Accordingly, health information management programs, including the program at Illinois State University, are revising their curricula to expand information technology instruction. The appropriate amount and level of that instruction is a matter of discussion nationally within the field, through its specialized accreditation association (Commission on Accreditation for Health Informatics and Information Management Education, CAHIIM). Traditional functions of health information management departments in the field are being relocated to home-based work spaces, resulting in less need for physical office space for such departments. Consequently, it is more difficult to find office-based health information management departments to host professional practice students. Since the last program review the American Health Information Management Association has been promoting post-baccalaureate degrees as the new standard for advancement in the field. Indeed, several benchmark and aspirational programs examined through this program review offer a post-baccalaureate certificate or a master's degree in health informatics. It is not yet clear whether the bodies governing the discipline and field will embrace this change in the coming years.

Response to previous program review recommendations

Continue to work to improve academic advising and career counseling for the program within the structure of the department's advising system. With some adjustments, advising of students in the health information management program has improved since the 2009-2010 program review. Students have taken more responsibility for their own progress towards graduation and are better prepared for their advising appointments. This development has resulted in improved efficiency and effectiveness for both the academic advisor and the student.

Continue work to improve retention and graduation rates. Faculty continues to monitor retention and graduation rates of health information management students. Since the 2009-2010 program review, faculty members have examined credentials of students leaving the program. Faculty members have also gathered feedback from students regarding their perceptions of the program compared to their expectations of the program before they enrolled in it. Findings from these studies are being used by faculty to strategize approaches to improving retention and graduation rates.

Continue to monitor the passing rate for certification for national standards. Faculty continues to monitor Registered Health Information Administrator (RHIA) examination pass rates. Although those rates are declining nationally (to 70 percent or lower), pass rates for graduates of the health information management program at Illinois State University have remained steady at about 80 percent.

Continue to track graduates' placement. Faculty regularly tracks employment of health information management program graduates. Because local and regional healthcare providers have in recent years imposed freezes on hiring for non-patient care positions, faculty has encouraged graduates to seek employment with vendors and insurance companies and to seek employment out of state. Faculty continues to encourage students to begin their job searches earlier in their Illinois State University careers.

Look nationally to identify peer benchmark and aspiration institutions. Faculty has completed analyses of benchmark and aspirational programs in connection with this program review. Results of the analyses are being used by faculty as inputs for strategic program planning.

Major findings

Enrollment in the B.S. in Health Information Management program has fluctuated since the 2009-2010 program review, peaking at 120 in fall 2014. Peak enrollment in the RHIT-HIM online plan of study was 14 in fall 2015. Of students graduating from the program, about half take more than four years to do so. This may be attributed at least in part to the number of students discovering the program and transferring into it from another major at the University. With the curricular changes made by faculty since the 2009-2010 program review, students completing the HIM on-campus plan of study are better equipped to successfully compete for health information management positions having an information technology focus. With that increased emphasis on information technology, a formal marketing plan is needed to recruit more students with interests and aptitudes in science, mathematics, and technology. Implementation of such a marketing plan should increase interest and enrollment in the program and improve retention and graduation rates over time. The RHIT-HIM online plan of study was designed to meet the needs of Registered Health Information Technicians (RHIT) seeking the Registered Health Information Administrator (RHIA) certification but residing in areas of the state lacking ready access to undergraduate health information management education. It appears, based on findings of this self-study, that the online plan of study might not be meeting the needs of that population. Additional review is needed, including analysis of potential barriers to enrollment and completion and analysis of the effectiveness of the curriculum with respect to its structure, content, and delivery.

Initiatives and plans

- Address any recommendations resulting from the reaccreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), underway at this time.
- Assess the most recent changes to the curriculum and their impact on enrollment, retention and graduation rates, Registered Health Information Administrator (RHIA) examination scores, and job placement.
- Perform a comprehensive evaluation of the RHIT-HIM online plan of study with a goal of improving the curriculum and reducing barriers to enrollment and completion.
- Study the feasibility of offering a master's degree in health informatics.

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 Health Information Management program to be in Good Standing.

The committee congratulates faculty for maintaining accreditation of the program by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) since the last program review in 2009-2010. The program review self-study report documents successful faculty efforts to maintain alignment of the program with changing accreditation standards that reflect changes in the discipline, principally the increasing emphasis on science, technology, and mathematics. Maintenance of CAHIIM accreditation is critical for student success because only students who graduate from a CAHIIM-accredited program qualify to take the Registered Health Information Administrator (RHIA) certification examination.

The committee recognizes expansion of the program since the prior program review to include a fully online sequence intended to qualify students who have an associate's degree and hold Registered Health Information Technician (RHIT) certification for advancement to RHIA certification. The sequence serves practitioners residing in areas of the state lacking access to affordable baccalaureate education in the field.

By maintaining a curriculum that reflects changes in the discipline and profession, the Health Information Management program continues to graduate students who pass the RHIA certification examination at rates exceeding national pass rates by approximately 10 percentage points. Also contributing to this success are the balance in the curriculum between theory and practice, efforts by faculty to increase student involvement in research, and support provided to students in preparing for the certification examination. The curriculum includes two professional practice experiences for students in the on-campus sequence and one for students in the online sequence. The program encourages students to present their research findings at the annual university-wide research symposium and to attend professional conferences. Faculty has embedded RHIA certification examination preparation in the capstone seminar course. Also commendable is accommodation in the curriculum for students to earn a minor in information technology, which can aid graduates in their job searches and career advancement.

Greatly enhancing the ability of faculty to maintain program quality are extensive program evaluation and student learning outcomes assessment processes. The degree to which those processes are embedded in the program is particularly praiseworthy. The student learning outcomes assessment plan provides for collecting and evaluating data, use of rubrics in assessment of student learning, and involvement of the program advisory committee in curriculum and program review. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications.

Committee members believe that three issues discussed by faculty in the self-study report warrant further attention by faculty well prior to the next program review: differences in coverage of information technology between the online sequence and the on-campus sequence, viability and sustainability of the online sequence given concerns articulated by faculty regarding student preparedness and emerging competition from other universities, and potential recognition of graduate study as the prerequisite for professional licensure in the field, which may necessitate consideration of establishing a master's degree program. The committee asks program faculty to address each issue and report its findings and decisions in follow-up reports submitted by the Department of Health Sciences to the Office of the Provost.

Committee members are concerned about differences in coverage of information technology between the two sequences given university, state, and Higher Learning Commission requirements that content of the sequences be equivalent. Whatever longer term decisions faculty may make during the next program review cycle regarding the two sequences, curriculum changes are needed at this time to bring coverage of information technology in the two sequences into equivalency to comply with the afore-cited requirements, for the benefit of students already pursuing the degree. The committee asks the program to address this matter and to report actions taken in a follow-up report submitted by the Department of Health Sciences to the Office of the Provost by December 21, 2018.

Committee members believe that the other two issues, future of the online sequence and the possibility of establishing a master's program, are best studied in tandem since resources available to the department are not unlimited. The committee asks faculty to explore whether it intends to continue offering the online sequence and, if

so, how faculty plans to address concerns regarding the sequence articulated in the self-study report, while also exploring whether faculty plans to propose a master's program and, if so, what additional resources the department would need to establish and maintain such a program. The committee asks the program to report its findings and decisions in a follow-up report submitted by the Department of Health Sciences to the Office of the Provost by December 20, 2019. More specific committee suggestions regarding the online sequence are included in the recommendations that follow.

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 program review self-study report includes a brief discussion regarding one of the two comparator programs in the state and does not identify aspirational programs. 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 by the Department of Health Sciences to the Office of the Provost by December 20, 2019. The committee notes the opportunity for faculty to use these analyses to inform faculty discussions regarding the future of the online sequence and the potential for offering a master's degree.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Evaluate curriculum changes. The self-study report describes curriculum revisions approved in 2015 and 2017 involving replacement of some program content with expanded coverage of information technology and changes to sequencing of coding courses. The 2017 revisions are scheduled to take effect in 2018-2019. The committee recommends that faculty members closely monitor and evaluate the impacts of the revisions on student recruitment, retention, graduation, licensure, and job placement. Findings from implementation of the extensive program evaluation and student learning outcomes assessment processes already embedded in the program can aid faculty in conducting its analyses and identifying the need for subsequent curriculum revisions.

Plan for recruiting students with science and mathematics interests and aptitudes. The self-study report notes increasing emphasis in the discipline on information technology and articulates the need for future students to have even higher levels of aptitude in science and mathematics to succeed in the field. Accordingly, the committee recommends that faculty develop and implement a plan for recruiting students highly credentialed in science and mathematics. One element of the plan may be expanded use of scholarships to recruit students, either by redirecting scholarships currently offered to students after they are enrolled in the program or by fundraising for additional scholarships. Faculty might consider engaging the program advisory committee in the latter effort.

Improve certification examination pass rates. RHIA examination pass rates among program graduates have consistently exceeded the national average. However, the committee notes that approximately one in five program graduates does not pass the examination on their first attempt. The committee concurs with the goal articulated in the self-study report of striving to improve certification examination results. Given the aforementioned emerging emphasis on information technology, faculty may want to revisit the mathematics requirement for admission to and graduation from the program. The committee also recommends that the program consider working with the English Language Institute to explore ways of assisting students in the program who struggle with coursework and the certification examination because of language barriers.

Investigate time to degree. The self-study report articulates concerns regarding program retention and graduation rates. However, while retention and six-year graduation rates may vary significantly from one year to the next, the rates typically exceed the rates across all undergraduate programs at the University. Volatility in graduation rates is likely due, at least in part, to differentiation of rates between first-time-in-college students and external transfer students and the small number of graduates in one or both categories in some years. While retention and graduation rates warrant ongoing monitoring, the committee is more concerned about time to degree. The committee notes a lower percentage of first-time-in-college students graduating from the program within four years compared to the average across all undergraduate programs at the University. While this difference may in part be attributed to a higher percentage of internal transfer students enrolling in the program compared to other programs at the University, the committee suggests that faculty members further investigate the phenomenon. The committee

suggests that the program document the paths internal transfer students take to enter the program (including the majors from which students transfer) and obstacles those students encounter in completing the program. From that data, faculty might identify common obstacles and develop strategies for mitigating them.

Continue student learning outcomes assessment. 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 data collected through plan implementation to make program revisions as necessary, and to document how that has been done.

Explore strategies for increasing RHIT-HIM enrollment and streamlining articulation through the sequence. The committee has several recommendations for the program should its faculty decide to continue offering the online sequence.

First, as has been noted, comparability of program requirements across delivery modes is required by university, state, and Higher Learning Commission policies, if not by CAHIIM. As revisions to either the on-campus sequence or the online sequence are made by faculty, equivalency of program requirements across the sequences should be maintained.

Second, the committee recommends that the program continue to develop and nurture agreements with community colleges to streamline articulation of students from accredited RHIT associate's degree programs to the Health Information Management program at Illinois State. The committee recommends faculty involvement in developing, implementing, and evaluating those articulation agreements. Through regular communication with faculty and staff of partner associate's degree programs, the articulation arrangements can serve as pipelines for enrolling students in the Health Information Management program for many years to come. Careful crafting of the articulation agreements and ongoing monitoring of students enrolling in the health information management program through them could help mitigate issues articulated by faculty regarding student preparedness. The committee suggests that faculty teaching in the online sequence consider holding periodic face-to-face meetings with the students as is the practice with some other online programs offered at the University. Such meetings can help enrich subsequent online interactions among students and faculty.

Third, articulation agreements have limited value in recruiting students if existence of the agreements is not communicated to prospective students. The committee recommends that program faculty collaborate with community college faculty and staff to develop four-year plans of study for posting on the university and community college websites. The committee suggests that the plans identify options for students to complete general education requirements online either through the community college or through Illinois State.

Fourth, the committee urges faculty to look to experiences of other public universities with delivery of online RHIT-to-RHIA sequences. There are numerous such programs that successfully recruit and matriculate external transfer students despite requiring them to complete a general education curriculum. By studying those programs, faculty might identify practices that could be implemented in the Health Information Management program at Illinois State.

REVIEW OF THE B.S. IN BIOLOGICAL SCIENCES

Classification of Instructional Program (CIP) Code: 26.0101
Biology/Biological Sciences, General

OVERVIEW

The B.S. in Biological Sciences program at Illinois State University is housed in the School of Biological Sciences within the College of Arts and Sciences. The school also offers a minor in biological sciences, a B.S. in Biological Sciences Teacher Education, a B.S. in Molecular and Cellular Biology, a M.S. in Biological Sciences, and a Ph.D. in Biological Sciences. The B.S., M.S., and Ph.D. programs have been reviewed in the current program review cycle, whereas the biological sciences teacher education program and the molecular and cellular biology program are scheduled for review in 2023-2024 and 2021-2022, respectively.

The B.S. in Biological Sciences program is designed to prepare students for employment in research and development and for advanced training in healthcare professions. Most graduates of the program follow one of four career paths: work with businesses with links to biology or biomedicine, such as pharmaceutical, biotech, or agricultural companies; work with governmental agencies such as the U.S. Department of Agriculture or the Illinois Department of Natural Resources; positions with academic institutions as laboratory technicians or instructors; or completion of graduate or professional programs in medicine, dentistry, or veterinary science.

Since the 2009 program review, the School of Biological Sciences has substantially restructured the curriculum of its B.S. in Biological Sciences program. Students may now choose a general biological sciences plan of study or one of four specialized plans of study: conservation biology; physiology, neuroscience, and behavior; plant biology; and zoology. One sequence of the program has been disestablished (organismal biology and public outreach), whereas another (biological sciences teacher education) has been elevated to its own major. Although the majority of students in the B.S. in Biological Sciences program enroll in the general plan of study, the four specialized sequences have been gaining in popularity. A hallmark of all plans of study in the program and of all programs offered by the school is the opportunity students have to conduct research, either in collaboration with their faculty mentors or independently.

Enrollment by Sequence, Fall Census Day, 2010-2017

B.S. in Biological Sciences, Illinois State University

First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
General Biology				83	202	284	364	361
Conservation Biology				1	13	19	27	25
Physiology, Neuroscience, and Behavior				12	53	62	84	81
Plant Biology					8	6	5	5
Zoology				8	41	75	87	81
Biology Teacher Education*	129	93	96	77	67	66	19	4
Organismal Biology and Public Outreach**	23	31	31	14	2	1		
NA or None	409	412	445	344	148	38	3	5
Total	561	536	572	539	534	551	589	562

* Disestablished effective 5-16-16

** Disestablished effective 12-10-12

Degrees Conferred by Sequence, Graduating Fiscal Year 2010-2017*****B.S. in Biological Sciences, Illinois State University**

First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
General Biology						NA	65	68
Conservation Biology						NA	4	5
Physiology, Neuroscience, and Behavior						NA	8	10
Plant Biology						NA	3	2
Zoology						NA	5	14
Biology Teacher Education*	21	25	25	20	17	NA	12	14
Organismal Biology and Public Outreach**	6	2	3	8	3	NA		
NA or None	121	106	117	103	104	NA	14	1
Total	148	133	145	131	124	141	111	114

* Disestablished effective 5-16-16

** Disestablished effective 12-10-12

*** Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- To recruit students with strong academic records
- To promote and support diversity among students
- To promote a strong conceptual understanding of biology as well as the scientific method
- To promote scholarship through research under the supervision of a faculty mentor

Student learning outcomes

- Understanding of fundamental concepts in biology
- Insight into disciplines that extend from central concepts
- Fundamental understanding of scientific method and research
- Development of related skills

Curriculum (2017-2018)

Graduation requirements: 120 credit hours consisting of 37-40 credit hours of biological sciences courses (depending on the sequence selected), 21-26 credit hours of chemistry, mathematics, and physics courses; 39 credit hours of General Education courses; and the balance of credit hours in elective courses.

All students complete three core courses (Biological Diversity, Molecular and Cellular Basis of Life, Biological Investigations) and requirements of one of five sequences: general biology; conservation biology; physiology, neuroscience, and behavior; plant biology; or zoology.

Faculty members mentor students in developing research skills through laboratory sections of courses and through co-curricular research opportunities. By the end of their program of study, approximately half of the students have completed at least one semester of independent study/research in the School of Biological Sciences, while approximately one-third have completed two or more semesters.

Two registered student organizations related to the discipline and supported by the School of Biological Sciences are the Biological Sciences Student Association and the Phi Sigma Biology Honors Society.

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 because laboratory components of biological sciences courses do not lend themselves to an online learning platform. Some courses in the major and some courses that meet General Education requirements are offered online during the summer session.

The School of Biological Sciences offers a study abroad opportunity through its Rainforest Ecology course. The course includes field work at La Selva Biological Station in Costa Rica.

School faculty (Fall 2017)

26 tenure track faculty members (8 Professors, 10 Associate Professors, and 8 Assistant Professors)

4 part-time non-tenure track faculty members (1.08 FTE)

Student to faculty ratio: 26.3 to 1

Student to tenure-line faculty ratio: 27.6 to 1

All fall 2017 tenure track faculty members in the School of Biological Sciences had a doctorate and post-doctorate experience. One non-tenure track faculty member held a doctorate in biology. Four faculty members held the title of Distinguished Professor, and one held the title of University Professor. Among retirees and emeritus professors, seven held the title of Distinguished Professor. From 2012 through 2016, faculty members collectively averaged 58 publications (journal articles and book chapters) per year; seven faculty members collectively served on 13 different review panels for grants submitted nationwide to the National Institutes of Health, National Science Foundation, U.S. Department of Energy, and the Beckman Foundation; and 10 faculty members collectively served on 12 editorial boards of national or international scientific journals. In 2016 the 26 tenure track faculty members in the school published 48 research articles in refereed journals and three book chapters. Approximately 25 percent of those publications were co-authored by at least one undergraduate student. Also in 2016 the 26 tenure track faculty members attracted extramural funding in excess of \$1.5 million from federal, state, or local government agencies or from private foundations. Eleven current faculty members have been recognized with a cumulative total of 33 college or university-level teaching or research awards.

Specialized accreditation

The B.S. in Biological Sciences program is not accredited or certified by a national association. In the biological sciences, accreditation or certification is available only to biological sciences teacher education programs.

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

Exponential growth of scientific and technical knowledge, particularly in biology, and its ever increasing impact on all aspects of human life means that there is a growing need for trained biologists. These scientists are not needed solely in academia but are also needed across all sectors of human endeavor. There is a growing need for well-trained biologists capable of collaborating broadly and eager to take on many different roles. Both the Illinois Department of Employment Security and the U.S. Department of Labor predict that biology-related and health-related job markets will be among the strongest in the future economy. Although the strongest demand is currently for job candidates with master's-level training, some directors of biotechnology-based companies believe that future employment opportunities will be strongest for candidates with specialized training at the baccalaureate level.

Response to previous program review recommendations

Develop long-term program goals and objectives that clarify future curricular changes as they relate to the School of Biological Sciences' strategic vision. This recommendation led to a complete overhaul of the curriculum by its faculty. Two degree programs autonomous from the B.S. in Biological Sciences were established: the B.S. in Molecular and Cellular Biology and the B.S. in Biological Sciences Teacher Education. The curriculum of the B.S. in Biological Sciences program was revised to offer a general biology sequence and four sub-disciplinary sequences: conservation biology; physiology, neuroscience, and behavior; plant biology; and zoology.

Work with the Office of Enrollment Management and Services to determine an optimum enrollment for each degree program. Faculty of the School of Biological Sciences has met with staff from the Office of Enrollment Management and Academic Services to plan for enrollments in the B.S. in Biological Sciences program. One target monitored by faculty is the percentage of students at the University who major in biological sciences compared to the percentage nationally. Historically, approximately 8 percent of students enrolled in U.S. universities major in biological sciences. In 2010 the percentage at Illinois State was approximately 3.5 percent. Since implementing the 2011 curricular changes, the percentage has increased to just over 5 percent. Any further growth in that percentage will be limited by the number of faculty members in the School of Biological Sciences, which is lower than national averages.

Work with the University Assessment Office to develop an assessment plan of student learning outcomes that leads to program improvement. Faculty members have worked since the last program review to refine the student learning outcomes assessment plan for the program and continue to do so. Although faculty implemented some new assessment strategies four years ago, a team to evaluate assessment findings had not yet been formed. A school assessment committee has since been established and has been charged with interpreting assessment data to identify opportunities for program improvement.

Develop a plan for faculty recruitment especially for new program development. At the time of the last program review, the school typically replaced a departing faculty member with a scientist in the same sub-discipline without considering how the discipline might have changed since the departing faculty member was hired. That practice changed with the hiring of a new school director in 2010. Faculty has since established sub-disciplinary foci for faculty hires based on the sub-disciplines biology faculty members have identified for longer-term curricular development. Priorities are revisited by faculty annually to accommodate unforeseen circumstances, such as unexpected faculty retirements or resignations.

Identify benchmark programs to which the Illinois State program in biological sciences can aspire. Since the last program review, faculty members have identified biological sciences programs at Miami University (Ohio) and Clemson University as programs to which the B.S. in Biological Sciences program at Illinois State University aspires. The program at Illinois State is quite similar to the two aspirational programs qualitatively but is substantially smaller with respect to enrollment and the number of faculty numbers. Over the past five years the discrepancy between the program at Illinois State and its aspirational programs has narrowed with respect to the number of majors; however, the number of faculty and staff members associated with the B.S. in Biological Sciences program at Illinois State is still substantially smaller. The School of Biological Sciences hopes to lessen the discrepancy in the coming program review cycle.

Major findings

Significant changes to the undergraduate curriculum in the School of Biological Sciences since the last program review, including the curriculum of the B.S. in Biological Sciences program, have resulted in substantial enrollment increases. Faculty members are now teaching more majors while continuing to contribute to General Education instruction. Faculty has made significant strides in developing, implementing, and refining a functional assessment plan for the program. Assessment results document that students are learning and applying general concepts of biology, are gaining proficiency in technical writing, and are able to critically evaluate and assimilate information contained in the primary literature of the field. The B.S. in Biological Sciences program remains a leader nationally in promoting and supporting undergraduate research in the biological sciences through individualized attention provided by faculty members. Challenges for maintaining and growing enrollment during the next program review cycle include the need to increase the number of tenure track faculty members, non-tenure track faculty members, or a combination of the two. Another significant challenge is the need to replace much of the Science Laboratory Building infrastructure (completed in 1997), especially equipment used in teaching laboratories. In the years ahead, the program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students.

Initiatives and plans

- Maintain an attractive and competitive school that can recruit the top high school and community college students to the program. Establishment of specialized sequences and stand-alone majors seems to have succeeded in attracting prospective students. Faculty will continue to monitor the sequences to identify opportunities to elevate one or more to stand-alone majors, establish sequences in additional sub-disciplines, or disestablish sequences in low demand.
- Increase the number of academic advisors in the school. The single advisor of undergraduate students in the School of Biological serves more than 600 students, which is one of the highest ratios at the University. Particularly needed is additional attention to students hoping to pursue careers in medicine, dentistry, or pharmacy.
- Enhance efforts to recruit students from underrepresented groups. Strategies include increasing contacts with high school counselors in the Chicago metropolitan area, increasing the number of open house invitations explicitly targeted to high schools and community colleges with substantial populations of students from traditionally underrepresented racial or ethnic groups, and sending advisors on visits to those community colleges.
- Continue efforts to maintain start-up funding of new faculty at nationally competitive levels. It is imperative that the school hire qualified scientists and provide them ample opportunity to establish a research program, so they can attract extramural funding and high-quality graduate students and thus help maintain a vibrant research environment for undergraduate students.
- Further strengthen alumni relations through more frequent surveys, newsletters and other web-based information, and special events such as alumni seminars and research symposia. These activities will help the school track its alumni and gather feedback from them regarding its programs.

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 Biological Sciences program to be in Good Standing.

The committee commends contributions by Biological Sciences faculty members to the University and to the discipline through their extensive scholarship as well as their teaching and service. Biological Sciences faculty members have collectively published more than 900 peer-reviewed publications during their careers, an average of approximately 40 per faculty member. Faculty members have been awarded more than \$35 million in externally-funded research grants during their tenure at Illinois State, and many serve as grant reviewers for entities such as the National Science Foundation, the United States Department of Agriculture, the United States Department of Energy, and the European Research Council. Faculty contributions have been recognized through numerous college and university awards. Four Biological Sciences faculty members hold the rank of Distinguished Professor, the highest faculty rank conferred by the University.

The committee recognizes the work faculty has done since the last program review to restructure the curriculum to allow students greater flexibility in their plans of study. Students may now choose a general biology sequence or one of four specialized sequences: conservation biology; physiology, neuroscience, and behavior; plant biology; and zoology. Underlying the curriculum restructuring effort is a longer-term plan to elevate sequences in the program to independent degree programs. Since the last program review, faculty has elevated the long-standing biology teacher education sequence of the Biological Sciences program to the B.S. in Biological Sciences Teacher Education program. Faculty has also established the B.S. in Molecular and Cellular Biology program from a sequence in the since-disestablished B.S. in Biochemistry and Molecular Biology program, which had been offered collaboratively with the Department of Chemistry. Even with the loss of teacher education students to a new major and the ability of students to choose the Molecular and Cellular Biology program instead of the B.S. in Biological Sciences program, enrollment in the B.S. in Biological Sciences program increased from 534 in fall 2014 to 589 in fall 2016. To recruit students, faculty and staff members have attended academic fairs and open houses as well as science fairs and college days sponsored by secondary schools, following up multiple times with prospective students having particularly strong academic potential. Participation in these events has also helped the school develop and nurture mutually-beneficial relationships with more Illinois communities. The committee commends faculty and staff for these successes.

Throughout the curriculum restructuring effort, faculty has worked to retain emphasis in the program on individualized attention to students, particularly through research mentoring. The numerous external research grants obtained by faculty members have greatly aided those research mentoring efforts. For example, between 2004 and 2014, Illinois State ranked second among research-intensive universities in the United States with respect to grant awards from the National Institutes of Health that support undergraduate research. In the past five years, 56 percent of students graduating from the B.S. in Biological Sciences program had spent at least one semester working with faculty on research while 36 percent had spent two or more semesters doing so. During the same period, 23 percent of scientific manuscripts or research presentations authored by faculty members in the school listed undergraduate students as contributors. The committee commends faculty for these research mentoring efforts and their impact on student success, including admission to graduate schools and obtaining jobs requiring biological sciences expertise. For example, 75 percent of program graduates responding to a survey conducted for this self-study report indicated that they had been accepted by one of their three top-choice graduate schools. The committee also commends faculty members for their impact on student success in other undergraduate programs at the University. Biological Sciences faculty members teach seven general education courses that annually enroll more than 3,500 students.

The ability of the program to sustain and build on these successes should be greatly enhanced through implementation of a student learning outcomes assessment plan developed by faculty since the last program review. Assessment methods set forth in the plan have been expanded from course evaluations and a quinquennial alumni survey to include administration of a biology concepts assessment tool at three points across the curriculum, assessment of technical writing at two course levels, and review of research summaries compiled by students. Establishment of a standing assessment committee in the school to facilitate and coordinate student learning outcomes assessment should help systematize assessment and use of assessment findings to guide program changes.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Increase the percentage of program graduates admitted to professional schools. The committee concurs with the concern articulated in the self-study report regarding the recent decline in the percentage of program graduates admitted to professional schools. Over the last four years the percentage of students successful in their application for admission to such schools has decreased from approximately 80 percent to approximately 40 percent. Causes may be multiple and compounding. The committee encourages faculty to further analyze the decline to identify its causes and develop strategies for reversing it. Among the issues to explore is how best to provide advisement services to students who enter the program intending to seek admission to professional school. The committee encourages the program to explore this issue collaboratively with the College of Arts and Sciences and University College (which provides advisement services to undergraduate students until they have earned 24 credit hours). Another potential factor to consider is the modest reduction since fall 2013 of average ACT scores for first-time-in-college students entering the program. If this decrease is deemed related to the decline in professional school admission rates, the committee encourages the program to explore the efficacy of additional academic supports for students. Student learning outcomes assessment findings may help faculty identify points within the curriculum at which academic supports may be most effective.

Develop a plan for maintaining and replacing high-cost equipment. The committee concurs with faculty in its plan to work with the College of Arts and Sciences to address school equipment needs, including equipment for biology laboratories. A long-term plan for maintaining and replacing essential but high-cost equipment will likely benefit the school particularly during times of fiscal austerity. Working through the college may lead to collaborative approaches with other programs and academic units, such as equipment sharing, cost sharing, or savings resulting from coordinated purchasing.

Continue and enhance efforts to increase student diversity. The committee recognizes successful efforts by the program to increase the percentage of students who self-identify with groups traditionally underrepresented in the discipline, including women and persons of color. Those efforts have included targeted recruitment in majority minority schools in the Chicago metropolitan area. The committee commends the program for those efforts and supports faculty efforts to enhance them. In addition to the strategies identified by faculty in the self-study report,

the committee suggests that faculty consider efforts to increase the number of scholarships available for targeted recruitment.

Develop and implement a plan for furthering faculty diversity. The committee acknowledges the obstacles faced by the school in achieving greater gender and racial/ethnic diversity among its faculty, such as the low percentage of doctoral candidates who are women or persons of color. It is evident from the self-study report that the school is committed to working toward greater faculty diversity despite those obstacles. The committee commends the school for its efforts and encourages the school to continue them. However, it may be difficult for the school to increase faculty diversity without having goals and strategies for achieving them. Accordingly, the committee encourages the school to develop and implement a plan for furthering gender and racial/ethnic diversity among its faculty, articulating in the plan specific goals for diversity even if modest. The committee recommends that the plan also address retention efforts, setting forth strategies for nurturing an environment of inclusiveness.

Identify and address unmet needs for timely access to research resources. According to the self-study report, the combination of academic journal costs in the discipline rising at rates higher than inflation and Milner Library serials budgets remaining stable at best has made it increasingly difficult for biological sciences faculty and students to access the literature they need to conduct their research. This includes inquiries faculty members need to conduct to develop their own research questions and apply for external grants funds to explore them. The library has sought to maintain faculty and student access to the journals most needed by biological sciences faculty and students through cancellations of less-used serials. In an effort to continue providing some level of access to cancelled periodicals, the library has provided article-level access in many cancelled periodicals through adoption of the *Get It Now* service, through which Milner pays for individual article access rather than expensive yearly subscriptions. It has also subscribed to *BrowZine*, which provides table of content access to periodicals, including many that were cancelled. Despite these efforts, access to research literature remains problematic for some biological sciences faculty members. The committee is concerned about the impact this situation may have on research and teaching in the school and on the ability of the school to retain and attract highly credentialed faculty. Accordingly, the committee recommends a collaborative effort involving the School of Biological Sciences, the College of Arts and Sciences, and Milner Library to document unmet needs for timely access to research literature by biological sciences faculty and students and to identify strategies for addressing those needs. Success in doing so may require additional efforts by the library but also contributions from sources external to the library. Options that might be explored may include modifications to the student fee structure to include supplemental funding for research literature or incorporating funding for research literature in external grant requests.

Continue refining the student learning outcomes assessment plan. The committee supports faculty in its ongoing refinement of the new student learning outcomes assessment plan for the program. The committee encourages faculty to continue its work to supplement administration of the biological concepts assessment tool with direct assessment in one or more core courses. Doing so should help faculty identify points within the curriculum at which modifications would be most effective for improving student achievement of learning objectives. The committee also suggests that faculty consider refining learning objectives so they are more specific and measurable and mapping each objective to one or more core courses. However, the committee also cautions faculty to consider sustainability of its assessment efforts when making any changes to its assessment plan. It is not necessary to assess every learning outcome in every course nor is it necessary to review of the work of every student when administering an assessment method. Limiting assessment of each learning goal to a single assignment in just a few courses and sampling student work are methodologically-sound yet sustainable approaches that can yield information useful program planning.

REVIEW OF THE M.S. IN BIOLOGICAL SCIENCES

Classification of Instructional Program (CIP) Code: 26.0101
Biology/Biological Sciences, General

OVERVIEW

The M.S. in Biological Sciences program at Illinois State University is housed in the School of Biological Sciences within the College of Arts and Sciences. The school also offers a minor in biological sciences, a B.S. in Biological Sciences, a B.S. in Biological Sciences Teacher Education, a B.S. in Molecular and Cellular Biology, and a Ph.D. in Biological Sciences. The B.S. in Biological Sciences, the M.S. in Biological Sciences, and the Ph.D. in Biological Sciences programs have been reviewed in the current program review cycle, whereas the B.S. in Biological Sciences Teacher Education program and the B.S. in Molecular and Cellular Biology program are scheduled for review in 2023-2024 and 2021-2022, respectively.

The M.S. in Biological Sciences program prepares students for advanced research positions in industry, government, healthcare organizations, and academia. The program also prepares students for doctoral education. Students may specialize in a sub-discipline of the field by selecting from among six interdisciplinary sequences or by working with faculty to design a unique plan of study related to the student’s interests and career goals. Although biological sciences master’s programs at many other universities are intended solely to prepare students for doctoral study, the M.S. in Biological Sciences program is designed to prepare students for whom the master’s degree will be their terminal degree. From the beginning of the program, students are taught and mentored by faculty in basic and applied research, often working collaboratively in student-faculty research groups.

Enrollment by Sequence, Fall Census Day, 2010-2017
M.S. in Biological Sciences, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Behavior, Ecology, Evolution, and Systematics	9	9	12	11	12	12	11	10
Bioenergy Sciences		1	2	1	1	2	2	3
Biomathematics	3	2	2	1		1	2	
Biotechnology	13	9	10	9	12	12	12	11
Conservation Biology	5	4	1	2	2	1	3	6
Neuroscience and Physiology*						1	2	7
No sequence/specialized plan of study	10	6	6	8	11	9	8	2
Total	40	31	33	32	38	38	40	39

* Established effective 5-18-15

Degrees Conferred by Sequence, Graduating Fiscal Year 2010-2017**
M.S. in Biological Sciences, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Behavior, Ecology, Evolution, and Systematics	4	2	4	1	3	2	5	
Bioenergy Sciences			1		1			1
Biomathematics		1	1	1				
Biotechnology	4	6	4	5	2	3	7	2
Conservation Biology	1	2	1	1	1	2	2	1
Neuroscience and Physiology*							1	
No sequence/specialized plan of study	3	3	1	2		1	2	1
Total	12	14	12	10	7	8	17	5

* Established effective 5-18-15

** Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

To provide students with opportunities ...

- To conduct publishable research in particular areas of the broad discipline of biological sciences,
- To develop their research knowledge and skills in particular areas of the broad discipline of biological sciences,
- To increase their general knowledge of biology through formal training in the laboratory, field, and classroom.

Student learning outcomes

- In depth understanding of advanced concepts in biology
- Developing advanced scientific literacy
- Developing understanding of biological research

Curriculum (2017-2018)

Graduation requirements: 30 credit hours of coursework in addition to a thesis

Students may choose to complete one of six sequences or a plan of study arranged with the student's major professor and thesis committee members. The six sequences are behavior, ecology, evolution, and systematics; bioenergy sciences; biomathematics; biotechnology; conservation biology; and neuroscience and physiology (established since the prior program review).

Regardless of plan of study, the focus of the program is on research. Students are permitted to write their thesis in the form of one or more research articles, which are subsequently submitted to and usually published by national or international science journals. Almost all students serve as a teaching assistant or research assistant. Teaching assistants teach and mentor undergraduate students in laboratory sections, and research assistants contribute to faculty-led research projects.

Program delivery

The program is offered on the Normal campus.

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

The School of Biological Sciences offers a study abroad opportunity through its Rainforest Ecology course. The course includes field work at La Selva Biological Station in Costa Rica.

School faculty (Fall 2017)

26 tenure track faculty members (8 Professors, 10 Associate Professors, and 8 Assistant Professors)

4 part-time non-tenure track faculty members (1.08 FTE)

Courses in the M.S. in Biological Sciences program are taught by full-time tenured or tenure track faculty members who actively contribute to scholarship in the discipline.

All fall 2017 tenure track faculty members in the School of Biological Sciences had a doctorate and post-doctorate experience. One non-tenure track faculty member held a doctorate in biology. Four faculty members held the title of Distinguished Professor, and one held the title of University Professor. Among retirees and emeritus professors, seven held the title of Distinguished Professor. From 2012 through 2016, faculty members collectively averaged 58 publications (journal articles and book chapters) per year; seven faculty members collectively served on 13 different review panels for grants submitted nationwide to the National Institutes of Health, National Science Foundation, U.S. Department of Energy, and the Beckman Foundation; and 10 faculty members collectively served on 12 editorial boards of national or international scientific journals. In 2016 the 26 tenure track faculty members in the school published 48 research articles in refereed journals and three book chapters. Nine of the 48 articles were lead-authored by graduate students, and three articles named one or more graduate students as co-authors. Also in 2016

the 26 tenure track faculty members attracted extramural funding in excess of \$1.5 million from federal, state, or local government agencies or from private foundations. Eleven current faculty members have been recognized with a cumulative total of 33 college or university-level teaching or research awards.

Specialized accreditation

The M.S. in Biological Sciences program is not accredited or certified by a national association. In the biological sciences, accreditation or certification is available only to undergraduate biological sciences teacher education programs.

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

Exponential growth of scientific and technical knowledge, particularly in biology, and its ever increasing impact on all aspects of human life means there is a growing need for trained biologists capable of collaborating broadly and eager to take on many different roles. These scientists are not needed just as faculty members in academia but are also needed across all sectors of human endeavor. Both the Illinois Department of Employment Security and the U.S. Department of Labor predict that biology-related and health-related job markets will be among the strongest in the future economy. Further, there is a need for trained scientists regardless of the level of their highest postsecondary degree. Scientists having earned a master's degree in the field as their terminal degree are in demand by both for-profit and non-profit employers. In addition, lead researchers from doctoral programs in biological sciences, including the biological sciences doctoral program at Illinois State, need technical staff to make research progress. These demands indicate that master's programs producing well-trained technicians are critical for the future.

Response to previous program review recommendations

In response to the 2009-2010 review of the M.S. in Biological Sciences program, faculty of the School of Biological Sciences has pursued the following initiatives.

Maintain competitive financial support for students in the program. The School of Biological Sciences has been able to increase the graduate assistantship stipend for its master's students only modestly over the last eight years due to the lack of budget increases. An increase in the stipend from \$1,115 per month to \$1,200 per month was only possible by reducing the number of teaching assistantships awarded by the school. The \$1,200 stipend is 64 percent of the stipend paid to doctoral students who serve as teaching assistants although all teaching assistants in the school are expected to perform the same work.

Maintain and increase research start-up funds for newly-hired faculty members. Many faculty members hired by the School of Biological Sciences in the late 1990s or early 2000s were granted research start-up packages ranging from \$50,000 to \$100,000 each when they joined the school. From 2000 to 2009, start-up package amounts granted by the school were substantially higher, ranging from \$250,000 to \$400,000. The additional funds were contributed by the school and the College of Arts and Sciences. Since 2009, however, the school has been unable to maintain those higher amounts because it has lacked a fund dedicated to start-up packages.

Strengthen relations with graduates of the program. The School of Biological Sciences has increased its communication with school graduates, including graduates of the M.S. in Biological Sciences program, through newsletters and other web-based information, interactions on social media platforms, special events, and more frequent surveys. As a result, more graduates are accessing information offered by the school and more graduates have been invited to return to campus for seminars or Homecoming events.

Major findings

The M.S. in Biological Sciences program continues to succeed in graduating highly competent scientists prepared for a wide variety of positions related to the biological sciences and allied fields. The program is among the decreasing number of master's level biological sciences program nationally that are designed especially for students who seek a master's degree in the field as their terminal degree (rather than a doctorate). The demand statewide, nationally, and internationally for highly skilled graduates of master's level biological sciences programs is expected to increase in the coming years in response to technological advances in many fields. But although the M.S. in

Biological Sciences program is healthy, there are several aspects of the program in need of attention in the coming years. Among them are the ability of the program to compete with comparator and aspirational programs for the most qualified students and the ability to attract highly qualified faculty members.

Initiatives and plans

- Increase the stipend to students in the M.S. in Biological Sciences program who serve as teaching assistants. Increasing the stipend is necessary for the program to compete with its comparator and aspirational programs for highly qualified students. Students granted teaching assistantships contribute significantly to the education of undergraduate students at the University, including biological sciences majors and students in other academic programs.
- Expand efforts to recruit students for the M.S. in Biological Sciences programs beyond offering teaching assistantships. Strategies to explore include offering university-sponsored fellowships for first-year students and increasing the number of research assistantships supported by externally-funded research projects.
- Continue efforts to offer nationally-competitive research start-up packages for newly-hired faculty members. It is imperative that the school hire highly qualified scientists and then support them in establishing their research program as quickly as possible, so that they can attract external funding and, in turn, highly qualified graduate students. Sources external to the school and college should contribute to the start-up packages, so school and college budgets are not adversely and severely impacted when hiring faculty members.
- Further strengthen graduate alumni relations through more frequent surveys, newsletters and other web-based information, and special events such as alumni seminars and research symposia. These activities will help the school track its alumni and gather feedback from them regarding its programs.

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 Biological Sciences program to be in Good Standing.

The committee recognizes Biological Sciences faculty for offering a rigorous master's program that is becoming increasingly rare among its comparator programs in its focus on preparing students for employment in the field in addition to doctoral study. As is appropriate to graduate education, the M.S. in Biological Sciences program is research intensive. The thesis is the one and only capstone option in the program, and students are permitted to submit their thesis in the form of one or more articles appropriate for publication in a peer-reviewed journal. Students are encouraged to present research results at school seminars and symposia, the University Research Symposium, and national and international conferences. Supporting students with their research is the Beta Lambda chapter of Phi Sigma, the national biology honors society. Beta Lambda is the largest such chapter in the country and is one of the most active with regard to its sponsorship of seminars and symposia and its granting of funds to students to support their research.

Central to the quality of the program and its reputation regionally and nationally is the quality of its faculty and students. The committee commends both. Faculty members are highly credentialed and well respected in their fields. Their contributions have been recognized through numerous college and University awards for research, teaching, or service. Four Biological Sciences faculty members hold the rank of Distinguished Professor, the highest faculty rank conferred by the University. From 2012 through 2016, 10 faculty members served on 12 journal editorial boards and seven faculty members served on 12 research grant panels, among them panels of the National Science Foundation, United States Department of Agriculture, United States Department of Energy, and European Research Council. During the same period, faculty members collectively averaged 58 peer-reviewed publications annually. Biological Sciences faculty members are prolific at obtaining external grant funds to support their research and, in turn, research involving their students. Faculty members have been awarded more than \$35 million in research grants during their tenure at Illinois State. Demand for the program among prospective students permits faculty to select the most highly credentialed applicants. For the fall 2016 term, for example, only 12 of 69 applicants were admitted. Faculty members carefully vet program applicants through campus interviews. In the case of applicants for whom travel to campus is difficult, including applicants residing in other states or countries, interviews are held via telecommunications application software with real-time audiovisual capabilities.

The committee recognizes the students in the M.S. in Biological Sciences program who serve as teaching assistants for their contributions to undergraduate education at the University. The graduate assistants teach undergraduate students in biology laboratory sections and work with students individually to help them develop their research skills. The teaching assistants also help with general education courses taken by students enrolled in other academic programs at the University. The School of Biological Sciences offers seven general education courses that annually enroll more than 3,500 students. The committee commends biological sciences faculty members for their expansion of teaching assistant orientation and training since the last program review. New teaching assistants now attend a three-day orientation held prior to the fall semester.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue the dialogue about increasing graduate assistantship stipends. Almost every student in the M.S. in Biological Sciences program serves as a graduate assistant. The graduate assistants make valuable contributions to research in the discipline and to undergraduate education at the University. The self-study report articulates concerns regarding competitiveness of the stipend paid to graduate assistants in the program relative to stipends offered by biological sciences programs at other universities. The self-study report also notes that the stipend amount paid to biological sciences students at Illinois State has remained unchanged for five years. The committee recommends that the school continue dialoguing with the college, Graduate School, and university administration regarding the need to increase assistantship stipends. The committee also suggests exploring ways to engage individual donors and external entities in contributing financially to stipends and fellowships.

Develop a plan for maintaining and replacing high-cost equipment. The committee concurs with faculty in its plan to work with the College of Arts and Sciences to address school equipment needs, including equipment for biology laboratories. A long-term plan for maintaining and replacing essential but high cost equipment will likely benefit the school particularly during times of fiscal austerity. Working through the college may lead to collaborative approaches with other programs and academic units, such as equipment sharing, cost sharing, or savings resulting from coordinated purchasing.

Develop and implement a plan for furthering student diversity. While the ratio of female students to male students in the program is approximately 1:1, less than 10 percent of students self-identify with racial or ethnic groups traditionally underrepresented in the discipline (excluding international students). The self-study report indicates that the program has not needed to recruit students given that the program receives many times the number of applicants it can admit. Given that strong demand, the lack of recruitment efforts may be a missed opportunity to increase student diversity. The committee encourages the program to develop and implement a student recruitment plan that articulates goals for diversity. The committee suggests that the program work with the Office of Enrollment Management and Academic Services and with University Advancement to identify strategies. The committee further suggests that the recruitment plan include strategies for nurturing a climate of inclusiveness.

Develop and implement a plan for furthering faculty diversity. The committee acknowledges the obstacles faced by the school in achieving greater gender and racial/ethnic diversity among its faculty, such as the low percentage of doctoral candidates who are women or persons of color. It is evident from the self-study report that the school is committed to working toward greater faculty diversity despite those obstacles. The committee commends the school for its efforts and encourages the school to continue them. However, it may be difficult for the school to increase faculty diversity without having goals and strategies for achieving them. Accordingly, the committee encourages the school to develop and implement a plan for furthering gender and racial/ethnic diversity among its faculty, articulating in the plan specific goals for diversity. The committee recommends that the plan also address retention efforts, setting forth strategies for nurturing an environment of inclusiveness.

Identify and address unmet needs for timely access to research resources. According to the self-study report, the combination of academic journal costs in the discipline rising at rates higher than inflation and Milner Library serials budgets remaining stable at best has made it increasingly difficult for biological sciences faculty and students to access the literature they need to conduct their research. This includes inquiries faculty members need to conduct to develop their own research questions and apply for external grants funds to explore them. The library has sought to maintain faculty and student access to the journals most needed by biological sciences faculty and students

through cancellations of less-used serials. In an effort to continue providing some level of access to cancelled periodicals, the library has provided article-level access in many cancelled periodicals through adoption of the *Get It Now* service where Milner pays for individual article access rather than expensive yearly subscriptions. It has also subscribed to *BrowZine* which provides table of content access to periodicals, including many that were cancelled. Despite these efforts, access to research literature remains problematic for some biological sciences faculty members. The committee is concerned about the impact this situation may have on research and teaching in the school and on the ability of the school to retain and attract highly credentialed faculty. Accordingly, the committee recommends a collaborative effort involving the School of Biological Sciences, the College of Arts and Sciences, and Milner Library to document unmet needs for timely access to research literature by biological sciences faculty and students and to identify strategies for addressing those needs. Success in doing so may require additional efforts by the library but also contributions from sources external to the library. Options that might be explored may include modifications to the student fee structure to include supplemental funding for research literature or incorporating funding for research literature in external grant requests.

Evaluate the appropriateness and effectiveness of course scheduling and curriculum review processes. The self-study report notes that faculty members had regularly been contributing to course scheduling and curriculum review processes in their sections until the sections were eliminated and a less organized approach to the processes evolved. The self-study report alludes to concerns regarding that change. The committee encourages discussion of course scheduling and curriculum processes currently being deployed by the school to identify any concerns faculty may have regarding their appropriateness or effectiveness.

Develop and implement a plan for tracking alumni. Primarily via communication between faculty members and their former students, the program has compiled contact information for 83 percent of students graduating from the program between 2009 and 2017. The school has expanded its efforts to maintain communication with its alumni through numerous venues including newsletters and social media. The committee recommends that the school build on those accomplishments by developing and implementing a plan for systematically tracking and networking with alumni. Many elements of such a plan are already in place, including the alumni database that is being populated and the communication strategies already being deployed. A plan can guide those efforts going forward by identifying what information will be collected and what contacts will be made when and by whom. Some information collected through implementation of the plan, such as alumni perceptions of the program and alumni career outcomes, could be used in the student learning outcomes assessment process (see below). In addition, alumni could be recruited to provide career advice to students, assist them with job placement, or contribute financially to the school.

Continue refining and implementing the student learning outcomes assessment plan. The committee recognizes the program for its use of thesis proposals and defenses to identify broad trends in student learning that can inform decisions regarding the curriculum. The committee encourages faculty to continue that practice. The following suggestions are intended for consideration by faculty when it next considers refinements to the assessment plan. The suggestions are intended to further the efficacy and sustainability of the assessment process.

Beyond assessment associated with theses, the assessment plan provides for assessment in courses and seminars. However, the plan is not specific as to the courses and seminars in which assessment is to occur and the assignments and projects in those courses and seminars that are to be assessed. The committee suggests focusing assessment efforts on the courses and assignments that can yield the most useful feedback relative student learning outcomes. The assessment plan also provides for assessing learning relative to all student learning outcomes annually. Faculty might considering staggering assessment across multiple years, which could be less taxing on faculty. Assessment methods set forth in the plan are all direct assessment methods. While direct methods are preferable in that they assess actual learning, indirect methods used to gauge perceptions of program stakeholders may also yield information that can inform program and curriculum design. For example, information gleaned from implementation of the aforementioned alumni tracking system could provide valuable insights regarding alumni satisfaction and career development. Faculty might also consider a student exit survey and queries of non-completers.

REVIEW OF THE PH.D. IN BIOLOGICAL SCIENCES

Classification of Instructional Program (CIP) Code: 26.0101
Biology/Biological Sciences, General

OVERVIEW

The Ph.D. in Biological Sciences program at Illinois State University is housed in the School of Biological Sciences within the College of Arts and Sciences. The school also offers a minor in biological sciences, a B.S. in Biological Sciences, a B.S. in Biological Sciences Teacher Education, a B.S. in Molecular and Cellular Biology, and a M.S. in Biological Sciences. The B.S. in Biological Sciences, the M.S. in Biological Sciences, and the Ph.D. in Biological Sciences programs have been reviewed in the current program review cycle, whereas the B.S. in Biological Sciences Teacher Education program and the B.S. in Molecular and Cellular Biology program are scheduled for review in 2023-2024 and 2021-2022, respectively. The doctoral program in biological sciences is one of 10 doctoral programs offered by Illinois State University.

The Ph.D. in Biological Sciences program prepares students for careers in the biological sciences involving both research and teaching. The curriculum is designed to provide students a well-rounded awareness of the various subdisciplines of the field while permitting students to specialize in any one of them or to create a unique plan of study that meets the student's learning and career goals. Regardless of the plan of study, the focus of the program is on research, with completion and successful defense of a dissertation being the major requirement for the degree. Doctoral students serve as teaching assistants for undergraduate biological sciences courses, through which experiences the doctoral students prepare for their own careers in teaching and research.

Enrollment by Sequence, Fall Census Day, 2010-2017 Ph.D. in Biological Sciences, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Behavior, Ecology, Evolution, and Systematics	5	6	7	9	8	6	8	8
Molecular and Cellular Biology	4	8	9	12	10	9	7	6
Neuroscience and Physiology*							1	5
No sequence/specialized plan of study	13	9	6	6	4	4	3	2
Total	22	23	22	27	22	19	19	21

* Established effective 5-18-15

Degrees Conferred by Sequence, Graduating Fiscal Year 2010-2017** Ph.D. in Biological Sciences, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Behavior, Ecology, Evolution, and Systematics			1		1	3		
Molecular and Cellular Biology				1	1	1	1	2
Neuroscience and Physiology*								
No sequence/specialized plan of study	4	5	3	2	3	1	2	
Total	4	5	4	3	5	5	3	2

* Established effective 5-18-15

** Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms:
summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Prepare students for careers in the biological sciences involving both research and teaching.

Student learning outcomes

- In-depth understanding of advanced concepts in biology
- Developing advanced scientific literacy
- Developing understanding of biological research
- Make and report a significant contribution to body of knowledge within discipline

Curriculum (2017-2018)

Graduation requirements: 4 credit hours of Graduate Seminar in Biology, coursework (typically 30-40 credit hours) in an individual plan of study designed by the student in consultation with advisors or coursework in one of three sequences, taking and passing the Ph.D. qualifying examination, 15 or more credit hours of doctoral research, and a dissertation and its successful defense. Sequences include behavior, ecology, evolution, and systematics; molecular and cellular biology; and neuroscience and physiology (established since the prior program review). Regardless of plan of study, the focus of the program is on research. Admission to candidacy is to be completed before the fifth semester.

Program delivery

The program is offered on the Normal campus.

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

The School of Biological Sciences offers a study abroad opportunity through its Rainforest Ecology course. The course includes field work at La Selva Biological Station in Costa Rica.

School faculty (Fall 2017)

26 tenure track faculty members (8 Professors, 10 Associate Professors, and 8 Assistant Professors)
4 part-time non-tenure track faculty members (1.08 FTE)

Courses in the Ph.D. in Biological Sciences program are taught by full-time tenured or tenure track faculty members who actively contribute to scholarship in the discipline.

All fall 2017 tenure track faculty members in the School of Biological Sciences had a doctorate and post-doctorate experience. One non-tenure track faculty member held a doctorate in biology. Four faculty members held the title of Distinguished Professor, and one held the title of University Professor. Among retirees and emeritus professors, seven held the title of Distinguished Professor. From 2012 through 2016, faculty members collectively averaged 58 publications (journal articles and book chapters) per year; seven faculty members collectively served on 13 different review panels for grants submitted nationwide to the National Institutes of Health, National Science Foundation, U.S. Department of Energy, and the Beckman Foundation; and 10 faculty members collectively served on 12 editorial boards of national or international scientific journals. In 2016 the 26 tenure track faculty members in the school published 48 research articles in refereed journals and three book chapters. Nine of the 48 articles were lead-authored by graduate students, and three articles named one or more graduate students as co-authors. Also in 2016 the 26 tenure track faculty members attracted extramural funding in excess of \$1.5 million from federal, state, or local government agencies or from private foundations. Eleven current faculty members have been recognized with a cumulative total of 33 college or university-level teaching or research awards.

Specialized accreditation

The Ph.D. in Biological Sciences program is not accredited or certified by a national association. In the biological sciences, accreditation or certification is available only to undergraduate biological sciences teacher education programs.

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

Exponential growth of scientific and technical knowledge, particularly in biology, and its ever increasing impact on all aspects of human life means there is a growing need for trained biologists capable of collaborating broadly and eager to take on many different roles. These scientists are not needed just as faculty members in academia but are also needed across all sectors of human endeavor. Thus, there is a growing need for well-trained biologists with advanced degrees who are capable of collaborating broadly and who are eager to take on various roles such as university faculty, government researcher, corporate scientist, secondary school teacher, medical professional, and lawyer.

Response to previous program review recommendations

In response to the 2009-2010 review of the Ph.D. in Biological Sciences program, faculty of the School of Biological Sciences has pursued the following initiatives.

Maintain competitive financial support for Ph.D. students. Doctoral students serving as teaching assistants in the School of Biological Sciences receive a monthly stipend and a tuition waiver. Due to the lack of budget increases, the school has been able to increase the monthly stipend only modestly over the last eight years, from \$1,755 to \$1,870 (a 6.6 percent increase). The current stipend has remained unchanged for about five years and is near the median for doctoral-level biology students at benchmark institutions.

Maintain and increase research start-up funds for newly-hired faculty members. Many faculty members hired by the School of Biological Sciences in the late 1990s or early 2000s were granted research start-up packages ranging from \$50,000 to \$100,000 each when they joined the school. From 2000 to 2009, start-up package amounts granted by the school were substantially higher, ranging from \$250,000 to \$400,000. The additional funds were contributed by the school and the College of Arts and Sciences. Since 2009, however, the school has been unable to maintain those higher amounts because it has lacked a fund dedicated to start-up packages.

Implement new dissertation guideline. The School of Biological Sciences has fully implemented a requirement that its doctoral students submit at least two manuscripts from their dissertation prior to its defense. Students in the program continue to meet this requirement. Its implementation has resulted in more doctoral students graduating with research papers in press, which helps graduates when seeking employment and helps newly-employed program alumni advance their research agenda more quickly than they might otherwise.

Strengthen relations with graduates of the program. The School of Biological Sciences has increased its communication with school graduates, including graduates of the Ph.D. in Biological Sciences program, through newsletters and other web-based information, interactions on social media platforms, special events, and more frequent surveys. As a result, more graduates are accessing information offered by the school and more graduates have been invited to return to campus for seminars or Homecoming events.

Major findings

In its nearly 60 year history, the Ph.D. in Biological Sciences program at Illinois State has graduated approximately 175 students, many of whom have had illustrious careers in academia or industry or with government scientific agencies or non-governmental organizations. The program has built on this record since the last program review despite financial limitations and institutional restrictions. The Ph.D. program remains closely integrated with the bachelor's and master's programs in biological sciences at the University. Students in all three programs collaborate with faculty to produce original scholarship. Involvement of doctoral students as teaching assistants for undergraduate biological sciences courses makes it possible for the school to offer numerous, high quality laboratory experiences for biological sciences majors and for students enrolled in other academic programs at the University.

As Illinois State University strives to maintain its position in the state as a choice public university through national and international recognition of its academic programs and faculty, strengthening and further developing the Ph.D. in Biological Sciences program takes on greater urgency. Through this program review process, School of Biological Sciences faculty members have identified several goals for the next program review cycle collectively intended to help strengthen and further develop the doctoral program.

Initiatives and plans

- Maintain a competitive graduate assistant stipend for doctoral students in the School of Biological Sciences. Maintaining the stipend at or above the median across benchmark institutions is necessary to remain competitive in student recruitment.
- Enhance efforts to recruit students for the doctoral program by going beyond using offers of teaching assistantships as a recruitment tool. Other recruitment strategies to explore include providing additional fellowship support for first-year doctoral students and increasing the number of research assistantships supported by externally-funded research projects.
- Continue efforts to provide nationally-competitive faculty start-up packages. Competitive start-up packages are needed to attract highly qualified applicants for faculty positions in the school and to help new faculty members establish research programs as quickly as possible. External funding of those research programs can, in turn, help attract and support highly-qualified doctoral students.
- Further strengthen doctoral alumni relations through more frequent surveys, newsletters and other web-based information, and special events such as alumni seminars and research symposia. These activities will help the school track its alumni and gather feedback from them regarding its programs.

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 Biological Sciences program to be in Good Standing.

The committee commends faculty of the Ph.D. in Biological Sciences program for offering a program unique among its comparators in its opportunities for students to specialize in a sub-discipline while developing a higher-level understanding of the discipline than they might otherwise. Students may enroll in one of three sequences, each covering one or more sub-disciplines of the field: behavior, ecology, evolution, and systematics; molecular and cellular biology; or neuroscience and physiology. Yet faculty advisors encourage their students to take courses in specializations other than their chosen specialization so they will develop an understanding of multiple sub-disciplines and how they interrelate and so they will have more flexibility in their career choices.

The committee commends faculty members for the rigor of the curriculum and for the individualized attention they provide students to successfully navigate it. Since the last program review the decision whether to admit a student to candidacy has been moved earlier in the curriculum, so students will know sooner if doctoral work is an appropriate choice for them. To emphasize the importance of developing a research agenda and publishing research findings, candidates are required to submit two publication-ready manuscripts in lieu of a traditional dissertation. Students are supported in their studies and research by their faculty advisor and colleagues in their laboratory learning community. Numerous venues are available for students to vet their research while it is still in progress, including informal faculty-student gatherings, the school seminar series, and research symposia. Also supporting students is the Beta Lambda chapter of Phi Sigma, the national biology honors society. Beta Lambda is the largest such chapter in the country and is one of the most active with regard to its sponsorship of training seminars and research symposia and its granting of funds to students to support their research. Success of the program in preparing students for their careers is evidenced by employment of program alumni by universities, medical centers, and private research corporations. A review of scholarship by 11 students who completed the program in 2009-2010 identified approximately 90 peer-reviewed publications by those graduates and more than 1,300 citations of those publications by other research manuscripts as of September 2017

Critical to the reputation of the program regionally and nationally is the quality of its faculty and students. The committee commends both. Faculty members are highly credentialed and well respected in their fields. Their contributions have been recognized through numerous college and University awards for research, teaching, or

service. Four Biological Sciences faculty members hold the rank of Distinguished Professor, the highest faculty rank conferred by the University. From 2012 through 2016, 10 faculty members served on 12 journal editorial boards and seven faculty members served on 12 research grant panels, among them panels of the National Science Foundation, United States Department of Agriculture, United States Department of Energy, and European Research Council. During the same period, faculty members collectively averaged 58 peer-reviewed publications annually. Biological Sciences faculty members are prolific at obtaining external grant funds to support their research and, in turn, research involving their students. Faculty members have been awarded more than \$35 million in research grants during their tenure at Illinois State. Demand for the program among prospective students permits faculty to select the most highly credentialed applicants. For the fall 2016 term, for example, only 4 of 35 applicants were admitted. Faculty members carefully vet program applicants through campus interviews. In the case of applicants for whom travel to campus is difficult, including applicants residing in other states or countries, interviews are held via telecommunications application software with real-time audiovisual capabilities. The quality of students admitted to the program is evidenced in part by Graduate Record Examination scores substantially higher than averages across all graduate programs at the University and by grants and fellowships obtained by students from external entities after they are enrolled.

The committee recognizes the students in the Ph.D. in Biological Sciences program who serve as teaching assistants for their contributions to undergraduate education at the University. The assistants teach undergraduate students in biology laboratory sections and work with students individually to help them develop their research skills. The teaching assistants also help with general education courses taken by students enrolled in other academic programs at the University. The School of Biological Sciences offers seven general education courses that annually enroll more than 3,500 students. The committee commends biological sciences faculty members for their expansion of teaching assistant orientation and training since the last program review. New teaching assistants now attend a three-day orientation held prior to the fall semester.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue the dialogue about increasing graduate assistantship stipends. Almost every student in the Ph.D. in Biological Sciences program serves as a graduate assistant. The graduate assistants make valuable contributions to research in the discipline and to undergraduate education at the University. The self-study report articulates concerns regarding competitiveness of the stipend paid to graduate assistants in the program relative to stipends offered by biological sciences programs at other universities. The self-study report also notes that the stipend amount paid to biological sciences students at Illinois State has remained unchanged for five years. The committee recommends that the school continue dialoguing with the college, Graduate School, and university administration regarding the need to increase assistantship stipends. The committee also suggests exploring ways to engage individual donors and external entities in contributing financially to stipends and fellowships.

Develop a plan for maintaining and replacing high-cost equipment. The committee concurs with faculty in its plan to work with the College of Arts and Sciences to address school equipment needs, including equipment for biology laboratories. A long-term plan for maintaining and replacing essential but high cost equipment will likely benefit the school particularly during times of fiscal austerity. Working through the college may lead to collaborative approaches with other programs and academic units, such as equipment sharing, cost sharing, or savings resulting from coordinated purchasing.

Develop and implement a plan for furthering student diversity. While the ratio of female students to male students in the program is approximately 1:1, less than 15 percent of students self-identify with racial or ethnic groups traditionally underrepresented in the discipline (excluding international students). The self-study report indicates that the program has not needed to recruit students given that the program receives many times the number of applicants it can admit. Given that strong demand, the lack of recruitment efforts may be a missed opportunity to increase student diversity. The committee encourages the program to develop and implement a student recruitment plan that articulates goals for diversity. The committee suggests that the program work with the Office of

Enrollment Management and Academic Services and with University Advancement to identify strategies. The committee further suggests that the recruitment plan include strategies for nurturing a climate of inclusiveness.

Develop and implement a plan for furthering faculty diversity. The committee acknowledges the obstacles faced by the school in achieving greater gender and racial/ethnic diversity among its faculty, such as the low percentage of doctoral candidates who are women or persons of color. It is evident from the self-study report that the school is committed to working toward greater faculty diversity despite those obstacles. The committee commends the school for its efforts and encourages the school to continue them. However, it may be difficult for the school to further increase faculty diversity without having goals and strategies for achieving them. Accordingly, the committee encourages the school to develop and implement a plan for furthering gender and racial/ethnic diversity among its faculty, articulating in the plan specific goals for diversity even if modest. The committee recommends that the plan also address retention efforts, setting forth strategies for nurturing an environment of inclusiveness.

Identify and address unmet needs for timely access to research resources. According to the self-study report, the combination of academic journal costs in the discipline rising at rates higher than inflation and Milner Library serials budgets remaining stable at best has made it increasingly difficult for biological sciences faculty and students to access the literature they need to conduct their research. This includes inquiries faculty members need to conduct to develop their own research questions and apply for external grants funds to explore them. The library has sought to maintain faculty and student access to the journals most needed by biological sciences faculty and students through cancellations of less-used serials. In an effort to continue providing some level of access to cancelled periodicals, the library has provided article-level access in many cancelled periodicals through adoption of the *Get It Now* service where Milner pays for individual article access rather than expensive yearly subscriptions. It has also subscribed to *BrowZine* which provides table of content access to periodicals, including many that were cancelled. Despite these efforts, access to research literature remains problematic for some biological sciences faculty members. The committee is concerned about the impact this situation may have on research and teaching in the school and on the ability of the school to retain and attract highly credentialed faculty. Accordingly, the committee recommends a collaborative effort involving the School of Biological Sciences, the College of Arts and Sciences, and Milner Library to document unmet needs for timely access to research literature by biological sciences faculty and students and to identify strategies for addressing those needs. Success in doing so may require additional efforts by the library but also contributions from sources external to the library. Options that might be explored may include modifications to the student fee structure to include supplemental funding for research literature or incorporating funding for research literature in external grant requests.

Develop and implement a plan for tracking alumni. Primarily via communication between faculty members and their former students, the program has compiled contact information for about 68 percent of students graduating from the program between 2009 and 2017. The school has expanded its efforts to maintain communication with its alumni through numerous venues including newsletters and social media. The committee recommends that the school build on those accomplishments by developing and implementing a plan for systematically tracking and networking with alumni. Many elements of such a plan are already in place, including the alumni database that is being populated and the communication strategies already being deployed. A plan can guide those efforts going forward by identifying what information will be collected and what contacts will be made when and by whom. Some information collected through implementation of the plan, such as alumni perceptions of the program and alumni career outcomes, could be used in the student learning outcomes assessment process (see below). In addition, alumni could be recruited to guest lecture or otherwise contribute to student learning, provide career advice to students, assist them with job placement, or contribute financially to the school.

Evaluate the appropriateness and effectiveness of course scheduling and curriculum review processes. The self-study report notes that faculty members had regularly been contributing to course scheduling and curriculum review processes in their sections until the sections were eliminated and a less organized approach to the processes evolved. The self-study report alludes to concerns regarding that change. The committee encourages discussion of course scheduling and curriculum processes currently being deployed by the school to identify any concerns faculty may have regarding their appropriateness or effectiveness.

Continue refining and implementing the student learning outcomes assessment plan. The committee recognizes the program for its use of comprehensive examinations and dissertation proposals to identify trends in student learning that can inform decisions regarding the curriculum. The committee encourages faculty to continue that practice. When faculty next considers refinements to the assessment plan, the committee suggests that faculty consider incorporating strategies for systematically obtaining feedback from students and alumni. Perceptions gathered from those stakeholders may provide valuable inputs for program planning. Indirect assessment strategies to consider may include student exit surveys or interviews, alumni surveys, or systematic documentation of feedback already being gathered by faculty through informal contacts with students and alumni.

REVIEW OF THE B.S. IN COMMUNICATION SCIENCES AND DISORDERS

Classification of Instructional Program (CIP) Code: 51.0204
Audiology/Audiologist and Speech-Language Pathology/Pathologist

OVERVIEW

The B.S. in Communication Sciences and Disorders program at Illinois State University is housed in the Department of Communication Sciences and Disorders within the College of Arts and Sciences. The department also offers a minor in communication sciences and disorders, a M.S. in Speech-Language Pathology, and a Doctor of Audiology (Au.D.).

A graduate degree is required to become a certified and licensed speech-language pathologist or a certified and licensed audiologist in Illinois and the U.S. Thus the B.S. in Communication Sciences and Disorders program at Illinois State University has been designed to offer a comprehensive, pre-professional curriculum intended to prepare students for graduate study in either speech-language pathology or audiology. The program is one of three undergraduate audiology/audiologist and speech language pathology/pathologist programs offered by public universities in Illinois.

Since the 2009-2010 review of the program, the Department of Communication Sciences and Disorders has restructured its B.S. in Communication Sciences and Disorders program to provide all students with an overview of both speech pathology and audiology. A key component of the restructuring was disestablishment of speech pathology and audiology sequences. To reflect the restructuring, the program name was changed from the B.S. in Speech Pathology and Audiology. Although the restructured curriculum of the program is more comprehensive in its coverage of the fields, most students still graduate from the program within four years.

Enrollment by Sequence, Fall Census Day, 2010-2017
B.S. in Communication Sciences and Disorders, Illinois State University
First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
No sequence					148	209	216	224
Speech Pathology*	200	195	184	194	68	2	9	10
Audiology*	7	12	5	9	2			
Total	207	207	189	203	218	211	225	234

*Disestablished effective May 12, 2014

Degrees Conferred by Sequence, Graduating Fiscal Year 2010-2017**
B.S. in Communication Sciences and Disorders, Illinois State University
First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
No sequence	2	2	4	4	1	NA	56	66
Speech Pathology*	75	72	76	56	81	NA	2	1
Audiology*	1	1	8		4	NA		
Total	78	75	88	60	86	66	58	67

* Disestablished effective May 12, 2014

** Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- The program provides students with general knowledge of communication sciences and disorders.
- The program provides students complete undergraduate courses in related professional areas of study that are required for eventual Illinois licensure and ASHA certification.
- The program provides students with the skills and knowledge necessary to be accepted into graduate school or to be employed.

Student learning outcomes

- Students will demonstrate foundational knowledge of the professions at a level sufficient to progress further in the major.
- Students will demonstrate knowledge of normal processes of communication.
- Students will demonstrate knowledge of disorders in communication.
- Students will demonstrate knowledge of audiological assessment.
- Students will complete related (outside of CSD) courses for eventual Teacher Educators License and national-level certification.
- Students will demonstrate ability to write professional documents.
- Graduates of the CSD program will attend graduate school to pursue the terminal degree in the profession.
- Graduates who do not continue their education will find employment.

Curriculum (2017-2018)

Graduation requirements: 120 credit hours consisting of 48 credit hours of communication sciences and disorders core courses; 39 credit hours of General Education courses; 6 credit hours of Professional Education (educator preparation) requirements; one course in science, mathematics, or technology to fulfill the university bachelor of science requirement (3 credit hours); successful completion of an advanced foreign language course (4 credit hours); and the balance of credit hours in elective courses. Of the 39 General Education credit hours, students must complete 12 credit hours of prescribed courses in mathematics, biological sciences, chemistry/physics, and statistics. Through coursework or through experiences outside courses, students must complete at least 25 clock hours of clinical observations.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through a traditional face-to-face format.

Two communication sciences and disorders courses are offered online during the summer term; the courses are taken primarily by students majoring in special education.

The department has offered short-term study abroad trips to New Zealand/Australia, London/Paris, Spain, and Greece. All study abroad trips have been developed since the prior program review.

Department faculty (Fall 2017)

10 tenure track faculty members (1 Professor, 3 Associate Professors, 6 Assistant Professors)

8 clinical supervisors

3 clinical administrators (i.e., Clinic Director/Director of Advisement, Director of Clinical Experiences for speech-language pathology, Director of Clinical Experiences for audiology)

5 part-time non-tenure track faculty members (1.5 FTE)

Student to faculty ratio: 19.8 to 1

Student to tenure-line faculty ratio: 23.1 to 1

Classroom instruction and clinical supervision for communication sciences and disorders students are provided by a team of highly-credentialed tenure track faculty members, clinical supervisors, and non-tenure track faculty members.

Each tenure track faculty member holds a Ph.D. in their field. Two tenure track faculty members hold both a Ph.D. and a clinical doctorate (Au.D.). All but one tenure track faculty member is licensed and credentialed in their field. Tenure track faculty members are responsible for almost all classroom teaching in the department. They contribute to scholarship in their specializations through publication of research findings in peer-reviewed journals (including the flagship journal in the field) and through conference presentations. Tenure-line faculty members also participate in service activities at the department, college, university, and professional levels. Several faculty members serve on journal editorial boards, and some have served on state or national professional associations such as the American Board of Audiology, the American Academy of Audiology, the Illinois Chapter of the National Stuttering Association, and the Illinois Speech-Language-Hearing Association.

Each speech-language pathology clinical supervisor holds a master's degree, and each audiology clinical supervisor holds an Au.D. All clinical supervisors are licensed and certified. Some clinical supervisors also teach undergraduate courses. Non-tenure track faculty members hired to teach speech-language pathology must have at least a master's degree, whereas non-tenure track faculty members hired to teach audiology must have at least a clinical doctorate (Au.D.). As the number of tenure track faculty members in the department has increased in recent years, fewer non-tenure track faculty members have been needed.

Specialized accreditation

Undergraduate programs in communication sciences and disorders are not accredited or certified by a national association. Specialized accreditation in the discipline is available only at the graduate level.

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

Although the scope of practice for speech-language pathologists and audiologists has expanded over the years, there have not been significant changes in the fundamental purpose or nature of either academic discipline or field since the last program review. Societal need continues to be strong for professionals in both disciplines, due in part to population aging. To address those needs, the number of jobs for audiologists or for speech-language pathologists is expected to increase in Illinois and nationally at rates higher than the average across all occupations. Colleges and universities are challenged with preparing more speech-language pathologists and audiologists to address the state and national shortage of applications for those positions. Given these dynamics, Illinois State University has experienced a strong demand for its B.S. in Communication Sciences and Disorders program since the prior program review. That strong demand is expected to be sustained throughout the next program review cycle.

Response to previous program review recommendations

The Department of Communication Sciences and Disorders has addressed all five recommendations resulting from the 2009-2010 program review of its B.S. in Communication Sciences and Disorders program.

Continue to hire additional faculty in critical areas of need to reduce teaching loads and student-to-faculty ratios. Working through the College of Arts and Sciences, the department has succeeded in securing additional faculty lines since the last program review. As a result, the number of tenure line faculty members in the department has increased from six in 2011-2012 to 10 in fall 2017. The department has been able to attract applicants for its faculty position openings despite the national shortage of Ph.D. credentialed candidates in the discipline.

Given that the department has a young faculty cohort, the department and college together should develop a strong mentoring plan to support scholarly productivity. Faculty mentoring has been and continues to be emphasized in the department. Mentoring efforts since the last program review include providing new faculty members with appropriate start-up packages and research laboratory space, providing new faculty members with a reduced teaching load during their first two years of service at the University so they can focus on their research agenda, encouraging new faculty members to participate in programs and services of the Center for Teaching, Learning, and Technology at the University, encouraging senior faculty to collaborate with junior faculty on research and teaching

initiatives, and encouraging new faculty members to participate in the faculty mentoring series offered by the college.

Work with Placement and Career Counseling to develop an advisement process that clearly articulates the transition for students who do not continue into graduate programs in the discipline. The department has collaborated with the Career Center at the University to strengthen support for students who choose to transition from the undergraduate communication sciences and disorders program into employment rather than to immediately pursue graduate education. The program advisor encourages each student to participate in workshops provided by the Career Center and by the College of Arts and Sciences and to work with Career Center advisors after the student has decided to pursue employment immediately upon graduation.

Work with Milner Library faculty and staff to develop stronger library involvement in student learning. The department has designated a faculty member to liaise with library faculty regarding research resources and services available to department students and faculty. Department and library faculty are collaborating to develop short- and long-term goals for infusing information literacy instruction into the program curriculum.

Develop a formal equipment maintenance plan. The department has compiled and is implementing a plan for maintaining and replacing equipment needed to support student learning and faculty research.

Major findings

The Department of Communication Sciences and Disorders continues to succeed in graduating the majority of its students within four years and in successfully preparing them for graduate programs in speech-language pathology or audiology; 75 percent of students in the program are accepted into graduate schools compared to 50 percent nationally. The increase in the number of tenure-line faculty members since the last program review makes it possible for the department to continue its successes during the next program review cycle in preparing students for graduate schools or for employment immediately upon graduation. Challenges for the program documented through the program review process include class sizes that are larger than those of other programs at Illinois State University and a student-to-faculty ratio that, although comparable to the ratio across all units at the University, is higher than the ratios of aspirational programs at other universities. A challenge that may be more difficult to resolve and one that impacts all programs and services of the department are its aging facilities. Classrooms, research laboratories, and clinical spaces provide less than ideal environments for students, faculty, staff, and the general public.

Initiatives and plans

- Continue advocating for improved facilities for all communication sciences and disorders programs. The department will continue exploring construction of an allied health building that would house clinical facilities of the department as well as academic or clinical facilities of other health-related programs at the University.
- Continue working to decrease the ratio of students to tenure-line faculty members and the ratio of students to clinical faculty members. The department intends to continue requesting funds from the college and central administration for additional clinical supervisors.
- Continue collaborating with Milner Library faculty in providing access to research resources and services needed to support student learning and faculty research in the discipline and in further integrating information literacy instruction with the undergraduate curriculum.
- Implement the newly revised student learning outcomes assessment plan for the program and utilize assessment findings to identify ways to further improve the program.
- Establish a sustainable international/humanitarian outreach experience for students in the program, working with the Office of International Studies and Programs at the University.
- Expand students' understanding of how they can apply the diverse knowledge and skills they gain through successful completion of the program to succeed in positions in allied fields and professions.

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 Communication Sciences and Disorders program to be in Good Standing.

The committee thanks the program for a comprehensive and concise self-study report that is critical and forward looking. A particularly noteworthy aspect of the report is the analysis of comparator and aspirational programs and their relevance to the program at Illinois State University. The discussion of facilities in that analysis was informed by program faculty visits to other institutions.

The committee recognizes the work program faculty has done since the 2009-2010 program review to maintain a high quality program that blends theory and practice. Among those efforts are attention to the curriculum, co-curricular opportunities, and student support services; involving students in the provision of clinical services that benefit members of the campus community as well as area residents; and systematic gathering of feedback from students and other stakeholders to identify opportunities to further improve the program. These and other efforts have led to commendable student outcomes. Graduation rates consistently exceed the rate across all undergraduate programs at Illinois State for both first-time-in-college and external transfer students. Of first-time-in-college students graduating from the program each year since 2010, 90 percent or higher earned their degree within four years of initial enrollment at Illinois State compared to 60-65 percent across all undergraduate programs at the University. Since 2010, participation by B.S. in Communication Sciences and Disorders students in the university Honors program has ranged from 23 percent to 44 percent compared to approximately 6 percent across all undergraduate programs at the University. The program reports that approximately 75 percent of its graduates are accepted into a graduate program in either speech-language pathology or audiology compared to approximately 50 percent for undergraduate communication sciences and disorders programs nationwide.

The committee recognizes program faculty members for their work to revise the curriculum since the last program review, including a 2014 restructuring that eliminated the speech-language pathology and audiology sequences. The curriculum now exposes all students to both sub-disciplines, which especially benefits students uncertain about which sub-discipline of the field to pursue through graduate studies. When revising the curriculum faculty has carefully balanced the addition of courses with the deletion of others, so students are able to complete the program in four years. The committee commends faculty members for encouraging students to participate in the university-wide Honors program; participation averaged approximately 32 percent from 2012 through 2016 compared to about 6 percent across all undergraduate programs at the University. The committee also commends faculty for encouraging all students in the program to engage in research outside the classroom, either by assisting faculty with their laboratory work or by conducting independent research, and for supporting students in presenting their research findings at research symposia and conferences. The committee recognizes the program for its support of other out-of-classroom learning opportunities, including sponsorship of three registered student organizations (National Student Speech Language Hearing Association, Student Academy of Audiology, and National Stuttering Association chapters) and support for the numerous community service initiatives in which the organizations are involved, such as the Special Olympics Healthy Hearing program and community health fairs.

The committee commends the department and program for their contributions to the campus and region through operation of the Eckelmann-Taylor Speech and Hearing Clinic. In Fiscal 2017 the clinic scheduled approximately 5,100 appointments for speech, language, or audiology testing or treatment for members of the campus community or general public. Students enrolled in academic programs of the department, including the B.S. in Communication Sciences and Disorders, assist with this clinical work. The committee recognizes that opportunities to assist with clinical work are not always provided by undergraduate communication sciences and disorders programs at other universities.

Adequacy of clinical facilities for the Eckelmann-Taylor Speech and Hearing Clinic as well as of laboratory space for faculty is identified in the self-study report as an ongoing concern of the faculty. The committee commends the department for maximizing use of its existing facilities while seeking alternatives to better serve clinic clientele. Especially noteworthy is the collaboration with Normal Township to provide audiology services at its Activity and Recreation Center (ARC), located northeast of campus.

The committee recognizes program faculty for revising the student learning outcomes assessment plan for the program to align with the 2014 curriculum revisions, for continuing to refine the plan since then, and for systematic use of assessment results to guide program improvements. The committee commends the department for its Student Advisory Board, which consists of students in the communication sciences and disorders program and other academic programs of the department elected by their peers. The board provides a venue for regular communication involving the department chairperson and students regarding academic programs, policies, student support services, and department initiatives.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue exploring options for upgrading department facilities. A long-term solution to the facility challenges facing the department and its clinic may be relocation of either or both to a newly constructed facility on campus. However, given anticipated levels of state support for capital improvements at its public universities and the substantial backlog of capital improvement projects awaiting funding, such a new facility is not likely to be built within the next decade. Accordingly, the committee recommends that the department continue to work with the College of Arts and Sciences to explore other means of upgrading department facilities. Warranting particular attention is the need for the additional laboratory research facilities for department faculty. The department might explore establishing partnerships with health care or social service institutions in the community to provide off-campus clinical sites that could supplement or replace existing facilities in Fairchild Hall and Rachel Cooper. The satellite audiology clinic at the Normal Township Activity and Recreation Center (ARC) might be one model for off-campus facilities. Other options to consider include working with the college to explore reconfiguration of space in Fairchild Hall and Rachel Cooper or access to it, use of other space on campus, or leasing space near campus. For guidance in exploring ways to upgrade facilities, faculty might also look to aspirational programs that operate clinics through health care facilities either on or near their campus.

Develop and implement a plan for furthering student and faculty diversity. The committee acknowledges the challenges faced by the program and department in achieving greater gender and racial/ethnic balance among its faculty and students. However, it may be difficult for the department to do so without having goals and a plan for working toward those goals. Accordingly, the committee encourages the department to develop and implement a plan for furthering gender and racial/ethnic diversity among its students and among its faculty members, particularly non-tenure track faculty members and clinical supervisors. The committee encourages the department to articulate goals for gender and racial/ethnic diversity in the plan. As the department develops the plan, the committee encourages the department to consider recruitment for diversity in a broad sense to include maintaining coverage of diversity issues in the curriculum, serving diverse populations through clinical and practicum experiences, and encouraging networking of students with practitioners having diverse backgrounds and life experiences. Continuing to foster such diversity may, in turn, help attract students and faculty from traditionally underrepresented populations and help the department with its efforts to maintain an environment of inclusiveness.

Develop and implement a plan for engaging alumni. The self-study report identifies expansion of efforts to engage program alumni as a goal for the next program review cycle. The committee concurs with this goal and recommends that the department develop and implement a plan for doing so. Some elements of such a plan are already in place, including the university-wide alumni survey and the exit survey introduced by the program in recent years, and other strategies might be considered, such as developing an alumni database and systematic use of social media. The committee recommends incorporating strategies for systematically communicating with alumni who choose not to pursue graduate study in the discipline. Information gleaned from those contacts could suggest additional ways the program might prepare students who ultimately choose not to pursue graduate education or a career in the discipline.

Implement the plan for expanding collaboration with Milner Library. The self-study report identifies as a goal for the next program review cycle expanding collaboration with Milner Library and its communication sciences and disorders subject specialist to facilitate appropriate use of library resources. The self-study report sets forth a plan for doing so, including developing a structured, tiered approach to information fluency instruction across all

academic programs of the department. The committee commends the department and library for their collaboration in developing the plan and encourages implementation of it.

Investigate ways to sustain short-term study abroad options. The committee recognizes establishment by program faculty of short-term study abroad opportunities for students who might not otherwise be able to study abroad due to the rigors of the program curriculum or the costs associated with longer study abroad experiences. The committee concurs with the program goal of investigating ways to promote sustainability of those short-term experiences, particularly those with explicit ties to the discipline.

Continue refining and implementing the student learning outcomes assessment plan. The committee encourages the program to continue to utilize information collected through student learning outcomes assessment to make program improvements as necessary and to document how that has been done. As faculty considers modifications to the assessment plan for the program during the next program review cycle, the committee recommends continued work by faculty to incorporate formative assessment strategies to reduce reliance on course grades for gauging levels of student learning. Selecting course assignments and adopting rubrics for their assessment should help program faculty identify points within the curriculum at which modifications could be made by faculty to improve student learning relative to learning goals.

REVIEW OF THE M.A., M.S. IN SPEECH-LANGUAGE PATHOLOGY

Classification of Instructional Program (CIP) Code: 51.0204
Audiology/Audiologist and Speech-Language Pathology/Pathologist

OVERVIEW

The M.A., M.S. in Speech-Language Pathology program at Illinois State University is housed in the Department of Communication Sciences and Disorders within the College of Arts and Sciences. The department also offers a minor in communication sciences and disorders, a B.S. in Communication Sciences and Disorders, and a Doctor of Audiology (Au.D.).

At the time of the 2009-2010 review, the M.A., M.S. in Speech-Language Pathology program was named the M.A. M.S. in Speech-Language Pathology and Audiology and offered sequences in speech pathology, bilingual speech-language pathology, and audiology. Since then the audiology sequence of the program has been replaced with the Doctor of Audiology program (established in 2006). The speech pathology sequence was also disestablished, because that plan of study had become the default plan of study for the program. To reflect these changes, the reference to audiology in the program name was removed. The bilingual speech-language pathology sequence was subsequently disestablished, because a separate sequence is not required by the program accreditor to prepare graduates for employment as bilingual clinical providers.

A master's degree in speech-language pathology is required for students to receive the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA). The degree is also a prerequisite for taking the qualifying examination required for licensure as a speech-language pathologist by the Illinois Department of Financial and Professional Regulation.

The Eckelmann-Taylor Speech and Hearing Clinic at Illinois State University provides services to the public while serving as a training clinic for students enrolled in either the M.A., M.S. in Speech-Language Pathology program or the Doctor of Audiology program. Students in the speech-language pathology program complete at least 400 clock hours of clinical practice through a combination of work at the Eckelmann-Taylor Speech and Hearing Clinic and work at clinical sites external to the University.

The M.A., M.S. in Speech-Language Pathology at Illinois State is one of eight such programs at Illinois public universities and one of 13 such programs at any college or university in the state. The program at Illinois State University is consistently one of the largest among the eight with respect to enrollment and the number of degrees conferred.

Enrollment and Degrees Conferred, 2010-2017

M.A., M.S. in Speech-Language Pathology, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment, fall census day	97	101	85	72	73	78	74	69
Degrees conferred, graduating fiscal year*	51	47	78	47	37	33	37	40

* Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- The program provides students with comprehensive coursework in the discipline of speech-language pathology.
- The program provides students with clinical experiences that develop professional skills needed to work in all clinical settings with diverse clients.
- The program ensures that students understand the evidence-base for the profession and how to provide evidence-based practice.
- The program utilizes input from concerned stakeholders to ensure student engagement in the program and the high quality of experiences offered to students.
- The program prepares students to be employed as qualified and competent speech-language pathologists.

Student learning outcomes

- Students will be able to demonstrate knowledge that covers the breadth and depth of the field of study including ethics of the discipline and multicultural issues.
- Students will be able to write professionally.
- Students will develop and implement evaluation plans that are appropriate for individual clients.
- Students will create and implement treatment plans that are appropriate for individual clients and groups of clients.
- Students will be able to write clinical reports and treatment plans.
- Students will follow the ASHA Code of Ethics in all clinical experiences.
- Students will apply evidence-based knowledge to assessment and evaluations in clinic settings.
- Students will be critical consumers of literature in the field.
- Students will maintain an active voice in appropriate departmental discussions and decisions.
- Alumni will provide the department with feedback regarding satisfaction of education gained through experiences while a student in the program.
- American Speech-Language-Hearing Association's Council for Academic Accreditation (CAA) will approve the program's annual CAA report.
- Faculty, ISU supervisors, and external supervisors will provide ongoing feedback regarding curriculum.
- Students will be employed as speech-language pathologists after graduation from the program.
- Graduates of the program will indicate that they were well prepared for employment as clinical speech-language pathologists.
- Employers of CSD graduates will indicate that program graduates are competent clinical speech-language pathologists.

Curriculum (2017-2018)

Graduation requirements: 57 credit hours, consisting of 39 credit hours of academic work and 18 credit hours of clinical work, plus completion of one of three capstone options: comprehensive examination, independent study, or thesis. Because completion of the program is a requirement for Certificate of Clinical Competence in Speech-Language Pathology, all courses in the program are prescribed; there are no electives. Students start the program in the summer and attend full-time for six consecutive semesters.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through a traditional face-to-face format; one course is offered online during the summer to allow students greater flexibility for off-campus clinical placements.

The department has offered short-term study abroad trips to New Zealand/Australia, London/Paris, Spain, Greece, and South Korea. All have been developed since the prior program review. The trips to Seoul, South Korea, have involved providing clinical services to Koreans learning English as a second language.

Department faculty (Fall 2017)

10 tenure track faculty members (1 Professor, 3 Associate Professors, 6 Assistant Professors)

8 clinical supervisors

3 clinical administrators (i.e., Clinic Director/Director of Advisement, Director of Clinical Experiences for speech-language pathology, Director of Clinical Experiences for audiology)

5 part-time non-tenure track faculty members (1.5 FTE)

Classroom instruction and clinical supervision for the department are provided by a team of highly-credentialed tenure track faculty members, clinical supervisors, and non-tenure track faculty members. Of these team members, seven tenure track faculty members, five clinical supervisors, and two of the clinical administrators contribute directly to the M.A., M.S. in Speech-Language Pathology program. Their credentials are described below.

Each tenure track faculty member holds a Ph.D. in their field. All but one tenure track faculty member contributing to the master's program is licensed and credentialed in their field. Tenure track faculty members are responsible for all classroom teaching in the M.A., M.S. in Speech-Language Pathology program. They contribute to scholarship in their specializations through publication of research findings in peer-reviewed journals and through conference presentations. Tenure line faculty members also participate in service activities at the department, college, university, and professional levels. Several faculty members serve on journal editorial boards and some have served on state or national professional associations such as the Illinois Chapter of the National Stuttering Association.

Each clinical supervisor holds a master's degree and is certified and licensed. Some clinical supervisors also teach undergraduate courses. Non-tenure track faculty members hired to teach speech-language pathology must have at least a master's degree. As the number of tenure track faculty members in the department has increased in recent years, fewer non-tenure track faculty members have been needed.

Specialized accreditation

The M.A., M.S. in Speech-Language Pathology program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The program was re-accredited on October 1, 2013, for eight years, through September 30, 2021. The next full accreditation review is scheduled for August 2020. The Department of Communication Sciences and Disorders submits annual reports to CAA. Based on its review of the annual reports, the accreditor has determined the M.A., M.S. in Speech-Language Pathology program to be in compliance each year.

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

Although the scope of practice for speech-language pathologists has expanded over the years, there have not been significant changes in the fundamental purpose or nature of the academic discipline or field since the last program review. Societal need for speech-language pathologists continues to grow, due in part to population aging. To address that need, the number of jobs for speech-language pathologists is expected to increase in Illinois and nationally at rates higher than the average across all occupations. Colleges and universities are challenged with preparing more speech-language pathologists to address the state and national shortage of applications for those positions. Given these dynamics, Illinois State University has experienced a strong demand from prospective students for its M.A., M.S. in Speech-Language Pathology program since the prior program review. That strong demand is expected to continue throughout the next program review cycle. Increasingly, technology is being used to supplement face-to-face instruction in the discipline. The speech-language pathology program at Illinois State uses technology, such as the online learning management system at the University, to supplement face-to-face instruction with podcasts and discussions. Faculty members have also made use of computerized/online case study services and simulated clients in the simulation laboratory of Mennonite College of Nursing at the University.

Response to previous program review recommendations

The Department of Communication Sciences and Disorders has addressed all five recommendations resulting from the 2009-2010 program review of its M.A., M.S. in Speech-Language Pathology program.

Develop a plan to track the program's graduates in terms of how their pass rates on the qualifying exam (PRAXIS) compare with pass rates of graduates nationally. The department now tracks pass rates online using the Educational Testing Service (ETS) Data Manager and is able to compare its rates with those of other speech-language pathology programs both within the state of Illinois and across the nation.

Hire additional faculty in critical areas of need. Working through the College of Arts and Sciences, the department has succeeded in securing additional faculty lines since the last program review. As a result, the number of tenure-line faculty members in the department has increased from six in 2011-2012 to 10 in fall 2017. The department has attracted applicants for its faculty position openings despite the national shortage of Ph.D. credentialed candidates in the discipline.

Given that the department has a young faculty cohort, the department and college together should develop a strong mentoring plan to support scholarly productivity. Faculty mentoring has been and continues to be emphasized in the department. Mentoring efforts since the last program review include providing new faculty members with appropriate start-up packages and research laboratory space, providing new faculty members with a reduced teaching load during their first two years of service at the University so they can focus on their research agenda, encouraging new faculty members to participate in programs and services of the Center for Teaching, Learning, and Technology at the University, encouraging senior faculty to collaborate with junior faculty on research and teaching initiatives, and encouraging new faculty members to participate in the faculty mentoring series offered by the college.

Work with Milner Library faculty and staff to develop stronger library involvement in student learning. The department has designated a faculty member to liaise with library faculty regarding research resources and services available to department students and faculty. Department and library faculty are collaborating to develop short- and long-term goals for integrating information literacy instruction into the program curriculum.

Develop a formal equipment maintenance plan. The department has compiled and is implementing a plan for maintaining and replacing equipment needed to support student learning and faculty research.

Major findings

Demand for the M.A., M.S. in Speech-Language Pathology program at Illinois State University remains strong. Since 2010, annual applications to the program have ranged from 232 to 329, while the enrollment target for each cohort is 36. Demand for graduates of the program also remains strong, as there is growing societal need for speech-language pathologists. The curriculum continues to be effective at preparing students for work in the field. Over 80 percent of students believe they are well prepared for the required clinical placement, and at least 95 percent of external clinical supervisors rate their students as sufficiently knowledgeable, able and willing to work independently and cooperatively, and exhibiting professional behavior. Rates at which students complete the program in the expected time frame, pass the licensure examination (PRAXIS), and are employed are similar to those rates reported by comparator and aspirational programs. Challenges for the program documented through the program review process include a student-to-faculty ratio higher than those ratios of aspirational programs and classrooms, research laboratories, and clinical spaces that provide less than ideal environments for students, faculty, staff, and the general public.

Initiatives and plans

- Continue advocating for improved facilities for all communication sciences and disorders programs. The department will continue exploring construction of an allied health building that would house clinical facilities of the department as well as academic or clinical facilities of other health-related programs at the University.

- Continue working to decrease the ratio of students to tenure-line faculty members and the ratio of students to clinical faculty members. The department intends to continue requesting funds from the college and central administration for additional clinical supervisors.
- Assess the new curriculum and make changes as needed, using student learning outcomes assessment findings to inform program assessment.
- Continue collaborating with Milner Library faculty in providing access to research resources and services needed to support student learning and faculty research and in further integrating information literacy instruction with the curriculum.
- Establish a sustainable interprofessional education experience (IPE) for students in the program. To that end, faculty members intend to continue working with the Mennonite College of Nursing at the University to integrate a speech-language pathology/nursing IPE into the curriculum and to work with the School of Social Work to pilot an IPE experience that bridges speech-language pathology and social work.
- Continue to enhance operations of the Eckelmann-Taylor Speech and Hearing Clinic with a goal of generating sufficient funds to operate the clinic year round, thereby providing additional opportunities for mentored clinical and research experiences for students.
- Establish a sustainable international/humanitarian outreach experience for students in the program, working with the Office of International Studies and Programs at the University.

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 Speech-Language Pathology program to be in Good Standing.

The committee thanks the program for a comprehensive and concise self-study report that is critical and forward looking. A particularly noteworthy aspect of the report is the analysis of comparator and aspirational programs and their relevance to the program at Illinois State University. The discussion of facilities in that analysis was informed by program faculty visits to other institutions.

The committee congratulates program faculty for reaccreditation of the M.A., M.S. in Speech-Language Pathology program in 2013 for eight years by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association. This is a critical achievement because only by completing an accredited program can students qualify for certification and licensure as a speech-language pathologist. The committee recognizes the M.A., M.S. in Speech-Language Pathology program for helping address the national shortage in the profession. The program is the largest such program in Illinois with respect to enrollment and degrees conferred. With an acceptance rate consistently below 30 percent, the program attracts and accepts the most qualified and talented applicants and then prepares them for the profession through a curriculum that blends theory and practice. Over the last three years, graduates of the M.A., M.S. in Speech-Language Pathology program have achieved a 99 percent pass rate on the licensure examination required to practice in the field and a 99 percent job placement rate.

The committee commends program faculty members for their ongoing attention to the program curriculum and co-curricular opportunities. Through the most recent curriculum revision in 2015-2016, faculty added nine courses, deleted nine, and revised eight to maintain a curriculum that is rigorous and relevant. Since 2014, faculty has piloted an interdisciplinary learning experience with Mennonite College of Nursing through which students acquire content knowledge regarding aging individuals and provision of clinical services to them. With regard to co-curricular opportunities, the department sponsors two registered student organizations associated with the discipline: chapters of the National Student Speech Language Hearing Association and the National Stuttering Association. The organizations are involved in numerous professional development and community service initiatives, such as the Special Olympics Healthy Hearing program and community health fairs.

Among its comparator programs at Illinois public universities, the M.A., M.S. in Speech-Language Pathology program at Illinois State has the highest percentage of faculty members who are clinically oriented, based on the requirements for the Certificate of Clinical Competence of the American Speech Language Hearing Association. Faculty members focus on clinically-relevant research and involve their students in that research. In 2016, for example, 11 faculty publications or presentations involved graduate students as co-authors or co-presenters.

The committee commends the department and program for their contributions to the campus and region through operation of the Eckelmann-Taylor Speech and Hearing Clinic. In Fiscal 2017 the clinic scheduled approximately 5,100 appointments for speech, language, or audiology testing or treatment for members of the campus community or general public. Students enrolled in academic programs of the department, including the M.A., M.S. in Speech-Language Pathology, assist with this clinical work to meet clinical requirements for certification and licensure.

Adequacy of clinical facilities for the Eckelmann-Taylor Speech and Hearing Clinic as well as of laboratory space for faculty is identified in the self-study report as an ongoing concern of the faculty. The committee commends the department for maximizing use of its existing facilities while seeking alternatives to better serve clinic clientele.

The committee recognizes use by program faculty of assessment findings to inform and guide curricular and co-curricular improvements. Faculty has developed and implemented a student learning outcomes assessment plan that incorporates direct and indirect assessment methods. The most recent assessment plan enhancement, made by program faculty in 2016, involved aligning Knowledge and Skills Acquisition (KASA) standards of the American Speech Language Hearing Association with the curriculum. Another commendable approach to obtaining feedback to guide program improvements is the Student Advisory Board sponsored by the department. The board is comprised of students from the M.A., M.S. in Speech-Language Pathology program and other programs of the department elected by their peers. The board provides a venue for regular communication involving the department chairperson and students regarding academic programs, policies, student support services, and department initiatives.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue exploring options for upgrading department facilities. A long-term solution to the facility challenges facing the department and its clinic may be relocation of either or both to a newly constructed facility on campus. However, given anticipated levels of state support for capital improvements at its public universities and the substantial backlog of capital improvement projects awaiting funding, such a new facility is not likely to be built within the next decade. Accordingly, the committee recommends that the department continue to work with the College of Arts and Sciences to explore other means of upgrading department facilities. Warranting particular attention is the need for the additional laboratory research facilities for department faculty. The department might explore establishing partnerships with health care or social service institutions in the community to provide off-campus clinical sites that could supplement or replace existing facilities in Fairchild Hall and Rachel Cooper. The satellite audiology clinic at the Normal Township Activity and Recreation Center (ARC) might be one model for off-campus facilities. Other options to consider include working with the college to explore reconfiguration of space in Fairchild Hall and Rachel Cooper or access to it, use of other space on campus, or leasing space near campus. For guidance in exploring ways to upgrade facilities, faculty might also look to aspirational programs that operate clinics through health care facilities either on or near their campus.

Continue the dialogue about increasing graduate assistantships and fellowships. The ability to provide graduate assistantships or tuition waivers to more students would make it possible for the program to attract even more top choice students. In addition to encouraging continued dialogue with the college and university administration regarding centrally-funded graduate assistantship lines, the committee recommends that the program explore ways to engage individual donors and external entities as sponsors of graduate fellowships. Experiences of aspirational programs might help inform this exploration.

Evaluate curriculum changes. The committee agrees that evaluation of the curriculum should be a priority in the coming years given the extensive curriculum revisions made by faculty in 2015-2016 as well as changes in the discipline and profession. The committee encourages faculty to utilize data collected through implementation of the student learning assessment plan to help guide discussion of program effectiveness and potential program revisions. Regarding specific curricular initiatives, the committee concurs with the faculty goal of working toward sustainability of the inter-professional education experience piloted with Mennonite College of Nursing and exploring a similar inter-professional education experience with the School of Social Work.

Investigate ways to increase the number of students selecting the thesis option. Matriculating more students into doctoral programs in the discipline could help address the shortage of candidates for communication sciences and disorders faculty positions at higher education institutions nationwide, including Illinois State University. Accordingly, the committee recommends that faculty investigate ways to make the thesis option in the program more attractive for students, as a way of encouraging more program graduates to pursue doctorates in the field. The committee acknowledges that having more students choose the thesis option could have faculty workload implications that may need to be addressed.

Develop and implement a plan for furthering student and faculty diversity. The committee acknowledges the challenges faced by the department in achieving greater gender and racial/ethnic balance among its students and faculty, including students and faculty associated with the M.A., M.S. in Speech-Language Pathology program. However, it may be difficult for the department to achieve greater levels of diversity without having goals and a plan for working toward those goals. Accordingly, the committee encourages the department to establish goals for gender and racial/ethnic diversity among its students and among its faculty members, particularly non-tenure track faculty members and clinical supervisors. The committee further encourages the department to formalize and implement a plan for working toward those goals. The committee recommends that the plan focus not just on outreach and recruitment efforts but also include attention to furthering a climate of inclusiveness. The committee commends efforts already made by faculty in that regard, such as incorporating diversity content in courses and increasing gender and racial/ethnic diversity among its tenure-line faculty.

Develop and implement a plan for engaging alumni. The self-study report identifies expansion of efforts to engage program alumni as a goal for the next program review cycle. The committee concurs. Engaged alumni could benefit the program by mentoring students, helping students with practicum and job placements, providing input regarding the program curriculum, or contributing financially to student scholarships or fellowships. The committee recommends that the department formalize and implement a plan for engaging its alumni. Some elements of such a plan are already in place, such as the university-wide alumni survey and exit surveys administered by department programs. Other strategies that might be considered include developing an alumni database and systematic use of social media.

Implement the plan for expanding collaboration with Milner Library. The self-study report identifies as a goal for the next program review cycle expanding collaboration with Milner Library and its communication sciences and disorders subject specialist to facilitate appropriate use of library resources. The self-study report sets forth a plan for doing so, including identifying appropriate points in the M.A., M.S. in Speech-Language Pathology program curriculum for information fluency instruction. The committee commends the department and library for their collaboration in developing the plan and encourages implementation of it.

Investigate ways to sustain short-term study abroad options. The committee acknowledges faculty efforts to encourage participation in study abroad opportunities by students in the M.A., M.S. in Speech-Language Pathology program. The committee recognizes faculty for organizing short-term experiences that make study abroad possible despite the rigors of the graduate curriculum. The committee supports faculty efforts to sustain those study abroad experiences, particularly those with a speech-language pathology focus.

REVIEW OF THE DOCTOR OF AUDIOLOGY (A.U.D.)

Classification of Instructional Program (CIP) Code: 51.0204
Audiology/Audiologist and Speech-Language Pathology/Pathologist

OVERVIEW

The Doctor of Audiology (Au.D.) program at Illinois State University is housed in the Department of Communication Sciences and Disorders within the College of Arts and Sciences. The department also offers a minor in communication sciences and disorders, a B.S. in Communication Sciences and Disorders, and a M.A., M.S. in Speech-Language Pathology.

This is the first review of the Doctor of Audiology program on the eight-year program review cycle. The program was authorized by the Illinois Board of Higher Education on August 23, 2005, and enrolled its first students in summer 2006. The program conferred its first doctorate in 2010. The Doctor of Audiology program was developed by the Department of Communication Sciences and Disorders from the audiology sequence of its M.A., M.S. in Speech-Language Pathology and Audiology program in response to changes in audiologist credentialing nationwide.

The Doctor of Audiology program is designed to prepare audiologists to perform a wide array of diagnostic and intervention services associated with the practice of audiology. The Doctor of Audiology, considered a doctoral professional practice degree rather than a doctoral research degree, is now the entry-level degree required for employment in the field. The degree is required for students to receive the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA). The degree is also a prerequisite for taking the qualifying examination required for licensure by the Illinois Department of Financial and Professional Regulation.

The Doctor of Audiology program at Illinois State University is one of three doctoral professional practice audiology programs at Illinois public universities and one of five such programs at any college or university in the state.

Enrollment and Degrees Conferred, 2010-2017 Doctor of Audiology, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment, fall census day	27	24	31	28	27	32	30	26
Degrees conferred, graduating fiscal year*	7	5	4	8	7	5	9	7

* Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- The program provides students with comprehensive coursework in the discipline of audiology.
- The program provides students with clinical experiences that develop professional skills needed to work in all clinical settings with diverse clients.
- The program ensures that students understand the evidence-base for the profession and how to provide evidence-based practice.
- The program utilizes input from concerned stakeholders to ensure student engagement in the program and the high quality of experiences offered to students.
- The program prepares students to be employed as qualified and competent audiologists.

Student learning outcomes

- Students will be able to demonstrate knowledge that covers the breadth and depth of the field of study including ethics of the discipline and multicultural issues.
- Students will be able to write professionally.
- Students will develop and implement evaluation plans that are appropriate for individual clients.
- Students will create and implement treatment plans that are appropriate for individual clients.
- Students will be able to write clinical reports and treatment plans.
- Students will follow the ASHA and AAA Code of Ethics in all clinical experiences.
- Students will demonstrate knowledge of evidence-based practice.
- Students will apply evidence-based knowledge to assessment and interventions in clinic settings.
- Students will be critical consumers of literature in the field.
- Students will maintain an active voice in appropriate departmental discussions and decisions.
- Alumni will provide the department with feedback regarding satisfaction of education gained through experiences while a student in the program.
- American Speech-Language-Hearing Association's Council for Academic Accreditation (CAA) will approve the program's annual CAA report.
- Students will be employed as audiologists after graduation from the program.
- Graduates of the program will indicate that they were well prepared for employment as clinical audiologists.
- Employers of CSD graduates will indicate that program graduates are competent clinical audiologists.

Program curriculum (2017-2018)

Graduation requirements: 106 credit hours consisting of 59 credit hours of academic work, 23 credit hours of clinical work, 6 credit hours over two semesters culminating in completion of an independent capstone project, and 18 clinical residency hours over three semesters. Because completion of the program is a requirement for Certificate of Clinical Competence in Audiology, all courses in the program are prescribed; there are no electives. Students typically enroll full-time in academic coursework or clinical practice for 11 consecutive semesters. During their fourth year in the program, students complete a full-time off-campus clinical residency.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through a traditional face-to-face format; two courses are delivered in an asynchronous distance education format during the summer to allow students greater flexibility for off-campus placements.

Department faculty (Fall 2017)

10 tenure track faculty members (1 Professor, 3 Associate Professors, 6 Assistant Professors)

8 clinical supervisors

5 part-time non-tenure track faculty members (1.5 FTE)

3 clinical administrators (i.e., Clinic Director/Director of Advisement, Director of Clinical Experiences for speech-language pathology, Director of Clinical Experiences for audiology)

Classroom instruction and clinical supervision for the department are provided by a team of highly-credentialed tenure track faculty members, clinical supervisors, and non-tenure track faculty members. Of these team members, four tenure track faculty members, five clinical supervisors, and two non-tenure track faculty members contribute directly to the Doctor of Audiology program. Their credentials are described below.

Each tenure track faculty member holds a Ph.D. in their field. Two tenure track faculty members hold both a Ph.D. and a clinical doctorate (Au.D.). All Au.D. faculty members are licensed and credentialed in their field. Tenure track faculty members are responsible for all classroom teaching in the Doctor of Audiology program. They contribute to scholarship in their specializations through publication of research findings in peer-reviewed journals (including the flagship journal in the field) and through conference presentations. Tenure line faculty members also participate in service activities at the department, college, university, and professional levels. Several faculty members serve on

journal editorial boards, and some have served on state or national professional associations such as the American Board of Audiology, the American Academy of Audiology, and the Illinois Speech-Language-Hearing Association.

Each clinical supervisor holds a Doctor of Audiology degree and is certified and licensed. Some clinical supervisors also teach Au.D. courses. Non-tenure track faculty members hired to teach audiology must have at least a clinical doctorate (Au.D.). As the number of tenure track faculty members in the department has increased in recent years, fewer non-tenure track faculty members have been needed.

Specialized accreditation

The Doctor of Audiology program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The program was re-accredited on October 1, 2013 for eight years, through September 30, 2021. The next full accreditation review is scheduled for August 2020. The Department of Communication Sciences and Disorders submits annual reports to CAA. Based on its review of the annual reports, the accreditor has determined the Doctor of Audiology program to be in compliance each year. The American Academy of Audiology also accredits audiology programs; however, because that accreditation is not recognized by the U.S. Department of Education and because department funds available to pay accreditation fees are limited, the department has chosen not to pursue that second accreditation.

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

Although the scope of practice for audiologists has expanded over the years, there have not been significant changes in the fundamental purpose or nature of the academic discipline or field since the last program review. Societal need for audiologists continues to grow. To address that need, the number of jobs for audiologists is expected to increase in Illinois and nationally at rates higher than the average across all occupations. Colleges and universities are challenged with preparing more audiologists to meet the current shortage and to fill additional positions. Given these dynamics, Illinois State University has experienced a strong demand from prospective students for its audiology program. That demand is expected to continue throughout the next program review cycle. Increasingly, technology is being used to supplement face-to-face instruction in the discipline. The audiology program at Illinois State uses technology, such as the online learning management system at the University, to supplement face-to-face instruction with podcasts and online discussions and to deliver two online courses. Audiology faculty members have also investigated use of simulated clients to teach fundamental clinical knowledge and skills.

Response to previous program review recommendations

Because this is the first program review for the Doctor of Audiology program on the eight-year program review cycle, there were no previous program review recommendations for faculty to address. There were, however, issues identified through compilation of the three-year progress report submitted to the Illinois Board of Higher Education in 2010. These included development and implementation of a student learning outcomes assessment plan for the program, efforts to recruit additional faculty expertise, continued refinement of the student recruitment process, and continued efforts to secure additional funds for graduate assistantships. Audiology faculty has successfully addressed all four issues.

Major findings

Established in 2006, the Doctor of Audiology program continues to develop as students graduate and as faculty members make changes to the curriculum based on experiences of those students. The program has also stabilized with respect to the numbers of classroom faculty members and clinical faculty members. As the program has matured and built a national reputation, the demand from prospective students for admission to the program has increased, from 33 applicants in 2010 to at least double that number every year since. In addition, the program has attracted more highly-credentialed students as evidenced by a higher average undergraduate grade point average for entering students. The curriculum continues to be effective in preparing students for work in the field. In 2016, for example, all external supervisors of fourth-year residency students rated their students as sufficiently knowledgeable, able and willing to work independently and cooperatively, and exhibiting highly professional behavior. The strength of the curriculum continues to be strong clinical training in foundational and general

audiological skills as well as training in tinnitus, auditory processing disorders, hearing conservation, and vestibular evaluations. Aspects of the program identified through the review process as opportunities for improvement include a student-to-faculty ratio higher than ratios for comparator programs, aging facilities, and a two-year decline in the number of applicants accepting their admission offer. Numerous applicants have identified lower financial support compared to support offered by other institutions as a primary reason for enrolling elsewhere. Facilities used by the program, including classrooms, research laboratories, and the Eckelmann-Taylor Speech and Hearing Clinic, are not ideal educational or clinical environments for students, faculty, staff, or the general public. There is insufficient space to accommodate the research facilities that would be needed if additional faculty members were hired. In addition, there is insufficient space to offer cochlear implant programming and evoked potential/auditory brainstem response and vestibular testing.

Initiatives and plans

- Continue advocating for improved facilities for all communication sciences and disorders programs. The department will continue exploring construction of an allied health building that would house clinical facilities of the department as well as academic or clinical facilities of other health-related programs at the University.
- Investigate possibilities for diversifying clinical experiences offered by the program. Faculty will work with health care facilities and personnel to explore establishing partnerships that provide audiology students unique clinical experiences. The Department of Communication Sciences and Disorders will also expand marketing of its Eckelmann-Taylor Speech and Hearing Clinic with a goal of expanding the diversity of clinical challenges experienced by audiology students.
- Assess the new curriculum and make changes as needed, using student learning outcomes assessment findings to inform program assessment.
- Continue collaborating with Milner Library faculty in providing access to research resources and services needed to support student learning and faculty research and in further integrating information literacy instruction with the curriculum.
- Increase the number of students who accept their offer of admission to the program. One strategy for achieving this goal is continuing to pursue options for reducing the cost to complete the program. Reduction in the number of credit hours associated with the fourth-year residency, approved in 2017, is one such strategy that has been implemented. The Department of Communication Sciences and Disorders also intends to continue submitting annual requests to the College of Arts and Sciences for increased financial support for students enrolling in the program. In addition to focusing on costs of attendance, faculty will review graduate admissions policies to ensure that admission is offered to the most appropriate applicants
- Establish a sustainable international/humanitarian outreach experience for students in the program, working with the Office of International Studies and Programs at the University.
- Establish an interprofessional educational experience (IPE) for students in the program. Faculty members intend to work with faculty of the School of Social Work at the University to explore establishment of an IPE that bridges audiology and social work.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Doctor of Audiology (Au.D.) program to be in Good Standing.

The committee recognizes that this is the first review of the Doctor of Audiology program on the eight-year program review cycle. The committee thanks the program for a comprehensive and concise self-study report that is critical and forward looking. A particularly noteworthy aspect of the report is the analysis of comparator and aspirational programs and their relevance to the program at Illinois State University. The discussion of facilities in that analysis was informed by program faculty visits to other institutions.

The committee congratulates program faculty for reaccreditation of the Doctor of Audiology program in 2013 for eight years by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech Language Hearing Association. This is a critical achievement because only by completing an accredited program can students qualify for the Certificate of Clinical Competence required to practice as an audiologist. Demand for the Au.D. program at Illinois State remains strong, as more than 60 applicants vie for 8 to

10 program openings each year. Faculty has added an interview to the admissions process to help select the most qualified and talented students from the applicants. Credentials of incoming students with respect to grade point average have improved in recent years, and the job placement rate for program graduates has reached a three-year average of approximately 90 percent. The program annually graduated six students on average from 2010 through 2016, thus helping address the shortage of audiologists in the state and nation.

The committee recognizes faculty for its ongoing efforts to develop and maintain a curriculum that is rigorous, current with the discipline and profession, and in alignment with accreditation standards. Through the most recent curriculum revision, finalized in fall 2017, faculty has reduced the number of credit hours required for graduation by 20, through a combination of course deletions, consolidation of course content, and changes in the policy governing student registration for clinical courses. The reduction will benefit students by reducing the cost of the degree. To four courses in the program, faculty has added activities or projects through which students learn about providing audiology services to diverse populations to better prepare students for the changing demographics of the state and nation. Faculty members focus on clinically-oriented research and involve audiology students in that research, including publication and presentation of research findings. In 2016, for example, 11 faculty publications or presentations involved graduate students as co-authors or co-presenters. The committee recognizes the program for its support of other out-of-classroom learning opportunities, including sponsorship of two registered student organizations associated with the audiology profession: chapters of the National Student Speech Language Hearing Association and the Student Academy of Audiology. The organizations are involved in numerous professional development and community service initiatives, such as the Special Olympics Healthy Hearing program and community health fairs. Currently under discussion is establishment of a humanitarian outreach experience for audiology students through the Student Academy of Audiology chapter.

The committee commends the program for the quality clinical experiences available to audiology students through the Eckelmann-Taylor Speech and Hearing Clinic administered by the department and through clinical experiences arranged for students at off-campus locations. The clinic involves students in supervised provision of testing and treatment services to members of the campus community and to area residents. The department has worked to update technologies used to provide those services to best prepare students and to best serve clients. The self-study report articulates concerns regarding the adequacy of clinic facilities. The committee commends the department for maximizing use of its facilities while seeking alternatives to better serve its clientele. Particularly noteworthy is the arrangement with Normal Township to offer a satellite audiology clinic at its Activity and Recreation Center (ARC) northeast of campus.

The committee recognizes faculty for its continued use of assessment findings to inform and guide program revisions and enhancements. Faculty members periodically revise the student learning outcomes assessment plan for the program, most recently to align Knowledge and Skills Acquisition (KASA) standards with the curriculum. A related feedback mechanism used by the program and department is the Student Advisory Board, which consists of students in the audiology program and other academic programs of the department elected by their peers. The board provides a venue for regular communication involving the department chairperson and students regarding academic programs, policies, student support services, and department initiatives.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue exploring options for upgrading department facilities. A long-term solution to the facility challenges facing the department and its clinic may be relocation of either or both to a newly constructed facility on campus. However, given anticipated levels of state support for capital improvements at its public universities and the substantial backlog of capital improvement projects awaiting funding, such a new facility is not likely to be built within the next decade. Accordingly, the committee recommends that the department continue to work with the College of Arts and Sciences to explore other means of upgrading department facilities. Warranting particular attention is the need for the additional laboratory research facilities for department faculty. The department might explore establishing partnerships with health care or social service institutions in the community to provide off-campus clinical sites that could supplement or replace existing facilities in Fairchild Hall and Rachel Cooper. The satellite audiology clinic at the Normal Township Activity and Recreation Center (ARC) might be one model for

off-campus facilities. Other options to consider include working with the college to explore reconfiguration of space in Fairchild Hall and Rachel Cooper or access to it, use of other space on campus, or leasing space near campus. For guidance in exploring ways to upgrade facilities, faculty might also look to aspirational programs that operate clinics through health care facilities either on or near their campus.

Continue the dialogue about increasing graduate assistantships and fellowships. The ability to provide graduate assistantships or tuition waivers to more than six students each year would make it possible for the program to enroll more top choice students. In addition to encouraging continued dialogue with the college and university administration regarding centrally-funded graduate assistantship lines, the committee recommends that the program explore ways to engage individual donors or external entities as sponsors of graduate fellowships. Experiences of aspirational programs might help inform this exploration.

Explore ways to increase licensure examination pass rates and employment rates. According to data presented in the self-study report, licensure examination pass rates and employment rates for graduates of the Doctor of Audiology program at Illinois State, while averaging 82 percent and 89 percent, respectively, over the last three years, are lower than rates reported by comparator Illinois universities. Given the small number of graduates of the program each year, a single student not passing the examination or obtaining a job in a timely manner might explain the differences. They might also be due to underreporting by program graduates. Nevertheless, the committee recommends that faculty investigate reasons for the lower rates in the program and explore ways to increase them to levels nearer to those of comparator programs.

Evaluate curriculum changes. With regard to the program curriculum, the committee agrees with faculty that changes made to the curriculum in 2016-2017 and 2017-2018 to reduce the number of required credit hours warrant evaluation for their impact on student learning, matriculation, and licensure. The committee also concurs with the faculty goal of establishing an inter-professional education experience, perhaps with the School of Social Work, particularly since such experiences are now required by the program accrediting association.

Continue working toward permanent funding for clinical supervisors. An aspect of the program cited by the self-study report as distinguishing the program from its Illinois comparators is its emphasis on clinical experiences, including preparation of students for those experiences and mentoring of students while completing them. The quality of student performance in their clinical assignments is reflected in positive feedback received by the program from its clinical supervisors, especially supervisors not otherwise affiliated with the University. To preserve this distinctive aspect of the program, the committee encourages faculty to continue working with the College of Arts and Sciences toward permanent funding for all audiology clinical supervisors in the department.

Develop and implement a plan for furthering student and faculty diversity. The committee acknowledges the challenges faced by the department in achieving greater gender and racial/ethnic balance in the Doctor of Audiology program, particularly in its student population. However, it may be difficult for the department to achieve greater diversity without having goals and a plan for working toward those goals. Accordingly, the committee encourages the department to establish goals for gender and racial/ethnic diversity among its students and among its faculty members, particularly non-tenure track faculty members and clinical supervisors. The committee further encourages the department to formalize and implement a plan for working toward those goals. The committee recommends that the plan focus not just on outreach and recruitment activities but also include attention to furthering a climate of inclusiveness. The committee commends efforts already made by faculty in that regard, such as incorporating diversity content in courses and increasing gender and racial/ethnic diversity among its tenure-line faculty.

Develop and implement a plan for engaging alumni. The self-study report identifies expansion of efforts to engage program alumni as a goal for the next program review cycle. The committee concurs. Engaged alumni could benefit the program by mentoring students, helping students with practicum and job placements, providing input regarding the program curriculum, or contributing financially to student scholarships or fellowships. The committee recommends that the department formalize and implement a plan for engaging its alumni. Some elements of such a plan are already in place, such as the university-wide alumni survey and exit surveys administered by department programs. Other strategies that might be considered include developing an alumni database and systematic use of social media.

Implement the plan for expanding collaboration with Milner Library. The self-study report identifies as a goal for the next program review cycle expanding collaboration with Milner Library and its communication sciences and disorders subject specialist to facilitate appropriate use of library resources. The self-study report sets forth a plan for doing so, including identifying appropriate points in the Doctor of Audiology program curriculum for information fluency instruction. The committee commends the department and library for their collaboration in developing the plan and encourages implementation of it.

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 data collected through plan implementation to make program revisions as necessary, and to document how that has been done.

REVIEW OF THE BACHELOR OF SCIENCE IN NURSING (B.S.N)

Classification of Instructional Program (CIP) Code: 51.3801
Registered Nursing/Registered Nurse

OVERVIEW

The Bachelor of Science in Nursing (B.S.N.) program at Illinois State University is housed in the Mennonite College of Nursing. The college is unique among credit-granting colleges at Illinois State in that it has no departments. Thus, all academic programs offered by the college are administered at the college level. The Mennonite College of Nursing also offers a Master of Science in Nursing (M.S.N.), a Post-Master's Family Nurse Practitioner Certificate, a Doctor of Nursing Practice (D.N.P.), and a Ph.D. in Nursing. All academic programs of the college other than the D.N.P. program have been reviewed in the current program review cycle. The D.N.P. program, authorized by the Illinois Board of Higher Education in 2013, is scheduled for its first review on the eight-year program review cycle in 2021-2022.

To qualify for licensure in Illinois as a Registered Nurse (RN), one must complete a program of nursing study from a professional nursing education program approved by the Department of Professional Regulation and pass the national RN licensure examination (NCLEX-RN). The Bachelor of Science in Nursing (B.S.N.) program at Illinois State University provides the classroom, laboratory, and clinical training students need to take the RN licensure examination. It provides students with the knowledge and critical thinking skills essential for providing care in the complex healthcare environment and also prepares students for graduate study in the discipline. Graduates of the program work in a variety of healthcare settings, such as hospitals, nursing homes, community centers, public health departments, schools, and long-term care facilities.

Students admitted to the B.S.N. program enroll in one of two sequences. The prelicensure sequence is designed for students who have no prior nursing training and is a traditional four-year sequence. Students who have earned a baccalaureate degree in a field other than nursing, however, qualify for an accelerated version of the prelicensure sequence that can be completed in 15 months. The RN to B.S.N. sequence serves students who have completed an associate's degree program in nursing and who have earned RN licensure. This is a two-year sequence taught online. To promote seamless transition of students from an associate's degree program to the RN to B.S.N. plan of study, the Mennonite College of Nursing has dual-admission partnerships with four Central Illinois community colleges that offer an associate's degree in nursing leading to RN licensure: Heartland Community College (Normal), Illinois Central College (East Peoria), Illinois Valley Community College (Oglesby), and Parkland Community College (Champaign).

Enrollment by Plan of Study, Fall Census Day, 2010-2017 Bachelor of Science in Nursing (B.S.N.), Illinois State University First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
Pre-licensure sequence (four-year)	322	370	446	546	557	552	573	558
Pre-licensure sequence (accelerated option)	25	18	15	19	20	22	25	18
RN to B.S.N. sequence (two-year)	33	25	25	34	33	51	28	33
Total	380	413	486	599	610	625	626	609

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2010-2017*
Bachelor of Science in Nursing (B.S.N.), Illinois State University
 First Majors Only

	2010	2011	2012	2013	2014	2015	2016	2017
Pre-licensure sequence (four-year)	90	80	115	98	136	NA	141	143
Pre-licensure sequence (accelerated option)	28	25		18	14	NA	18	21
RN to B.S.N. sequence (two-year)	15	17	24	16	17	NA	18	35
Total	133	122	139	132	167	187	177	199

* Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Goals of the Bachelor of Science in Nursing (B.S.N.) program are to prepare nurses who are ...

- Providers of compassionate patient-centered care who demonstrate a commitment to cultural and spiritual diversity, caring, and advocacy in promoting improved health capacities for individuals, families, and communities across a continuum of care settings;
- Stewards of resources who adapt to human, financial, material, and regulatory realities to coordinate innovative, effective, quality care;
- Empathic communicators who effectively manage health information and evolving communication technologies to improve care coordination in meeting care outcomes;
- Collaborators who coordinate care activities among interprofessional members of the healthcare team to impact health outcomes of individuals, families, and communities;
- Evolving clinical thinkers who use theory, observation, evidence, leadership skills, and practice experience to improve the health of individuals, families, and communities; and
- Entry-level generalists who integrate knowledge and skills from a liberal education in applying evidence-based solutions to health issues to promote wellness for individuals, families, and communities.

Student learning outcomes

Student learning outcomes associated with each program goal are set forth in the learning objectives associated with each required nursing course.

Program curriculum (2017-2018)

Graduation requirements (prelicensure sequence, traditional):

120 credit hours including 55 credit hours of lower division courses in other disciplines and 65 credit hours of courses in the major. Included in the 55 credit hours of lower division courses are courses needed to complete General Education requirements. Eight of the nursing courses have a clinical component involving supervised experiences in off-campus healthcare settings.

Graduation requirements (prelicensure sequence, accelerated):

A bachelor's degree in a non-nursing discipline/field. 65 credit hours of nursing courses through the Mennonite College of Nursing. Eight of the nursing courses have a clinical component involving supervised experiences in an off-campus healthcare setting.

Graduation requirements (RN to B.S.N. plan of study):

Completion of a nursing program at a state-approved diploma school or an associate's degree program in nursing at a community college, RN licensure by the State of Illinois, and 65 credit hours of Mennonite College of Nursing courses. After the student has successfully completed three specified upper-division nursing courses in the college, the student receives 34 credit hours for mastering content covered in six Mennonite College of Nursing courses in courses taken at the diploma school or community college through which the student qualified for RN licensure. Two of the courses in the RN to B.S.N. sequence have a clinical component.

Program delivery

The prelicensure sequence is offered on the Normal campus.

Clinical experiences for students in the prelicensure sequence are held at locations throughout Central Illinois.

Most nursing courses in the prelicensure sequence are taught face-to-face; two courses are offered online, and one course is offered both face-to-face and online.

Courses in the RN to B.S.N. sequence are taught online.

College faculty (Fall 2017)

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

55 non-tenure track faculty members (18 full-time and 37 part-time, totaling 26.36 FTE)

Student to faculty ratio: 12.1

Student to tenure-line faculty ratio: 32.6

All tenure track faculty members have a doctorate. Those teaching nursing content have either a Ph.D. or a Doctor of Nursing Practice (D.N.P.). One faculty member is a doctorally-prepared statistician who teaches statistical methods and serves as the college statistician. All tenure track faculty members are expected to establish and implement a plan of scholarship. Peer-reviewed contributions by faculty members have included journal articles, presentations at regional, national, or international conferences, continuing education publications, and grant submissions, among others. In Fiscal 2017 nursing faculty members collectively received external grants totaling \$3.4 million to support research projects from Fiscal 2018 through Fiscal 2021.

All non-tenure track faculty members are expected to possess either a master's degree in nursing or a doctorate in nursing (either a D.N.P. or Ph.D.). Many non-tenure track faculty members supervise students at clinical sites, and full-time non-tenure track faculty members are active in service activities at the college and university levels.

Mennonite College of Nursing faculty members have received numerous teaching, research, and service awards bestowed by the University or by entities external to the University since the 2009-2010 program review. Among the external recognitions are a Distinguished Leader Award from the Emergency Nurses Association, Book of the Year Award from the *American Journal of Nursing*, Article of the Year Award from the *Journal of Psychosocial Nursing and Mental Health Services*, and an Innovations in Professional Nursing Education Award bestowed by the American Association of Colleges of Nursing for re-design by faculty of the pediatric clinical experience in the undergraduate nursing program.

Specialized accreditation

The Bachelor of Science in Nursing (B.S.N.) program is accredited by the Commission on Collegiate Nursing Education (CCNE). Other Mennonite College of Nursing programs accredited by CCNE include the Master of Science in Nursing (M.S.N.), the Post-Master's Family Nurse Practitioner Certificate, and the Doctor of Nursing Practice (D.N.P.) A reaccreditation site visit to review the four programs occurred in spring 2017. CCNE subsequently reaccredited all four programs for 10 years, the maximum period of accreditation granted by CCNE, through 2027.

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

Nursing continues to be a very sought after career. Nearly all graduates of Mennonite College of Nursing programs obtain employment in the field. The demand for the prelicensure sequence in the B.S.N. program remains very high, with applications numbering approximately eight times the number of students that can be accommodated. In 2015 the Mennonite College of Nursing was named one of four preferred educational partners in Illinois for the nearly 37,000 associates employed by Advocate Healthcare system. That system is headquartered in Downers Grove (Illinois) and operates the Advocate BroMenn Healthcare facility in Normal. Designation as a preferred educational partner is expected to result in higher demand for the RN to B.S.N. sequence, which has the capacity to accept additional students.

Response to previous program review recommendations

Mennonite College of Nursing should continue its efforts in fiscal planning to address the imbalance between ever-growing demands for expanded programming on the one hand and limited resources on the other. The primary factor limiting the ability of the Mennonite College of Nursing to meet the demand from prospective students for admission to the B.S.N. program is the limited number of facilities in Central Illinois through which clinical experiences can be provided to students in the program. Because clinical experiences are required for RN licensure in Illinois, reducing clock hours of clinical experiences to reduce the need for clinical sites is not an option. One approach taken by the college to help address this challenge is establishing a clinical simulation laboratory on the Illinois State University campus to reduce the clock hours of clinical experiences that need to be provided at healthcare facilities in the region. In addition, the college has prioritized growing enrollment in the RN to B.S.N. sequence, which is delivered fully online. There is capacity in that sequence to increase enrollment from approximately 30 students to 200 without the need for additional faculty or staff resources.

Work with the Office of Enrollment Management and Academic Services to establish an optimum enrollment. The Mennonite College of Nursing continues to work with the Office of Enrollment Management and Academic Services to establish target enrollments for all of its degree and certificate programs. The college is contributing to university efforts to maintain and grow enrollments through plans to increase enrollment in the online RN to B.S.N. sequence.

In the planning process, Mennonite College of Nursing should prioritize program offerings in light of university and school resources and accreditation expectations. Through implementation of its *Plan for College Assessment* (assessment and evaluation plan), the Mennonite College of Nursing reviews all of its programs on a regular basis to determine their effectiveness and their resource needs. The college also closely monitors compliance of its programs with expectations of its accreditor, the Commission on Collegiate Nursing Education (CCNE). Findings from these assessments and evaluations were considered by faculty and staff as they compiled a new strategic plan to guide college academic programming over the next five years. The plan was adopted by the College Council in March 2018.

Continue efforts to address gender and ethnic diversity within the program's student and faculty populations. Since the 2009-2010 review of Mennonite College of Nursing programs, the college has sought and received two federal Nursing Workforce Diversity Program grants. The first grant (\$1.12 million for Fiscal 2013 through Fiscal 2015) has funded efforts to encourage junior high and high school students to consider nursing as a career option. The grant has also funded programming, scholarships, and stipends for upper-division postsecondary nursing students self-identifying with groups traditionally underrepresented in the field. The second grant (\$2 million grant for Fiscal 2018 through Fiscal 2021) is being used by the college to financially assist lower-division postsecondary nursing students and to implement holistic admissions processes in the college. These and other efforts have led to increased diversity in the B.S.N. program since the 2009-2010 program review, from 4.8 percent to 16.3 percent with respect to race/ethnicity. A longer-term goal of these efforts with respect to faculty is to create a pipeline for increasing diversity in master's-level and, in turn, doctoral-level nursing programs, to increase the pool of prospective applicants for nursing faculty positions.

Major findings

Since the 2009-2010 program review, the Mennonite College of Nursing has significantly increased its contributions to meeting the growing demand in Illinois and the U.S. for highly-skilled entry-level nurses. Enrollment in the program from fall 2009 to fall 2017 increased 92 percent, from 318 to 609 students. Over the last eight years the program has graduated 1,256 nurses. The program continues to attract highly-qualified applicants. The average composite ACT score of students enrolling in the program has steadily increased since 2009, peaking at 27.3 in fall 2017. That average is nearly 4 points higher than the average across all undergraduate programs at the University. The Mennonite College of Nursing evaluates its programs on a regular basis and revises its curricula as needed to maintain programs that are current and competitive. These efforts have resulted in numerous B.S.N. program successes, including program completion rates ranging from 91 percent to 100 percent, RN licensure examination pass rates (NCLEX-RN) that exceed state and national averages, and nearly 100 percent employment rates for program graduates. Through the program review process, faculty has identified several opportunities to make the B.S.N. program even more effective at meeting student needs. Those opportunities include reducing class sizes, increasing the number of full-time faculty members in the college while decreasing the number of part-time faculty members, continuing development of innovative alternatives to off-campus clinical experiences, and devising and implementing a plan for faculty professional development.

Initiatives and plans

- Decrease the size of classroom sections to provide enhanced opportunities for faculty members to implement best practices in pedagogy and to allow faculty more time for individualized attention to students.
- Determine and work toward the ideal combination of full-time and part-time faculty members that best meets students' needs while maintaining sufficient flexibility to meet course scheduling demands.
- Develop and implement innovative alternatives to traditional clinical settings and schedules to further streamline the curriculum for students and allow for modest enrollment increases. Alternatives to explore include expansion of clinical simulations in the prelicensure sequence and arranging a single clinical location for each student cohort enrolled in the accelerated option of that sequence.
- Compile and implement a professional development plan for college faculty.
- Evaluate effects of recruitment efforts, including the Preferred Provider designation by Advocate Healthcare, on enrollment in the B.S.N. program and the ability of the college to provide high-quality undergraduate nursing education.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Science in Nursing (M.S.N.) program to be in Good Standing.

The committee congratulates the Mennonite College of Nursing (hereinafter "MCN" or the "college") for reaccreditation of its M.S.N. program by the Commission on Collegiate Nursing Education (CCNE) in 2017 for a 10-year period. The committee also congratulates the college for *U.S. News and World Report* ranking the M.S.N. program in the top 20 percent of online graduate nursing programs nationwide.

The committee commends the program and college for innovation, partnerships, and collaboration in preparing highly-skilled family nurse practitioners and nursing systems administrators for service to residents of Illinois and beyond. Those attributes characterize numerous initiatives of the program and college since the 2009-2010 program review. The U.S. Department of Health and Human Services (HHS) has identified a need to prepare more nurses to work with rural and underserved populations. MCN has committed to assisting this effort through a two-year \$1.4 million grant from HHS. Grant funds are used by MCN to assist students enrolling in the M.S.N. program with tuition, fees, and ancillary educational expenses. In fall 2017 Advocate BroMenn Medical Center in Bloomington designated Illinois State University one of its four Preferred Educational Partners. Through the Partners program, Advocate BroMenn provides financial assistance to staff members working toward a degree from MCN, including the M.S.N. MCN and Milner Library have collaborated for many years to provide research resources and services in support of nursing students and faculty. This collaboration has been enhanced since the last program review through refinement of a tiered approach to information literacy instruction, revision of collection development policies and

practices to direct more funds to digital resources, and participation by the nursing librarian on several program and curriculum committees of the college. Through the program review self-study process, the college and library have developed short-, middle-, and long-term goals to further enhance this collaboration.

The committee commends faculty members for their vigilance in monitoring the curriculum, maintaining its rigor, and engaging in scholarship that helps inform the curriculum and maintain its currency and relevance. The Plan for College Assessment adopted by the college provides for evaluation of the M.S.N. curriculum at least once every four years. Through the last comprehensive review of the program, in 2013, faculty revised and re-leveled learning objectives in all master's-level courses. Only courses specifically designed for graduate students are included in the program requirements. Publication and presentation of research findings by nursing faculty members have steadily increased in recent years. Faculty members also dedicate considerable time to seeking external funding for scholarship or program initiatives. In Fiscal 2017, for example, external grants awarded to MCN or to MCN faculty members totaled \$3.4 million.

These efforts have led to commendable program outcomes. Pass rates on the family nurse practitioner certification examination regularly exceed the national average, program completion rates have ranged from 96 to 100 percent, and employment rates for students upon program completion have ranged from 90 to 100 percent.

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 self-study report references only two of the six public universities in the state with master's-level nursing programs and identifies just one aspirational program. Findings from expanded analyses could help inform development of the strategic plan for the college and might help faculty identify strategies the M.S.N. program might implement to serve additional practicing nurses who seek the master's credential. Faculty might also explore post-baccalaureate tracks established by other Illinois public universities in their Doctor of Nursing Practice programs, to either replace or supplement master's-level family nurse practitioner training. 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, 2019.

The Plan for College Assessment provides for systematic and robust evaluation of program-level outcomes of the M.S.N. program and its companion Post-Master's Family Nurse Practitioner Certificate program through indirect assessment measures such as graduation and licensure rates. However, the plan does not explicitly identify strategies for direct assessment of student learning at various points in either curriculum. Findings from implementation of direct assessment strategies could strengthen program evaluation and, in turn, the programs by helping faculty members identify courses and assignments that might be modified to improve student learning. Accordingly, the committee asks MCN to compile and submit a plan for student learning outcomes assessment, either in the form of strategies incorporated into the Plan for College of Assessment or as a stand-alone document. Elements of the plan should include a map of learning outcomes to courses, identification of exercises or assignments used to assess learning relative to each outcome, and a process for collecting, compiling, and analyzing assessment data. The committee also encourages faculty to explore alternate means of obtaining feedback from employers of program graduates, to replace the employer survey recently ceased by the college. The plan should provide for assessment of student learning in both the M.S.N. program and its companion Family Nurse Practitioner Certificate program. The committee asks MCN to submit its plan for student learning outcomes assessment for the M.S.N. and certificate programs to the Office of the Provost by May 15, 2019.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor changes in the discipline and profession to identify needs for program changes.

The committee urges continued vigilance by faculty during the next program review cycle regarding trends in the nursing discipline and profession, CCNE accreditation standards, and state nursing licensure requirements to identify any needs to consider program changes to best prepare students for the nursing field. Examples of trends particularly relevant to the M.S.N. program include recognizing the professional practice doctorate rather than the master's degree as the gateway credential for employment as a family nurse practitioner and changes in national

healthcare policies and programs. Examples of graduate program changes MCN faculty might explore include supplementing the family nurse practitioner sequence of the M.S.N. program with a post-baccalaureate track in the Doctor of Nursing Practice program offered by the college and establishing dual-degree programs with other colleges such as a MBA/M.S.N. program with the College of Business.

Continue efforts to increase student diversity. The committee commends the college for its commitment to student diversity and for its efforts since the last program review to increase that diversity. Among students enrolling in the M.S.N. program, the percentage self-identifying with racial/ethnic groups traditionally underrepresented in nursing increased from 0.0 percent in fall 2013 to 15.4 percent in fall 2017. During the same period the percentage of students in the program self-identifying as male increased from 5.4 percent to 12.4 percent. The committee encourages the college to continue those efforts in the coming program review cycle. The committee encourages the college to consider a broad approach to fostering an inclusive environment that involves coverage of diversity throughout the curriculum, beyond the transcultural experience, and in co-curricular and extra-curricular opportunities. For example, faculty members might explore ways to incorporate community-based experiences in the curriculum, as faculty members have done in the B.S.N. program through the America's Promise School Project.

Continue and broaden efforts to increase faculty diversity. The committee commends the college for its commitment to faculty diversity and for its efforts since the last program review to increase that diversity. The committee encourages continuation and broadening of those efforts in the coming years. The committee considers faculty diversity as encompassing background, expertise, and experiences in addition to demographic factors. While the committee acknowledges the value of a pipeline approach to faculty recruitment, through which graduates of the college are encouraged to apply for faculty positions in the college, the committee encourages the college to work toward a balance between hiring MCN graduates and graduates of other institutions.

Explore further expansion of program enrollment. Although enrollment in the M.S.N. program has already increased 69 percent since the 2009-2010 program review, the committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. MCN has doubled enrollment in the nursing systems administration plan of study since 2010 to meet student demand, and the committee concurs with faculty that additional enrollment growth may be possible since the plan of study is offered online and does not require in-facility clinical experiences. The self-study report also cites the potential for increased demand for the family nurse practitioner plan of study due to the demand for nurse practitioners in Illinois and due to the new Preferred Educational Partners affiliation with Advocate BroMenn. The committee concurs with the faculty plan to explore developing additional clinical sites and expanding clinical simulations to make expanding enrollment in the family nurse practitioner sequence possible. The committee further concurs with the faculty plan to evaluate the effects of recruitment efforts (including the Preferred Educational Partners status) on enrollment and, in turn, on the ability of the college to provide high-quality master's-level nursing education.

Compile and implement an alumni tracking and relations plan. The committee recognizes the numerous strategies deployed by the college to maintain connections with its graduates and to seek help from them in documenting program outcomes and identifying ways the program might be improved. Among the strategies are administration of a survey to students immediately prior to their graduation and texting alumni to obtain updated contact and employment information. The committee encourages the college to formalize those and other strategies through compilation of an alumni tracking and relations plan.

Continue student learning outcomes assessment. Beyond the work on assessment that is the subject of a requested follow-up report, the committee encourages faculty to implement the student learning outcomes assessment plan it develops for the M.S.N. and certificate programs, utilize assessment findings to identify the need for program modifications to improve student learning, and to document modifications that are made and the rationale for them.

REVIEW OF THE MASTER OF SCIENCE IN NURSING (M.S.N)

Classification of Instructional Program (CIP) Code: 51.3801
Registered Nursing/Registered Nurse

OVERVIEW

The Master of Science in Nursing (M.S.N.) program at Illinois State University is housed in the Mennonite College of Nursing. The college is unique among credit-granting colleges at Illinois State in that it has no departments. Thus, all academic programs offered by the college are administered at the college level. The Mennonite College of Nursing also offers a Bachelor of Science in Nursing (B.S.N.), a Post-Master's Family Nurse Practitioner Certificate, a Doctor of Nursing Practice (D.N.P.), and a Ph.D. in Nursing. All academic programs of the college other than the D.N.P. program have been reviewed in the current program review cycle. The D.N.P. program, authorized by the Illinois Board of Higher Education in 2013, is scheduled for its first review on the eight-year program review cycle in 2021-2022.

Students admitted to the Master of Science in Nursing (M.S.N.) program enroll in one of two sequences: Family Nurse Practitioner or Nursing Systems Administration.

The Family Nurse Practitioner sequence prepares nurses for advanced practice roles that involve diagnosing and managing commonly-occurring acute and chronic health conditions and promoting preventive and self-care measures. Family nurse practitioners must be both certified and licensed to practice. Graduates are eligible to take one or both national family nurse practitioner certification examinations offered through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP). Passing either examination qualifies the graduate to apply for Advanced Practice Nurse/Certified Nurse Practitioner licensure from the Illinois Department of Financial and Professional Regulation.

The Nursing Systems Administration sequence prepares nurses to function at executive levels as innovative, collaborative leaders within changing health care environments. Nursing Systems Administration courses are delivered online to accommodate working nurses. *U.S. News and World Report* has ranked the Nursing Systems Administration sequence in the top 20 percent of online graduate nursing programs nationwide.

Enrollment by Plan of Study, Fall Census Day, 2010-2017 Master of Science in Nursing (M.S.N.), Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Clinical Nurse Leader*	4							
Family Nurse Practitioner	41	49	55	60	61	62	64	65
Gerontological Nurse Practitioner**								
Nursing Systems Administration	16	14	19	14	13	24	22	32
Total	61	63	74	74	74	86	86	97

* Disestablished effective May 21, 2018

** Disestablished effective February 6, 2013

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2010-2017*
Master of Science in Nursing (M.S.N.), Illinois State University**

	2010	2011	2012	2013	2014	2015	2016	2017
Clinical Nurse Leader*	3		3					
Family Nurse Practitioner	9	14	16	17	19	21	21	23
Gerontological Nurse Practitioner**								
Nursing Systems Administration	2	7	4	7	4	1	9	3
Total	14	21	23	24	23	22	30	26

* Disestablished effective May 21, 2018

** Disestablished effective February 6, 2013

*** Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms:
summer 2016, fall 2016, and spring 2017)

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

Program goals

The goal of the Master of Science in Nursing (M.S.N.) program is to prepare nurses with the knowledge and skills to improve health outcomes by ...

- Advocating for compassionate patient-centered care with a commitment to serve vulnerable populations,
- Leading and evaluating safe and effective change for improved quality in practice and health care systems,
- Advancing a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system,
- Applying ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems,
- Fostering and leading collaborative interprofessional care teams to provide individual, family and population based care,
- Navigating and integrating services across the healthcare system that promote ethical, cost-effective, and innovative change,
- Translating evidence into practice within an interprofessional healthcare system,
- Using communication and information technology to collaborate with healthcare consumers and providers across the healthcare system.

Student learning outcomes

Student learning outcomes associated with each program goal are set forth in learning objectives associated with each required nursing course.

Program curriculum (2017-2018)

Graduation requirements (Family Nurse Practitioner sequence):

44 credit hours including 12 credit hours of core nursing courses, 9 credit hours of support nursing courses, and 23 credit hours of specialty nursing courses. The specialty courses in the curriculum must be taken in sequential order and in consecutive academic terms. The last specialty course includes a clinical capstone preceptorship and synthesis project. Students interested in research or doctoral studies may choose to complete a thesis (involving completion of additional credit hours).

Graduation requirements (Nursing Systems Administration sequence):

36 credit hours through completion of 11 courses. The last course in the plan of study is a capstone seminar and practicum experience related to role responsibilities of the nurse administrator. Students interested in research or doctoral studies may choose to complete a thesis (involving completion of additional credit hours).

Program delivery

The Family Nurse Practitioner sequence is offered on the Normal campus. Some courses in the Family Nurse Practitioner sequence are delivered face-to-face, and some are delivered online. All courses in the Nursing Systems Administration sequence are delivered online.

College faculty (Fall 2017)

18 tenure track faculty members (4 Professors, 5 Associate Professors, and 9 Assistant Professors)
55 non-tenure track faculty members (18 full-time and 37 part-time, totaling 26.36 FTE)

Courses in the M.S.N. program are taught by full-time tenured or tenure track faculty members. All tenured or tenure track faculty members in the college have a doctorate. Those teaching nursing content have either a Ph.D. or a Doctor of Nursing Practice (D.N.P.). One faculty member is a doctorally-prepared statistician who teaches statistical methods and serves as the college statistician. All tenure track faculty members are expected to establish and implement a plan of scholarship. Peer-reviewed contributions by faculty members have included journal articles, presentations at regional, national, or international conferences, continuing education publications, and grant submissions, among others. In Fiscal 2017 nursing faculty members collectively received external grants totaling \$3.4 million to support research projects from Fiscal 2018 through Fiscal 2021.

All non-tenure track faculty members in the college are expected to possess either a master's degree in nursing or a doctorate in nursing (either a D.N.P. or Ph.D.). Many non-tenure track faculty members supervise students at clinical sites, and full-time non-tenure track faculty members are active in service activities at the college and university levels.

Mennonite College of Nursing faculty members have received numerous teaching, research, and service awards bestowed by the University or by entities external to the University since the 2009-2010 program review. Among the external recognitions are a Distinguished Leader Award from the Emergency Nurses Association, Book of the Year Award from the *American Journal of Nursing*, Article of the Year Award from the *Journal of Psychosocial Nursing and Mental Health Services*, and an Innovations in Professional Nursing Education Award bestowed by the American Association of Colleges of Nursing for faculty re-design of the pediatric clinical experience in the undergraduate nursing program.

Specialized accreditation

The Master of Science in Nursing (M.S.N.) program is accredited by the Commission on Collegiate Nursing Education (CCNE). Other Mennonite College of Nursing programs accredited by CCNE include the Bachelor of Science in Nursing (B.S.N.), the Post-Master's Family Nurse Practitioner Certificate, and the Doctor of Nursing Practice (D.N.P.) A reaccreditation site visit to review the four programs occurred in spring 2017. CCNE subsequently reaccredited all four programs for 10 years, the maximum period of accreditation granted by CCNE, through 2027.

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

As healthcare becomes more complex, the demand for nurses with a graduate degree in the discipline is increasing. Demand is especially high for nurses with an advanced degree in primary care, to fill the increasing number of family nurse practitioner positions in the field. The master's degree continues to be the gateway credential for work as a family nurse practitioner, although more employers are expected to seek nurses with a doctor of nursing practice to fill those positions in the next decade. A shortage of advanced primary care nurses continues among rural and traditionally underserved populations, and the federal government provides funding to educate nurses for work with those populations. Advanced nursing programs are challenged to prepare nurses to meet the increased demand for advanced practice nurses. Fortunately, interest in advanced nursing education among prospective students remains high, including interest in the M.S.N. program at Illinois State University. Each year the program receives more applicants than it can accept. As additional faculty members have been hired by the Mennonite College of Nursing, however, the college has been able to increase the acceptance rate for its M.S.N. program, from approximately 20 percent at the time of the prior program review to nearly 70 percent in fall 2017. In 2015 the Mennonite College of

Nursing was named one of four preferred educational partners in Illinois for the nearly 37,000 associates employed by Advocate Healthcare system. That system is headquartered in Downers Grove (Illinois) and operates the Advocate BroMenn Healthcare facility in Normal. Designation as a preferred educational partner may result in still higher demand for the M.S.N. program.

Response to previous program review recommendations

Mennonite College of Nursing should continue its efforts in fiscal planning to address the imbalance between ever-growing demands for expanded programming on the one hand and limited resources on the other. The Mennonite College of Nursing continues its efforts to balance the high demand for admission to its programs with limited physical and human resources. Since the 2009-2010 program review the college has capped annual admissions to the Family Nurse Practitioner sequence of the M.S.N. program at 24 students. The college has determined that to be the maximum number of new students that can be educated given the limited number of clinical sites available in the region. Because the curriculum of the Nursing Systems Administration sequence of the program does not include clinical experiences, the Mennonite College of Nursing has targeted the sequence for enrollment growth. The college has increased its marketing and recruitment efforts for the sequence accordingly.

In the planning process, Mennonite College of Nursing should prioritize program and sequence offerings in light of university and college resources and accreditation expectations. Through implementation of its *Plan for College Assessment* (assessment and evaluation plan), the Mennonite College of Nursing reviews all of its programs on a regular basis to determine their effectiveness and their resource needs. The college also closely monitors compliance of its programs with expectations of its accreditor, the Commission on Collegiate Nursing Education (CCNE). Findings from these assessments and evaluations were considered by faculty and staff as they compiled a new strategic plan to guide college academic programming over the next five years. The plan was adopted by the College Council in March 2018.

The college is encouraged to review the four sequences and consider the viability of sequences with low enrollments. Through implementation of its *Plan for College Assessment*, the Mennonite College of Nursing regularly reviews each of its plans of study for their viability. Reviews of the M.S.N. program since the 2009-2010 program review resulted in disestablishment of two sequences due to low enrollment (Clinical Nurse Leader and Gerontological Nurse Practitioner). Also disestablished was the Nurse Educator Graduate Certificate program.

Continue efforts to address gender and ethnic diversity within the program's student and faculty populations. Since the 2009-2010 review of Mennonite College of Nursing programs, the college has sought and received two federal Nursing Workforce Diversity Program grants. The first grant (\$1.12 million for Fiscal 2013 through Fiscal 2015) has funded efforts to encourage junior high and high school students to consider nursing as a career option. The grant has also funded programming, scholarships, and stipends for upper-division postsecondary nursing students self-identifying with groups traditionally underrepresented in the field. The second grant (\$2 million grant for Fiscal 2018 through Fiscal 2021) is being used by the college to financially assist lower-division postsecondary nursing majors and to implement holistic admissions processes in the college. These and other efforts have led to increased diversity in the B.S.N. program since the 2009-2010 program review and a potential pipeline of students enrolling in the M.S.N. program. A longer-term goal of these efforts with respect to faculty is to create a pipeline for increasing diversity in master's-level and, in turn, doctoral-level nursing programs, to increase the pool of prospective applicants for nursing faculty positions.

Major findings

Since the 2009-2010 program review, the Mennonite College of Nursing has increased its contributions to meeting the growing demand in Illinois and the U.S. for advanced practice nurses. Enrollment in the M.S.N. program from fall 2009 to fall 2017 increased 102 percent, from 48 to 97 students. Enrollment in the Family Nursing Practitioner sequence increased 97 percent during that same period, whereas enrollment in the Nursing Systems Administration sequence increased 191 percent. Over the last eight years the program has graduated 140 students eligible to take a family nurse practitioner certification examination and 37 students qualified for advanced nursing administrator positions. The Mennonite College of Nursing evaluates its programs on a regular basis and revises its curricula as needed to maintain programs that are current and competitive. These efforts have resulted in numerous M.S.N. program successes since the 2009-2010 program review, including program completion rates ranging from 96

percent to 100 percent, family nurse practitioner examination pass rates above the national average, and 100 percent employment rates for program graduates. Through the program review process, faculty has identified several opportunities to make the M.S.N. program even more effective at meeting the needs of its students and the demand for more advanced practice nurses in the state and nation. These opportunities include increasing the number of full-time faculty members in the college with a corresponding decrease in the number of part-time faculty members, expanding use of clinical simulations in the Family Nurse Practitioner curriculum, and devising and implementing a plan for faculty professional development.

Initiatives and plans

- Determine and work toward the ideal combination of full-time and part-time faculty members that best meets student needs while maintaining sufficient flexibility to meet course scheduling demands.
- Arrange additional off-campus sites for clinical experiences for students in the Family Nurse Practitioner sequence.
- Develop and implement a plan for obtaining the physical, human, and fiscal resources needed to expand clinical simulations in the Family Nurse Practitioner sequence.
- Evaluate effects of recruitment efforts, including the Preferred Provider designation by Advocate Healthcare, on enrollment in the M.S.N. program and the ability of the college to provide high-quality nursing education to students in the program.
- Compile and implement a professional development plan for college faculty.
- Develop and implement a B.S.N. to D.N.P. 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 Master of Science in Nursing (M.S.N.) program to be in Good Standing.

The committee congratulates the Mennonite College of Nursing (hereinafter “MCN” or the “college”) for reaccreditation of its M.S.N. program by the Commission on Collegiate Nursing Education (CCNE) in 2017 for a 10-year period. The committee also congratulates the college for *U.S. News and World Report* ranking the M.S.N. program in the top 20 percent of online graduate nursing programs nationwide.

The committee commends the program and college for innovation, partnerships, and collaboration in preparing highly-skilled family nurse practitioners and nursing systems administrators for service to residents of Illinois and beyond. Those attributes characterize numerous initiatives of the program and college since the 2009-2010 program review. The U.S. Department of Health and Human Services (HHS) has identified a need to prepare more nurses to work with rural and underserved populations. MCN has committed to assisting this effort through a two-year \$1.4 million grant from HHS. Grant funds are used by MCN to assist students enrolling in the M.S.N. program with tuition, fees, and ancillary educational expenses. In fall 2017 Advocate BroMenn Medical Center in Bloomington designated Illinois State University one of its four Preferred Educational Partners. Through the Partners program, Advocate BroMenn provides financial assistance to staff members working toward a degree from MCN, including the M.S.N. MCN and Milner Library have collaborated for many years to provide research resources and services in support of nursing students and faculty. This collaboration has been enhanced since the last program review through refinement of a tiered approach to information literacy instruction, revision of collection development policies and practices to direct more funds to digital resources, and participation by the nursing librarian on several program and curriculum committees of the college. Through the program review self-study process, the college and library have developed short-, middle-, and long-term goals to further enhance this collaboration.

The committee commends faculty members for their vigilance in monitoring the curriculum, maintaining its rigor, and engaging in scholarship that helps inform the curriculum and maintain its currency and relevance. The Plan for College Assessment adopted by the college provides for evaluation of the M.S.N. curriculum at least once every four years. Through the last comprehensive review of the program, in 2013, faculty revised and re-leveled learning objectives in all master’s-level courses. Only courses specifically designed for graduate students are included in the program requirements. Publication and presentation of research findings by nursing faculty members have steadily increased in recent years. Faculty members also dedicate considerable time to seeking external funding for

scholarship or program initiatives. In Fiscal 2017, for example, external grants awarded to MCN or to MCN faculty members totaled \$3.4 million.

These efforts have led to commendable program outcomes. Pass rates on the family nurse practitioner certification examination regularly exceed the national average, program completion rates have ranged from 96 to 100 percent, and employment rates for students upon program completion have ranged from 90 to 100 percent.

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 self-study report references only two of the six public universities in the state with master's-level nursing programs and identifies just one aspirational program. Findings from expanded analyses could help inform development of the strategic plan for the college and might help faculty identify strategies the M.S.N. program might implement to serve additional practicing nurses who seek the master's credential. Faculty might also explore post-baccalaureate tracks established by other Illinois public universities in their Doctor of Nursing Practice programs, to either replace or supplement master's-level family nurse practitioner training. 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, 2019.

The Plan for College Assessment provides for systematic and robust evaluation of program-level outcomes of the M.S.N. program and its companion Post-Master's Family Nurse Practitioner Certificate program through indirect assessment measures such as graduation and licensure rates. However, the plan does not explicitly identify strategies for direct assessment of student learning at various points in either curriculum. Findings from implementation of direct assessment strategies could strengthen program evaluation and, in turn, the programs by helping faculty members identify courses and assignments that might be modified to improve student learning. Accordingly, the committee asks MCN to compile and submit a plan for student learning outcomes assessment, either in the form of strategies incorporated into the Plan for College of Assessment or as a stand-alone document. Elements of the plan should include a map of learning outcomes to courses, identification of exercises or assignments used to assess learning relative to each outcome, and a process for collecting, compiling, and analyzing assessment data. The committee also encourages faculty to explore alternate means of obtaining feedback from employers of program graduates, to replace the employer survey recently ceased by the college. The plan should provide for assessment of student learning in both the M.S.N. program and its companion Family Nurse Practitioner Certificate program. The committee asks MCN to submit its plan for student learning outcomes assessment for the M.S.N. and certificate programs to the Office of the Provost by May 15, 2019.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor changes in the discipline and profession to identify needs for program changes.

The committee urges continued vigilance by faculty during the next program review cycle regarding trends in the nursing discipline and profession, CCNE accreditation standards, and state nursing licensure requirements to identify any needs to consider program changes to best prepare students for the nursing field. Examples of trends particularly relevant to the M.S.N. program include recognizing the professional practice doctorate rather than the master's degree as the gateway credential for employment as a family nurse practitioner and changes in national healthcare policies and programs. Examples of graduate program changes MCN faculty might explore include supplementing the family nurse practitioner sequence of the M.S.N. program with a post-baccalaureate track in the Doctor of Nursing Practice program offered by the college and establishing dual-degree programs with other colleges such as a MBA/M.S.N. program with the College of Business.

Continue efforts to increase student diversity. The committee commends the college for its commitment to student diversity and for its efforts since the last program review to increase that diversity. Among students enrolling in the M.S.N. program, the percentage self-identifying with racial/ethnic groups traditionally underrepresented in nursing increased from 0.0 percent in fall 2013 to 15.4 percent in fall 2017. During the same period the percentage of students in the program self-identifying as male increased from 5.4 percent to 12.4 percent. The committee encourages the college to continue those efforts in the coming program review cycle. The committee encourages the

college to consider a broad approach to fostering an inclusive environment that involves coverage of diversity throughout the curriculum, beyond the transcultural experience, and in co-curricular and extra-curricular opportunities. For example, faculty members might explore ways to incorporate community-based experiences in the curriculum, as faculty members have done in the B.S.N. program through the America's Promise School Project.

Continue and broaden efforts to increase faculty diversity. The committee commends the college for its commitment to faculty diversity and for its efforts since the last program review to increase that diversity. The committee encourages continuation and broadening of those efforts in the coming years. The committee considers faculty diversity as encompassing background, expertise, and experiences in addition to demographic factors. While the committee acknowledges the value of a pipeline approach to faculty recruitment, through which graduates of the college are encouraged to apply for faculty positions in the college, the committee encourages the college to work toward a balance between hiring MCN graduates and graduates of other institutions.

Explore further expansion of program enrollment. Although enrollment in the M.S.N. program has already increased 69 percent since the 2009-2010 program review, the committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. MCN has doubled enrollment in the nursing systems administration plan of study since 2010 to meet student demand, and the committee concurs with faculty that additional enrollment growth may be possible since the plan of study is offered online and does not require in-facility clinical experiences. The self-study report also cites the potential for increased demand for the family nurse practitioner plan of study due to the demand for nurse practitioners in Illinois and due to the new Preferred Educational Partners affiliation with Advocate BroMenn. The committee concurs with the faculty plan to explore developing additional clinical sites and expanding clinical simulations to make expanding enrollment in the family nurse practitioner sequence possible. The committee further concurs with the faculty plan to evaluate the effects of recruitment efforts (including the Preferred Educational Partners status) on enrollment and, in turn, on the ability of the college to provide high-quality master's-level nursing education.

Compile and implement an alumni tracking and relations plan. The committee recognizes the numerous strategies deployed by the college to maintain connections with its graduates and to seek help from them in documenting program outcomes and identifying ways the program might be improved. Among the strategies are administration of a survey to students immediately prior to their graduation and texting alumni to obtain updated contact and employment information. The committee encourages the college to formalize those and other strategies through compilation of an alumni tracking and relations plan.

Continue student learning outcomes assessment. Beyond the work on assessment that is the subject of a requested follow-up report, the committee encourages faculty to implement the student learning outcomes assessment plan it develops for the M.S.N. and certificate programs, utilize assessment findings to identify the need for program modifications to improve student learning, and to document modifications that are made and the rationale for them.

REVIEW OF THE POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE

Classification of Instructional Program (CIP) Code: 51.3805
Family Practice Nurse/Nursing

OVERVIEW

The Post-Master's Family Nurse Practitioner certificate program at Illinois State University is housed in the Mennonite College of Nursing. The college is unique among credit-granting colleges at Illinois State in that it has no departments. Thus, all academic programs offered by the college are administered at the college level. The Mennonite College of Nursing also offers a Bachelor of Science in Nursing (B.S.N.), a Master of Science in Nursing (M.S.N.), a Doctor of Nursing Practice (D.N.P.), and a Ph.D. in Nursing. All academic programs of the college other than the D.N.P. program have been reviewed in the current program review cycle. The D.N.P. program, authorized by the Illinois Board of Higher Education in 2013, is scheduled for its first review on the eight-year program review cycle in 2021-2022.

The Post-Master's Family Nurse Practitioner certificate program is available for individuals who already hold a master's degree in nursing, but with a specialization in a different sub-discipline, and seek to become a certified and licensed family nurse practitioner. Individualized plans of study developed for each student consist of courses offered by the Mennonite College of Nursing in the Family Nurse Practitioner sequence of its M.S.N. program. Each individualized plan of study is based on an assessment of the student's prior graduate nursing program transcript.

As with graduates of the Family Nurse Practitioner sequence of the M.S.N. program, students successfully completing the Post-Master's Family Nurse Practitioner certificate program are eligible to take one or both national family nurse practitioner certification examinations offered through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP). Passing either examination qualifies the graduate to apply for Advanced Practice Nurse/Certified Nurse Practitioner licensure from the Illinois Department of Financial and Professional Regulation.

Illinois State University is one of two public universities in Illinois that confer a post-master's family nurse practitioner certificate.

Enrollment and Degrees Conferred, 2010-2017 **Post-Master's Family Nurse Practitioner Certificate, Illinois State University**

	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment, fall census day			3	3	3	3	2	1
Degrees conferred, graduating fiscal year*					2	1	3	1

* Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The goal of the Post-Master's Family Nurse Practitioner certificate program is to prepare nurses with the knowledge and skills to improve health outcomes by ...

- Advocating for compassionate patient-centered care with a commitment to serve vulnerable populations,
- Leading and evaluating safe and effective change for improved quality in practice and health care systems,
- Advancing a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system,
- Applying ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems,
- Fostering and leading collaborative interprofessional care teams to provide individual, family and population based care,
- Navigating and integrating services across the healthcare system that promote ethical, cost-effective, and innovative change,
- Translating evidence into practice within an interprofessional healthcare system,
- Using communication and information technology to collaborate with healthcare consumers and providers across the healthcare system.

Student learning outcomes

Student learning outcomes associated with each program goal are set forth in learning objectives associated with each course in the program.

Program curriculum (2017-2018)

Graduation requirements: At least 26 credit hours of Mennonite College of Nursing courses, including one required course in diagnostic reasoning (3 credit hours) and 23 credit hours of specialty courses. Individualized plans of study are developed based on an assessment of each student's graduate nursing education transcript.

Program delivery

The Post-Master's Family Nurse Practitioner certificate program is offered on the Normal campus. All courses are delivered face-to-face.

College faculty (Fall 2017)

18 tenure track faculty members (4 Professors, 5 Associate Professors, and 9 Assistant Professors)
55 non-tenure track faculty members (18 full-time and 37 part-time, totaling 26.36 FTE)

Courses in the Post-Master's Family Nurse Practitioner certificate program are taught by full-time tenured or tenure track faculty members. All tenured or tenure track faculty members in the college have a doctorate. Those teaching nursing content have either a Ph.D. or a Doctor of Nursing Practice (D.N.P.). One faculty member is a doctorally-prepared statistician who teaches statistical methods and serves as the college statistician. All tenure track faculty members are expected to establish and implement a plan of scholarship. Peer-reviewed contributions by faculty members have included journal articles, presentations at regional, national, or international conferences, continuing education publications, and grant submissions, among others. In Fiscal 2017 nursing faculty members collectively received external grants totaling \$3.4 million to support research projects from Fiscal 2018 through Fiscal 2021.

All non-tenure track faculty members in the college are expected to possess either a master's degree in nursing or a doctorate in nursing (either a D.N.P. or Ph.D.). Many non-tenure track faculty members supervise students at clinical sites, and full-time non-tenure track faculty members are active in service activities at the college and university levels.

Mennonite College of Nursing faculty members have received numerous teaching, research, and service awards bestowed by the University or by entities external to the University since the 2009-2010 program review. Among the external recognitions are a Distinguished Leader Award from the Emergency Nurses Association, Book of the Year Award from the *American Journal of Nursing*, Article of the Year Award from the *Journal of Psychosocial Nursing and Mental Health Services*, and an Innovations in Professional Nursing Education Award bestowed by the American Association of Colleges of Nursing for faculty re-design of the pediatric clinical experience in the undergraduate nursing program.

Specialized accreditation

The Post-Master's Family Nurse Practitioner certificate program is accredited by the Commission on Collegiate Nursing Education (CCNE). Other Mennonite College of Nursing programs accredited by CCNE include the Bachelor of Science in Nursing (B.S.N.), the Master of Science in Nursing (M.S.N.), and the Doctor of Nursing Practice (D.N.P.) A reaccreditation site visit to review the four programs occurred in spring 2017. CCNE subsequently reaccredited all four programs for 10 years, the maximum period of accreditation granted by CCNE, through 2027.

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

As healthcare becomes more complex, the demand for nurses with a graduate degree in the discipline is increasing. Demand is especially high for nurses with an advanced degree in primary care, to fill the increasing number of family nurse practitioner positions in the field. The master's degree continues to be the gateway credential for work as a family nurse practitioner, although more employers are expected to seek nurses with a doctor of nursing practice to fill those positions in the next decade. A shortage of advanced primary care nurses continues among rural and traditionally underserved populations, and the federal government provides funding to educate nurses for work with those populations. In 2015 the Mennonite College of Nursing was named one of four preferred educational partners in Illinois for the nearly 37,000 associates employed by Advocate Healthcare system. That system is headquartered in Downers Grove (Illinois) and operates the Advocate BroMenn Healthcare facility in Normal. Designation as a preferred educational partner may result in higher demand for the Post-Master's Family Nursing Practitioner Certificate program.

Response to previous program review recommendations

There were no prior recommendations for this program.

Major findings

The Post-Master's Family Nurse Practitioner certificate program continues to provide advanced practice nursing certification and licensure opportunities to a unique group of healthcare professionals: those who have earned a master's degree in nursing but in a sub-discipline other than family practice. The program is one of only two of its kind offered by public universities in the state and the only one outside the Chicago metropolitan area. Enrollment in the program and the number of certificates conferred are low, however, because students in the certificate program enroll in the same courses as students in the Family Nurse Practitioner sequence of the M.S.N. program, no resources are needed to offer the certificate program beyond those already dedicated to the M.S.N. program. The certificate program continues to attract highly-qualified students dedicated to family practice nursing, as evidenced by a 100 percent program completion rate, a 100 percent pass rate on the certification examinations, and a 100 percent employment rate for program graduates. Challenges identified through this program review are the same as those of the M.S.N. program: increasing the number of full-time faculty members in the college with a corresponding decrease in the number of part-time faculty members, expanding use of clinical simulations, and devising and implementing a plan for faculty professional development.

Initiatives and plans

- Determine and work toward the ideal combination of full-time and part-time faculty members that best meets student needs while maintaining sufficient flexibility to meet course scheduling demands.
- Develop additional clinical sites for students in the certificate program.
- Develop and implement a plan for obtaining the physical, human, and fiscal resources needed to expand clinical simulations in graduate programs of the college.
- Evaluate effects of recruitment efforts, including the Preferred Provider designation by Advocate Healthcare, on enrollment in family nurse practitioner sequence and the ability of the college to provide high-quality education of family nurse practitioners.
- Compile and implement a professional development plan for college faculty.

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 Post-Master's Family Nurse Practitioner Certificate program to be in Good Standing. The program is hereinafter referred to as the "FNP certificate program" or the "certificate program."

The committee congratulates the Mennonite College of Nursing (hereinafter "MCN" or the "college") for reaccreditation of the FNP certificate program by the Commission on Collegiate Nursing Education (CCNE) in 2017 for a 10-year period. The committee recognizes the opportunity the certificate program provides nurses who have already earned a master's degree to qualify for state licensure as a certified nurse practitioner by completing an individualized plan of study based on their unique qualifications, experiences, and skills.

The curriculum of the FNP certificate program is based on the curriculum of the family nurse practitioner sequence of the Master of Science in Nursing (M.S.N.) program. Consequently, commendations made in the program review summary for the M.S.N. program pertinent to the family nurse practitioner sequence apply to the certificate program as well. The committee commends MCN for its work with partner institutions to help nurses complete the certificate program. Through a two-year \$1.4 million grant from the U.S. Department of Health and Human Services, the college is able to help pay a portion of tuition, fees, and ancillary educational expenses for students enrolled in the certificate program. In 2016-2017 Advocate BroMenn Medical Center in Bloomington designated Illinois State University one of its four Preferred Educational Partners. Through the Partners program, Advocate BroMenn provides financial assistance to staff members working toward a degree or certificate from MCN, including the FNP certificate. The committee also recognizes the collaboration between MCN and Milner Library to provide research resources and services in support of certificate program students.

The committee commends faculty members for their vigilance in monitoring the family nurse practitioner curriculum, maintaining its rigor, and engaging in scholarship that helps inform the curriculum and maintain its currency and relevance. The Plan for College Assessment adopted by the college provides for evaluation of the M.S.N. program curriculum, and thus the family nurse practitioner curriculum, at least once every four years. Through the last comprehensive review of the curriculum, in 2013, faculty revised and re-leveled student learning objectives for all master's courses. Only courses specifically designed for graduate students are included in the program requirements. Publication and presentation of research findings by nursing faculty members have steadily increased in recent years. Faculty members also dedicate considerable time to seeking external funding for scholarship or program initiatives. In Fiscal 2017, for example, external grants awarded to MCN or to MCN faculty members totaled \$3.4 million.

These efforts have led to commendable outcomes for graduates of the certificate program. Pass rates on the family nurse practitioner certification examination administered through the American Nurses Credentialing Center and the American Academy of Nurse Practitioners regularly exceed the national average, program completion rates have ranged from 96 to 100 percent (for the M.S.N. and certificate programs combined), and employment rates for students upon program completion are typically 100 percent.

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 self-study report references two of 14 universities in Illinois that offer a post-master's family nurse practitioner certificate program and just one aspirational program. Findings from expanded analyses, particularly of comparator programs in Illinois, could help faculty identify strategies for increasing the number of registered nurses in Central Illinois who qualify for advanced practice licensure through completion of a certificate program. 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, 2019.

As a result of its review of the M.S.N. program, the committee has asked faculty to compile and submit a student learning outcomes assessment plan for that program and to incorporate student learning outcomes assessment for the certificate program in the plan. The committee has asked the college to submit the plan to the Office of the Provost by May 15, 2019.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor changes in the discipline and profession to identify needs for program changes.

The committee urges continued vigilance by faculty during the next program review cycle regarding trends in the nursing discipline and profession, CCNE accreditation standards, and state nursing licensure requirements to identify any needs to consider program changes to best prepare students for the advanced nursing field. Examples of trends particularly relevant to the FNP certificate program include recognizing the professional practice doctorate rather than the master's degree as the gateway credential for employment as a family nurse practitioner and changes in national healthcare policies and programs.

Continue efforts to increase student diversity. The committee commends the college for its commitment to student diversity and for its efforts since the last program review to increase that diversity. The committee encourages the college to continue those efforts in the coming program review cycle. The committee encourages the college to consider a broad approach to fostering an inclusive environment that involves coverage of diversity throughout the curriculum, beyond the transcultural experience, and in co-curricular and extra-curricular opportunities. For example, faculty members might explore ways to incorporate community-based experiences in the curriculum, as faculty members have done in the B.S.N. program through the America's Promise School Project.

Continue and broaden efforts to increase faculty diversity. The committee commends the college for its commitment to faculty diversity and for its efforts since the last program review to increase that diversity. The committee encourages continuation and broadening of those efforts in the coming years. The committee considers diversity as encompassing background, expertise, and experiences in addition to demographic factors. While the committee acknowledges the value of a pipeline approach to faculty recruitment, through which graduates of the college are encouraged to apply for faculty positions in the college, the committee encourages the college to work toward a balance between hiring MCN graduates and graduates of other institutions.

Explore further expansion of program enrollment. The self-study report cites the potential for increased demand for family nurse practitioner training due to the demand for nurse practitioners in Illinois and due to the new Preferred Educational Partners affiliation with Advocate BroMenn. The committee concurs with the faculty plan to explore developing additional clinical sites and expanding clinical simulations to make expanding family nurse practitioner enrollment possible, including enrollment in the FNP certificate program. The committee further concurs with the faculty plan to evaluate the effects of recruitment efforts (including the Preferred Educational Partners status) on enrollment and, in turn, on the ability of the college to provide high-quality master's-level and graduate-level nursing education.

Compile and implement an alumni tracking and relations plan. The committee recognizes the numerous strategies deployed by the college to maintain connections with its graduates and to seek help from them in documenting program outcomes and identifying ways the program might be improved. Among the strategies are administration of a survey to students immediately prior to their graduation and texting alumni to obtain updated contact and employment information. The committee encourages the college to formalize those and other strategies through compilation of an alumni tracking and relations plan.

REVIEW OF THE PH.D. IN NURSING

Classification of Instructional Program (CIP) Code: 51.3808
Nursing Science

OVERVIEW

The Ph.D. in Nursing program at Illinois State University is housed in the Mennonite College of Nursing. The college is unique among credit-granting colleges at Illinois State in that it has no departments. Thus, all academic programs offered by the college are administered at the college level. The Mennonite College of Nursing also offers a Bachelor of Science in Nursing (B.S.N.), a Master of Science in Nursing (M.S.N.), a Post-Master's Family Nurse Practitioner Certificate, and a Doctor of Nursing Practice (D.N.P.). The Ph.D. in Nursing program focuses on original research, whereas the D.N.P. program focuses on application of research to improve nursing care. The Ph.D. in Nursing program was established to help address a national shortage of doctorally-prepared nurses to conduct research and to teach in postsecondary nursing programs. The program is one of 10 doctoral programs at Illinois State.

All academic programs of the Mennonite College of Nursing other than the D.N.P. program have been reviewed in the current program review cycle. The D.N.P. program, authorized by the Illinois Board of Higher Education in 2013, is scheduled for its first review on the eight-year program review cycle in 2021-2022.

This is the first review of the Ph.D. in Nursing program on the eight-year program review cycle. The program was developed through a partnership with the University of Iowa and authorized by the Illinois Board of Higher Education on February 5, 2018. The program enrolled its first student in summer 2008 and conferred its first doctorate in May 2013.

The Ph.D. in Nursing program is one of two nursing doctoral research programs at public universities in the state and one of four such programs at any Illinois university. It is the only such program located outside the Chicago metropolitan area.

Enrollment and Degrees Conferred, 2010-2017

Ph.D. in Nursing, Illinois State University

	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment, fall census day	15	14	21	26	22	22	22	22
Degrees conferred, graduating fiscal year*				1	5	1	2	4

* Summer, fall, and spring terms (e.g., graduating fiscal year 2017 consists of the following terms: summer 2016, fall 2016, and spring 2017)

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

To prepare nurses with a high level of expertise ...

- To lead the development of science to advance effective practice, education, and health care policy,
- To serve the evolving healthcare interests of humankind through the integration of research, teaching, practice, and service,
- To educate, mentor, and guide the next generation of clinicians, researchers, policy-makers and educators,
- To lead and collaborate across disciplines to promote scholarship, teaching, mentoring, practice, and service.

Student learning outcomes

Student learning outcomes associated with each program goal are set forth in learning objectives associated with each required nursing course.

Program curriculum (2017-2018)

Graduation requirements: 66 credit hours beyond the master's degree consisting of 27 credit hours of core nursing courses, 6 credit hours of research practica, 9 credit hours of statistics and measurement courses, 9 credit hours of elective courses, and 15 credit hours of dissertation work. All students must successfully complete a dissertation comprised of original research.

Program delivery

The Ph.D. in Nursing program is offered on the Normal campus.
All courses in the program are delivered face-to-face.

College faculty (Fall 2017)

18 tenure track faculty members (4 Professors, 5 Associate Professors, and 9 Assistant Professors)
55 non-tenure track faculty members (18 full-time and 37 part-time, totaling 26.36 FTE)

Courses in the Ph.D. in Nursing program are taught by full-time tenured or tenure track faculty members. All tenured or tenure track faculty members in the college have a doctorate. Those teaching nursing content have either a Ph.D. or a Doctor of Nursing Practice (D.N.P.). One faculty member is a doctorally-prepared statistician who teaches statistical methods and serves as the college statistician. All tenure track faculty members are expected to establish and implement a plan of scholarship. Peer-reviewed contributions by faculty members have included journal articles, presentations at regional, national, or international conferences, continuing education publications, and grant submissions, among others. In Fiscal 2017 nursing faculty members collectively received external grants totaling \$3.4 million to support research projects from Fiscal 2018 through Fiscal 2021.

All non-tenure track faculty members in the college are expected to possess either a master's degree in nursing or a doctorate in nursing (either a D.N.P. or Ph.D.). Many non-tenure track faculty members supervise students at clinical sites, and full-time non-tenure track faculty members are active in service activities at the college and university levels.

Mennonite College of Nursing faculty members have received numerous teaching, research, and service awards bestowed by the University or by entities external to the University since the 2009-2010 program review. Among the external recognitions are a Distinguished Leader Award from the Emergency Nurses Association, Book of the Year Award from the *American Journal of Nursing*, Article of the Year Award from the *Journal of Psychosocial Nursing and Mental Health Services*, and an Innovations in Professional Nursing Education Award bestowed by the American Association of Colleges of Nursing for faculty re-design of the pediatric clinical experience in the undergraduate nursing program.

Specialized accreditation

Although all other academic programs of the Mennonite College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), neither CCNE nor any other specialized accreditation association accredits doctoral research programs.

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

Nursing continues to be a very sought after career. With the increasing complexity of healthcare, doctorally-prepared nursing researchers are needed to advance nursing science. There is also a state and nationwide need for doctorally-prepared nursing researchers to teach students enrolled in post-secondary nursing programs. Although the demand among healthcare providers for both entry-level nurses and advanced practice nurses is increasing, a

shortage of nursing faculty limits the number of students able to be accepted into baccalaureate and master's level programs.

The Ph.D. in Nursing program in the Mennonite College of Nursing is intended in part to provide a pipeline of doctorally-prepared nurses qualified to teach and mentor baccalaureate and master's level students in the college. In 2015 the Mennonite College of Nursing was named one of four preferred educational partners in Illinois for the nearly 37,000 associates employed by Advocate Healthcare system. That system is headquartered in Downers Grove (Illinois) and operates the Advocate BroMenn Healthcare facility in Normal. It is hoped that designation as a Preferred Educational Partner will result in greater interest in the Ph.D. in Nursing program.

Response to previous program review recommendations

Because this is the first program review for the Ph.D. in Nursing program on the eight-year program review cycle, there were no previous program review recommendations for faculty to address.

Major findings

The Mennonite College of Nursing continues to help alleviate the national shortage of doctorally-prepared nurses through its Ph.D. in Nursing program. Since approval of the program by the Illinois Board of Higher Education in February 2008, fall enrollment in the program has steadily grown, peaking at 26 students in 2013 before stabilizing at 22 students. Thus, actual enrollments have matched enrollments projected in the spring 2007 application to IBHE. The program has conferred 13 doctorates since its inception (through Graduating Fiscal Year 2017), and four of those graduates have since joined the Mennonite College of Nursing faculty. Thus, the plan to develop a pool of doctorally-prepared applicants for difficult-to-fill Mennonite College of Nursing faculty positions has succeeded. The college evaluates its programs on a regular basis and revises curricula and program policies as needed to remain current and competitive. Modifications to the Ph.D. in Nursing program curriculum approved in 2016 to refocus the curriculum from content learning to skills development have positioned the program to continue its successes through the next program review cycle. Additional challenges and opportunities identified by faculty through the program review self-study process include increasing the number of full-time faculty members with a corresponding decrease in the number of part-time faculty members, developing and implementing a plan for faculty professional development, and increasing externally-funded faculty scholarship and the number of research publications resulting from that scholarship.

Initiatives and plans

- Determine and work toward the ideal combination of full-time and part-time faculty members that best meets student needs while maintaining sufficient flexibility to meet course scheduling demands.
- Compile and implement a professional development plan for college faculty.
- Evaluate effects of recruitment efforts, including the Preferred Provider designation by Advocate Healthcare, on enrollments in the Ph.D. in Nursing program and the Doctor of Nursing Practice (D.N.P.) program and the ability of the college to provide high quality doctoral-level nursing education.
- Develop and implement initiatives for increasing externally-funded faculty scholarship and the number of research publications resulting from that scholarship.

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 Nursing program to be in Good Standing.

The Ph.D. in Nursing program of the Mennonite College of Nursing (hereinafter "MCN" or "the college") was approved by the Illinois Board of Higher Education in February 2008 and began enrolling students that summer. This is the first review of the program on the eight-year program review cycle.

The committee recognizes the program as one of only two doctoral research nursing programs at Illinois public universities and one of only four such programs across all higher education sectors in the state. The program was established to help address the national shortage of post-secondary nurse educators who have a doctorate. Since its inception, the program has conferred 13 doctoral degrees. Four of the 13 graduates are now MCN faculty members.

The committee commends MCN faculty for developing and maintaining a curriculum that is appropriately rigorous and for increasing faculty scholarship, which informs curriculum development, teaching, and student mentoring. In accordance with the Plan for College Assessment adopted by faculty, the Ph.D. curriculum is reviewed at least once every four years. The most recent review, in 2015-2016, resulted in revisions that broadened the scope of the program beyond its initial emphasis on gerontology and changed the focus of the curriculum from content learning to research skills development. All courses in the program, including the six new courses resulting from the 2015-2016 curriculum review, have been designed specifically for doctoral-level education. From 2014 to 2016 the average number of peer-reviewed publications per tenure track faculty member per year in the college increased from 1.05 to 1.67, while the average number of peer-reviewed presentations per tenure track faculty member per year increased from 1.47 to 2.17. Faculty members draw on their research to mentor students with their own research and encourage their students to present their findings at external venues such as the Midwest Nursing Research Society.

The committee recognizes MCN for designation of Illinois State University as a Preferred Educational Partner by Advocate BroMenn Medical Center in Bloomington. As a result of this designation, Advocate BroMenn staff members enrolling in a nursing program offered by the college, including the Ph.D. program, are eligible to receive financial assistance from Advocate BroMenn to help pay their tuition and fees.

MCN and Milner Library have collaborated for many years to provide research resources and services in support of nursing students and faculty. Since the last program review, this collaboration has been extended to include the new Ph.D. in Nursing program. The nursing librarian orients new doctoral students to nursing research resources and library services and teaches sessions in the research colloquium and scholarly communications courses in the program. Through the program review self-study process, the college and library have developed short-, middle-, and long-term goals to further enhance this collaboration.

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 self-study report briefly describes one comparator program in the state and one aspirational program, also located in Illinois. Expanded analyses of comparator and aspirational programs, including aspirational programs nationwide, could help faculty develop strategies for addressing priority initiatives faculty has identified for the next review, such as increasing student-faculty research collaborations, expanding professional development opportunities for faculty members, and further increasing faculty scholarship. Studying comparator and aspirational programs might also help faculty with exploration of alternate program delivery methods. 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, 2019.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2025, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue and enhance efforts to increase student diversity. The committee commends the college for its commitment to student diversity across all of its academic programs and for its efforts since the last program review to increase that diversity. However, most efforts in the college to recruit a diverse student population seem targeted to prospective undergraduate students. Regarding diversity among doctoral students, a strategy articulated in the self-study report is focusing efforts first at the undergraduate level and then having that more diverse cohort of nurses enroll in the master's program and, in turn, the doctoral program. While this may be an appropriate strategy for the long-term, the committee recommends that the college develop and implement more immediate strategies for

recruiting for diversity at the doctoral level and retaining those students once in the program. The college might look to its aspirational programs for guidance in developing such strategies.

Explore additional means of infusing diversity into the curriculum. For students in undergraduate- and master's-level programs offered by MCN, the transcultural experience offered by the college may be a viable opportunity for students to experience nursing practices in other cultures first-hand. However, students pursuing a Ph.D. in Nursing are less likely to participate in such co-curricular experiences since the students typically complete the program on a part-time basis while employed full time. The committee encourages faculty to consider options to the transcultural experience for infusing diverse cultures and international perspectives into the Ph.D. curriculum. One alternative that might be explored is arranging virtual contacts with nurses, nursing administrators, or nurse researchers from diverse cultures and from other countries.

Continue and broaden efforts to increase faculty diversity. The committee recognizes the challenges faced by the college in recruiting applicants for faculty positions and in recruiting applicant pools that are diverse with respect to race, ethnicity, and gender/sex given the paucity of doctorally-prepared nurses in the U.S. The committee encourages the college to continue those efforts despite the competition from other nursing programs for faculty applicants. The committee recognizes the successes realized by the college in recruiting applicants by developing a pipeline of prospective applicants through its doctoral programs. However, the committee encourages the college to balance its use of this pipeline with recruitment of faculty members who have earned their doctorate at some other institution. That balance is important in building a faculty diverse with respect to interests, expertise, and experiences in addition to demographics.

Compile and implement an alumni relations plan. The committee recognizes the numerous strategies deployed by the college to track its alumni and to periodically seek feedback from them regarding the program, such as through administration of a survey to students immediately prior to their graduation and through analysis of alumni survey results. The committee encourages the college to formalize these and other strategies in a college-wide plan to guide alumni relations through the next program review cycle and beyond. On the doctoral level, faculty members typically develop lasting professional relationships with students through their work with students on their dissertations. Thus, with regard to the Ph.D. program, the college alumni relations plan could include processes for systematically documenting program outcomes information and program feedback gleaned through personal contacts with program alumni.

Continue student learning outcomes assessment. Through implementation of its Plan for College Assessment, outcomes of the Ph.D. program are systematically monitored and then used in discussions regarding the need for any changes to it. The plan is thorough in its identification of program outcomes data collected, when and by whom the data are compiled and reviewed, and target thresholds for each outcome. As is appropriate for doctoral education, the dissertation is a unique and key element of the assessment plan for the Ph.D. program. The committee encourages faculty to continue its program evaluation and assessment efforts during the next review cycle, using evaluation and assessment findings to guide program changes as needed. The committee asks that faculty systematically document those changes and the rationale for them.

Design and implement additional faculty development initiatives. Provide additional opportunities for faculty development. The committee recognizes that adding a doctoral program to a unit affects teaching and research in the unit as well as numerous aspects of unit operation. Since the 2009-2010 review of MCN programs, the college has fully implemented two doctoral programs: its Ph.D. program and a Doctor of Nursing Practice (D.N.P.). The committee recognizes the college for its encouragement of faculty to participate in professional development opportunities to support faculty in its implementation of the two doctoral programs. The committee concurs with the goal articulated by faculty in the self-study report of enhancing the quality of college faculty through additional faculty development opportunities. The committee also concurs with the goal of developing new initiatives to help faculty members further increase their scholarly activities, which are especially critical to the success of the Ph.D. and D.N.P. programs.

Monitor and evaluate effects of the Preferred Educational Partner designation on the program.

Designation of Illinois State University by Advocate BroMenn as a Preferred Educational Partner for nursing has the potential to increase the number of applicants for MCN programs and to increase enrollment in them. The direct impact of this partnership on the Ph.D. program may not be as great as the impact on the undergraduate and master's programs of the college. However, enrollment increases in those other programs could have indirect impacts on the Ph.D. program. The committee supports efforts of the college to monitor and evaluate the effects of the preferred partner program, as well as the effects of other recruitment efforts, on the ability of the college to provide high quality education, including education at the doctoral level.

REVIEW OF THE CENTER FOR CHILD WELFARE AND ADOPTION STUDIES

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

OVERVIEW

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

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

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

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The Center for Child Welfare and Adoption Studies is a grant-funded unit that reports to the School of Social Work within the College of Arts and Sciences at the University. The school provides administrative support to the center in the form of clerical assistance, payment processing, budget tracking, and website maintenance. The center director, a tenured social work faculty member, oversees the primary administrative needs of the center and facilitates strategic planning, development and implementation of initiatives, efforts to seek and maintain external funding, and assessment. Center staff are full-time faculty members with expertise in child welfare and adoption, child development, family communication, education policy, organizational development, and culturally-responsive practice.

Although the center director organizes and facilitates initiatives of the center, other faculty members from the School of Social Work or from other academic units across the University are often involved with implementation of those initiatives. Known as “faculty affiliates,” they may serve as principal investigators, co-principal investigators, or contracted faculty for center projects. Faculty affiliates agree to adhere to the mission and goals of the center and comply with the specific expectations of the funding source with which their work is associated. Major initiatives, past and present, undertaken by center faculty and faculty associates are briefly described below.

The Illinois Permanency Enhancement Project (PEP) is one of the central projects of the center. PEP began as a partnership with IDCFS to monitor child well-being outcomes for foster children, with a focus on racial disparities within the child welfare system. Illinois State University serves as the lead university on the project; other members of the collaboration are Southern Illinois University Edwardsville, Northern Illinois University, and the University

of Illinois at Chicago. The collaborative project provides research, policy analyses, organizational development support, and community engagement resources. Faculty researchers also offer technical assistance to child welfare administrators, practitioners, and family law experts in making data-informed decisions. Since its inception in 2007, PEP has provided graduate assistantships, independent studies, and volunteer opportunities for more than 20 Illinois State University students, more than 30 in-class service learning project opportunities, and partial summer salary and research opportunities for School of Social Work faculty. In connection with the project, the center co-sponsors an annual IDCFS professional development conference with IDCFS, the three collaborating universities, and other partners.

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

The Foster and Adopted Youth Study examines the socio-emotional well-being, academic performance, and social support needs of foster and adopted youth who attend college. This research project utilizes a mixed-method approach consisting of an online student assessment and a qualitative study. Both have been conducted since the last program review. Undergraduate students working with the center collected data and interviewed research participants for the project.

Through the Youth in Care Scholars Network, the center and the School of Social Work are committed to engaging and supporting Illinois State University students either currently or formerly involved with IDCFS. Support provided by the center and school includes an annual fall reception and campus resource presentation for the students; faculty mentorship; collaborations with university academic services; peer-relationship building, leadership development, and cultural enrichment; and student advocacy.

Through the Lifebook Work with Children project, the center provides Lifebook workshops, services to children and families, and training materials to child welfare practitioners. Lifebooks are documents comprised of pictures, stories, and artifacts organized chronologically to preserve a child's major life events. Lifebooks can be used as a therapeutic tool to help youth integrate past experiences with their present circumstances in a healthy and constructive manner.

Through the Adoption and Same-Sex Couples initiative, the center has provided expert research and policy commentary on current laws and policies related to adoption by same-sex couples.

Accomplishments since the prior program review

Center leader transition in 2014-2015. The center faced major challenges in 2014-2015 related to personnel and funding. The center director and co-founder retired in 2014. In addition, the center had just one grant-funded project at the time (PEP), and it was at risk of ending due to the state financial crisis. Since then a new director has been appointed, new center faculty and faculty associates have been engaged in the work of the center, and new initiatives have been developed and funded. In 2014-2015, the year of transition, the center focused on service-learning projects involving Illinois State University students. During the year the center produced two new service-related publications: an Adoption Search and Reunion Guide and an Adoption Resource Guide for Central Illinois. The center also began sponsoring an annual Youth in Care Scholars welcome reception for students receiving financial support from IDCFS.

Expanded funding sources. As a result of the 2014-2015 efforts to reinvigorate the center, its external funding has increased five-fold, from \$50,000 in 2013-2014 to \$250,000 in 2017-2018. Center funding sources now include two IDCFS grants and two grants from private foundations (Spencer Foundation and First Star Academy/Give Something Back Foundation).

Expanded student research and learning opportunities. Since the 2014-2015 year of transition, the Center has re-established itself as a fully operational learning laboratory for students who serve as paid and unpaid research assistants, interns, and volunteers. Center faculty members have overseen 40 student research, internship, or employment opportunities since the prior program review, nearly half involving students from traditionally underrepresented groups.

Engagement in interdisciplinary partnerships with other units at Illinois State University. These have included research partnerships with faculty in the School of Communication and Department of Family and Consumer Sciences and programming partnerships with faculty in the Department of Educational Administration and Foundations, the Department of Special Education, University College, and Student Counseling Services.

Media presentations/interviews. Successful efforts to expand center research and programming since the 2014-2015 transition year have resulted in positive media coverage and increased visibility for the center. Center initiatives have been featured by the local, state, and national media.

Assessment

For the 2013-2014 program review, the center developed a strategic plan that articulated the center mission and goals for the four-year period following that review (2013-2017). Using the logic model paradigm, the plan set forth short-term, intermediate, and long-term performance projections for the center. For this 2017-2018 program review, center faculty has evaluated progress toward achieving goals and performance projections set forth in the 2013-2017 strategic plan. This assessment exercise resulted in compilation of a new strategic plan to guide work of the center for the next four years (2017-2021). The new plan includes an updated mission statement, new center goals, and a revised logic model with short-term, intermediate, and long-term projections.

Resources

During this review period, the center has been supported almost exclusively by grants from external entities, including IDCFS, the Spencer Foundation, the Give Something Back Foundation, the U.S. Department of Health and Human Services, and the Evan B. Donaldson Adoption Institute. Since inception of the center in 1999, external grants and contributions have totaled approximately \$5 million. The School of Social Work continues to provide in-kind contributions in the form of facilities, administrative staff support, and faculty release time.

Response to previous program review recommendations

Work with University Assessment to refine and implement a formal assessment plan for the Center to systematically document the work of the Center. See the Assessment section above.

Expand and diversify external funding beyond the State of Illinois and Donaldson Foundation. Because the center is focused primarily on public-sector child welfare policies and services, the State of Illinois continues to play a central role in the work of the center as both a research collaborator and potential funder. The state, primarily through IDCFS, has been the major funding source of the center since its inception in 1999. Nevertheless, since the 2013-2014 program review the center director and faculty have successfully secured private external funding from the Spencer Foundation, First Star Foundation, and the Give Something Back Foundation. Additionally faculty have made a concerted effort to seek funds from other entities, working closely with the Office of Research and Sponsored Programs at the University. Those efforts have succeeded in diversifying and stabilizing center funding. The center will work to maintain diversification of its funding sources moving forward.

Major findings of this self-study

- The center has met expectations related to expanding and diversifying its funding sources.
- The center has exceeded expectations for collaboration through increased interdisciplinary faculty research and program partnerships.
- The center has exceeded expectations related to student service learning, research, and mentoring opportunities.

- The center should continue to expand its impact nationally through presentations, journal publications, media coverage, and national policy talks.
- The center continues to require dedicated administrative support and faculty release time to sustain a structured center assessment process.
- The mission and work of the center exemplify Illinois State University goals of “supporting student and faculty scholarship,” “educating globally aware and socially engaged leaders,” and “sparking continuous creativity and innovation.”

Initiatives for the next program review cycle

- Sustain the research and program partnership with the Department of Family and Consumer Sciences at the University.
- Document and disseminate outcomes of the First Star Academy.
- Explore global and international child welfare-related research and service initiatives.
- Continue to expand and diversify funding sources.
- Continue to expand and diversify interdisciplinary partnerships.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Center for Child Welfare and Adoption Studies (hereinafter “the Center”) to be in Good Standing.

The committee thanks the Center for a thorough self-study report that describes the Center and its initiatives since the 2013-2014 program review in a manner accessible to persons not familiar with them. The committee recognizes the Center as one of only two child welfare research and service centers in higher education in the U.S. and the only one focusing on policy and advocacy.

The committee commends the Center for its service to the citizens of Illinois as well as for its efforts to further the strategic plan for higher education in the state (*The Illinois Public Agenda*) and the strategic plan for Illinois State University (*Educate • Connect • Elevate*). Center initiatives are intended to promote child and family well-being for historically vulnerable and marginalized populations. The Center impacts child welfare and adoption policies in Illinois and nationally through applied research and its dissemination, partnerships with agencies and organizations whose mission is to implement child welfare or adoption programs (principally the Illinois Department of Children and Family Services), professional development training to staff of such agencies and organizations, and direct provision of services to children and their families through center-sponsored programs.

The Center works to further *The Illinois Public Agenda* goal of increasing the number of Illinois residents with high-quality postsecondary credentials. Through participation in the nation-wide First Star Academy initiative, the Center is preparing foster care children in Central Illinois for postsecondary education, including preparation for study at Illinois State University, through learning and mentoring opportunities on the Illinois State campus. The First Star Academy at Illinois State University is one of only two such programs in Illinois. To implement the First Star program, the Center has mobilized efforts of multiple academic and service units at the University, in doing so significantly expanding the reach of the Center beyond its home in the School of Social Work. The committee commends the Center for bringing this opportunity to Central Illinois. The committee also recognizes the Center for its efforts since the last program review to provide more Illinois State University students with opportunities for experiential learning, civic engagement, self-guided discovery, and knowledge building. Students serve as research assistants, interns, or First Star Academy mentors with the Center or conduct independent research related to center initiatives. Students have accompanied center faculty in meetings with policy makers and have testified before members of the Illinois General Assembly regarding state funding of higher education. The Center has also furthered *The Illinois Public Agenda* goal of better integrating educational, research, and innovation assets in the state to better meet the needs of its citizens. Through its applied research, the Center seeks to identify changes that could be made to child welfare policies and practices in the state to increase their effectiveness and efficiency.

The initiatives described above further the *Educate • Connect • Elevate* values of learning and scholarship, individualized attention to students, integrity, and civic engagement. Through its focus on children and families identifying with traditionally underrepresented racial or ethnic groups, the Center also furthers the university value of diversity. The Center has studied racial disparities of the Illinois child welfare system for more than a decade. Approximately half of the 40 Illinois State University students involved in work of the Center since 2013-2014 and half of center faculty and staff self-identify with racial or ethnic groups traditionally underrepresented at the University.

A concern identified through the 2013-2014 program review was whether funding of the Center is sufficient to further its goals and diverse enough to promote its financial stability. The committee recognizes efforts of faculty and staff to increase external funding since the 2013-2014 review, from \$50,000 to \$250,000, and to increase the number of funding sources, from one to four. Those changes have permitted the Center to designate three faculty members at the University as research associates affiliated with the Center. With the additional faculty involvement, the Center has been able to expand its dissemination of research findings through academic and professional publications and presentations. Having additional faculty should aid continuity of center initiatives when faculty or staff changes next occur.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next center review self-study report, tentatively due October 1, 2022, the committee asks the Center to describe actions taken and results achieved for each recommendation.

Continue efforts to secure external funding. Securing external funds needed to continue the work of a research and service center is an ongoing challenge. The committee supports ongoing center efforts to seek and secure external funding from multiple sources to support the mission of the Center and to further its financial viability and stability during the next program review cycle.

Continue efforts to expand interdisciplinary partnerships. The committee concurs with the goal of expanding the reach of the Center to other units and disciplines at the University through interdisciplinary partnerships that involve faculty and students in child welfare or adoption initiatives. An immediate opportunity for a mutually-beneficial interdisciplinary collaboration is finalizing a research and programming partnership with the Care4U initiative administered through the Department of Family and Consumer Sciences at the University.

Continue implementing and refining the assessment plan for the Center. Through the 2013-2014 program review, the committee recommended that the Center refine and implement its assessment plan. The self-study report evidences success by the Center in doing so. Through the self-study process, the Center has assessed its work relative to the goals and strategies set forth in the 2013-2017 logic model and then developed a new model to guide its operations during the period 2017-2021. The committee encourages the Center to use its new logic model to periodically assess progress made toward its goals during the next review cycle, to use assessment findings to modify operations and initiatives as needed, and to revise the logic model as part of the next self-study process to guide work of the Center during the subsequent review cycle.

Continue communicating the work of the Center. The committee encourages faculty and staff members to continue their efforts to communicate work of the Center, findings of its research and service initiatives, and implications of those findings for child welfare and adoption policies and practices in Illinois and beyond. Among the information to be compiled and disseminated during the next program review cycle are the experiences and outcomes of the First Star Academy initiative.

Explore international and global research and service opportunities. The committee encourages the Center to consider expanding its influence nationally and internationally by pursuing its goal of exploring international and global child welfare-related research and service initiatives.

REVIEW OF THE CENTER FOR INSURANCE AND RISK MANAGEMENT (KATIE SCHOOL)

Classification of Instructional Program (CIP) Code: 90.5208
Research and Service Center: Finance and Financial Management Services

OVERVIEW

The Center for Insurance and Risk Management at Illinois State University was founded in 1991 as the Center for Insurance and Financial Services. The center was recognized and authorized by the Illinois Board of Higher Education in 1993. This is the fifth program review since establishment of the center.

The mission of the Center for Insurance and Risk Management at its inception was to create the finest undergraduate insurance program in the United States. Over the years the mission has been refined to articulate support for the undergraduate insurance and risk management program of the College of Business at the University and the actuarial science program of the College of Arts and Sciences. The center seeks to prepare future leaders of the insurance and risk management industry by fostering a student-centered learning environment, innovative teaching, cutting-edge applied research, and strong industry involvement with students. To reflect increasing emphasis in the programs on risk management as well as to reflect changes in terminology used in the field, the name of the center was changed from the Center for Insurance and Financial Services to the Center for Insurance and Risk Management effective December 15, 2017. The center is also known as the Katie School of Insurance and Risk Management, or the Katie School, to honor the daughter of an Illinois State alumnus. Despite its name, the Katie School does not offer credit-generating classes but instead supports academic programs administered through its cooperating units.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The Center for Insurance and Risk Management (hereinafter the “center” or the “Katie School”) is administratively affiliated with the College of Business, to whose dean the Katie School director reports. The director works closely with the chairperson of the Department of Finance, Insurance, and Law, the unit through which the B.S. in Insurance and Risk Management program is offered, and the actuarial science director in the Department of Mathematics within the College of Arts and Sciences. The Katie School also financially supports and works closely with the Edmondson-Miller (Endowed Faculty) Chair in Insurance. The Katie School has three full-time staff members and several graduate assistants.

The Katie School pursues its mission by promoting student-centered learning and by supporting applied research conducted by faculty, students, and industry partners. The Katie School supports lifelong learning through professional development symposia, workshops, and seminars. To offer industry-relevant programs and services that engage the professional community, the Katie School is guided by an Insurance Advisory Board of Executives. The advisory board consists of industry leaders representing regional and national insurance, risk management, and financial services organizations.

Accomplishments since the prior program review

Service to students. The Katie School first and foremost supports students. That support includes direct financial aid through scholarships, delivery of curricular content, sponsorship of co-curricular activities, and assistance with internship and job placements. From 2014 through 2017 the Katie School granted 143 scholarships to insurance and risk management students at a total cost of approximately \$625,000 and granted 335 scholarships to actuarial science students at a total cost of approximately \$97,000. The center paid examination fees on behalf of 335 students taking actuarial science industry examinations and 78 students taking Chartered Property Casualty Underwriter (CPCU) examinations. The center also provided scholarships to 17 high school students participating in a summer program designed to encourage students to enroll in postsecondary actuarial science programs. Since the 2013-2014 program review the Katie School has provided information on careers in the industry to over 700 students annually

in classes and club meetings; provided ethics education annually to over 100 students enrolled in one of two insurance classes; provided information to students regarding internship and job opportunities with insurance companies, brokers, and agents in the Midwest; coordinated 51 internships, including 22 fully-funded international internship placements; helped more than 48 students obtain summer employment in the industry; and helped 15 students conduct research on industry-related projects. The Katie School has provided financial assistance annually to an average of 26 students for dues to join the College of Business Toastmasters Club; provided financial assistance to students so they can attend national conferences, competitions, and industry events; facilitated more than 20 mentorships of students by insurance professionals; arranged more than 75 on-campus presentations annually by industry professionals; and conducted a 100 clock-hour student leadership program for 51 students.

Service to the community. Since the 2013-2014 program review the Katie School has provided financial or educational resources to more than 250 high school students on campus or in Chicago and has conducted a week-long summer actuarial science program for 160 high school students from traditionally underrepresented groups.

Service to faculty and other units at the University. From 2014 through 2017, the Katie School provided 39 research and development grants to faculty members at the University at a total cost of approximately \$517,000. The center also purchased software and acquired subscriptions to online research databases for use by students and faculty at a total cost of approximately \$58,000 from 2014 through 2016. The Katie School assisted the actuarial science program in retaining its Certification of Excellence from the Society of Actuaries and the College of Business in retaining its accreditation by the Association to Advance Collegiate Schools of Business International (AACSB). The actuarial science program at Illinois State is the only actuarial program in Illinois with such certification and one of only 12 certificated programs in North America.

Service to industry partners. From 2014 through 2017 the Katie School sponsored more than 560 clock-hours of training attended by more than 2,200 insurance professionals. Attendees included graduates of insurance programs just entering the profession, Illinois State University alumni, employees of donor organizations, and members of insurance industry associations.

Assessment

The Katie School systematically collects and analyzes information regarding its programs and services and uses findings from the analyses to inform program and service improvements. The center collects participant feedback through surveys seeking quantitative and qualitative responses to questions regarding presenter quality, topic appropriateness, facilities and technology, and staff responsiveness. The center uses software and smartphone application technology to digitally collect participant feedback regarding the summer high school program and workshops for university students.

Resources

The Katie School is funded exclusively through contributions from external entities and revenue generated through center-sponsored events. Total annual income from 2014 through 2017 averaged approximately \$1,020,000 while expenses averaged approximately \$1,187,000. Expenses in excess of revenue were paid from foundation accounts invested by the center. The largest source of income continues to be annual contributions from the 24 industry organizations comprising the Insurance Advisory Board of Executives. Two Bloomington-Normal firms, State Farm and COUNTRY Financial, contribute three-fourths of the annual pledges made to the center and one-third of the overall operating budget. Other funding sources include discretionary contributions from sponsoring organizations, revenue generated through fundraising events or through professional development programming, and interest earned on center accounts.

Response to previous program review recommendations

Work with University Assessment Services to formalize an assessment plan for the Katie School, utilize existing data and data collected through implementation of the plan to identify and implement center improvements, and document how that has been done. Although the Katie School systematically gathers information regarding its programs and services and participant satisfaction with them, the center does not yet have a formal assessment plan. Compiling such an assessment plan is a goal for the next program review cycle.

Continue efforts to outreach to and collaborate with university units and external entities to communicate the work of the Katie School and to expand its reach and impact. Since the 2013-2014 program review, the Katie School has established and filled a staff position responsible for internal and external communications. The incumbent has publicized programs and events of the center through mailers, the web presence of the center, an email listserv, and use of smartphone and online technologies. A center-produced video regarding careers in insurance and risk management is being distributed to high schools nationally.

Identify and research benchmark and aspiration centers nationally and internationally to identify new program and service opportunities as well as potential center improvements. The Katie School is unique among research and service units at postsecondary institutions in its support of undergraduate insurance, risk management, and actuarial science education and in its support of the insurance industry regionally, nationally, and internationally. Thus, the Katie School has no benchmark or aspirational centers; however, during the next program review cycle the Katie School will expand its search for benchmark and aspirational centers to include entities that more broadly support post-secondary business education and professional development. Findings from analyses of such entities will be used by the Katie School to inform its strategic planning efforts.

Major findings of this self-study

During this past program review cycle the Katie School has continued to make substantial contributions to the quality of insurance and actuarial science education at Illinois State and to support professional development in the industry. Contributions have included direct financial support of students and faculty through scholarships and research grants and sponsorship of curricular, co-curricular, and professional development initiatives. Particularly noteworthy since the prior program review are efforts by the Katie School to interest high school students from traditionally underrepresented racial and ethnic groups in working toward insurance careers. The Katie School, however, has been challenged in recent years in its efforts to help prepare students for successful insurance careers by the departure of multiple faculty members. Searches for a faculty member to serve as the Edmondson-Miller (Endowed Faculty) Chair and a faculty member to fill an open actuarial science position have thus far been unsuccessful. In addition, the financial crisis in Illinois government has left the University at risk of having other faculty members recruited by peer institutions that are able to offer substantially more compensation and reduced teaching loads. The challenge to attract and retain faculty to the institution is perhaps the most acute since establishment of the center in 1991. In the coming years the Katie School will have a vital role to play in addressing this challenge, through its long-standing programs and services and through innovative new ones.

Examination of Katie School funding sources reveals that most revenue of the center continues to come through annual discretionary contributions rather than through multiple-year funding commitments. Reliance on annual discretionary contributions has made it difficult for the center to accumulate sufficient funds for longer-term, multiple-year strategic initiatives. A longer-term funding option the Katie School might explore during the coming program review cycle is capitalization of additional endowment funds that could both ensure stable funding of the center and support longer-term initiatives. Examination of Katie School finances also reveals reliance by the center in recent years on foundation funds to pay expenditures in excess of annual revenues. Although deficits have been small and foundation funds have been available, Katie School resource commitments and expenditures need to be diligently monitored in coming years to minimize or eliminate the shortfalls. Should budget reductions be deemed necessary, the expenses most likely to be affected will be those related to faculty support. Unfortunately, that support is needed to help attract and retain faculty members.

Initiatives for the next program review cycle

- Increase the number of students from underrepresented groups supported by the center through connections with insurance industry partners, community-based organizations, and the Office of Admissions at Illinois State University.
- Expand efforts to attract students from traditionally underrepresented groups to the insurance and risk management program and the actuarial science program at the University. Strategies to explore include using data analysis to identify college-bound students more likely to attend Illinois State and sponsoring more programs and events for prospective students on campus and in the Chicago area.

- Through programs and services provided by the center, place more emphasis on skills employers will be seeking in their future hires. Doing so will likely involve collaborations with other programs and services at the University, such as the business information systems program, programs of the School of Information Technology including cybersecurity, and the Professional Sales Institute in the College of Business.
- Continue efforts to help attract and retain insurance and actuarial science faculty.
- Explore alternative models for long-term funding of the center to promote sustainability of its programs and services.

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 Insurance and Risk Management (hereinafter “the Katie School” or “the Center”) to be in Good Standing.

The committee thanks the Katie School for a thorough, detailed, and critical self-study report that evidences meaningful involvement of multiple center stakeholders.

The committee commends the Katie School for its support of the B.S. in Risk Management and Insurance program of the College of Business and the actuarial science sequence in the B.A., B.S. in Mathematics program of the College of Arts and Sciences. Katie School support of those plans of study includes guidance with curricular content, sponsorship of co-curricular opportunities, and assistance in earning recognition from accrediting bodies. Examples of curricular initiatives include adding ethics training to the introductory risk management course and developing a computer simulation for use in the insurance company operations course. Examples of co-curricular activities include computer software workshops, presentations by insurance practitioners, interpersonal skills and leadership training, and facilitation of internships and summer employment. New since the last program review in 2013-2014 is the Certificate in Leadership and Business Acumen, which is earned by students through participation in co-curricular activities. Through its numerous initiatives, the Katie School has contributed to actuarial science education at Illinois State University earning the Centers of Actuarial Excellence designation by the Society of Actuaries. Illinois State is the only university in Illinois having achieved that designation and one of only 12 in North America. Katie School initiatives have also contributed to reaccreditation of the College of Business in 2017 by the Association to Advance Collegiate Schools of Business.

In addition to Katie School support for curricular and co-curricular activities, the committee commends the direct support provided by the Center to students enrolled in either the risk management and insurance program or the actuarial science sequence and the direct support provided to faculty members teaching in them. Each year between 2014 and 2017 the Katie School granted an average of 36 scholarships to insurance students with an average annual value of approximately \$156,250 and 84 scholarships to actuarial science students with an average annual value of approximately \$24,300. The Katie School has also supported six international graduate students each year through stipends. Since the last program review the Katie School has paid actuarial science examination fees for 355 students and professional development examination fees for 78 students. To assist faculty members with their research, the Katie School provided 37 grants to 22 different faculty members between 2014 and 2016, at a total value of approximately \$448,000. The Katie School also arranged internships for faculty members with insurance companies so the faculty members could remain current with insurance industry practices. Those internship experiences have helped inform teaching in the risk management and insurance program and the actuarial science sequence.

The committee further commends the Katie School for its support of the insurance industry regionally, nationally, and internationally. That support is especially important to the economy of Central Illinois, with its numerous insurance corporation headquarters, and, in turn, to the economy of Illinois. Professional development programs for insurance practitioners were attended by 2,200 people since the last program review. The Katie School continues to contribute to industry efforts to increase diversity among insurance workers. Those contributions include sponsorship by the Center of the Midwest High School Scholars Actuarial Academy and the Redbird Risk Management Challenge, both designed to encourage high school students identifying with traditionally underrepresented racial or ethnic groups to pursue postsecondary education in insurance or actuarial science. The Katie School has also utilized the services of College Greenlight (a web-based college search service) to recruit

students identifying with traditionally underrepresented racial or ethnic groups to the risk management and insurance program and the actuarial science sequence at Illinois State University.

The committee recognizes efforts of the Katie School to raise funds needed to support its initiatives. The 24 industry partners that comprise the Insurance Advisory Board of Executives annually contribute funds to the Center and provide input regarding insurance and actuarial science education at the University, co-curricular opportunities made available to students, and professional development opportunities offered to insurance practitioners. Funds provided by industry partners are supplemented with funds generated through Katie School sponsorship of special events and with endowment earnings.

One recommendation resulting from the 2013-2014 review of the Katie School was expanding outreach to and collaboration with other units and programs at the University. The committee recognizes Katie School efforts since that review to do so. One Katie School staff member is now responsible for all internal and external communications of the Center. Involvement in center initiatives has expanded to include faculty and students from units outside the College of Business and the Department of Mathematics in the College of Arts and Sciences, such as the Department of Economics, the School of Communication, and the Department of Technology. Between 2014 and 2016, research grants funded by the Katie School were awarded to faculty members from nine disciplines across three colleges.

There are, however, two committee recommendations from the 2013-2014 review that have not yet been fully addressed: compilation of an assessment plan and analysis of benchmark and aspirational centers. The committee asks the Katie School to submit a separate follow-up report to the Office of the Provost regarding each task. The self-study report evidences ongoing efforts by the Katie School to solicit feedback from persons participating in its initiatives and to document outputs of those initiatives (e.g., outcomes of center-sponsored research). Thus, key elements of an assessment plan are in place and need only be compiled into a document that identifies how, when, and by whom each element is implemented and assessment findings are reviewed. Such a document and findings resulting from its implementation can be especially useful in strategic planning and in guiding center operations during staffing transitions. Accordingly, the committee asks the Katie School to submit a completed assessment plan to the Office of the Provost by December 21, 2018. The committee asks centers to study benchmark and aspirational centers as a way of identifying potential center enhancements. Findings of such analyses can also be valuable inputs to strategic planning. While there may not be many other university-affiliated centers in the U.S. that focus on the insurance industry, there are many other centers that support business or business education. Accordingly, the committee asks the Katie School to complete an analysis of benchmark and aspirational centers and submit a summary of its findings, including implications for Katie School initiatives, to the Office of the Provost, also by December 21, 2018.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next center review self-study report, tentatively due October 1, 2022, the committee asks the Katie School to describe actions taken and results achieved for each recommendation.

Explore further development of endowments to support Katie School initiatives. The committee recognizes that the Katie School is funded primarily through annual industry partner contributions and proceeds from annual fundraising events. The committee commends the Center for its extraordinary efforts in securing these funds each year. However, the committee concurs with the Center that having additional endowments to support its initiatives would promote its long-term stability by providing additional sources of funding should annual contributions or fundraising revenues decline. Accordingly, the committee encourages the Center to explore further development of endowments during the next review cycle.

Continue communicating work of the Katie School and establishing interdisciplinary collaborations. As has been noted, the Katie School has made significant progress toward outreach and relationship building during this past review cycle. The committee encourages the Center to continue its efforts to communicate its work beyond the College of Business and to establish additional interdisciplinary collaborations with other units and programs.

Continue efforts to increase diversity in the profession. The committee supports the Katie School in its aspirations to help more students from traditionally underrepresented racial/ethnic groups enter and succeed in the insurance profession. The committee supports the Center in its continuing outreach to minority high school students through its actuarial academy, risk management challenge, and recruitment efforts.

Continue implementing and refining the assessment plan for the Katie School. Beyond the work on assessment that is the subject of a requested follow-up report, the committee encourages the Katie School to periodically assess progress made toward its goals during the next review cycle, use assessment findings to modify operations and initiatives as needed, and consider revisions to the assessment plan based on its experiences with the plan.

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, beginning in fall 2019, documentation for certificate programs are included with the self-study report for the degree program with which the certificate program is associated. Every research and service center recognized by IBHE is reviewed once every four years.

The schedule for program review self-study submissions follows this page. Two versions of the schedule are presented: one organized by the year in which the program review self-study report is due and one organized by academic program and center. The schedule sets forth program review submissions from fall 2018 through fall 2025. The schedule also includes 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.

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 the committee 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 <https://nces.ed.gov/ipeds/cipcode>.

PROGRAM REVIEW SCHEDULE BY YEAR

Note: The program review schedules in this document do not cite certificate programs after 2018. Beginning in 2019, program review documentation for certificate programs is to be submitted with the program review self-study report compiled for the degree program with which the certificate program is associated. Tables of those associations are provided in the section that follows.

Self-study Reports Due October 2018, Reviewed 2018-2019 Summaries Published in *Academic Plan 2019-2024*

Eight-year review (programs)
College of Arts and Sciences
English, B.A. [23.0101]
English, M.A., M.S. [23.0101]
Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate [23.1301]
English Studies, Ph.D. [23.0101]
Mathematics, B.A., B.S. [27.0101]
Mathematics, M.S. [27.0101]
Mathematics Education, Ph.D. [13.1311]
College of Applied Science and Technology
Athletic Training, B.S. [51.0913]
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]
Safety [51.2206]
Renewable Energy, B.S. [15.0503]
College of Education
Library Information Specialist Certificate, Post-Baccalaureate [25.0101]
University-wide Programs
Interdisciplinary Studies, B.A., B.S. [24.0101]
University Studies, B.A., B.S. [24.0102]
Three-year review (progress)
Biological Sciences Teacher Education, B.S. [13.1322]

Self-study Reports Due October 2019, Reviewed 2019-2020 Summaries Published in *Academic Plan 2020-2025*

Eight-year review (programs)
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]
College of Business
Business Education, B.A., B.S., B.S.Ed. [13.1303]
College of Arts and Sciences
Chemistry Education, M.C.E., M.S.C.E. [13.1323]
College of Fine Arts
Music Education, Bachelor of (B.M.E.) [13.1312]
Music Education, Master of (M.M.Ed.) [13.1312]
Three-year review (progress)
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]
Teacher Leader Certificate, Post-Baccalaureate [13.0401]
National Center for Urban Education (Due March 31, 2020)
Four-year review (centers)
Center for Mathematics, Science, and Technology
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT

**Self-study Reports Due October 2020, Reviewed 2020-2021
Summaries Published in *Academic Plan 2021-2026***

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, 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, M.S. [52.0301]
Accountancy, Integrated B.S./M.P.A. [52.0301A]
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]
Three-year review (progress)
Cybersecurity, B.S. [11.1003]
Center for Collaborative Studies in Mathematical Biology
Four-year review (centers)
Center for the Study of Education Policy

**Self-study Reports 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]
Family and Consumer Sciences, M.A., M.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]
College of Arts and Sciences
Molecular and Cellular Biology, B.S. [26.0406]
Biochemistry, B.S. [26.0202]
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]
Mennonite College of Nursing
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Three-year review (progress)
European Studies, B.A. [05.0106]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
Center for Teaching, Learning, and Technology

**Self-study Reports Due October 2022, Reviewed 2022-2023
Summaries Published in *Academic Plan 2023-2028***

Eight-year review (programs)
College of Arts and Sciences
Economics, B.A., B.S. [45.0601]
Applied Economics, M.A., M.S. [45.0601]
Geography, B.A., B.S. [45.0701]
History, B.A., B.S. [54.0101]
History, M.A., M.S. [54.0101]
Political Science, B.A., B.S. [45.1001]
Legal Studies, B.A., B.S. [22.0302]
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]
College of Applied Science and Technology
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
Four-year review (centers)
Center for Child Welfare and Adoption Studies
Center for Insurance and Risk Management (Katie School)

**Self-study Reports Due October 2023, Reviewed 2023-2024
Summaries Published in *Academic Plan 2024-2029***

Eight-year review (programs)
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 Applied Science and Technology
Recreation and Park Administration, B.S. [31.0301]
College of Fine Arts
Art, B.A., B.S. [50.0701]
Art, M.A., M.S. [50.0701]
Art, B.F.A. [50.0702]
Art, M.F.A. [50.0702]
Arts Technology, B.A., B.S. [50.9999]
Arts Technology, 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]
College of Education
College Student Personnel Administration, M.S. [13.1102]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Mary and Jean Borg Center for Reading and Literacy
National Center for Urban Education
Radio Station WGLT

**Self-study Reports 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 the Study of Education Policy

**Self-study Reports Due October 2025, Reviewed 2025-2026
Summaries Published in *Academic Plan 2026-2031***

Eight-year review (programs)
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]
College of Applied Science and Technology
Environmental Health, B.S. [51.2202]
Health Information Management, B.S. [51.0706]
Cybersecurity, B.S. [11.1003]
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)
Adlai Stevenson II Center for Community and Economic Development
Center for Teaching, Learning, and Technology

PROGRAM REVIEW SCHEDULE BY PROGRAM AND CENTER

ACADEMIC PROGRAMS

Accountancy, B.S.: 2020
Accountancy, M.S.: 2020
Accountancy, Integrated B.S./M.P.A.: 2020
Agriculture, B.S.: 2020
Agriculture, M.S.: 2020
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
Arts Technology, B.A., B.S.: 2023
Arts Technology, M.S.: 2023
Athletic Training, B.S.: 2018
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.: 2018 (new program progress report), 2023
Business Administration, B.S.: 2020
Business Administration, M.B.A.: 2020
Business Information Systems, B.S.: 2020
Business Education, B.A., B.S., B.S.Ed.: 2019
Chemistry, B.S.: 2024
Chemistry, M.S.: 2024
Chemistry Education, M.C.E., M.S.C.E.: 2019
Clinical-Counseling Psychology, M.A., M.S.: 2020
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
Construction Management, B.S.: 2020
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.: 2019
Economics, B.A., B.S.: 2022
Educational Administration, M.S., M.S.Ed.: 2019
Educational Administration, Ed.D., Ph.D.: 2019
Elementary Education, B.S., B.S.Ed.: 2019
Engineering Technology, B.S.: 2020
English, B.A.: 2018
English, M.A., M.S.: 2018
English Studies, Ph.D.: 2018
Environmental Health, B.S.: 2025
European Studies, B.A.: 2021 (new program progress report)
Exercise Science, B.S.: 2018
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.: 2019 (new program progress report), 2021
Finance, B.S.: 2020
Food, Nutrition, and Dietetics, B.A., B.S.: 2019 (new program progress report), 2021

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.: 2020
 Health Promotion and Education, B.S., B.S.Ed.: 2018
 Health Information 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.: 2019 (new program progress report), 2021
 Hydrogeology, M.S.: 2024
 Industrial Technology, B.S.: 2020
 Information Systems, B.S.: 2021
 Information Systems, M.S.: 2021
 Interdisciplinary Studies, B.A., B.S.: 2018
 Interior Design, B.A., B.S.: 2019 (new program progress report), 2021
 International Business, B.A., B.S.: 2020
 Journalism, B.A., B.S.: 2023
 Kinesiology and Recreation, M.S.: 2018
 Languages, Literatures, and Cultures, M.A.: 2021
 Legal Studies, B.A., B.S.: 2022
 Library Information Specialist Certificate, Post-Baccalaureate: 2018
 Management, B.S.: 2020
 Marketing, B.S.: 2020
 Mass Media, B.A., B.S.: 2023
 Mathematics, B.A., B.S.: 2018
 Mathematics, M.S.: 2018
 Mathematics Education, Ph.D.: 2018
 Medical Laboratory Science, B.S.: 2018
 Middle Level Teacher Education, B.S., B.S.Ed.: 2019
 Molecular and Cellular Biology, B.S.: 2021
 Music, M.M.: 2023
 Music (Liberal Arts), B.A., B.S.: 2023
 Music Education, B.M.E.: 2019
 Music Education, M.M.Ed.: 2019
 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
 Philosophy, B.A.: 2020
 Physical Education, B.S., B.S.Ed.: 2018
 Physics, B.S.: 2024
 Political Science, B.A., B.S.: 2022
 Political Science, M.A., M.S.: 2022
 Psychology, B.A., B.S.: 2020
 Psychology, M.A., M.S.: 2020
 Public Relations, B.A., B.S.: 2023
 Reading, M.S.Ed.: 2019
 Recreation and Park Administration, B.S.: 2023
 Renewable Energy, B.S.: 2018
 Risk Management and Insurance, B.S.: 2020
 Safety, B.S.: 2018
 School Psychology, S.S.P.: 2020
 School Psychology, Ph.D.: 2020
 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.: 2019

Special Education, M.S., M.S.Ed.: 2019
 Special Education, Ed.D.: 2019
 Speech-Language Pathology, M.A., M.S.: 2025
 Teacher Leader, Post-Baccalaureate Certificate: 2019 (new program progress report)
 Teaching and Learning, M.S.: 2019
 Teaching and Learning, Ed.D.: 2019
 Teaching Writing High/Middle School, Post-Baccalaureate Graduate Certificate: 2018
 Technology, M.S.: 2020
 Technology and Engineering Education, B.S.: 2020
 Theatre, B.A., B.S.: 2023
 Theatre Studies, M.A., M.S.: 2023
 Theatre, M.F.A.: 2023
 University Studies, B.A., B.S.: 2018

CERTIFICATE PROGRAMS (BEGINNING FALL 2019)

Beginning with fall 2019 self-study report submissions, program review documentation for certificate programs is to be submitted with the program review self-study report compiled for the degree program with which the certificate program is associated.

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.
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.
Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate	Special Education, M.S., M.S.Ed.
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.)
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.
Library Information Specialist Certificate, Post-Baccalaureate	Teaching and Learning, M.S.
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.

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Quality Management and Analytics Graduate Certificate	Technology, M.S.
Social Aspects of Aging Graduate Certificate	Sociology, M.A., M.S.
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 and Gender 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
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)	Organizational Leadership Graduate Certificate
Educational Administration, M.S., M.S.Ed.	Teacher Leader Certificate, Post-Baccalaureate
Educational Administration, Ed.D., Ph.D.	Chief School Business Official, Post-Master's Graduate Certificate General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate
English, M.A., M.S.	Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate
Hydrogeology, M.S.	Hydrogeology Geographic Information Systems (GIS) Graduate Certificate
Information Systems, M.S.	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

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
Sociology, M.A., M.S.	Social Aspects of Aging Graduate Certificate Women's and Gender 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

RESEARCH AND SERVICE CENTERS

Adlai Stevenson II Center for Community and Economic Development: 2021, 2025
Center for Child Welfare and Adoption Studies: 2022
Center for Collaborative Studies in Mathematical Biology: 2020 (temporary center progress report), 2024
Center for Insurance and Risk Management (Katie School): 2022
Center for Mathematics, Science, and Technology: 2019, 2023
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: 2019, 2023
National Center for Urban Education: March 30, 2020 (temporary center progress report), 2023
Radio Station WGLT: 2019, 2023