ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2025-2030

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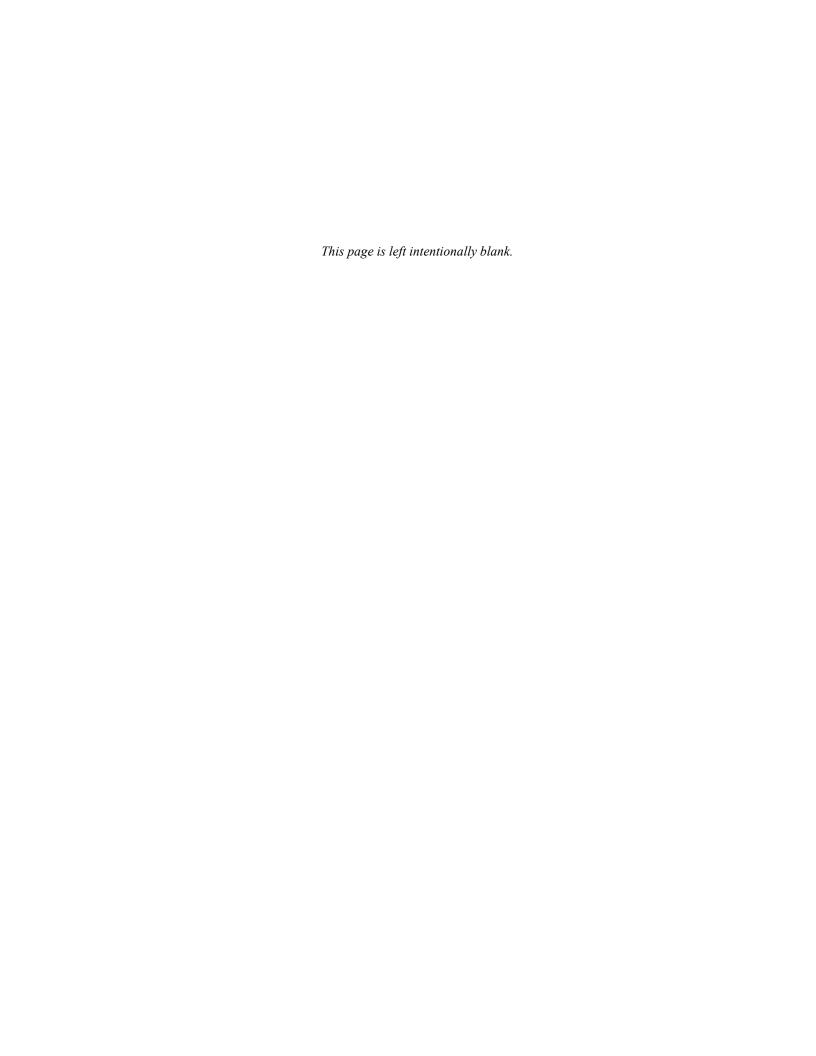## REGARDING ACADEMIC PROGRAMS AND INITIATIVES

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

Draft submitted to the Academic Senate of Illinois State University
May 7, 2025

Submitted to the Board of Trustees of Illinois State University
July 25, 2025

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PREFACE

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

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

The Division of Academic Affairs approaches strategic planning as an iterative process that involves setting forth initiatives to be addressed over a five-year period and then annually reviewing those initiatives for changes that may be necessitated by factors internal or external to the University. This practice was first adopted with compilation of *Academic Plan 1973-1978*. In planning documents from that period, the Academic Planning Committee wrote that it "anticipates making an annual revision of the Academic Plan in order that the University may keep clearly in view the direction in which it is headed and the process by which it achieves its goal." Thus, since adoption of the 1973-1978 plan, academic strategic planning at the University has involved annual compilation of a rolling five-year plan. *Academic Plan 2024-2029* is the 51st such plan in the series. Since adoption of the first university-wide strategic plan, *Educating Illinois 2000-2007*, the Division of Academic Affairs and its constituent units have aligned initiatives and priorities articulated in the Academic Plan with the vision, mission, values, goals, and strategies set forth in the university strategic plan.

At Illinois State University, its faculty has primary responsibility for academic programs of the institution. The *Illinois State University Constitution* provides for faculty involvement in establishing and disestablishing academic programs and for periodic review by faculty of all academic programs to ensure their effectiveness and viability. The *Governing Document of the Board of Trustees* calls for annual reports to the board regarding academic program changes and results of program reviews. Thus, this document includes an inventory of academic programs offered by the institution, changes to those programs during Fiscal 2024, and summaries of program reviews conducted during the last year.

A NOTE REGARDING COVERAGE YEARS OF MULTI-YEAR STRATEGIC PLANS

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

ACKNOWLEDGEMENTS

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2025-2030

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

Department of Physics

School of Communication

School of Social Work

WONSOOK KIM COLLEGE OF FINE ARTS

School of Theatre, Dance, and Film

RESEARCH AND SERVICE CENTERS

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 advises the president in matters pertaining to academic policies, programs, and planning.

Academic programs of the University are administered by seven colleges: Applied Science and Technology, Arts and Sciences, Business, Education, Engineering, Fine Arts, and Nursing. Administration of graduate programs offered by the colleges is coordinated by the Graduate School. The 2024-2025 university catalog describes 76 undergraduate degree programs, 48 master's degree programs, 10 doctoral programs, and 41 graduate certificate programs offered by the University (see Inventory of Academic Programs and Centers in this document for a complete list). The University supports 10 research and service centers recognized by the Illinois Board of Higher Education. University academic and research programs are supported by the services and collections of Milner Library.

Illinois State University offers its academic programs through authority granted by Illinois Board of Higher Education. The University is accredited by the Higher Learning Commission (HLC), one of six regional higher education accrediting bodies recognized by the U.S. Department of Education. HLC last re-affirmed its accreditation of Illinois State University on January 23, 2025, as meeting all quality standards of the commission. The Institutional Action Committee requested a monitoring report of program assessment processes due in late 2026. In addition, Illinois State University is affiliated with 40 specialized accreditation associations that accredit or otherwise recognize the quality of academic units or plans of study. Approximately 40 percent of the 363 sequences of study offered by Illinois State are recognized by one or more of those professional associations (as of July 1, 2024). On November 8, 2019, the teacher education unit, which consists of approximately 35 educator preparation plans of study, was accredited by the Council for the Accreditation of Educator Preparation (CAEP). Educator preparation programs also report annually to the Illinois State Board of Education.

Illinois State has a long-standing goal of enrolling between 20,000 and 21,000 students. In fall 2024 the institution enrolled 21,546 students, 89 percent (19,107) of whom were undergraduate students and 11 percent (2,439) of whom were graduate students.

Just over 81 percent of first-time-in-college students entering the University in fall 2023 returned for the fall 2024 semester. Sixty-five percent of students who enrolled in the University as first-time-in college students in fall 2018 graduated within six years. In Fiscal 2024 the University conferred 5,780 degrees.

In fall 2024 Illinois State University employed 1,524 departmental faculty members (tenure track and non-tenure track), an increase of 26 faculty members from fall 2023. The undergraduate student-to-faculty ratio is 19:1. Hallmarks of Illinois State University include individualized attention to students and faculty involvement of students in collaborative research at both the graduate and undergraduate level.

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

UNIVERSITY STRATEGIC PLAN

Excellence by Design: Illinois State –
The Strategic Plan for Illinois' First Public University 2024-2029

A MESSAGE FROM PRESIDENT TARHULE

Dear Friends,

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

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

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

Respectfully,

Aondover Tarhule, President
Illinois State University

INTRODUCTION

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

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

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

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

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

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

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

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

OUR MISSION

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

OUR VISION

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

OUR VALUES

Excellence in Teaching, Learning, and Scholarship

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

Individualized Attention

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

Equity, Diversity, Access, and Belonging

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

Collaboration

The Illinois State University community works collaboratively through shared governance to ensure a culture of success, development, and continuous improvement. The University partners with business, industry, government,

and educational entities to expand outreach and provide leadership expertise in local, statewide, national, and international initiatives.

Community and Civic Engagement

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

Respect

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

Integrity

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

OUR STRATEGIC DIRECTIONS

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

I. Cultivate a Culture of Success and Belonging

II. Foster a Culture of Responsible Stewardship

III. Elevate Our Institutional Excellence

IV. Expand Mutually Beneficial Partnerships

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

STRATEGIC DIRECTION I: Cultivate a Culture of Success and Belonging

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

GOAL A: Champion Student Success

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

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

   OBJECTIVE 3: Elevate career development and readiness

   OBJECTIVE 4: Encourage student engagement through cocurricular involvement

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

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

OBJECTIVE 2: Enhance campus internationalization efforts and global engagement experiences

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

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

GOAL C: Promote a Community of Well-Being

OBJECTIVE 1: Highlight, promote, and expand student services

OBJECTIVE 2: Broaden support to meet Redbird mental health needs

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

GOAL D: Bolster Faculty and Staff Success

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

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

OBJECTIVE 3: Expand on a maximally adaptive and flexible workforce

STRATEGIC DIRECTION II: Foster a Culture of Responsible Stewardship

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

GOAL A: Improve Efficiencies Across Campus

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

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

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

GOAL B: Advance Strategic Enrollment Management Methods

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

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

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

GOAL C: Invest in Campus Infrastructure and Operational Resiliency

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

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

    OBJECTIVE 3: Invest in campus safety efforts

    OBJECTIVE 4: Implement continuity of operations

GOAL D: Expand Our Commitment to a Culture of Sustainability

    OBJECTIVE 1: Support sustainability through academic programs and scholarly activities

    OBJECTIVE 2: Optimize campus operations to maximize sustainability

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

STRATEGIC DIRECTION III: Elevate Our Institutional Excellence

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

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

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

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

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

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

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

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

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

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

GOAL C: Enhance Institutional Recognition

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

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

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

STRATEGIC DIRECTION IV: Expand Mutually Beneficial Partnerships

Illinois State University recognizes that success is the result of collaboration, be it in the classroom, across the community, or around the globe. Striving to be a bastion of cooperation through coordinated internal engagement, enhancing the culture of philanthropy, and targeted external engagement, all participants can benefit from accomplishments together.

GOAL A: Foster Coordinated Internal Engagement

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

    OBJECTIVE 2: Encourage interdisciplinary learning and scholarship

    OBJECTIVE 3: Improve campus communication and transparency

GOAL B: Enhance a Culture of Philanthropy

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

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

    OBJECTIVE 3: Increase faculty and staff involvement in university philanthropy

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

GOAL C: Target External Engagement

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

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

    OBJECTIVE 3: Strengthen and expand our corporate relationships

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

    OBJECTIVE 5: Foster relationships with community colleges and international institutions

Planning and Consultation Processes

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

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

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

Excellence by Design: 2024-2029 received approval from the president's cabinet, endorsements from the Illinois State University shared governance groups: Academic Senate, Student Government Association, Administrative/Professional Council, and Civil Service Council, and then was approved by the Illinois State University Board of Trustees on May 10, 2024.

Groups consulted by the Strategic Planning Task Force

Academic Advising Council

Academic Leadership Council

Academic Senate – Planning and Finance Committee

Administrative/Professional Council

Alumni Association Board

Bloomington-Normal Economic Development Council

McLean County Chamber of Commerce

City of Bloomington Leadership

Civil Service Council

College of Applied Science and Technology Council

College of Arts and Sciences Council

College of Business Coordinating Team

College of Education Council

Graduate Council

Illinois State University Foundation Board

Intercollegiate Athletics Leadership Team

Mennonite College of Nursing Leadership Council

Milner Library Council

Office of the President Leadership

President's Cabinet

Student Affairs Council

Student Government Association

Town of Normal Leadership

Vice President of Finance and Planning Leadership Team

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

Vice President of University Advancement Leadership Team

Wonsook Kim College of Fine Arts Council

Strategic Planning Task Force Members

Brian Beam*, Executive Director, University Marketing and Communications

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

Dr. Indu Christopherson, Instructional Assistant Professor, Chemistry

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

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

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

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

Dr. Shawn Hitchcock, Professor, Chemistry

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

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

Dr. J. Scott Jordan, Chair, Psychology

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

Megan Kybartas, Graduate Student (beginning August 2023)

Derek Lough, Graduate Student (through July 2023)

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

Dr. Judy Neubrander, Dean, Mennonite College of Nursing

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

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

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

Zach Roy, Undergraduate Student, Student Government Association

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

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

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

Rick Valentin, Professor, Creative Technologies, School of Music

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

*Indicates Steering Team Member

Task Force Support

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

SECTION II

ACADEMIC AFFAIRS PROGRAMS AND INITIATIVES

INVENTORY OF ACADEMIC PROGRAMS AND CENTERS

Academic programs and research and service centers at Illinois State University as of July 1, 2024 are listed below in six categories.

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

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

The "CIP Code" following the plan of study name is the Classification of Instructional Programs Code (or CIP code). For more information about CIP codes, see Summaries of 2022-2023 Program Reviews in this document.

> ***Changes made to this program inventory during the year ending June 30, 2025 are listed in the Academic Program and Center Changes 2024-2025 section of this document.***

BACHELOR'S DEGREE PROGRAMS

Accountancy, B.S.
CIP Code: 52.0301
Accounting Business Analytics
Accounting Information Systems
Business Information Systems
Financial Accounting

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

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

Anthropology, B.A., B.S.
CIP Code: 45.0201
Anthropology
Anthropology Accelerated

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

Art, B.F.A.
CIP Code: 50.0702
Graphic Design
Studio Arts

Biochemistry, B.S.
CIP Code: 26.0202
Biochemistry (major plan of study)

Biological Sciences, B.S.
CIP Code: 26.0101
Conservation Biology
General Biology
Physiology, Neuroscience, and Behavior
Plant Biology
Zoology

Biological Sciences Teacher Education, B.S.
CIP Code: 13.1322
Biological Sciences Teacher Education (major plan of study)

Business Administration, B.S.
CIP Code: 52.0201
Business Administration (major plan of study)

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

Business Information Systems, B.S.
CIP Code: 52.1201
BIS Business Analytics
Business Information Systems

Chemistry, B.S.
CIP Code: 40.0501
Chemistry (major plan of study)
Chemistry Teacher Education
Pedagogy Emphasis

Communication Sciences and Disorders, B.S.
CIP Code: 51.0204
Communication Sciences and Disorders (major plan of study)

Communication Studies, B.A., B.S.
CIP Code: 09.0101
Communication Studies (major plan of study)
Interpersonal Communication
Organizational and Leadership Communication
Public Culture and Advocacy Communication

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

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

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

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

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

Criminal Justice Sciences, B.A., B.S.
CIP Code: 43.0104
Criminal Justice Sciences
Criminal Justice Sciences Accelerated

Cybersecurity, B.S.
CIP Code: 11.1103
Cybersecurity (major plan of study)

Early Childhood Education, B.S., B.S.Ed.
CIP Code: 13.1210
Early Childhood Education (major plan of study)
Pedagogy Emphasis

Economics, B.A., B.S.
CIP Code: 45.0601
General Economics
Managerial Economics

Elementary Education, B.S., B.S.Ed.
CIP Code: 13.1202
Bilingual/Bicultural Teacher Education (English-Spanish)
Elementary Education (major plan of study)

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

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

Environmental Systems Science and Sustainability, B.S.
CIP Code: 03.0104
Traditional Environmental Systems Science and Sustainability (major plan of study)
Environmental Systems Science and Sustainability Accelerated

Family and Consumer Sciences, B.A., B.S.
CIP Code: 9.0101
Family and Consumer Sciences Teacher Education
General

Finance, B.S.
CIP Code: 52.0801
General Finance

French and Francophone Studies, B.A.
CIP Code: 16.0901
French and Francophone Studies (major plan of study)
French Teacher Education

Geology, B.S.
CIP Code: 40.0601
Earth and Space Science Teacher Education
Geology
Traditional Geology Accelerated

Graphic Communications Technology, B.S.
CIP Code: 10.0301
Graphic Communications (major plan of study)

Health Promotion and Education, B.S., B.S.Ed.
CIP Code: 13.1307
Public Health
Public Health Accelerated
School Health Education
Integrative Health and Wellness

Human Development and Family Science, B.A., B.S.
CIP Code: 19.0701
Human Development and Family Science
Human Development and Family Science/Child Life Accelerated

Environmental Health and Sustainability, B.S.
CIP Code: 51.2202
Environmental Health (major plan of study)

Exercise Science, B.S.
CIP Code: 31.0505
Allied Health Professions
Health and Human Performance

Fashion Design and Merchandising, B.A., B.S.
CIP Code: 19.0901
Fashion Design and Merchandising
Fashion Design and Merchandising Accelerated

Food, Nutrition, and Dietetics, B.A., B.S.
CIP Code: 51.3101
Dietetics
Dietetics Accelerated
Food and Beverage Management
Food and Beverage Management Accelerated

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

German, B.A.
CIP Code: 16.0501
German (major plan of study)
German Teacher Education

Health Informatics and Management, B.S.
CIP Code: 51.0706
Health Informatics
Healthcare Leadership
Registered Health Information Technician to Health Informatics and Management (RHIT-HIM) Online

History, B.A., B.S.
CIP Code: 54.0101
History – General
History – General accelerated
History-Social Sciences Teacher Education
History-Social Sciences Teacher Education Accelerated

Information Systems, B.S.
CIP Code: 11.0103
Artificial Intelligence and Decision Making
Integration of Enterprise Systems
Systems Development/Analyst
Web Application Development

Interdisciplinary Studies, B.A., B.S.
CIP Code: 24.0101
Human and Educational Service
Individualized Studies
Liberal Studies

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

Legal Studies, B.A., B.S.
CIP Code: 22.0302
General Legal Studies
Legal Studies: Language Integration

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

Mathematics, B.A., B.S.
CIP Code: 27.0101
Actuarial Science
Data Science and Computational Mathematics
Mathematics (major plan of study)
Mathematics Accelerated
Mathematics Teacher Education
Pedagogy Emphasis
Statistics

Middle Level Teacher Education, B.S., B.S. Ed.
CIP Code: 13.1203
Middle Level Teacher Education (major plan of study)

Music (Liberal Arts), B.A., B.S.
CIP Code: 50.0901
Liberal Arts
Music Business

Music (Performance), Bachelor of (B.M.)
CIP Code: 50.0903
Band and Orchestra Instruments Performance
Classical Guitar Performance
Composition
Composition/Theory Emphasis
Jazz Studies
Piano Performance
Music Therapy
New Media Composition
Voice Performance

Occupational Safety and Health, B.S.
CIP Code: 51.2206
Occupational Safety and Health (major plan of study)

Interior Design, B.A., B.S.
CIP Code: 50.0408
Interior Design
Interior Design Accelerated

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

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

Mass Media, B.A., B.S.
CIP Code: 9.0102
Media Arts
Media Management, Promotion, and Sales

Medical Laboratory Science, B.S.
CIP Code: 51.1005
Medical Laboratory Science (major plan of study)

Molecular and Cellular Biology, B.S.
CIP Code: 26.0406
Molecular and Cellular Biology (major plan of study)

Music Education, Bachelor of (B.M.E.)
CIP Code: 13.1312
Choral-General-Keyboard
Choral-General-Vocal
Instrumental-Band
Instrumental-Orchestra

Nursing, B.S.N.
CIP Code: 51.3801
Pre-licensure BSN (sequence)
RN to BSN (sequence)

Philosophy, B.A.
CIP Code: 38.0101)
Philosophy (major plan of study)

Physical Education, B.S., B.S.Ed.
CIP Code: 13.1314
Kinesiology Studies
Physical Education Teacher Education

Physics, B.S.
CIP Code: 40.0801
Biophysics
Computational Physics
Engineering Physics Dual Degree Program
Physics (major plan of study)
Physics Teacher Education

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

Psychology, B.A., B.S.
CIP Code: 42.0101
Psychology (major plan of study)

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

Recreation and Sport Management, B.S.
CIP Code: 31.0301
Recreation Management
Therapeutic Recreation

Risk Management and Insurance, B.S.
CIP Code: 52.1701
Business Information Systems
Risk Management and Insurance

Social Work, Bachelor of (B.S.W.)
CIP Code: 44.0701
Social Work (major plan of study)

Sociology, B.A., B.S.
CIP Code: 5.1101
Sociology (major plan of study)

Spanish, B.A.
CIP Code: 16.0905
Spanish (major plan of study)
Spanish Teacher Education

Special Education, B.S.Ed.
CIP Code: 13.1001
Specialist in Deaf and Hard of Hearing
Specialist in Learning and Behavior
Specialist in LBS 1 Online
Specialist in Low Vision and Blindness

Sustainable and Renewable Energy, B.S.
CIP Code: 15.0503
Sustainable and Renewable Energy (major plan of study)

Technology and Engineering Education, B.S.
CIP Code: 13.1309
Technology and Engineering Education (major plan of study)

Theatre, B.A., B.S.
CIP Code: 50.0501
Acting
Dance
Dance Teacher Education
Film and Digital Media
Musical Theatre
Production Design Technology
Theatre Studies
Theatre Teacher Education

UNDERGRADUATE MINOR PROGRAMS

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

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

MASTER'S DEGREE PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Family and Consumer Sciences, M.A., M.S.
CIP Code: 19.0101
Childlife
Fashion Design and Merchandising
Human Development and Family Science
Interior Design

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

Hydrogeology, M.S.
CIP Code: 40.0605
Hydrogeology (major plan of study)

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

Kinesiology and Recreation, M.S.
CIP Code: 31.0501
Applied Community and Economic Development
Athletic Training
Biomechanics
Exercise Physiology
Physical Education Pedagogy
Psychology of Sport and Physical Activity
Recreation Administration
Sport Management
Sport Management (online)

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

Marketing Analytics M.S.
CIP Code: 30.7102
Marketing Analytics (major plan of study)

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

Music, Master of (M.M.)
CIP Code: 50.0901
Collaborative Piano
Composition
Conducting
Jazz Performance
Music Therapy
Performance
String Pedagogy

Music Education, Master of (M.M.Ed.)
CIP Code: 13.1312
Music Education (major plan of study)

Nursing, Master of Science in
CIP Code: 51.3801
Family Nurse Practitioner
Leadership and Management

Nutrition, M.S.
CIP Code: 51.3101
Nutrition
Dietetic Internship

Physics, M.S.
CIP Code 40.001
Physics (major plan of study)

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

Psychology, M.A., M.S.
CIP Code: 42.0101
Cognitive and Experimental Psychology
Developmental
Industrial-Organizational-Social
Quantitative

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

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

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

Sociology, M.A., M.S.
CIP Code: 45.1101
Applied Community and Economic Development
Sociology (major plan of study)

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

Special Education, M.S., M.S.Ed.
CIP Code: 13.1001
Special Education
Interdisciplinary Early Intervention Sensory Disabilities

Speech-Language Pathology, M.A., M.S.
CIP Code: 51.0204
Speech-Language Pathology (major plan of study)

STEM MBA
CIP Code: 52.1399
STEM MBA (major plan of study)

Teaching and Learning, M.S.
CIP Code: 13.0301
Teaching and Learning
Bilingual/ESL

Technology, M.S.
CIP Code: 15.0612
Project Management
Quality Management and Analytics
STEM Education and Leadership
Technology (major plan of study)
Training and Development

Theatre, M.F.A.
CIP Code: 50.0501
Theatre (major plan of study/no sequence)

Theatre Studies, M.A., M.S.
CIP Code: 50.0501
Theatre (major plan of study)

DOCTORAL DEGREE PROGRAMS

Audiology, Doctor (Au.D.)
CIP Code: 51.0204
Audiology (major plan of study)

Biological Sciences, Ph.D.
CIP Code: 26.0101
Behavior, Ecology, Evolution, and Systematics
Biological Sciences (major plan of study)
Molecular and Cellular Biology
Neuroscience and Physiology

Educational Administration, Ed.D., Ph.D.
CIP Code: 13.0401
Educational Administration (major plan of study)
Higher Educational Administration
Leadership, Equity, and Inquiry

English Studies, Ph.D.
CIP Code: 23.0101
English Studies (major plan of study)

Mathematics Education, Ph.D.
CIP Code: 13.1311
Mathematics Education (major plan of study)

Nursing, Ph.D.
CIP Code: 51.3808
BSN to Ph.D.
Nursing (major plan of study)
Post Master's

Nursing Practice, Doctor of (D.N.P.)
CIP Code: 51.3818
Nursing Practice (major plan of study)
Post Master's
Leadership and Management
Family Nurse Practitioner

School Psychology, Ph.D.
CIP Code: 42.2805
School Psychology (major plan of study)

Special Education, Ed.D.
CIP Code: 13.1001
Special Education (major plan of study)

Teaching and Learning, Ed.D.
CIP Code: 13.0301
Teaching and Learning (major plan of study)

GRADUATE CERTIFICATE PROGRAMS

NOTE: The number in parentheses following the certificate name is the Classification of Instructional Program (or CIP) code.
For more information about CIP codes, see Summaries of 2023-2024 Program Reviews in this document.

Anthropology Geographic Information Systems (GIS) Graduate Certificate (45.0299)
Behavior Intervention Specialist Graduate Certificate (13.1005)
Biology Geographic Information Systems (GIS) Graduate Certificate (26.9999)
Business Analytics Graduate Certificate (52.1301)
Chief School Business Official, Post-Master's Graduate Certificate (13.0499)
Curriculum Adaptation Specialist Graduate Certificate (13.1099)
Data Science: Computer Science Graduate Certificate (11.0899)
Data Scientist: Business Information Systems in Accounting Graduate Certificate (11.0802)
Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate (13.1003)
Dietetic Internship Graduate Certificate (51.3101)
Director of Special Education, Post-Master's Graduate Certificate for (13.0402)
Early Intervention Vision Specialist Graduate Certificate (13.1009)
Family Nurse Practitioner Certificate, Post-Master's (51.3805)
Forensic Accountant Graduate Certificate (42.0117)
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate (13.0409)
Health and Wellness Coaching Graduate Certificate (51.2201)
Hydrogeology-Geographic Information Systems (GIS) Graduate Certificate (40.0699)
Information Assurance and Security Graduate Certificate (11.1003)
Instructional Technology in World Languages Graduate Certificate (13.1306)
Internet Application Development Graduate Certificate (11.0801)
IS Audit and Control Specialist Graduate Certificate (52.0208)
Library Information Specialist Certificate, Post-Baccalaureate (25.0101)
Multiple Disabilities Specialist Graduate Certificate (13.1007)
Network and Telecommunications Management Graduate Certificate (11.0901)
Organizational Leadership Graduate Certificate (52.0213)
Project Management Graduate Certificate (52.0211)
Psychiatric Mental Health Nurse Practitioner Graduate Certificate (51.3810)
Quality Management and Analytics Graduate Certificate (15.0702)
School Nurse Graduate Certificate (51.3899)
School Psychology, Specialist in (S.S.P.) (42.2805)
School Social Work Graduate Certificate (44.0701)
Social Aspects of Aging Graduate Certificate (30.1101)
Specialist in LBS1 Online Graduate Certificate (13.1001)
Sport Coaching and Leadership Graduate Certificate (31.0501)
STEM Education and Leadership Graduate Certificate (13.1399)
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate (13.0411)
Systems Analyst Graduate Certificate (11.0501)
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate (13.1401)
Technology Specialist Graduate Certificate (13.0501)
Training and Development Graduate Certificate (13.1320)
Transition Specialist Graduate Certificate (13.1019)
Women's, Gender, and Sexuality Studies Graduate Certificate (05.0207)

RESEARCH AND SERVICE CENTERS

As of July 1, 2024, Illinois State University had 8 research and service centers recognized by the Illinois Board of Higher Education (IBHE) for their contributions to research, public policy development and evaluation, and service to citizens of Illinois. Each center is briefly described below. Information provided was effective July 1, 2024.

In addition to these 8 centers, Illinois State also operates numerous centers and institutes not officially recognized by IBHE. Those additional centers primarily support academic programs or student services at the University or

provide services locally or regionally. Information regarding those additional centers and institutes can be found on websites of the College of Applied Science and Technology, College of Arts and Sciences, College of Business, and College of Education.

Adlai Stevenson II Center for Community and Economic Development

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

Center for Child Welfare and Adoption Studies

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

Center for Insurance and Risk Management (Katie School)

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

Center for Mathematics, Science, and Technology (CeMaST)

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

Center for Integrated Professional Development (CIPD)
(formerly known as the Center for Teaching, Learning, and Technology (CTLT)

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

Center for the Study of Education Policy (CSEP)

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

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

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

Radio Station WGLT

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

ACADEMIC PROGRAM AND CENTER CHANGES 2024-2025

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2024 and ending June 30, 2025 The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

<u>Degree Programs</u>

Data Science, B.S.
Department of Mathematics, College of Arts and Sciences
Effective May 19, 2025

Sports Communication, B.A., B.S.
School of Communication, College of Arts and Sciences
Effective May 19, 2025

<u>Sequences</u>

Big Data and Computational Intelligence sequence, in B.S. in Data Science
Department of Mathematics, College of Arts and Sciences
Effective May 19, 2025

Business Analytics sequence, in B.S. in Data Science
Department of Marketing, College of Business
Effective May 19, 2025

Population Health sequence, in B.S. in Data Science
Department of Health Sciences, College of Applied Science and Technology
Effective May 19, 2025

Social Demographic/Public Policy Analysis sequence, in B.S. in Data Science
Department of Sociology and Anthropology & Department of Politics and Government, College of Arts and Sciences
Effective May 19, 2025

Individualized Plan of Study sequence, in B.S. in Data Science
Interdisciplinary Studies, Office of the Provost
Effective May 19, 2025

Teacher Education online sequence, in M.A., M.S. in Family and Consumer Sciences
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 19, 2025

Fashion Merchandising sequence, in B.A., B.S. in Fashion Design and Merchandising
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 19, 2025

Fashion Merchandising accelerated sequence, in B.A., B.S. in Fashion Design and Merchandising
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 19, 2025

French and Francophone Studies General sequence, in B.A. in French and Francophone Studies
Department of Languages, Literatures, and Cultures, College of Arts and Sciences
Effective May 19, 2025

German General sequence, in B.A. in German
Department of Languages, Literatures, and Cultures, College of Arts and Sciences
Effective May 19, 2025

Spanish General sequence, in B.A. in Spanish
Department of Languages, Literatures, and Cultures, College of Arts and Sciences
Effective May 19, 2025

Spanish accelerated sequence, in B.A. in Spanish
Department of Languages, Literatures, and Cultures, College of Arts and Sciences
Effective May 19, 2025

Social Inquiry sequence, in B.A., B.S. in Sociology and Anthropology
Department of Sociology and Anthropology, College of Arts and Sciences
Effective May 19, 2025

Social Research sequence, in B.A., B.S. in Sociology and Anthropology
Department of Sociology and Anthropology, College of Arts and Sciences
Effective May 19, 2025

Traditional Geography sequence, in B.A., B.S. in Geography
Department of Geography, Geology, and the Environment, College of Arts and Sciences
Effective May 19, 2025

Public Health accelerated sequence, in B.S., B.S.E. Health Promotion and Education
Department of Health Sciences, College of Applied Science and Technology
Effective May 19, 2025

Physics Accelerated sequence, in M.S. in Physics
Department of Physics, College of Arts and Sciences
Effective May 19, 2025

Early Childhood Education Workforce Online Licensure sequence, in B.S., B.S.Ed. in Early Childhood Education
School of Teaching and Learning
Effective May 19, 2025

Early Childhood Education Workforce Online Pedagogy sequence, in B.S., B.S.Ed. in Early Childhood Education
School of Teaching and Learning
Effective May 19, 2025

Athletic Training accelerated sequence, in B.S. in Exercise Science
School of Kinesiology and Recreation
Effective May 19, 2025

Applied Health Sciences sequence, in B.S., B.S.E. in Health Promotion and Education
Department of Health Sciences, College of Applied Science and Technology
Effective May 19, 2025

Applied Community and Economic Development sequence, in Master of Public Health
Department of Health Sciences, College of Applied Science and Technology
Effective May 18, 2026

Minors

Marketing, Minor in
Department of Marketing, College of Business
Effective May 19, 2025

Certificates

Queer Studies undergraduate certificate, in Women's, Gender, and Sexuality Studies
College of Arts and Sciences
Effective May 19, 2025

Teacher Education online graduate certificate, in M.A., M.S. in Family and Consumer Sciences
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 19, 2025

Law and Philosophy undergraduate certificate
Department of Philosophy
Effective May 18, 2026

Latin American and Latino Studies graduate certificate
Interdisciplinary Studies
Effective May 18, 2026

DISESTABLISHED PLANS OF STUDY OR CENTERS

Degree Sequences

Visual Culture sequence, in M.A., M.S. in Art program
Wonsook Kim School of Art, Wonsook Kim College of Fine Arts
Effective May 19, 2025

Certificates

IS Audit and Control Specialist Graduate Certificate
Department of Accounting, College of Business
Effective May 19, 2025

NAME CHANGES

Academic Unit

From Wonsook Kim School of Art
To Wonsook Kim School of Art and Design
Woonsok Kim College of Fine Arts
Effective May 18, 2026

<u>Sequences</u>

B.A., B.S. in Fashion Design and Merchandising
From: Fashion Design and Merchandising sequence
To: Fashion Design and Product Development sequence
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 19, 2025

B.A., B.S. in Fashion Design and Merchandising
From: Fashion Design and Merchandising Accelerated sequence
To: Fashion Design and Product Development Accelerated sequence
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 19, 2025

<u>Minors</u>

From: Civic Engagement and Responsibility, Minor in
To: Civic Engagement and Social Change, Minor in
Interdisciplinary Studies
Effective May 18, 2026

INVENTORY OF ACCREDITED ACADEMIC PROGRAMS

Illinois State University is accredited by the Higher Learning Commission (HLC), one of six regional accrediting agencies recognized by the U.S. Department of Education. Information regarding the terms of this accreditation is summarized in a Statement of Accreditation Status published by HLC on its website. Further information is available by contacting HLC at (800) 621-7440, (312) 263-0456, or info@hlcommission.org.

In addition to HLC accreditation of the University, 39 specialized accreditation associations accredit or otherwise recognize the quality of individual academic programs or academic units of the institution as of June 30, 2024. Specialized accreditations are voluntarily sought and maintained by university faculty. Some specialized accreditations are necessary for graduates to qualify for professional certification or licensure.

Of the 39 specialized accreditation associations, 14 recognize educator preparation programs of the University. Those associations include the National Council for Accreditation of Teacher Education (NCATE), which last accredited the teacher education unit at Illinois State in 2012 for seven years. The teacher education unit consists of all educator preparation programs of the University. The Council for the Accreditation of Educator Preparation (CAEP) was organized in 2010 through a merger of NCATE and the Teacher Education Accreditation Council (TEAC) and in 2013 became fully operational as the sole accrediting body for educator preparation providers. The teacher education unit of the University was re-accredited by CAEP in November 2019. Faculty in three educator preparation programs have opted to continue their specialized accreditation associations, while the remaining program faculty decided to discontinue their specialized accreditation associations to instead focus its efforts on seeking and maintaining CAEP accreditation and maintaining their programs in good standing with the Illinois State Board of Education, which approves all educator preparation plans of study in the state. CAEP accreditation for teacher preparation programs will continue through December 2026. Reaccreditation through CAEP will not be sought after that date.

The tables that follow identify units and plans of study at the University with specialized accreditor affiliations as of June 30, 2024. A separate table is presented for each college. A comprehensive list of specialized accreditation associations with which the University is affiliated follows the tables.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

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

COLLEGE OF ARTS AND SCIENCES

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

COLLEGE OF BUSINESS

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

COLLEGE OF EDUCATION

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

WONSOOK KIM COLLEGE OF FINE ARTS

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

MENNONITE COLLEGE OF NURSING

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

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

Accreditation Board for Engineering and Technology/Applied Science Accreditation Commission (ABET-ASAC)

Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)

Accreditation Council for Education in Nutrition and Dietetics (Academy of Nutrition and Dietetics) (ACEND)

Accrediting Council for Collegiate Graphic Communication (ACCGC)

American Association of Family and Consumer Sciences (AAFCS)

American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)

American Chemical Society, Committee on Professional Training (ACS-CPT)

American Council for Construction Education (ACCE)

American Council on the Teaching of Foreign Languages (ACTFL)

American Music Therapy Association (AMTA)

American Psychological Association (APA)

Association for Middle Level Education (AMLE)

Association of Environmental Health Academic Programs, National Environmental Health Science and Protection Accreditation Council (AEHAP/EHAC)

Association of Technology Management and Applied Engineering (ATMAE)

Association to Advance Collegiate Schools of Business International (AACSB)

Board of Certified Safety Professionals (BCSP)

Commission on Accreditation of Athletic Training Education (CAATE)

Commission on Accreditation of Health Informatics and Information Management Education (American Health Information Management Association) (CAHIM)

Commission on Collegiate Nursing Education (CCNE)

Consortium of Undergraduate International Business Education (CUIBE)

Council for Interior Design Accreditation (CIDA)

Council for the Accreditation of Educator Preparation (CAEP)

Council on Academic Accreditation in Audiology and Speech-Language Pathology (American Speech–Language-Hearing Association) (CAA)

Council on Accreditation of Parks, Recreation, Tourism and Related Professions (National Recreation and Park Association) (COAPRT)

Council on Education for Public Health (CEPH)

Council on Social Work Education, Commission on Accreditation (CSWE/COA)

Educational Leadership Constituent Council (ELCC)

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

National Association for the Education of Young Children (NAEYC)

National Association of Schools of Theatre (NAST)

National Association of Schools of Music (NASM)

National Association of Schools of Art and Design (NASAD)

National Association of School Psychologists (NASP)

National Council for Accreditation of Teacher Education (NCATE)

Public Relations Society of America (PRSA)

Sales Education Foundation (SEF)

Society for Human Resource Management (SHRM)

Society of Actuaries (SOA)

University Sales Center Alliance (USCA)

ACADEMIC INITIATIVES

REAFFIRMATION OF UNIVERSITY ACCREDITATION

Illinois State University's accreditation was recently reaffirmed by the Institutional Action Committee of the Higher Learning Commission (HLC), extending the University's accredited status through the 2034–2035 academic year. This reaffirmation followed a two-year, campuswide effort led by a steering committee chaired by the Assistant Vice President for Academic Planning and supported by seven work teams composed of more than 40 faculty and staff members across all four University divisions. The process included the submission of a 35,000-word Assurance Argument, over 1,000 pieces of supporting documentation, and a successful peer review team site visit in October 2024. The final report was submitted to the HLC in early fall 2024 following review and endorsement by University leadership, the Academic Senate, and the Board of Trustees. The review team praised Illinois State for its strong commitment to academic freedom, student support, facilities, and data-informed decision making. However, the team identified the assessment of student learning as an area needing improvement, particularly in regard to consistent participation and accountability across academic programs. In response, the University will submit a monitoring report in December 2026 and has launched a collaborative planning process led by the Provost's Office and University Assessment Services. This effort, in consultation with the Assessment Advisory Council and other stakeholders, aims to enhance the coordination, review, and use of assessment data to strengthen student learning outcomes and ensure continued compliance with accreditation standards.

ACADEMIC PROGRAM SUPPORT AND GROWTH

With the launch of *Excellence by Design: 2024–2029*, Illinois State University is aligning its academic initiatives with a bold new vision grounded in four strategic directions: cultivating a culture of success and belonging; fostering responsible stewardship; elevating institutional excellence; and expanding mutually beneficial partnerships. These guiding priorities are reflected in recent initiatives to develop new programs, support student success, and build capacity for future growth.

Meeting the Needs of New Learners in New Ways

To meet the needs of new populations of learners more effectively, Illinois State University is committed to developing more fully online programs to serve adult re-entry learners, working professionals, and others. Over the past year, Illinois State University has made significant progress in developing a sustainable and scalable infrastructure for offering micro-credentials. With the approval and launch of a Canvas Credentials pilot in early 2025, the university laid the groundwork for credentialing and badging capabilities integrated with our existing learning platform. Led by a cross-unit team and supported by the Office of Technology Solutions, this project will enable Illinois State to offer and recognize targeted skill development through digital credentials. Several micro-credentials are currently in development or early implementation, including those in Allyship Curriculum, Artificial Intelligence Fluency, Nursing Continuing Education, and Design Thinking. These use cases reflect the university's commitment to flexible, career-aligned learning opportunities for a wide range of audiences, including current students, professionals, and lifelong learners. Integration of Canvas Credentials with Canvas Catalog is expected by June 2025, which will enhance access, tracking, and learner experience across these offerings.

College of Engineering

Following the Illinois Board of Higher Education's approval in November 2023 for Illinois State University to offer Bachelor of Science degrees in Electrical Engineering, Mechanical Engineering, and General Engineering, the University has made significant strides in establishing the College of Engineering. In October 2024, the Board of Trustees authorized the purchase of property at 1709 and 1711 General Electric Road in Bloomington to serve as the College's permanent home. This facility, encompassing 392,000 square feet of usable space and over 1,300 parking spaces, will undergo renovations starting in Summer 2025, with completion anticipated by Fall 2026. In

the interim, the College will begin enrolling students in Fall 2025 and will continue to be temporarily housed in Williams Hall. The College is actively recruiting faculty and staff, with founding faculty for the Electrical and Mechanical Engineering programs starting in 2024. These developments underscore the University's commitment to advancing engineering education and fostering an inclusive academic environment.

Interdisciplinary Bachelor's Degree Program in Data Science

In Fall 2025, the University will launch its new interdisciplinary Bachelor of Science in Data Science program, bolstered by a $3 million commitment from State Farm, to prepare students for careers in big data analysis and machine learning. This program is designed to equip students with the technical expertise and computational skills necessary for analyzing large data sets and addressing complex problems. The curriculum integrates three core areas: mathematics and statistics; information technology and computer science; and an applied sequence tailored to students' prospective career paths. Available sequences include Big Data and Computational Intelligence, Business Analytics, Population Health, Social Demographic/Public Policy Analytics, and an Individualized Plan of Study. The program will foster collaboration across the College of Business, College of Arts and Sciences, and College of Applied Science and Technology, emphasizing its role in advancing the University's research and academic excellence.

Bachelor's Degree Program in Sports Communication

The new degree program in Sports Communication was approved by the Academic Senate on December 6, 2023, and by the Board of Trustees on February 16, 2024. The Illinois Board of Higher Education granted its approval on June 26, 2024. This interdisciplinary program is designed to equip students with the knowledge, skills, and ethical grounding required for effective communication within sports and athletics organizations. The curriculum integrates content creation and strategic communication, preparing graduates for diverse careers such as sports brand management, promotions (public relations or advertising), broadcasting, sports agency, and blogging. With all necessary approvals secured, the University will welcome students for the program's inaugural cohort in Fall 2025.

GRADUATE EDUCATION

Over the past academic year, there has been a strategic focus in recruitment and marketing for graduate education. Meetings were held with department/schools on graduate admissions and enrollment trends over the past 5 years, recruitment, and growth opportunities, as well as graduate student funding. Professional development opportunities were offered in writing support, mental health, holistic admissions, and thesis and dissertation support. The Graduate School utilized a centralized application system to improve students' experience of applying to programs. Graduate School tuition scholarships were implemented to increase recruitment efforts, offering over 300 $2,000 scholarships and 27 scholarships specifically for international students to cover the difference between in-state and out-of-state tuition.

Accelerated Master's Degree Programs

Illinois State University continues to support the development of accelerated master's degree programs (aka 4+1 programs). Through such programs, the time it takes a student to complete both an undergraduate degree and a master's degree in the student's chosen discipline is reduced. That reduction is possible by allowing undergraduate students to take a limited number of graduate courses and to count up to 12 credit hours or 33 percent, whichever is greater, of those courses toward both an undergraduate degree and a graduate degree from Illinois State. This practice is permitted by the Higher Learning Commission (the entity that accredits the University) if the practice is restricted to "well-prepared advanced students" (*Assumed Practices*, Higher Learning Commission, September 2017). Accelerated master's degree programs benefit students by reducing the time and expense involved in earning a master's degree and benefit the University by retaining its most talented undergraduate students.

Since 2018-2019, fifteen departments have developed twenty-two accelerated programs (e.g., Criminal Justice Sciences, Geography, Geology and the Environment, Family and Consumer Sciences, Health Sciences, History, Kinesiology and Recreation, Languages, Literatures and Cultures, Mathematics, English, Creative Technologies, Marketing, Information Technology, Politics, and Sociology and Anthropology). Additionally, other units (Wonsook Kim School of Art, and Department of Economics) are currently exploring the possibility of developing their own accelerated master's degree programs.

Initial findings indicate these programs are successful at recruiting and retaining students to the University's graduate programs. The average time to degree over the past 4 years has been 5.2 years, with an average graduation rate of 87 percent. The number of students enrolling in accelerated programs over the past 4 years has quadrupled.

RESEARCH AND CREATIVE SCHOLARSHIP

Illinois State University has a proud tradition in research and creative scholarship as a campus that works in tandem with our proud history as a leader in education. The University continues to pursue strategies to improve infrastructure to support research and creative scholarship while also identifying new ways to reward faculty for their scholarly engagement. These efforts will be even more explicit with the new goals outlined in *Excellence by Design*, Illinois State's new strategic plan. The strategic plan calls for a bold commitment to further improving our excellence in scholarship and strengthening our position as a Carnegie-classified Research 2 institution. In the past year, the Office of Research & Graduate Studies (ORGS), Research and Sponsored Programs (RSP), the Graduate School, and the Center for Integrated Professional Development have partnered to provide workshops for faculty focused on grant seeking, grant writing, artificial intelligence in research, human subjects research, research administration training for staff, and workshops designed for new faculty. More grant writing workshops and writing bootcamps are scheduled for Summer 2025. ORGS also hosts "Fourth Fridays" for faculty to gather and dedicate time to scholarship. In addition, ORGS has continued to work with Academic Senate to identify efficiencies in policies and technology, updating the Grants and Contracts and Flow and Review of Grant and Contract Proposals policies; other policy updates regarding indirect cost recovery and individual scholar accounts are still in development. Illinois State increased contracts with community partners (including industry), which resulted in several research collaborations being formalized in FY25.

Supporting Interdisciplinary Research – The Accelerating Research and Creative Scholarship Program

This year marked the second year for the first cohort of the Accelerating Research and Creative Scholarship (ARCS) program and the call for proposals for the second cohort of ARCS projects. In FY23, the Provost committed over $3M over the next 7 years to support big, bold interdisciplinary research ideas proposed by the teams themselves. This type of research seeks to solve some of the world's most complicated problems, often termed "wicked problems." The program provides internal seed funding through a competitive application, allowing three faculty teams to transition from dependence on internal support to major external funding support. The ARCS program fosters innovation of research and creative scholarship activities at Illinois State through greater coordination, alignment, and strategic investments, which in turn increases competitiveness and transformational potential of applications for external funding. Managing wicked problems requires interdisciplinary approaches and scholars who can think outside of traditional disciplinary boundaries to create transformative solutions. The outcomes from these projects will amplify the university's core strengths and expertise areas, help Illinois State University develop a national brand identity, and enable Illinois State to impact society in beneficial and transformational ways. In addition to the three teams supported by the Provost in the first cohort, eight additional teams were supported by the Office of Research and Graduate Studies to help build capacity of interdisciplinary teams for future rounds. Several of those teams are part of the applicants for the second ARCS cohort, lending justification for that investment.

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

Provost Fellows Program

The Provost Fellows program, a leadership opportunity available to any tenured faculty member at Illinois State, continued during the 2024-2025 academic year. Through the one-year, part-time appointment, selected faculty members had the opportunity to take responsibility for an initiative that would have a broad impact across the university. FY25's cohort of five Provost Fellows took the lead on several critical initiatives in the Office of the Provost and the impact of their efforts was felt across campus.

To illustrate, Dr. Kristin Carlson (CTK) focused on disruptive technologies and administrative professional development. She advanced the University's efforts around artificial intelligence (AI) through collaborations with faculty, vendors, and the Office of Technology Solutions; helped lead the AI Brown Bag Series and AI-AIDE Communities of Practice. Dr. Nicholas Heller (AGR) concentrated on student success and internal transfer processes, analyzing data to identify patterns and improve pathways for students changing majors. He also explored the use of AI-assisted data analysis and worked to promote data literacy and effective reporting practices across campus. Dr. Jennifer Howell (LAN) led initiatives on credit for prior learning, administrative professional development, and general education reform. She contributed to reviewing exam articulations for AP and Cambridge International and supported the planning and implementation of the Women as Transformational Leaders Symposium and general education curriculum transition. Dr. Julie Schumacher (FSC) focused on federal compliance and micro-credentials, and helping ensure adherence to licensure disclosure requirements. She also partnered with the Office of Technology Solutions to implement digital badging through Canvas and consulted with departments on credential development. Dr. Lisa Tranel (GEO) worked to document undergraduate research excellence by coordinating a self-assessment effort in collaboration with the Office of Student Research. She also co-facilitated the General Education Summit and contributed to initiatives that recognize and validate students' prior learning experiences.

Student Success

At Illinois State University, student success is a collective commitment shared across the entire campus community. Our primary goals are to equitably improve graduation and retention rates for both first-time-in-college (FTIC) and transfer students. To drive these efforts, the Student Success Community of Practice (SSCP) was launched in 2021, bringing together leaders from colleges, Student Affairs, and other key units to collaborate and align strategies.
Student success initiatives span a wide range of supports, including programs that foster belonging (e.g., TRIO, Hope Chicago, STEM Alliance), strengthen advising practices (e.g., specialized retention advisors, predictive analytics, midterm grade reporting), expand academic support (e.g., Thrive (IDS 128), Project Rebound, Peer Success Advocates, Student Success Dashboard), and promote student well-being (e.g., Redbird Well, Student Success and Excellence Fund, TimelyCare).

One of this year's standout achievements has been the impact of the Peer Success Advocates (PSA) program:
- Historically, retention rates for very high-risk students hovered around 30%. Among students who engaged with a PSA in Fall 2024, retention jumped to an impressive 82.2%.
- 71.6% of students working with a PSA either maintained or improved their GPA.
- Students' average GPA prior to PSA engagement was below 2.0; after working with a PSA, the average increased to 2.3—a significant improvement for this population.
- PSAs currently support approximately 300 students each semester, and with additional funding, we plan to expand capacity to serve 400–500 students in Fall 2025.

General Education Revisions Approved

On April 9, the Academic Senate approved a comprehensive revision of Illinois State's General Education curriculum, the result of nearly five years of collaborative work by more than 70 faculty, staff, and students. While

previous updates occurred in 2002 and 2014, this represents the most substantial overhaul of the curriculum in over three decades.

The new curriculum, known as Gen Ed 28, is expected to be fully implemented in Fall 2028. Key changes include:

- A reduction in required credit hours from 39 to 33, streamlining the path to degree completion.
- Elimination of category exemptions and major-blocked general education courses, promoting broader access and equity.
- Revised math and science requirements aligned with those at peer institutions across the state.
- Introduction of new categories, including Experiential Learning and Civic Engagement, and a general education elective to increase student choice and curricular flexibility.

This landmark revision reflects Illinois State's commitment to providing a modern, student-centered academic foundation that supports success both inside and outside the classroom.

Generative Artificial Intelligence (AI) at Illinois State University

During the 2024–25 academic year, Illinois State University took important steps to engage thoughtfully with the growing influence of artificial intelligence in higher education. The University established the Committee for the Responsible Use of AI to lead campus-wide efforts in promoting ethical, equitable, and informed adoption of AI technologies, such as generative tools like ChatGPT. The committee's work focused on fostering inclusive dialogue, supporting responsible integration into teaching, research, and operations, and developing guidance to protect the interests of those who choose not to incorporate AI into their professional practice. In parallel, the University launched Redbird AI-AIDE (AI Advancing Innovation and Discovery in Education), a faculty and staff community of practice supported by the Office of the Provost and key campus partners. Beginning in late Fall 2024, participants explored the potential of AI to enhance their work across teaching, research, and service, while also identifying limitations and reaffirming the value of human-centered tasks. Through collaborative experimentation and reflective reporting, the initiative advanced the University's commitment to academic innovation and provided early insights into how AI might shape future practices at Illinois State.

RISE TASK FORCE

In response to evolving fiscal challenges and a commitment to institutional excellence, Illinois State University launched the RISE (Resilience, Innovation, Sustainability, and Excellence) initiative in late 2024. The RISE Task Force, co-chaired by Dr. Martha Horst and Amanda Hendrix, comprises a diverse group of faculty, staff, students, and shared governance representatives. Their mission is to develop a more strategic, transparent, and sustainable budgeting framework that aligns resources with the University's mission and priorities. Partnering with the consulting firm Grant Thornton, the Task Force has established guiding principles emphasizing mission alignment, transparency, accountability, adaptability, sustainability, simplicity, data-informed decision-making, and collaboration. As of April 2025, the initiative is in the phase of revisiting budgeting processes and timelines, with efforts focused on developing, testing, and refining cost and revenue allocation methodologies. The University has engaged the campus community through town hall forums to gather input and foster transparency in the redesign process. Looking ahead, the new budget model is slated for implementation in fiscal year 2027, positioning Illinois State to proactively manage financial resources and invest strategically in its future.

EXCELLENCE BY DESIGN: 2024-2029

As Illinois State University advances into the next year of implementing its strategic plan, *Excellence by Design: 2024–2029*, attention will turn to several institutional priorities aligned with the plan's four strategic directions.

These include efforts to increase student retention and graduation rates; to support student well-being and belonging; and to expand access through new academic offerings and flexible learning modalities. At the same time, the University will continue to elevate its research and creative productivity, strengthen graduate and international enrollment, and invest in the professional growth and retention of faculty and staff. These goals reflect a campus-wide commitment to continuous improvement, academic excellence, and the success of all members of the Redbird community. A new component in *Excellence by Design,* is an accompanying implementation plan that identifies metrics related to enrollment, retention, graduation, scholarly productivity, credit and non-credit-bearing program offerings, and internal and external engagement that the Division of Academic Affairs will work toward achieving.

SECTION III

COLLEGE PROGRAMS AND INITIATIVES

Each college at Illinois State University and its Graduate School has developed a multi-year strategic plan to guide the academic unit in furthering its mission and achieving its vision. Each plan is intended to align with the university strategic plan (currently *Educate • Connect • Elevate*) and with priorities and initiatives of the Division of Academic Affairs. The new College of Engineering has hired its leadership team and is in the process of hiring the first cohort of faculty and will begin a strategic plan in the near future.

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

NOTE REGARDING PLANNING PERIODS OF ACADEMIC UNIT STRATEGIC PLANS

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

MULTI-YEAR STRATEGIC PLANS

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY
STRATEGIC PLAN 2025-2030

Mission statement:

CAST advances applied knowledge to inspire, educate, improve our communities, and transform lives.

Vision statement:

CAST will be a recognized leader for excellence in our applied disciplines; championing equity, opportunity, innovation, and experiential learning.

Diversity Statement:

CAST will be a model for advancing diversity, equity, belonging, and inclusion; fostering a culture where all can achieve their highest aspirations in a welcoming environment.

Values:
- Excellence in teaching, learning, and scholarship
- Individualized attention
- Diversity, equity, belonging, and inclusion
- Shared governance
- Respect, integrity, and transparency

Goals:

I. Foster student success.
Strategies:
1. Engage students in applied teaching and learning experiences and experiential opportunities.
2. Provide students with individual attention and mentoring.
3. Work with campus partners to provide support for student success including excellent academic advisement, mental health resources, and financial assistance to students in need.
4. Strategically grow enrollment through a focus on student recruitment and retention.
5. Connect with industry and community partners to provide civic engagement and experiential and career opportunities for students and to keep curricula in line with leading science and technology practices.
6. Invest in facilities to provide outstanding learning spaces and experiences.

II. Support an inclusive culture of belonging in the college.
Strategies:
1. Continue to diversify and promote equity and inclusion.
2. Implement strategies that bridge gaps impacting underserved faculty, staff, and students.
3. Expand professional development opportunities dedicated to diversity, equity, inclusion, access, and belonging.
4. Foster a collegial and collaborative culture.
5. Emphasize global perspectives and enhance international engagement opportunities.

III. Bolster faculty and staff success.
Strategies:
1. Attract, support, and retain a diverse and talented faculty and staff.
2. Invest in leadership development opportunities for faculty and staff.
3. Pursue strategies to increase the visibility and recognition of CAST scholarship, external funding, and interdisciplinary research.

4. Promote excellence in teaching, research, and service through mentoring, recognition, and professional development.
5. Collaborate with campus partners to strengthen initiatives that enhance the well-being of faculty and staff.

IV. Advance engagement with external stakeholders.
Strategies:
1. Enhance communication and collaboration with internal and external constituencies.
2. Engage with CAST alumni and friends to increase support for programs and projects tied to strategic priorities.
3. Cultivate relationships with industry and community partners to support applied opportunities for students, staff, and faculty.
4. Pursue and support applied research initiatives with external partners.
5. Elevate outreach and marketing initiatives with an emphasis on student recruitment.
6. Develop international partnership opportunities to support CAST programs and personnel.

COLLEGE OF ARTS AND SCIENCES
STRATEGIC PLAN 2024-2029

Dear CAS Faculty, Staff, Students, and Alumni:

I am excited to share the newly approved College of Arts and Sciences' 2024-2029 strategic plan. This new plan highlights our strong advocacy of a liberal arts mission as well as the values that correspond to it. I appreciate how thoughtful and engaged faculty, staff and students have been in shaping the goals and objectives laid out in this document. I am indebted to all college committees, councils, and individuals who have provided feedback on previous versions.

As is illustrated in this plan, the college must necessarily have multiple goals and objectives because, as Illinois State University's intellectual and cultural center, we not only champion students' success and support the teaching and research missions of the University but also bolster the liberal arts foundation of our institution. Readers will see specific goals about upholding our liberal arts mission, supporting opportunities for learning and high-impact educational practices, advancing research and knowledge creation, and building and maintaining strong, inclusive communities. These four goals parallel each other in importance, and they are also naturally interconnected. Objectives under each goal allow us to suggest broad focal areas for organizing action. We purposely forgo including action items to correspond with objectives, because we aim to develop action items annually with the advisement of the College Council and other college level stakeholders. In this way, the strategic plan will represent a "living" document, subject to change each academic year, so that we can make sure that action items stay relevant for our ever-changing, higher education environment and global society.

This strategic plan will focus our priorities and initiatives for the next five years, and I look forward to seeing what we can do with this plan as our guide.

In collaboration,

Heather Dillaway, Ph.D.
Dean, College of Arts and Sciences

The Planning Process

This new strategic plan has been years in the making. Preliminary work began in spring 2022 as former Interim Dean Diane Zosky collected initial feedback from college-level committees and councils. Dean Heather Dillaway joined the College of Arts and Sciences (CAS) in summer 2022. After taking a semester to get to know the college, Dillaway engaged the College Council to establish a process for developing the new strategic plan. The College Council structured the Strategic Planning Steering Committee with the aim of representing all constituencies in CAS. After the selection of its members—a process that included the election of tenure track faculty, non-tenure track faculty, administrative/professional, and civil service representatives—the committee commenced its work in spring 2023. That work included the solicitation of feedback on the college's strengths and weaknesses as well as opportunities and challenges facing it during focused discussions with the Student Advisory Council, CAS advisors, chairs/directors, lead staff, and the College Council. Feedback was similarly solicited during open forums with administrative/professional staff, civil service staff, instructional assistant professors, and tenure track faculty. In addition, the committee sought input about strategic initiatives via a survey devised in consultation with Planning, Research, and Policy Analysis and distributed to all faculty and staff in the college. After analyzing feedback from CAS's constituencies while hewing closely to Excellence by Design: 2024-2029, the committee drafted the core of a new strategic plan that included a revised mission and vision statement, values, four major goals, and multiple objectives for each goal. The full-length draft of the strategic plan was then reviewed and discussed in meetings of the College Council and chairs and directors. The committee met to fine-tune the draft in August 2024 and then solicited additional feedback from faculty, staff, students, and alumni in September/October 2024. On November 1, 2024, the committee met to discuss that feedback and approved the strategic plan in its final form. The College Council reviewed and approved the Steering Committee's final draft on November 15, 2024. As a last step, Provost Ani Yazedjian reviewed and confirmed her support of this plan on November 18, 2024.

College of Arts and Sciences Strategic Planning Committee Membership

Frank Beck, Social Sciences Faculty Representative, Sociology and Anthropology
Joan Brehm, Social Sciences Chair Representative, Sociology and Anthropology
Susan Chen, Social Sciences Faculty Representative, Economics
Anthony Crubaugh, Associate Dean
Jocelyn Cruz, Student Representative, Languages, Literatures, and Cultures
Jan Dahl, Math/Sciences Faculty Representative, Biological Sciences
Heather Dillaway, Dean
Deborah Fox, Assistant Dean
Kelly Harman, CS Staff Representative, Psychology
Alycia Hund, Social Sciences Faculty Representative, Psychology
Lana Kühle, College Council Representative, Philosophy
Juliet Lynd, Humanities Chair Representative, Languages, Literatures, and Cultures
Eric Peterson, Math/Sciences Chair Representative, Geography, Geology, and the Environment
Michael Regilio, A/P Staff Representative, CAS-IT
Rocío Rivadeneyra, Associate Dean
RJ Rowley, Math/Sciences Faculty Representative, Geography, Geology, and the Environment
Papa Sissokho, Math/Sciences Faculty Representative, Mathematics
Pete Smudde, Humanities Faculty Representative, Communication
Laura Vogel, Associate Dean
Joyce Walker, Humanities Faculty Representative, English
Jennifer Woodruff, NTT Faculty Representative, Sociology and Anthropology

MISSION STATEMENT

As the University's largest and most intellectually diverse college, we serve as Illinois State University's academic and cultural core, impacting all students. Our commitment to teaching and learning, research, scholarly and creative activity, and service transforms thinking and knowledge. Our liberal arts foundation develops lifelong learners from diverse backgrounds who have the tools to meet the challenges of an increasingly complex, diverse, and changing global society.

VISION STATEMENT

The College of Arts and Sciences will lead Illinois State as a nationally recognized model for public education that prepares engaged citizens and creates knowledge and understanding for an ever-changing future.

VALUES

The College of Arts and Sciences stands for the values of a comprehensive liberal arts education, including critical inquiry, disciplined thinking, scientific investigation, broadened horizons, intercultural knowledge and understanding, collaborative effort, and personal and social responsibility. The College of Arts and Sciences also supports and upholds Illinois State University's values as stated in the University's new strategic plan, Excellence by Design: 2024-2029: 1) excellence in teaching, learning, and scholarship; 2) individualized attention; 3) equity, diversity, access, and belonging; 4) collaboration; 5) community and civic engagement; 6) respect; and 7) integrity.

GOALS

I. Champion a liberal arts mission as the foundation for student success, lifelong learning, civic and global engagement, and a commitment to public wellbeing.
Objectives
    1.   Continue to provide the core competencies for learning, innovation, and application across the University.

2. Prepare students for their careers as well as a lifetime of intellectual growth, personal fulfillment, and meaningful contribution to their communities and the world.
3. Promote innovative disciplinary and interdisciplinary scholarship, learning, and practice to address emerging challenges and opportunities.
4. Articulate and advocate for a vision of, and broaden community engagement with, the liberal arts and sciences.

II. Advance opportunities for learning and transforming worldviews inside and outside of academic coursework.
Objectives
1. Support the learning and practice of critical thinking skills, deep analysis, information fluency, communication, and understanding of modes of inquiry.
2. Provide support and resources for student success through innovative and high-impact teaching practices, mentoring, and professional development.
3. Help learners develop an understanding of the world through different lenses and fields of application and, in turn, assist in their navigation of the challenges and opportunities of an ever- changing world.

III. Support and advance innovation, knowledge, and creativity consistent with institutional excellence.
Objectives
1. Increase the visibility of the college's disciplines, on campus and within the community, by recognizing and rewarding research, scholarship, and creative efforts.
2. Foster interactions to encourage discovery, cultivate expertise, and inspire scholarly collaborations within and across disciplines.
3. Advance curricular opportunities to engage students in future-focused thinking, knowledge creation, and artistic expression.

IV. Strive to build and promote strong, supportive communities and foster equity, diversity, access, and belonging.
Objectives
1. Cultivate an environment where faculty, staff, students, and alumni have opportunities to be included, supported, and connected.
2. Provide active communication opportunities for multicultural and cross-functional collaboration and learning for all (i.e., across job classifications, college units, disciplines, programs, students, and stakeholders).
3. Reinforce student, faculty, and staff success by encouraging compassionate support for their personal and professional well-being.

College of Business Strategic Plan

Purpose:

At the Illinois State University College of Business, our purpose is to provide quality education, informed by scholarship, to a diverse group of students so that they become ethical businesspeople who positively impact society.

Our focal areas of societal impact are improving the well-being of stakeholders, providing quality education, and promoting equity and empowerment for all. We pursue these impacts through innovation in curriculum, scholarship, and service.

Vision:

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

Mission:

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

Core values:

diversity, equity, inclusion, belongingness, professionalism, honesty, and respect

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

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

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

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

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

  Strategy 1: Maintain AACSB Accreditation
  Tactics:
  - Faculty update Watermark Faculty Success (formerly known as Digital Measures) periodically as part of annual review

- Faculty assess and report the results for Assurance of Learning activities
- Faculty assess program through external benchmarking

Strategy 2: Provide relevant business learning experiences
Tactics:
- Provide relevant classroom experiences
- Provide relevant learning experiences beyond the classroom

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

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

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

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

COLLEGE OF EDUCATION
STRATEGIC PLAN 2019-2024

Vision

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

Mission

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

Strategic Plan

Goal 1

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

OBJECTIVES

1. Develop an intentional plan with strategies and incentives for increasing the recruitment and retention of underrepresented and historically marginalized students, faculty, and staff

2. Establish opportunities for COE students, faculty, and staff to learn about and engage in efforts that promote equity and inclusion in education and communities that are historically marginalized

Goal 2

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

OBJECTIVES

1. Prepare students, faculty, and staff to utilize pedagogically-driven and culturally responsive practices for teaching with technology

2. Encourage teaching and research efforts that lead to effective practices in education that help schools and colleges adapt to a changing world

3. Increase opportunities to connect students, faculty, and staff with educators and educational institutions around the world

Goal 3

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

OBJECTIVES

1. Encourage interdisciplinary teaching and research across departments and schools

2. Incentivize research and teaching collaborations between COE faculty and faculty associates

3. Develop structures to involve all stakeholders (schools, colleges, private industry, professional associations, and others) in the COE including but not limited to periodic reviews of COE curriculum development and assessment

4. Involve school and college leaders/educators in the education and mentoring of COE students

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

Goal 4

Provide a supportive and engaging graduate student experience

OBJECTIVES

1. Renovate designated classrooms and other learning spaces for the use of graduate students

2. Provide a wider range of financial support for graduate students

3. Facilitate faculty development emphasizing best practices in adult education, distance learning, and blended/online learning

4. Facilitate mentorship opportunities that will engage students in ongoing research and teaching with faculty

Goal 5

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

OBJECTIVES

1. Publicize the contributions and accomplishments of students, faculty, staff, and alumni

2. Partner with all stakeholders (schools, colleges, private industry, professional associations, and others) to increase COE presence in statewide policy making concerning education at all levels

3. Establish the COE as the state's primary center for inquiry in educational equity

WONSOOK KIM COLLEGE OF FINE ARTS
STRATEGIC PLAN 2018-2023

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

The Planning Process

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

The Strategic Planning Steering Committee

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

Vison Statement, Mission Statement, and Values Statement

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

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MENNONITE COLLEGE OF NURSING
STRATEGIC PLAN 2024-2029

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History

Over 100 years ago, there was a vision to establish a training school for nurses that would be recognized as one of the best in the nation. Mennonite Sanitarium Training School was founded on January 23, 1919. The first commencement took place in 1922 with 15 graduates.

For the next 66 years, Mennonite School of Nursing provided diplomas to graduates of the program. In 1982, William Dunn, Chairman of the Mennonite Hospital School of Nursing Board of Directors, announced the establishment of Mennonite College of Nursing, and in 1985 the last graduation ceremony for diploma students was held, and the first degrees from Mennonite College of Nursing (MCN) were awarded. In 1995, the Master of Science in Nursing Program was approved.

MCN became Illinois State University's sixth academic college on July 1, 1999. Over the past 24 years, the college has increased its undergraduate enrollment, added two sequences to the Master's Program, and created a Doctoral Program that includes a Doctor of Philosophy in Nursing and an online Doctor of Nursing Practice (DNP), as well as an accelerated BSN option. Our RN to BSN online program started 18 years ago, when online learning was new to education. In 2011, the state-of-art Nursing Simulation Lab was opened. The 10,000 square-foot facility provides students with real-life situations using high-fidelity patient simulators. In July 2023 construction began on an additional 16,000 square-foot space for the Nursing Simulation Lab. An additional location was also implemented in Springfield Illinois for undergraduate students.

MISSION

Mennonite College of Nursing prepares nurses who are engaged, well-informed members of society capable of advancing the health and quality of life for all people.

VISION

Mennonite College of Nursing will be a national leader in preparing exceptional nurses who are culturally responsive practitioners, scholars, educators, leaders, and innovators in providing equitable healthcare.

VALUES

Building on Mennonite College of Nursing's century-old traditions and Illinois State University's Values, the Core Values that guide our mission and vision are:

- Human dignity
- Belonging
- Integrity
- Ingenuity
- Collaboration
- Excellence

Mennonite College of Nursing values human dignity of all people by treating others with kindness, compassion, and empathy. We value belonging among all constituents and stakeholders of the College by respecting diversity. We strive for inclusion and health equity for all people. We demonstrate integrity by adhering to our values and commitments and through ongoing self-reflection and self-examination (American Nurses Association Code of Ethics for Nurses, 2015). Moreover, we manage and resolve conflict harmoniously, uphold social justice, and remain open to other perspectives.

Mennonite College of Nursing values ingenuity through innovation and resource management in response to the rapidly changing landscape of higher education. Likewise, we promote lifelong learning and forward thinking to be agile and adaptive to the constantly evolving dynamics in healthcare delivery systems. In this context, we value collaboration by working cooperatively and collectively. We foster honesty, respect, transparency, and accountability. We value multidisciplinary approaches to advancing nursing science, education, and practice. Overall, we espouse excellence in everything we do. Our core values are fundamental for upholding the public's trust in our profession and fulfilling our ethical obligations while cultivating future generations of nurses.

Strategic Objective 1: Teaching With Excellence

Descriptor
Our graduates leave Mennonite College of Nursing and impact the lives of countless people. The knowledge, skills, and abilities of our students are developed through faculty expertise with focused intention and purpose. We strive for program excellence by constant refinement, ongoing review, and continual development. We expand our educational offerings as the healthcare field and students require for success in an ever-changing industry. Our intent is to assure each student leaves well-prepared to think critically, demonstrates strong competence, and leads in an evolving industry. Our faculty are essential to students' learning process. Outcomes on licensure pass rates provide a strong indicator of our students' and faculty's performance.

Strategic Focus Areas

Programs	Implement current BSN growth plan and explore growth of the RN to BSN and graduate programs (MSN, PhD, DNP, BSN to DNP, Post-Masters Certificate Programs)

GPCC	1.1 Maintain standards of excellence using benchmark data, aspirant schools, Assessment Technologies Institute (ATI), NCLEX Exam pass rates.
	    a. GPCC Annual Report
	        a. Annual Benchmarks through Skyfactor annual exit survey data (In M. Drive Annual Reports)
	        b. FNP/PMHNP Certification Rates
	    b. PCC Annual Report
	    a. ATI Exam data (comp predictor)
	    b. Skyfactor
	    c. NCSBN
	
	1.2 Maintain 80% Family Nurse Practitioner Board Exam pass rates and Psychiatric Mental Health Nurse Practitioner Board Exam pass rates.
	    a. GPCC: Annual Report
	
	1.3 Establish Competency based evaluations for undergraduate and graduate laboratory and clinical experiences.
	    a. GPCC Annual Report
	        a. Simulation added to CRF
	    b. PCC Annual Report
	        a. CPET Revisions
	        b. Simulation added to CRF
	        c. Simulation Committee Annual Report
	
	1.4 Implement adjustment of undergraduate and graduate curricula aligned to the American Association Colleges of Nursing (2021) Essentials.
	    a. PCC: Curricula Revision
	    b. GPCC: Curricula Revision
	
	1.5 Integrate simulation-based education (SBE) with Competency-Based Education (CBE) model.
	
	1.6 Align testing with Next Generation NCLEX standards throughout undergraduate program.
	
	1.7 Develop and maintain MCN Student Success program with a focus on retention.
	
	1.8 Develop the EMPOWER Program capacity to provide optimal inclusive support of students, including those from diverse populations utilizing the MCN Student Success

	program focused on supporting students from diverse and underrepresented groups that provides mentoring, tutoring, stipends, and scholarships. **FY 23 Focus Team** Undergraduate and Graduate Faculty **FY 24-29 Implementation Team** • Undergraduate Curriculum Committees • Undergraduate Program Committees • Graduate Curriculum Committee
<u>Explore Additional Appointment Salary, Promotion, and Tenure (ASPT) Policies</u>	2.1 Use current and previous analysis of policy exemplars to create guidelines consistent with university/MCN policies for nursing ASPT to the needs of the college. 2.2 Explore evidence-based clinical Tenure appointment policies. **FY 23 Focus Team** • Mary Dyck • Susie Watkins • Judy Neubrander • Departmental Faculty Status Committee (DFSC) **FY 24-29 Implementation Team** • DFSC • Associate Dean for Academics
<u>Faculty Orientation & Professional Development</u>	3.1 Hire faculty and staff to support workforce diversity needs. 3.2 Develop standardized faculty outcomes and evaluation process. 3.3 Enhance the faculty orientation program and evaluation process. 3.4 Measure faculty teaching and professional development outcomes completion, participation, and satisfaction rates for professional development opportunities. 3.5 Evaluate Mentor/Protégé Professional Development Sessions. 3.6 Evaluate fund allotment for professional development. **FY 23 Focus Team** • Mary Dyck • MyoungJin Kim • Susie Watkins • Marilyn Prasun • John Blakeman **FY 24-29 Implementation Team** • Dean's Council • Associate Dean for Academics • Graduate Director • Undergraduate Director

Strategic Objective 2: Strategically Grow Research and Scholarly Works

Descriptor

We recognize the need to continually build on our legacy and reputation. We will focus our research efforts to address practice issues and scholarly endeavors. Expanding the base of knowledge for our profession through scholarly projects, publications, presentations, grants, and other funding methods will enable the College to attract faculty, students, and donors. Further, our research will develop our capabilities and strengthen the communities in which our students serve.

Strategic Focus Areas

Strengthen Infrastructure of Research	1.1 Enhance research infrastructure based on gap and overlap analysis. 1.2 Provide professional development opportunities in grant writing. 1.3 Utilize marketing strategies to develop alternative communication channels on research outcomes for internal and external audiences. **FY 23 Focus Team** • Mary Dyck • MyoungJin Kim • Susie Watkins • Judy Neubrander • College Research Committee **FY 24-29 Implementation Team** • College Research Committee • Associate Dean for Research • MCN Marketing Team

Strategic Objective 3: Partnerships, Clinical Opportunities

Descriptor

The Mennonite College of Nursing at Illinois State University is located in Normal and Springfield, Illinois. We are fortunate to have many excellent healthcare partners in and around our community, including inpatient, ambulatory, long term care, public health, and wellness offerings. Our intention is to develop stronger partnerships within these communities to provide our students varying experiences in numerous settings where healthcare is provided and to impact community health. Our students and faculty serve in many roles in our community, such as educators, volunteers, and clinical practitioners. Our community outreach and our spirit to serve, provides our students opportunities to actively engage in healthcare throughout their education. We believe partnering across these organizations not only develops our community and students, but also strengthens the College's position as a partner in the healthcare of our community.

Strategic Focus Areas

Explore, Expand, and Foster Clinical Partnerships	1.1 Establish and expand clinical partnerships and evaluate appropriate clinical capabilities. 1.2 Foster relationships with clinical partners. 1.3 Collaborate with academic and clinical partners to promote and provide Continued Education offerings for clinical partner nurses and communication updates.

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	FY 23 Focus Team • Susie Watkins • Teresa Novy • Sandy Nielsen • Kelly Rosecrans • Theresa Adelman-Mullaly • Melissa Calvillo • John Blakeman • Denise Hammer • Mary Dyck • Kim Astroth • Judy Neubrander **FY 24-29 Implementation Team** • Instructional Experience Coordinators • Director of Undergraduate Programs • Director of Graduate Programs • Associate Dean for Academics • Sequence Leaders • Undergraduate and Graduate Curriculum Committees

Strategic Objective 4: Build a Premier Institution of Nursing Excellence

Descriptor

Mennonite College of Nursing's faculty and staff must continue to assess, develop, and lead our academic institution into the future. Sustaining and enhancing the College's future will prepare nurses for the dynamic ever-changing industry they are about to enter. The culture we create, the way we brand the organization, our financial resources, our faculty and staff strength and development, and our physical space will all contribute to sustaining our excellence over the next 100 years. Therefore, we must continue to promote and grow the College through initiatives that advance our mission and our values.

Strategic Focus Areas

Build Community and Belonging within the College	1.1 Evaluate and amend job descriptions and responsibilities thoroughly with each new hire to communicate clear job responsibilities for roles. 1.2 Intentionally increase community and belongingness. 1.3 Consciously develop the culture elements that are inclusive and meaningful to develop positive relationships among all MCN stakeholders. 1.4 Assess and consider purpose and outcomes of all meetings; improve efficiency and effectiveness of meetings to decrease frequency of meetings. 1.5 Embrace work-life integration and explore policies that support work-life integration. **FY 23 Focus Team** • Susie Watkins • Judy Neubrander • Kileigh Guido • Mary Dyck • Teresa Novy • Matt Rutherford

	FY 24-29 Implementation Team • Director of Marketing • Undergraduate and Graduate Program and Policy Committees • Graduate Program Director • Undergraduate Program Director • Dean's Council
<u>Mentorship & Training</u>	2.1 Assess what individuals desire for mentoring and professional development. 2.2 Develop and implement a plan for faculty/staff mentorship and professional development. 2.3 Collect data on job satisfaction and effectiveness of mentoring and professional development program. 2.4 Evaluate mentoring and professional development program. 2.5 Maintain strong mentoring and professional development program. **FY 23 Focus Team** • Susie Watkins • Judy Neubrander • Kileigh Guido • Mary Dyck • Teresa Novy • Matt Rutherford • MCN Marketing Team **FY 24-29 Implementation Team** • Dean's Council
<u>Marketing</u>	3.1 Illustrate MCN's value to students, community, and industry. 3.2 Recruit high caliber and diverse students, faculty, and staff. 3.3 Leverage technology and marketing automation. **FY 23 Focus Team** • Susie Watkins • Judy Neubrander • Kileigh Guido • Mary Dyck • Teresa Novy • Matt Rutherford • MCN Marketing Team **FY 24-29 Implementation Team** • Director of Marketing • Undergraduate and Graduate Program and Policy Committees • Graduate Program Director • Undergraduate Program Director

MILNER LIBRARY
STRATEGIC PLAN 2021-2026

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

Strategic Direction #1: Facilitate academic excellence by enriching campus learning and teaching.
Objectives with Action Steps

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

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

    A. Promote, proactively fund, and strongly encourage opportunities for all Milner employees to continually develop and build on their engagement with Diversity, Equity, and Inclusion (DEI) topics.
        i. Integrate DEI into Milner's Department Faculty Status Committee (DFSC) criteria to be part of promotion and tenure process.
        ii. Develop strategies to remove barriers and increase participation by all library staff in DEI learning opportunities.

B. Deconstruct systems in the Milner Library culture that result in unequitable practices and rebuild an environment that encourages DEI for marginalized communities.

    i. Create and publicize DEI plan(s) for Milner Library.

    ii. Review and update library policies as related to patron interaction.

    iii. Support the continued development of the Milner Inclusion, Diversity, Equity, and Access (IDEA) Committee.

C. Ensure DEI requirements are integrated in recruitment, hiring and retention processes.

    i. Update recommended hiring procedures for search committees to follow that will help attract diverse candidate pools and increase recruitment of employees from marginalized communities.

    ii. Strive to retain employees from marginalized communities by creating a responsive library environment.

    iii. Provide a support framework for new hires to integrate into the community and find resources they need to thrive.

D. Implement collection development strategies that value DEI.

    i. Provide DEI training to subject librarians in the review, acquisition, and disposition of resources.

    ii. Review collections across subject areas to enhance inclusivity of content.

    iii. Highlight and seek out underrepresented voices in cultural heritage and primary source materials as well as alternative formats.

    iv. Continue updating Milner's cataloging procedures to ensure voices of underrepresented communities are accessible and identifiable.

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

A. Work with campus to foster spaces for collaborative research, teaching, innovation, and other learning activities.

    i. Begin developing spaces for Priority Goals #1 (e.g. Academic Success Center), #1.5 (e.g. International Student Salon), and #2 (e.g. Digital Scholarship Center) in the Milner Library Master Plan in consultation with campus partners.

    ii. Create an implementation strategy with campus partners for integrating a faculty success center into Milner.

    iii. Improve collection and educational spaces for Special Collections.

    iv. Advance new/improved collection and educational spaces for Archives.

B. Increase private financial support.

    i. Foster and implement advancement goals that connect to ISU Master Plan, Milner Master Plan, and Capital Budget Request List.

C. Improve accessibility and user experience in both physical and virtual spaces.

    i. Continue to investigate and expand efforts to ensure a comprehensive user-centric experience informed by universal design for spaces, services, and environments.

    ii. Identify new opportunities to ensure accessibility of Milner resources, materials, and physical spaces.

D. Create a formal plan with other colleges that establishes Milner as the central resource for broad-use technology for all students.

    i. Initiate and lead discussions with campus partners about Milner Library investing in and serving as the central resource for broad technology access.

    ii. Identify trends in campus technology needs and tap existing technology specializations to inform and grow Milner's needed and desired technologies.

E. Maintain and enhance physical spaces for the well-being of collections and staff.

    i. Review and regularly update disaster plans.

    ii. Continue to foster the relationship with Environmental Health and Safety to address impending vulnerabilities in environment.

    iii. Finance education on disaster planning.

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

A. Establish a plan to identify areas and develop priorities for creating, growing, or reinvesting in collaborations with campus partners.

    i. Partner with Center for Civic Engagement to create service-learning opportunities.

ii. Foster relationships built on reciprocity to connect with the University and library's expanding DEI efforts.

iii. Collaborate with campus and community partners on exhibits and other programming.

B. Communicate proactively and consistently internally and externally about library services and collaborative efforts across campus.

i. Collaborate across library departments to support new and evolving initiatives.

ii. Promote and provide outreach to cultural heritage collections and services to foster engagement with primary sources and the historical record.

C. Increase the library's role in recruitment and pre-entry for students.

i. Partner with Admissions to offer Milner support for the recruitment process.

ii. Pursue and create official partnerships with every college's advisor office and general advisors for incoming students.

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

Objectives with Action Steps

A. Invest in student success by providing experiences to prepare students for their professional lives.

i. Provide paid internships or work-study opportunities in Milner for student engagement and learning experiences.

ii. Cultivate and mentor members of Milner's student workforce who wish to explore a career in libraries.

B. Develop processes and partnerships to reach students who need enhanced academic support to ensure success and retention.

i. Partner with University College, Student Affairs, and Advising to support and grow Milner's involvement in student retention.

ii. Share library data with campus partners via a Student Success Dashboard to identify and engage with students.

iii. Engage in more proactive librarianship practices to support student success.

C. Identify opportunities to gain student feedback and raise awareness about how library services can contribute to positive outcomes.

i. Develop a library definition of student success to articulate and distinguish the library's role in supporting students.

ii. Identify key indicator data on how students engage with the library that impacts student success.

D. Create opportunities to enhance holistic student experience in the library.

i. Make the library a hub for programming and activities that appeal to students.

ii. Ensure broad access to technologies that enable creation, visualization, and manipulation of digital information.

iii. Support and grow students' knowledge of global cultures and cross-cultural competencies via programming and services.

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

Objectives with Action Steps

A. Increase support for scholarship and research.

i. Increase grant writing support for faculty, staff, and graduate students.

ii. Explore expansion of open access publishing support (OA monographs, OERs, hosted journals).

iii. Expand existing partnerships to provide events and workshops in service of faculty, staff, and student research success.

B. Expand scholarly communication efforts.

i. Provide educational opportunities on scholarly communication topics, tools, and resources.

ii. Explore opportunities for advancing open access to research, such as Read and Publish agreements.

iii. Grow and promote the institutional repository.

iv. Negotiate with vendors to arrive at sustainable pricing for e-resources.

C. Formalize the library's support for digital scholarship, including digital humanities.

i. Provide educational opportunities on digital scholarship topics, tools, and resources.

ii. Develop and fund strategies to support digital scholarship.

GRADUATE SCHOOL
STRATEGIC PLAN 2022-2027

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

INTRODUCTION

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

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

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

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

A 5 Year Vision:

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

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

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

   d. Assess graduate assistant allocations, tuition waivers, and operating budgets for graduate programs. (FY 23)
  6. Elevate the position of Graduate Education within Illinois State University
   a. Add Dean of the Graduate School to the title of the Director of the Graduate School, or create a stand-alone Associate Vice President position for Graduate Education. (FY 27)
   b. Work with student affairs on opportunities for graduate student specific services and events, including writing resources and support. (FY 24)
   c. Develop a plan to establish a Graduate School Advisory Board, with representation of current students and alumni from all colleges. (FY 26)
   d. Continue to advocate for a second seat on the Academic Senate, which would create representation equal to the percentage of graduate students enrolled at the University (FY 24)
   e. Add an EDI subcommittee to the Graduate Council (FY 24)
  7. Collaborate with International Studies on student support and resources
   a. Advocate for increased graduate international student housing, including options for family housing. (ongoing)
   b. Coordinate communication efforts and information between international and graduate students.
   c. Expand funding opportunities for international graduate students to use in the recruitment process. (FY 26)
   d. Collaborate on professional development opportunities, including academic integrity, writing support, and faculty mentorship. (FY 24)
   e. Assist with recruitment efforts internationally, expand academic partnerships abroad, and establish guidelines for graduate degree sharing programs. (FY 24)
  8. Capitalize on establishing/growing programs that meet the demands of potential students and the job market
   a. Establish interdisciplinary graduate degree programs housed in the Graduate School, to provide students more options for workforce development. (FY 25)
   b. Collaborate with academic programming and online education on parameters for online course/program development, assessment, and quality. (ongoing)
   c. Collaborate with enrollment management, undergraduate education, and student services on resources and student support for online and adult learner programs.
   d. Create stackable certificates for graduate students to build to a master's degree (FY 25)
  9. Support graduate faculty in mentorship of graduate students
   a. Provide graduate faculty with monthly quick tips on graduate student mentoring. (FY 23)
   b. Host annual speaker series on graduate student mentorship. (FY 24)
   c. Host once per semester a journal club and social on hot topics in graduate student mentoring. (FY 25)
   d. Utilize Graduate Education Manager and Graduate Student Success Dashboard for mentorship interventions (FY 24)
  10. Track graduate student retention and progress toward degree
   a. Eliminate ProQuest and use ISU ReD as the repository for thesis/dissertation/capstones. (FY 24)
   b. Understand retention rates for doctoral students and determine why students drop out, at what point they drop out, and if historically marginalized students drop out at higher rates (FY 25)
   c. Provide training each semester on the Graduate Student Success Dashboard and Graduate Education Manager (ongoing)
   d. Work with PRPA to collect graduate student data on retention at the program, college, and university level. (FY 25)
   e. Collect data annually using a student survey about the graduate school experience (ongoing)

SWOT Analysis

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

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

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

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

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

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

SECTION IV

PROGRAM REVIEWS

SUMMARIES OF 2024-2025 PROGRAM REVIEWS

During academic year 2024-2025, program review self-study reports were submitted by 16 academic programs. Two research or service centers were scheduled for review during the 2025-2025 program review cycle. A summary report for each academic program reviewed this academic year follows.

ABOUT PROGRAM REVIEW AT ILLINOIS STATE UNIVERSITY

Each degree program offered by the University is reviewed every eight years. Each certificate program is addressed in the review of its parent academic program. Research and service centers recognized by IBHE are reviewed every four years. A schedule of program, certificate, and center reviews is included at the end of this section, following the program review summaries.

Program review at Illinois State University is conducted in accordance with principles of shared governance set forth in university governing documents. Faculty members of the institution have primary responsibility for the quality of its academic programs. Accordingly, faculty members conduct extensive analyses of the programs they teach, with input from other program stakeholders such as students, alumni, program advisory board members, and employers of program graduates. Faculty members report findings of their analyses in self-study reports submitted to the Academic Planning Committee of the University through the department or school and college in which the program resides.

The Academic Planning Committee is an external committee of the Academic Senate charged with facilitating review of academic programs and centers by their faculty, reviewing self-study reports submitted by faculty, and making recommendations intended to maintain and enhance program and center quality. The Academic Planning Committee consists of faculty, students, and administrators. Faculty members include a representative appointed by each college dean and confirmed by the Faculty Caucus of the Academic Senate, the Academic Senate chairperson, and a representative from the Academic Affairs Committee of the Academic Senate. Student members include an undergraduate student selected by the Student Government Association and a graduate student selected by the Graduate Student Association. Administrators include the Assistant Vice President for Academic Planning (who facilitates the committee), the Director of Graduate Studies, a staff member from University Assessment Services, and a staff member from the Office of the Provost (who is a non-voting member of the committee responsible for committee logistics).

The Academic Planning Committee reports its findings and recommendations to program and center faculty, the Academic Senate, and the Vice President for Academic Affairs and Provost. Findings and recommendations are finalized through their acceptance by the Provost and their publication in the Academic Plan.

Program review summaries included in this plan are based on review by the Academic Planning Committee of self-study reports compiled by faculty in 2023-2024 and submitted to the committee in fall 2024. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2024 and continuing through April 2025. In April-May 2025, committee representatives conferred with faculty and administrators associated with each program regarding preliminary committee findings and recommendations. The committee took into consideration feedback received during the program consultations when finalizing the summary reports. Members of the Academic Planning Committee for 2024-2025 are listed in the Acknowledgements section of this plan.

Each program review summary report included in this section sets forth a review outcome as required by and in accordance with the Illinois Administrative Code. The code prescribes three possible review outcomes: Good Standing, Flagged for Review, and Temporary Suspension. Each summary also includes actions recommended by the Academic Planning Committee for maintaining and enhancing program quality during the period ending with the subsequent review of the program. In a few instances, the Academic Planning Committee has asked faculty to address issues and report back to the committee well prior to the subsequent program review.

For more information regarding the program review process at Illinois State, including the most recent summary report for every program and center at the institution, see https://provost.illinoisstate.edu/planning/program/.

ABOUT CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODES

The header of each program review summary report that follows identifies the Classification of Instructional Programs code, or CIP code,   associated with the program, followed by the title of the CIP code classification. The code for each program has   been assigned by the Illinois Board of Higher Education from a taxonomic scheme originally developed by the National Center for Education Statistics in the U.S. Department of Education. The CIP taxonomy was   introduced in 1980 and was revised in 1985, 1990, 2000, 2010, and 2020. For more information about CIP codes, see https://nces.ed.gov/ipeds/cipcode.

The CIP code assigned to each program is intended to reflect the field of study that is the focus of the program. Assignment of CIP codes by IBHE supports comparison of similar programs at universities across the state and nation. IBHE has historically used CIP codes to compare performance of similar programs offered by public universities in the state. The CIP code identified in the header of each report that follows is most likely the code assigned to the program by IBHE at the time IBHE authorized Illinois State University to offer the program. In some instances CIP codes are changed as the CIP taxonomy is revised. In some instances the CIP code assigned to   a program may have subsequently been changed by IBHE, typically at the request of the University, to account for changes in program focus and content.

REVIEW OF THE B.S. IN CHEMISTRY

Classification of Instructional Programs (CIP) Code: 40.0501
Chemistry, General

OVERVIEW

The B.S. in Chemistry program at Illinois State University is housed in the Department of Chemistry within the College of Arts and Sciences. The Department offers a Minor in Chemistry, a B.S. in Chemistry with three distinct sequences—Traditional Chemistry, Chemistry Teacher Education (CTE), and Pedagogy Emphasis—as well as a B.S. in Biochemistry. At the graduate level, the Department offers an M.S. in Chemistry and two fully online graduate degrees focused on teacher education: the M.S. in Chemistry Education and the Master of Chemistry Education. The Traditional Chemistry sequence provides rigorous training in all five core areas of chemistry and meets the requirements for American Chemical Society (ACS) certification. The CTE sequence prepares students for licensure as secondary chemistry teachers in Illinois and integrates content knowledge with professional education coursework and field experiences. Both sequences offer extensive hands-on laboratory experiences and opportunities for undergraduate research.

Enrollment, Fall Census Day, 2017-2024
B.S., in Chemistry, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Chemistry (default) sequence	71	73	60	62	53	76	77	73
Chemistry Teacher Education sequence	24	27	20	19	21	18	11	11
Pedagogy Emphasis	0	0	0	0	0	0	0	0
Total	95	100	80	81	74	94	88	84

Degrees Conferred, Graduating Fiscal Year, 2017-2024
B.S., in Chemistry, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Chemistry (default) sequence	19	15	16	12	14	7	12	15
Chemistry Teacher Education sequence	4	1	5	4	1	7	4	4
Pedagogy Emphasis	0	0	0	0	0	0	0	0
Total	23	16	21	16	15	14	16	19

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021. Degrees by sequence for 2015 were not available.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

The Department Chairperson coordinated with various stakeholders to formulate this self-study. Faculty and staff were engaged in numerous ways, including organizational meetings, charges given to individuals or departmental

committees, and large group discussions involving the entire community. In addition, resources provided by the American Chemical Society (ACS) were consulted to ensure that our program provides students with the skills they need to succeed in a career in the chemical sciences.

Program Curriculum

At the undergraduate level, the Department offers a minor in chemistry and two majors (a B.S. in Chemistry and a B.S. in Biochemistry). The Chemistry degree also has a track in chemical education (CTE). At the Master's level, the Department offers an M.S. in Chemistry and two online master programs in teacher education – the Master of Science in Chemistry Education and Master of Chemistry Education. We are an ACS-approved department.

Academic unit faculty

The number of faculty within the Department has varied throughout the review period. Our faculty are involved in the direct instruction of all of our courses and provide individualized attention whenever possible. The Department strongly supports undergraduate involvement in research. All of our tenure/tenure track faculty have vibrant undergraduate research programs that regularly result in peer-reviewed publications and presentations at regional/national venues that involve student co-authors. Opportunities to participate in undergraduate research are offered via the CHE 290/299 courses, which can fulfill a graduation requirement for the B.S. of Chemistry degree. The Department currently supports multiple undergraduate research fellowships during the summer. These experiences involve ~28 hours/week of independent research experience in a Faculty member's research laboratory and are transformative experiences. Undergraduate research is known to have significant and positive impacts on student retention and can close the equity gaps in STEM graduation rates. Our faculty are dedicated Teacher-Scholars who are active within the classroom and research laboratory.

Program goals and quality indices

Since 2022, the Department has been revising its strategic plan in response to the Biochemistry program review.

Mission & Goals

As a collaborative group of teacher-scholars, the Department of Chemistry at Illinois State University promotes a culture of intellectual engagement while inspiring our community to expand chemical and biochemical knowledge in ways that positively impact society. We engage all students through welcoming classrooms and individualized, collaborative research. Students, Staff, and Faculty are passionate about research and education.

Goals:
1) Provide a student-centered Chemistry and Biochemistry curriculum that is both robust and engaging.
2) Develop and refine departmental support mechanisms for students and faculty.
3) Define an Equity, Diversity, and Inclusion plan tailored to chemistry and biochemistry.
4) Foster an environment conducive to student and faculty scholarship.

Specific objectives are contained within the report. We are proud of our engagement with students within undergraduate research. Each academic year, 60-100 students engage in independent research projects mentored by our tenure-track faculty. These works are frequently presented at regional and national meetings. In addition, students are often co-authors of peer reviewed publications in top-ranking chemistry and biochemistry journals.

Student learning outcomes assessment plan and process

Our assessment plan at the program level includes five goals. These goals were chosen such that we are ensuring that our courses provide students with the necessary background and experience to be successful chemical professionals. Our goals are assessed primarily with data collected from our courses, with some additional information regarding our engagement with students in undergraduate research. This data is collected by faculty and the Department Chairperson. A few example data types include course GPA, standardized ACS chemistry subject exams, exam tracking, writing assessment, and participation in undergraduate research experiences, to name a few.

The Department council and the curriculum committee discuss data. However, with the frequent changes in chairship and the pandemic during this review period, making adjustments based on assessment data and overall evaluation of the assessment instruments was a low priority.

Specialized accreditation

The ACS Committee on Professional Training establishes guidelines and standards for approving bachelor's degree programs in Chemistry. Our undergraduate degree programs undergo an annual review to ensure that courses are offered sufficiently frequently, that Faculty have adequate formal training, and that the Institution offers sufficient resources (e.g., library subscriptions and physical facilities). In addition to the annual review, every five years, the Department undergoes a periodic review that includes providing samples of instructional materials for external review. We are pleased to report that the department underwent the in-depth periodic review in 2022 and that we have maintained good standing as an ACS-approved department.

Responses to recommendations resulting from the previous program review

The Academic Planning Committee (APC) made several recommendations during the last review. Since that time, the department had two permanent and one interim Chairperson. In addition, a pandemic took place that had a significant impact on laboratory-based disciplines, such as chemistry. These events made continuity challenging, and hence, long-term progress was slow.

The department has worked to revise its strategic plan and continue collaborating with the library to maintain sufficient resources to secure continued ACS approval. We have accomplished both of these goals. In addition, the APC made several recommendations related to student recruitment and retention. Retention in STEM fields is challenging nationwide. This study revealed that the Fall 1 to Fall 2 retention metric is convoluted with issues involving preparation – roughly 50% of declared FTIC Chemistry Majors enrolled in no CHE courses during Fall 2023. As such, while retention in STEM is an important goal for the department, it is a challenging topic requiring broader institutional support. It primarily speaks to student preparation issues before arriving at Illinois State University.

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

Within the academic discipline, chemistry programs have increasingly integrated interdisciplinary courses and collaborations with a stronger emphasis on the intersections of chemistry with biology, materials science, environmental science, and data science. In many programs, the curriculum has evolved to include more contemporary topics such as nanotechnology, sustainable chemistry, and data science, with courses on computational chemistry and machine learning applications in chemistry becoming more common. The modern chemical professional is already more likely to identify as an environmental chemist focusing on ecological degradation, climate science, pollution control, renewable energy, and sustainability (green chemistry) or as a biochemist/chemical biologist driven by the boom in biotechnology, pharmaceuticals, and personalized medicine, or as a materials scientist developing new materials for electronics, energy storage, and nanotechnology applications.

A concern for the department is that far too many prospective chemical professionals arrive at university insufficiently prepared to succeed in chemistry. The threat of failed student success simultaneously provides substantial opportunities for programs that can adapt to accommodate these students and advance them from "where they are" when they arrive to where they "need to be" as a B.S. chemical professional while at the same time helping them achieve this within the constraints of four-year 120 credit hour programs. See section VI for more details.

Major findings of this program review self-study

1) The department has excellent time to degree, with the vast majority completing their degree within four years.

2) Enrollment decreased from 2015 to 2023 but remained relatively stable between 2017 and 2023. This trend is not isolated to Illinois State but rather true across the state of Illinois.
   a. Enrollment in the CTE program is down significantly, which is likely due to the pandemic. This is especially apparent in FTIC enrollment.
   b. Transfer student enrollment is rare.
   c. While this report is primarily about the chemistry program, it must be made clear that biochemistry is roughly half of our student population. We need to make it a priority to provide them with a curriculum that is unique from chemistry.
3) Within the state, the institutions that enroll the most CHE students are stable. The same institutions consistently received nearly the same percentage of the total CHE enrollment throughout the review period.
   a. Illinois State University is within the top 6 for CHE enrollment/degree production.
   b. The analysis is complicated because biochemistry is a degree at some institutions but a track of a chemistry program at others.
   c. Illinois State University is the only top producer besides UIUC, more than 30 minutes from a large metropolitan center.
4) The department plays a significant role in service and general education courses.

Initiatives and plans for the next program review cycle

Action Plan 1: Development of new program requirements and advising tracks: While the current program produces very well-prepared chemistry graduates, it is also rigid and primarily focused on meeting and exceeding the requirements set forth by ACS. While we wish to continue offering this level of degree program, many of our peers and aspirant institutions take a different approach. Namely, the minimum degree requirements are lower and do not meet ACS requirements. By reducing requirements, more flexibility is immediately introduced into the major. These peer and aspirant institutions provide students with advising tracks that allow them to focus on a particular area of study.

Action Plan 2: Enhanced marketing and recruitment efforts: Earning a degree in chemistry results in a highly employable graduate. According to recent Bureau of Labor Statistics reports, the median wage for a chemist is $84,680 per year, and from 2022 – 2032, chemists will have faster-than-average projected job growth (5-8%). Moreover, graduates from a STEM program succeed in many non-STEM fields and have great flexibility in their career paths. The department must do a better job of presenting this information to current and future students.

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for its efforts in completing a comprehensive self-study report and acknowledges the substantial work that went into maintaining accreditation with the American Chemical Society (ACS). The committee commends the program's highly experienced faculty whose deep disciplinary expertise provides substantial mentorship opportunities. This expertise is exemplified by the program's strong emphasis on undergraduate research, resulting in meaningful laboratory experiences, student co-authorships on scholarly publications, and regular presentations at professional conferences. The committee also recognizes that the program's collaboration with Milner Library has ensured robust access to scholarly resources, supporting both teaching and research missions. Advising practices, regularly evaluated for effectiveness, further guide students through a challenging and well-structured curriculum, while the Chemistry Club's community outreach and high school partnerships enhance the program's visibility and serve as a significant co-curricular strength.

In recent years, enrollment in the B.S. in Chemistry has declined, reflecting statewide and national trends in undergraduate chemistry enrollment. Despite these challenges, the program has maintained a cohort of well-qualified majors, many of whom are engaged in undergraduate research and successfully complete their degrees within four years. The program has taken steps to support student success: its strong advising system ensures students understand course sequencing and graduation requirements, the regular availability of faculty office hours

and review sessions helps students overcome academic hurdles, and structured mentoring through undergraduate research experiences fosters deeper engagement with the discipline. Additionally, co-curricular organizations, such as the Chemistry Club, and outreach activities provide supportive learning communities that can improve retention and graduation rates. Going forward, more formalized and proactive recruitment and retention strategies can help stabilize enrollments and ensure that a diverse range of students benefit from the program's high-quality educational experiences.

While these strengths are commendable, the committee notes that declining enrollment, mirroring statewide and national trends, poses a significant challenge. Current efforts have not yet yielded a comprehensive, strategic recruitment and retention plan. The program has acknowledged difficulties in recruiting a diverse student body, including underrepresented groups and transfer students, and must enhance its outreach and marketing efforts. Additionally, while the curriculum is rigorous and ACS-accredited, it has not evolved substantially in response to emerging disciplinary areas and the changing career interests of students. The curriculum could benefit from increased flexibility through optional tracks, greater incorporation of interdisciplinary topics (e.g., green chemistry, computational methods), and direct integration of equity, diversity, and inclusion (EDI) principles into course content and pedagogy.

Assessment, though present, is another area needing refinement. While data are collected, they are not systematically integrated into decision-making. Clear feedback loops that use assessment results to inform curricular changes and pedagogy would strengthen continuous improvement efforts. Enhanced use of assessment data, in consultation with University Assessment Services, would ensure that faculty regularly reflect on and adjust teaching strategies, course content, and resource allocations in response to documented student outcomes.

Furthermore, the committee encourages a stronger strategic focus. While the program aligns its actions with university and college-level priorities, it currently lacks its own comprehensive strategic plan. Developing a program-level strategic plan will enable more effective responses to enrollment challenges, clearer integration of EDI goals into the curriculum, data-driven assessment practices, and responsiveness to rapidly evolving trends in the field of chemistry. Leveraging information from comparator and aspirational programs could guide these strategic revisions, as could more formalized alumni and stakeholder engagement to ensure the curriculum remains current and career-relevant.

The Academic Planning Committee acknowledges these challenges and encourages deliberate and sustained action. Detailed descriptions of implemented changes, their outcomes, and ongoing strategies should be included in the next program review self-study report, tentatively due October 1, 2032.

Follow-Up Reports

Formalize enrollment management, recruitment, and retention efforts. Develop a comprehensive plan focused on recruiting a diverse student body, stabilizing enrollments, and supporting underrepresented and transfer students. Targeted outreach to community colleges, improved marketing, scholarship initiatives, and leveraging faculty and alumni networks can improve overall enrollment profiles and ensure student success. This plan should be submitted to the Office of the Provost by August 15, 2026.

Aspirational programs. The committee commends the program for acknowledging external benchmarks and encourages deeper engagement with comparator and aspirational models. This includes translating external insights into strategic curricular enhancements, improved outreach techniques, and updated instructional methods. The committee requests a revised aspirational plan that shows evidence of data-informed action. This plan should be submitted to the Office of the Provost by August 15, 2026.

Recommendations

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Develop a strategic plan for the program. While the self-study report references alignments between the program and college and university goals, the Committee recommends that the program faculty work to develop strategic plan for the program. Such a plan should address enrollment management, recruitment and retention strategies, strengthening diversity, improving curricular flexibility, and implementing systematic assessment. By establishing clear, measurable objectives with timelines, the program will better respond to challenges identified in this review.

Strengthen curriculum review and EDI integration. Conduct a comprehensive curricular review considering changing disciplinary trends, student career pathways, and stakeholder feedback. Introduce optional tracks or modernize course content, ensuring the curriculum aligns with contemporary chemistry fields. Incorporate EDI principles directly into coursework by integrating examples of diverse chemists, global chemical challenges, and inclusive teaching practices. Such efforts will create a more inclusive and globally relevant learning environment.

Remain current with changes in the discipline. Stay abreast of evolving trends—such as sustainable chemistry, computational tools, and interdisciplinary areas like chemical biology—by consulting current literature, participating in professional development opportunities, and engaging with professional organizations. This proactive stance will keep the curriculum cutting-edge, appealing to prospective students, and aligned with industry and research standards.

Enhance and utilize assessment for continuous improvement. The committee encourages faculty to continue their implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. Move beyond data collection toward structured reflection and action. Document how assessment data inform curricular changes, collaborate with University Assessment Services to refine outcomes, and routinely review results to guide improvements. This feedback loop will ensure continuous refinement of the program based on concrete evidence of student learning.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Further alumni and stakeholder engagement. Strengthen ties with alumni and external stakeholders to remain current with industry trends and job market needs. Regular alumni surveys, advisory boards, and panels can inform curriculum updates and highlight career pathways for prospective and current students, enhancing the program's relevance and attractiveness.

REVIEW OF THE M.S. IN CHEMISTRY
Classification of Instructional Programs (CIP) Code: 40.0501
Chemistry, General

OVERVIEW

The M.S. in Chemistry program at Illinois State University is housed in the Department of Chemistry within the College of Arts and Sciences. The Department offers a comprehensive suite of programs, including a Minor in Chemistry, a B.S. in Chemistry (with a Chemistry Teacher Education sequence), a B.S. in Biochemistry, and three graduate-level programs: the M.S. in Chemistry, the M.S. in Chemistry Education (M.S.C.E.), and the Master of Chemistry Education (M.C.E.). The M.S. in Chemistry is a thesis-based program that requires coursework across at least four sub-disciplines—analytical, inorganic, organic, physical, biochemistry, and chemical education—and culminates in a research thesis. Students work closely with faculty mentors in collaborative, laboratory-based research environments and regularly present at regional and national conferences. While students enter the program without formal sequences, they may choose to specialize in an area of interest through elective coursework and thesis research. The Department maintains approval from the American Chemical Society and emphasizes student engagement, individualized mentoring, and scholarly productivity as hallmarks of the graduate experience.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
M.S. in Chemistry, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	26	29	27	17	26	27	26	28
Degrees	8	9	10	7	14	6	9	11

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

The Department Chairperson coordinated with various stakeholders to formulate this self-study. Faculty and staff were engaged in numerous ways, including organizational meetings, charges given to individuals or Departmental committees, and large group discussions involving the entire community. In addition, resources provided by the American Chemical Society (ACS) were consulted to ensure that our program provides students with the skills they need to succeed in a career in the chemical sciences.

Program curriculum

At the undergraduate level, the Department offers a minor in chemistry and two majors (a B.S. in Chemistry and a B.S. in Biochemistry). The Chemistry degree also has a track in chemical education (CTE). At the graduate level, the Department offers an M.S. in Chemistry and two online master's programs in teacher education – the Master of Science in Chemistry Education and the Master of Chemistry Education. We are an ACS-approved Department - please see the section on special accreditation for additional details. The M.S. in Chemistry requires coursework in four of five specializations in the field of chemistry along with intensive research experience culminating in a thesis.

Academic unit faculty

The number of faculty within the Department has varied throughout the review period. Our faculty are involved in the direct instruction of all of our courses and provide individualized attention whenever possible. The Department

strongly supports student involvement in research. Nearly all of our tenure/tenure-track faculty have vibrant research programs that regularly result in peer-reviewed publications and presentations at regional/national venues that involve student co-authors. Opportunities to participate in undergraduate research are offered via the CHE 290/299 courses, which can fulfill a graduation requirement for the B.S. in Chemistry degree. At the graduate level, all students must complete a thesis that in part combines work performed in CHE 490/499. Our faculty are dedicated Teacher-Scholars who are active within the classroom and research laboratory.

Program goals and quality indices

Our department is proud of the individualized attention that we provide to students within all learning spaces, including traditional classrooms, teaching laboratories, and research laboratories. We are proud of our engagement with students within research. Each academic year, 60-100 students engage in independent research projects mentored by our tenure-track faculty. These works are frequently presented at regional and national meetings. In addition, students are often co-authors of peer-reviewed publications in top-ranking chemistry and biochemistry journals. Currently, faculty from our department holds $3.5 million in active research funding. Additionally, faculty from our department are co-PIs on $3.3 million in active educational grants. Since 2022, the Department has been revising its strategic plan in response to the Biochemistry program review.

Mission & Goals

As a collaborative group of teacher-scholars, the Department of Chemistry at Illinois State University promotes a culture of intellectual engagement while inspiring our community to expand chemical and biochemical knowledge in ways that positively impact society. We engage all students through welcoming classrooms and individualized, collaborative research. Students, Staff, and Faculty are passionate about research and education.

Goals:
1) Provide a student-centered Chemistry and Biochemistry curriculum that is both robust and engaging.
2) Develop and refine Departmental support mechanisms for students and faculty.
3) Define an Equity, Diversity, and Inclusion plan tailored to chemistry and biochemistry.
4) Foster an environment conducive to student and faculty scholarship.

Student learning outcomes assessment plan and process

Our assessment plan at the program level includes four goals. These goals were chosen so that we can ensure that our courses provide students with the necessary background and experience to be successful chemical professionals. Our goals are assessed primarily with data collected from our courses and theses. This data is collected by faculty and the Department Chairperson.

The Department council and the curriculum committee discuss data. However, with the frequent changes in Chairship and the pandemic during this review period, making adjustments based on assessment data and overall evaluation of the assessment instruments was a low priority. See section III.5 for more detail.

Specialized accreditation

The American Chemical Society Committee on Professional Training establishes guidelines and standards for approving bachelor's degree programs in Chemistry. Although these guidelines are for undergraduate education, they provide a valuable reference point for our graduate program. Our undergraduate degree programs undergo an annual review to ensure that courses are offered sufficiently frequently, that Faculty have adequate formal training, and that the Institution offers sufficient resources (e.g., library subscriptions and physical facilities). In addition to the annual review, every five years, the Department undergoes a periodic review that includes providing samples of instructional materials for external review. Some of these courses are approved for graduate credit. We are pleased to report that the Department underwent the in-depth periodic review in 2022 and that we have maintained good standing as an ACS-approved Department.

Responses to recommendations resulting from the previous program review

The Academic Planning Committee (APC) made several recommendations during the last review. Since that time, the Department had two permanent and one interim Chairperson. In addition, a pandemic took place that had a significant impact on a laboratory-based discipline. These events made continuity challenging, and hence, long-term progress was slow. That said, progress has been made on the recommendations made by the APC. Specifically, the Department has worked to revise its strategic plan and continue collaborating with the library to maintain sufficient resources to secure continued ACS approval. The APC also recommended that faculty research interests be made more publicly available. The Department has created a faculty research interest flyer, which is regularly updated and distributed to all interested prospective students. Additionally, our website now includes a section devoted to faculty research pursuits. While the data has not been recorded, the racial diversity within our program has increased, driven by the increase in international students, largely from Ghana and Nigeria. The Department has more work to do regarding long-term scheduling within chemistry sub-disciplines. This has been hampered by changes in the Chair position and staffing challenges.

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

Within the academic discipline, chemistry programs have increasingly integrated interdisciplinary courses and collaborations with a stronger emphasis on the intersections of chemistry with biology, materials science, environmental science, and data science. In many programs, the curriculum has evolved to include more contemporary topics such as nanotechnology, sustainable chemistry, and data science, with courses on computational chemistry and machine learning applications in chemistry becoming more common. The modern chemical professional is already more likely to identify as an environmental chemist focusing on ecological degradation, climate science, pollution control, renewable energy, and sustainability (green chemistry) or as a biochemist/chemical biologist driven by the boom in biotechnology, pharmaceuticals, and personalized medicine, or as a materials scientist developing new materials for electronics, energy storage, and nanotechnology applications.

Major findings of this program review self-study

1) Enrollment in the M.S. in Chemistry degree at Illinois State University is up from 2015 to 2023. In contrast, overall enrollment in M.S. in Chemistry programs in Illinois is down 22%.
2) ISU is one of the top producers of M.S. in Chemistry degrees in Illinois.
3) Faculty numbers have fluctuated throughout the review period.
   a) While the faculty FTE per TT faculty appears constant, activities such as service, scholarship, and engagement in DEI and undergraduate/graduate research are not reflected in FTE.
4) Diversity numbers within faculty are a work in progress, but they are improving.
5) Chemistry requires significant investments in infrastructure and instrumentation. The Department has procedures in place to keep both as up-to-date as possible.
6) Recruitment has primarily relied on university admissions and reputation.
7) The Department continues to maintain ACS approval. While the approval is for undergraduate programs, the ACS approves departments based on a rigorous set of criteria.
8) Our students must participate in research and complete a thesis. They are frequently co-authors on peer-reviewed publications and/or presentations at regional/national-level chemistry conferences.
9) While the Department has seen significant growth in international students, developing and maintaining domestic student pipelines is also of high interest.

Initiatives and plans for the next program review cycle

Action Plan 1: Investigate an accelerated dual degree program
Accelerated degree programs that enable students to earn both a B.S. and M.S. degree are common. Within our in-state comparators, both Western Illinois University and Lewis University have accelerated degree programs in Chemistry. While it is not uncommon for our B.S. students to decide to stay at Illinois State for a Master's degree, we do not offer or advertise for an accelerated program. The steps to achieve this goal are straightforward and involve an analysis of our undergraduate and graduate curriculum. Discussion will take place within the

Department to determine if such an accelerated dual degree program is appropriate at Illinois State and would serve our students.

Action Plan 2: Investigate graduate program offerings
Examining our high-performing in-state comparator institutions shows that all of them offer non-thesis-based MS degrees. This starkly contrasts our program, in which a thesis-based option is the only pathway to a degree. This gave the Department pause and given the overall enrollment trend within the state for M.S. in Chemistry degrees, it is worth our time to investigate the type of graduate education the Department offers. This study would need to start with a grassroots approach, and it should include out-of-the-box thinking. We should consider why we only offer a thesis-based M.S. in Chemistry and what other degree or certificate programs we could offer.

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 Chemistry to be in Good Standing.

The Academic Planning Committee thanks the program for its efforts in completing the self-study report. The committee acknowledges the depth of faculty expertise, with the majority of faculty at the full professor rank and commends the program's strong research emphasis. The thesis-based structure ensures students engage in meaningful, original investigations that often lead to conference presentations, co-authored publications, and advanced research skills. These opportunities profoundly enhance professional development and prepare graduates for both doctoral study and direct entry into the chemical industry.

While many M.S. in Chemistry programs statewide experienced declines since 2015, the program at Illinois State has maintained a relatively stable and, at times, improved enrollment level. This resilience, especially amid fluctuating statewide trends, suggests that the program's reputation, robust research offerings, and supportive faculty mentorship attract a steady stream of candidates—particularly from international pools. However, domestic enrollment and gender balance remain areas of opportunity. A more proactive recruitment strategy could help ensure that the program not only maintains stability but also grows in directions that broaden its demographic profile.

The committee also recognizes that the program engages in various activities to support student success. In addition to formal coursework and thesis research, students benefit from strong faculty advising, departmental seminars featuring diverse speakers, and professional development opportunities such as conference travel and workshops on scientific communication. These co-curricular activities help foster a sense of community, assist students in navigating the challenges of graduate-level study, and enhance their readiness for future careers.

Despite these strengths, the committee notes several areas needing attention. The program's stable enrollment reflects success in certain markets (notably international) but reveals gaps in broader domestic outreach and in achieving a more balanced demographic composition. Currently, the program lacks a comprehensive and data-driven recruitment strategy to diversify its applicant pool, address gender imbalances, and ensure long-term growth.

Additionally, while new graduate courses have been introduced, their goals and impact on the curriculum remain unclear. More intentional alignment with evolving disciplinary trends—such as sustainable chemistry, computational methods, and interdisciplinary specializations—could increase the program's attractiveness. Incorporating equity, diversity, and inclusion (EDI) more explicitly into the curriculum, rather than relying primarily on international enrollments, would enrich the learning environment and better prepare students for a global and inclusive workforce.

Assessment is another key area for development. Although the program reports minimal attrition and strong completion rates, it does not provide systematic evidence or data-driven measures to confirm these outcomes. By establishing a graduate-level assessment framework—distinct from the undergraduate model—the program can clearly define M.S.-level learning outcomes, measure student achievement in research and professional skills, and use these findings to refine curricula and document program strengths.

The committee also notes that while the program acknowledges models at comparator and aspirational institutions (e.g., considering non-thesis tracks or "4+1" accelerated options), it has not articulated how these insights might inform concrete changes at ISU. Exploring these models thoroughly and adapting them as appropriate could ensure that the program remains flexible, modern, and responsive to student and industry demands.

Follow-Up Reports

Assessment plan. The Academic Planning Committee recognizes faculty efforts in developing and implementing the assessment. As noted during the review discussion, one key area for development is the program's approach to graduate-level assessment. While the self-study reports strong completion rates and minimal attrition, the program does not currently provide systematic evidence to confirm these outcomes or to assess achievement of its learning goals. The Committee asks that the program faculty develop a follow-up report that describes a graduate-level assessment framework that articulates distinct masters-level outcomes, identifies how those outcomes are addressed through coursework, research, and the thesis process, and outlines a plan for collecting and using evidence of student learning. The report should also describe how assessment results will inform program improvement and how the assessment process will be embedded in the department's ongoing work. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by October 1, 2026.

Comparator and aspirational programs. The committee commends the program for acknowledging external models but encourages a deeper, more action-oriented analysis. Rather than merely cataloging peer practices, the program should identify specific strategies or structures that can be adapted. By October 1, 2026, the program should submit a revised aspirational plan to the Office of the Provost, detailing how insights from comparator programs will inform strategic decisions, curriculum updates, and recruitment initiatives.

Recommendations

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Develop a strategic plan for the program. While the self-study report references alignments between the program and college and university goals, the Committee recommends that the program faculty work to develop strategic plan for the program. Such a plan should establish explicit targets for enrollment management (including domestic recruitment and demographic balance), integrate current industry and research trends into the curriculum, and incorporate systematic assessment of student learning. Comparator analyses should also guide these strategic efforts. By establishing clear, measurable objectives with timelines, the program will better respond to challenges identified in this review.

Formalize enrollment management, recruitment, and retention efforts. Develop a data-driven recruitment and retention strategy aimed at attracting a more diverse domestic applicant pool and balancing gender representation. Such efforts will strengthen the program's demographic profile, broaden its appeal, and ensure stable growth.

Strengthen curriculum review and EDI integration. Conduct a comprehensive curriculum review, articulating the purpose and outcomes of new courses and aligning them with contemporary disciplinary trends. Integrate equity, diversity, and inclusion (EDI) principles into the curriculum to ensure inclusivity and prepare students for a diverse professional environment.

Enhance and utilize assessment for continuous improvement. Establish a formal assessment framework with graduate-level learning outcomes and corresponding measures. Use these data to guide curricular enhancements, validate student success claims, and communicate program value to stakeholders.

Formalize alumni and stakeholder engagement. Move beyond informal alumni connections to implement structured feedback loops. Regular surveys, advisory boards, and alumni-oriented events will provide insights into employment trends, inform curricular changes, and highlight program strengths to prospective students.

Remain current with changes in the discipline. Continuously monitor evolving trends in chemistry education and industry needs. Consider flexible degree paths, emerging sub-disciplines, and interdisciplinary partnerships. Adapting ideas from comparator programs can help maintain competitiveness and relevance.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

REVIEW OF BACHELOR OF SCIENCE IN BIOLOGY TEACHER EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1322
Biology Teacher Education

OVERVIEW

The B.S. in Biological Sciences Teacher Education (BTE) program at Illinois State University is housed in the School of Biological Sciences within the College of Arts and Sciences. The School offers three undergraduate majors—Biological Sciences, Molecular and Cellular Biology, and Biology Teacher Education—as well as a minor in Biological Sciences. The BTE program prepares students to become licensed secondary education teachers in biology, combining a strong foundation in biological sciences with pedagogical training aligned to national and state teaching standards. Students in the program take content courses alongside general biology majors and complete professional education coursework through the College of Education. The curriculum integrates standards such as the Illinois Professional Educator Standards (IPES), InTASC Model Core Teaching Standards, and the Culturally Responsive Teaching and Leading Standards, along with the National Science Teaching Association (NSTA)/Association for Science Teacher Education (ASTE) Science Standards. Students engage in extensive clinical experiences in diverse school settings, including options for year-long internships and traditional student teaching placements across Illinois. The program, newly designated as a stand-alone major, continues to respond to national challenges in science teacher preparation while maintaining its status as an exemplary program under the Illinois Educator Preparation Profile.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
B.S. in Biological Sciences Teacher Education, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	57	67	81	73	71	58	55	47
Degrees	1	9	12	18	11	21	7	13

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

To begin the self-study process, the Secondary Education Program Coordinator along with Director of the School of Biological Sciences and Assistant Director of the School of Biological Sciences met to review unit information from the last program review within the Unit (Molecular-Cellular Biology) to identify what updates needed to be made and what data will be used for program review as this is the first program review of the Biology Teacher Education program since is transition from a sequence to a major.

The self-study process included organizing teacher education data collected yearly for the Annual Program Improvement Review (APIR) completed by all teacher education programs at ISU. Data from mandated state and national reporting for the Illinois State Board of Education (ISBE) licensure and the Council for the Accreditation of Educator Preparation (CAEP) accreditation in secondary education which requires communication and feedback from stakeholders, employers, alumni, and others in secondary and k-12 Education programs was analyzed and summarized. Previous program assessment and feedback was also reviewed. Major findings along with future initiatives and plans were identified and communicated.

Program curriculum

Graduation requirements: 120 credit hours including 95 credit hours for the degree program and 25 credit hours for General Education. The 95 credit hours for the degree program include 38 credit hours of biology courses, 18 credit hours of other science courses, 25 credit hours of education-related courses, and 12 credit hours of student teaching.

Program or academic unit faculty

Program faculty-
- 1 Administrative Professional/non-tenure track faculty member
- 1 adjunct, non-tenure track faculty member

Unit faculty-
- 21 Tenure track faculty
- 5 Non-tenure track faculty

Program goals and quality indices

Academic Program Goals - Program Learning Objectives created for BS degrees within the School of Biological Sciences:
- Goal 1 - Insight into disciplines that extend from central concepts
- Goal 2 - Functional understanding or scientific method and research
- Goal 3 - Fostering development of related skills

First, they (students) develop an understanding of the fundamental concepts that unite fields of biology. These concepts are central themes that are essential for anyone pursuing a career in biology-related fields. Next, students are shown that biology is a set of related disciplines. Students gain insight into the unique aspects of subdisciplines as well as an integrated view of these disciplines as part of the unified field. Additionally, students are encouraged to gain an understanding of scientific research as a process. This is accomplished by covering the scientific method and research approaches, as well as encouraging students to participate in research projects under faculty supervision. Finally, students involved in the program develop related skills such as statistical evaluation and scientific literacy.

In addition to the program learning objectives, the Biology Teacher Education program also aligns with the following state and national standards/goals.

The InTASC Model Core Teaching Standards:
> A set of Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world. This "common core" outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share. They were created by the Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC).

Illinois Professional Teaching Standards (IPTS) transitioning into the (updated) Illinois Professional Educator Standards (IPES):
> Establishes the minimum requirements for both the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for licensure (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. – Illinois State Board of Education (ISBE)

Illinois' new Culturally Responsive Teaching and Leading ("CRTL") Standards:
> These standards are aimed at helping future teachers engage and connect with students from all backgrounds. The new CRTL Standards apply a culturally responsive approach to Illinois' rules for teacher training programs, requiring programs to incorporate concepts such as implicit bias, historical inequities, student advocacy and representation, and social-emotional development into their educator training coursework. The

new CRTL standards require all existing teacher preparation programs to incorporate the new standards. – Illinois State Board of Education

The NSTA/ASTE 2020 Science Standards for Teacher Preparation:
> These standards are intended to be used by science teacher preparation programs in preparing for accreditation or program design. These standards can also serve as a guide for state agencies developing licensure standards for science teacher preparation. – National Science Teaching Association/Association of Science Teacher Education

The Next Generation Science Standards (NGSS):
> The NGSS are K–12 science content standards developed by states to improve science education for all students. A goal for developing the NGSS was to create a set of research-based, up-to-date K–12 science standards. These standards give local educators the flexibility to design classroom learning experiences that stimulate students' interests in science and prepares them for college, careers, and citizenship.

Student learning outcomes assessment plan and process

Data is collected through the Teacher Education Quality Assurance System Annual Program Improvement Review (APIR) formerly the AAR. This assessment plan is aligned to the standards listed above. (edDispositions, Lesson Plan Rubric, edTPA, CPAST, Content tests)

Specialized accreditation

BTE is an accredited Education Preparation Provider (EPP) by the Council for the Accreditation of Educator Preparation (CAEP) through Spring 2026. BTE is an ISBE institution of higher education (IHE) approved preparation program. The BTE program leads to an Illinois Professional Educator's Licensure in Science – Biology.

Responses to recommendations resulting from the previous program review

This is the first program review of Biology Teacher Education. The overall comments from the last academic assessment plan will be used instead. Included in this self-study are multiple sets of standards used as student learning outcomes. Course syllabi are used in the alignment of those outcomes through alignment to the standards. There are multiple documents, processes, and assessments used by the College of Education to track student outcomes in secondary programs. In the future, more specific review of information with other secondary science programs will be included along with documentation of how the information guides the improvements identified.

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

Changes within the academic discipline are reflected in revisions of existing teacher education standards and in new sets of standards such as the Culturally Responsive Teaching and Leading standards (CRTLS). Faculty in the Biology Teacher Education program, both in biology and the College of Education have designed instruction to effectively address culturally responsive teaching and instruction for diverse learners within the context of teaching a secondary subject area.

Illinois is currently experiencing a teacher shortage. Demand for teachers has increased while the number of Biology teacher candidates enrolled in most Illinois universities has significantly decreased in recent years.

Major findings of this program review self-study

Students in the Biology Techer Education program are provided a quality, comprehensive education including a multitude of science content courses taught by mostly tenure-track faculty, a sequence of standards-driven teacher education-specific courses within BSC taught by knowledgeable instructors with previous high school and middle school classroom experience. Required education-specific secondary education courses in the College of Education are taught by qualified tenure and nontenure track faculty. The program includes multiple pre-student teaching clinical experiences both within biology and in courses offered through the College of Education. Students have

options for student teaching including year-long internships and traditional, one semester placements with our school partners and when possible, ISU alumni, and are supervised by former classroom teachers. As a result of this, BTE students are graduating on-time, passing the ISBE-required science content test, successfully completing student teaching, and obtaining an Illinois professional educators license and immediate employment.

ISU needs to be able to attract and retain more Biology Teacher Education students both first time college students and transfer students. Improvements could be made in ways to communicate the option of Biology Teacher Education to general Biology students considering future employment options along with creating increased interest among specific graduate students early on in their graduate program to pursue the licensure-only option within the Biology Teacher Education program to provide additional employment opportunities post-graduation. In the future, improvements could include the Biology Teacher Education program taking a larger role in the preparation of the other science teacher education students including the middle level sciences.

Initiatives and plans for the next program review cycle

The Biology Teacher Education program will work to do the following in the next review cycle:

- Continued and organized methods of data analysis with the other science education programs and with our school partners. BTE will consider of use of professional associations such as the Illinois Science Teaching Association as a means to better network with educators in the field and to recruit stakeholders for data analysis.
- Continued and organized methods of tracking alumni. BTE will work with the School of Biological Sciences to create a plan to better-track BTE alumni.
- Continued and organized methods of student recruitment to the BTE program. BTE will work with the School of Biological Sciences to create a means to specifically recruit to the major. BTE will continue to support the COE recruitment initiatives including participating in the future teacher conference and other activities and provide information on the program for advertisement, etc. BTE, in conjunction with the School of Biological Sciences will work with the new College of Arts and Sciences director of student success, retention, and recruitment.
- Continued monitoring of the curriculum in the required courses in the program to ensure alignment to program, state, and national standards, and the Illinois science content test framework.

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

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The Academic Planning Committee (APC) has completed its review of the B.S. in Biology Teacher Education. The committee recognizes that this program, recently established as a standalone major, grew out of a sequence within the School of Biological Sciences. We acknowledge the faculty's work in adapting to state-level teacher education standards (Illinois State Board of Education, CAEP) and commend the program's ongoing assessment practices through the College of Education's quality assurance systems. The committee notes the strong biological content foundation, the variety of clinical experiences offered, and improved time-to-degree measures as significant strengths.

While recognizing the B.S. in Biology Teacher Education program has many strengths, the committee is concerned about many aspects regarding the current state of the program and several of these issues that were highlighted in the self-study. Our concern stems primarily from the program's organizational structure, faculty engagement, declining enrollments, and the need for strategic efforts in recruitment, stakeholder engagement, and benchmarking against peer and aspirational programs. Strengthening the connection between the School of Biological Sciences and the teacher education curriculum will ensure that the program remains responsive to the evolving demands of 9-12 education. Therefore, the Academic Planning Committee flags the B.S. in Biology Teacher Education program for further review. The committee requests that the School of Biological Sciences take the following actions and submit the following reports based on those actions.

Report Due by October 1, 2026
Submit to the Academic Planning Committee via the Office of the Provost.

Improve benchmarking and external analysis:
The committee requests a more comprehensive analysis of comparator and aspirational biology teacher education programs, including national examples, to identify best practices and models of success. Consider interdisciplinary approaches, innovative scheduling, and pathways that enhance student preparation and reduce time-to-degree. Use these findings to inform strategic planning and curriculum updates.

Develop a targeted enrollment management Strategy:
The program should also develop a strategic recruitment, and enrollment management tailored to the B.S. in Biology Teacher Education. This plan should include efforts to diversify the student population. Engage with prospective students through outreach events, partnerships with school districts, community colleges, and university admissions resources. Highlight career opportunities in biology education to attract a robust and diverse candidate pool. This report should describe how insights from comparative analyses inform specific, actionable steps to strengthen enrollment and refine the program's structure.

Progress in clarifying faculty roles and increasing engagement and involvement in leadership:
The committee asks the program to outline steps taken to clarify the involvement of tenure-track Biological Sciences faculty in the B.S. in Biology Teacher Education curriculum. This includes developing a sustainable model for faculty leadership within the program, ensuring students benefit from mentoring, research-informed teaching, and long-term curricular oversight. This may also involve assigning specific faculty to oversee aspects of the program, ensuring cohesive curriculum planning, and offering mentorship opportunities for teacher candidates.

Strengthen stakeholder and alumni engagement:
Implement formal feedback mechanisms to regularly gather input from alumni, school partners, and employers. Establish advisory groups or surveys to guide curriculum refinement, track graduate outcomes, and demonstrate the program's impact on 9-12 education.

REVIEW OF THE B.S. IN GEOLOGY
Classification of Instructional Programs (CIP) Code: 40.0601
Geology/Earth Science, General

OVERVIEW

The B.S. in Geology program at Illinois State University is housed within the Department of Geography, Geology, and the Environment in the College of Arts and Sciences. The department offers three undergraduate degrees in Geography, Geology, and Environmental Systems Science and Sustainability and a graduate M.S. in Hydrogeology, along with several minor programs. The Geology major includes three sequences: Traditional, Accelerated, and Earth and Space Science Education (ESSE), with the latter preparing students for licensure in secondary science education. The curriculum emphasizes both foundational geoscience knowledge and practical skills in fieldwork, laboratory techniques, and data analysis, including GIS, remote sensing, and geospatial modeling. Students benefit from small class sizes, individualized attention from tenure-track faculty, and extensive hands-on learning opportunities through field courses, research projects, and a capstone Field Camp. Graduates are well prepared for careers in geoscience or further study in graduate programs.

Enrollment, Fall Census Day, 2017-2024
B.S., in Geology, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Geology sequence	51	48	44	46	32	35	46	46
Traditional Geology accelerated sequence	-	-	-	-	-	-	-	0
Earth and Space Science Teacher Education sequence	17	18	16	16	24	25	26	16
Total	68	66	60	62	56	60	72	62

Degrees Conferred, Graduating Fiscal Year, 2017-2024
B.S., in Geology, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Geology sequence	20	9	14	8	5	16	15	10
Traditional Geology accelerated sequence	-	-	-	-	-	-	-	-
Earth and Space Science Teacher Education sequence	6	3	4	4	0	4	4	4
Total	26	12	18	12	5	20	19	14

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021. Degrees by sequence for 2015 were not available. The accelerated sequence became effective May 20, 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-Study Process

The Geology Program self-study process has, in many ways, been ongoing throughout the program review period (2016–2023), either as part of regular Departmental retreats, faculty meetings, or informal conversations among

faculty. That this program review year made no difference in our regular operations regarding curriculum discussions, assessment, budgeting, and planning. The Geology Program Faculty (7 TT and 1 AP) meets regularly on a roughly weekly basis provided a quorum can be present. Our meetings during Fall 2023 focused largely on Program Review discussions, including what data we wanted, discussions about those data as they became available, and potential areas of further inquiry. Data were compiled from the Office of Planning, Research, and Policy Analysis (PRPA), the ISU Alumni Office, and our own records. We requested and received help from our subject area librarian, Mr. Joshua Newport, on topics related to Milner Library resources. We administered surveys through Qualtrics to our current students (n=5 respondents) and our alumni (n=70 respondents) especially for this program review. Other annual assessment data is also included. Data reports were generated via PRPA and other internal resources by Interim Chair Dr. Eric Peterson. Dr. Tenley Banik was responsible for data compilation and writing the first draft of the program review, with input from program faculty. The first draft of the report was shared with the faculty and Chair prior to our annual retreat on August 16th, 2024, and was discussed at the retreat and faculty meetings prior to the preparation of the final draft.

Program curriculum

The Geology B.S. curriculum provides specialized training for those students who wish to pursue entry-level employment following completion of the program while simultaneously ensuring the breadth of academic background for those who will pursue graduate studies. Students earn a Geology B.S. degree through one of two sequences: Traditional Geology or Earth and Space Science Education (ESSE). Our curriculum provides a balance between theory and application and includes significant field and laboratory components. As such, new courses are regularly considered and developed to stay in step with new advances in technology and understanding. Both the Geology B.S. ESSE and the Traditional Geology curriculum are in the middle of overhauls.

Program faculty

The Geology Program has seven tenure-line faculty. One faculty member has been on leave since Fall 2022, and one has served as Chair since Summer 2023. All faculty members have Ph.D.s from leading research institutions. Faculty members are recognized university-wide, state-wide, nationally, and internationally as subject-matter experts and for their teaching, scholarship, and service to their specialization. We anticipate a series of hirings during the upcoming program review cycle.

Program goals and quality indices

The specific goals of the ISU Geology Program are:
1. To provide all students with the opportunity to learn about the nature of science and basic scientific principles through the study of geology.
2. To introduce all students to the many ways geology is interwoven into modern civilization.
3. To provide Geology majors with a solid background in the natural sciences.
4. To prepare Geology majors to apply mathematics and computer science as tools for performance in Geology.
5. To provide Geology majors with the range of basic geologic concepts covering the breadth of the discipline.
6. To help students develop the communication, analytical, quantitative, and critical thinking skills necessary for success as a professional scientist.
7. To provide specialized training for those students who wish to pursue entry-level employment following completion of the program while simultaneously ensuring the breadth of academic background for those students who will pursue graduate studies in geology.

Student learning outcomes assessment plan and process

Students who complete the B.S. in Geology are expected to:
1. Be able to identify, describe, and classify common, and some uncommon, Earth materials (minerals and rocks); make scientific observations of these Earth materials in the field and in the laboratory; and interpret their observations in a scientifically sound manner.

2. Be familiar with the arrangement and structure of these Earth materials, including how they originally form and how they are affected by physical, chemical, and biological activity after they form.
3. Develop skill in constructing and interpreting geologic maps.
4. Develop models of the geometry and spatial relations of Earth materials at depth.
5. Develop an appreciation for the enormity of time and the history of the Earth.
6. Develop an appreciation of society's dependence on Earth resources and on the interaction between human activities and the natural environment.
7. Learn the theoretical bases of geology and utilize opportunities to apply theoretical knowledge to field based problems.
8. Develop appropriate analytical and quantitative skills for a career or advanced study in geology.
9. Develop appropriate written and oral communication skills for a career or advanced study in geology.

Our annual assessment procedures have three parts. The first part of assessment occurs in May in GEO 296 Stratigraphy, which is required of all Traditional Geology majors and addresses learning outcomes six and nine. This assessment is based on rubrics used for the GEO 296 research project. The second part our assessment is an exit interview survey that is given electronically to all Geology graduates each May. Response rates for the program review period average ~50%. The third part of our annual assessment occurs at the end of GEO 395 Field Geology, where scores of our students are evaluated in comparison to our expected benchmarks and to the performance of external students who complete the camp. In other words, we expect a minimum level of performance for our outcomes, and we also like to see our cohort of students outperform the external students in their capstone experiences. We also closely evaluate the transcripts of each of our graduates, and we monitor their first career steps.

Specialized accreditation

The Geology B.S. program has no specialized accreditation agency. The Earth and Space Science Education (ESSE) sequence is also part of the teacher education unit at Illinois State accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Responses to recommendations resulting from the previous program review

The previous program review asked the Geology Program to consider 15 issues broadly grouped into areas of maintenance, areas of improvement regarding student retention, recruitment, and diversification; and areas for expansion. We were successful in the 'maintenance' items and made improvements in the areas of enrollment and increased racial/ethnic diversity in the program. We have added significant diversity to our capstone field geology course by recruiting international students and students from underrepresented groups from other universities. We increased our community-building efforts and made several curricular changes to attract a greater number of and more diverse students and get students engaged in the program early on to boost retention. Our alumni involvement increased substantially. Several situation-specific items from the last program review were not addressed because those situations did not arise.

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

This is an exciting time to be a newly trained geologist in terms of diversity of career avenues, likelihood of gainful career prospects, and ability to change the world. Our program goals and curriculum are currently adequate to meet societal need and workforce demands, as evidenced by >90% of our graduates obtaining employment in the geosciences or going to graduate school. Bachelor-level geoscientists make up much of the geoscience workforce, and positions for entry-level geoscientists are expected to grow rapidly and at a faster-than-average rate over the next decade, with some jobs anticipating upward of 10% growth. Environmental Scientists and Environmental Engineers are expected to enjoy the most growth. This is good for our program and good for the economy of Illinois, which is rich in such employment opportunities. Also on an increasingly upward trajectory is employment related to discovery and acquisition of critical minerals and development of green technologies. As the U.S. looks to increase low and no-emissions technologies and become more energy-independent, many more jobs will become available nationwide to support this effort. For example, between 2019 and 2022, more than 180,000 jobs were added in critical mineral mining, with the workforce growing at an average of 8% per year and by 25% in 2022 along due to rising demand from battery manufacturers. Current Geology curricular offerings provide opportunities

to build all the skills and competencies employers desire; however, certain areas, especially 'computer skills' are rapidly changing in the workforce and therefore merit continual updating and revisiting.

Major findings of this program review self-study

The B.S. in Geology at Illinois State is exemplary at fulfilling its mission and is in an aspirational position relative to other Geology programs in Illinois. Per Geology faculty FTE, Geology at Illinois State has the greatest number of Geology majors served per year and greatest number of graduates than any public Geology program in Illinois. Since the last program review, that position has been strengthened through numerous program improvements. However, significant opportunities for program improvement and growth remain, including continuing to increase diversity in our students and faculty; implementing modern technologies into the curriculum more; and diversifying and growing our field, lab, and research experiences for students.

Initiatives and plans for the next program review cycle
- Remain vigilant in increasing our student diversity, recruitment, and retention efforts
- Modernize our curriculum to stay true to our roots, yet stay in step with industry trends and technologies, and provide more flexible degree pathways to attract and retain students
- Ensure that we continue to be able to offer field experiences in existing and new courses
- Renovate and upgrade research facilities and teaching spaces
- Identify new, stable revenue streams that are outside of state-appropriated funds
- Explore developing metrics to include student research mentoring in an individual faculty member's teaching load and, ideally, reduce teaching loads overall

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

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

The Academic Planning Committee commends the B.S. in Geology program for producing an exceptionally thorough and forward-looking self-study report. The program's rigorous curriculum, enriched by field and laboratory experiences, is delivered by a dedicated faculty who are actively engaged in research, mentoring, and curriculum refinement. Alumni testimonies and exit surveys confirm that graduates are well-prepared for advanced study or direct entry into the workforce, contributing to the program's strong reputation and sustained placement success.

In terms of enrollment, despite national trends of fluctuating interest in geosciences, the B.S. in Geology program at Illinois State University has maintained steady to slightly increasing enrollments, demonstrating resilience in attracting both first-time-in-college and transfer students. This stability is attributed in part to intentional recruitment efforts, successful transition support for transfer students, and internal pathways for students who discover geology through General Education courses. The program's early-intervention advisement model, flexible curricular pathways, and accessible faculty have all been instrumental in fostering student retention and timely degree completion.

Student success activities are a particular strength of the program. Well-structured academic advising, proactive mentoring, and hands-on learning opportunities—such as collaborative research projects, internships secured through alumni networks, and a signature field camp capstone experience—nurture a sense of belonging and professional readiness. Ongoing climate surveys and curriculum assessments lead to targeted actions such as adjusting course prerequisites to enhance course accessibility, introducing new scholarships to reduce financial barriers, and developing first-year and transfer student cohort meetings to build community from the start. These efforts ensure that students not only acquire disciplinary expertise but also develop the broader skill sets—analytical, communicative, cultural—that are increasingly in demand in the geoscience workforce.

Overall, the B.S. in Geology program's data-informed, student-centered, and industry-aligned strategies position it well to adapt to changing educational and professional landscapes. Commitment to equity, diversity, and inclusion;

thoughtful curriculum evolution; and robust faculty-student engagement all reflect a program poised for continued success.

<u>Recommendations</u>

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue curricular innovation. Explore opportunities for more substantive curriculum changes that reflect the new geology program goals. Monitor and assess the impact of experiential learning activities.

Addressing the language requirement challenge. Explore strategies to help students complete the foreign language requirement earlier or better understand its relevance. Highlighting how language skills can enhance international collaborations or field work abroad may reduce barriers to timely graduation.

Maintaining and enhancing faculty research and grant activity. Investigate the factors behind recent declines in external funding and scholarly output. Consider faculty development opportunities, mentoring new faculty researchers, or targeted hires in emerging research areas. Strengthening partnerships with external agencies and leveraging alumni networks could also bolster a sustainable research ecosystem.

Succession planning and resource sustainability. Anticipate faculty retirements, changing industry demands, and resource shifts (e.g., closure of the Laboratory for Environmental Analysis). Proactive succession planning, strategic faculty searches, and exploring alternative funding sources will help maintain field camp excellence, ensure research continuity, and preserve the program's distinct hands-on experiences.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Stakeholder engagement. Maintaining an ongoing dialogue with appropriate stakeholders throughout the college, university, and external audiences. Consider leveraging the program's high job placement rates to further improve relationship with alumni and employers. Utilize tools such as SteppingBlocks to improve knowledge of alumni outcomes and maintain post-graduation connections.

Classification of Instructional Programs (CIP) Code: 40.0605
Geological and Earth Sciences, Hydrology and Water Resources Science

OVERVIEW

The M.S. in Hydrogeology program at Illinois State University is housed within the Department of Geography, Geology, and the Environment in the College of Arts and Sciences. The department offers undergraduate programs in Geography, Geology, and Environmental Systems Science and Sustainability, and graduate study in Hydrogeology. The M.S. in Hydrogeology is a thesis-based program that emphasizes quantitative skills, field and laboratory methods, and interdisciplinary problem-solving. Students engage in applied research and professional preparation in collaboration with faculty and external partners, including local, state, and federal agencies. With small cohorts and close faculty mentorship, students are encouraged to tailor their academic path to individual interests within the hydrogeological sciences. Graduates are well prepared for careers in consulting, government agencies, and environmental services, as well as for continued study at the doctoral level.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
M.S. in Hydrogeology, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	18	18	20	16	14	9	13	14
Degrees	9	8	3	11	4	9	4	9

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

Self-study is a constant process for faculty of the Hydrogeology MS Program. During the 2023-2024 academic year the Geology and Hydrogeology faculty met to discuss the program review process. In addition to program assessment data, students exit interviews documented student feedback and recommendations. Alumni were engaged through individual emails inviting them to complete a survey through Qualtrics. Data reports were generated via PRPA and other internal resources by Interim Chair Dr. Eric Peterson. Dr. Tenley Banik compiled data for the Overview of the Academic Unit. Dr. Lisa Tranel compiled data for the first draft of the remaining sections. The first draft was shared with the rest of the program faculty and Chair.

Program Curriculum

The Hydrogeology MS curriculum provides specialized training for those students who wish to pursue employment following completion of the program while simultaneously ensuring the breadth of academic background for those who will pursue a doctoral degree. We accomplish this dual goal by offering a rigorous curriculum that includes 32 hours of coursework. The core requires 15 credit hours focused on students' choice of groundwater or surface water focus. The remaining 17 hours are a combination of elective and thesis hours. Of the required 17 credit hours of electives, students can choose to complete the three-course sequence required for the GIS Certificate. During the period of program review, the CIP code was changed from 40.0699 (Geology and Related Sciences, Other) to 40.0605 (Geological and Earth Sciences, Hydrology and Water Resources Science). The new classification better reflects the mission of the program and provides better alignment to the content and curricula of the master's in Hydrogeology, M.S. The curriculum was also modified to broaden the scope of study and to provide students more course options. While not a change to the M.S. Program, the Department approved accelerated (4+1) sequences for the Geology and Environmental Systems Science (ESSS) program., Taken as a whole, the changes provide

graduate and undergraduate students in the department additional pathways within the geological and environmental sciences, increasing post-ISU opportunities.

Program or Academic Unit Faculty

The Department Chair and six tenure-line faculty serve the Geology Program as fall of 2024; the Chair and two faculty are hydrogeologists. The Hydrogeology headcount was consistently three faculty until 2022, when one member took leave to serve on the National Science Foundation Program Director and will be resigning from ISU effective December 2024. In 2023, Dr. Eric Peterson served as Interim Department Chair and was hired as Chair beginning in 2024. All faculty members have PhDs from leading research institutions. Faculty members are recognized university-wide, state-wide, nationally, and internationally as subject-matter experts and for their teaching, scholarship, and service to their specialization. We anticipate a series of hirings during the upcoming program review cycle.

Program Goals and Quality Indices

 Our program provides courses to encompass the geologic and hydrologic aspects of water, Earth's most precious resource. The goal of the MS in Hydrogeology is to deliver a balanced set of core courses which, when combined with other elective courses, enable students to become knowledgeable in applied environmental and water sciences. Graduates enter the job market capable and ready to perform professional responsibilities from a solid academic base needed for career growth. The continued placement of our students in geoscience employment or continuing education in PhD programs is testament to the high-quality education provided by our program.

Student Learning Outcomes, Assessment Plan, and Specialized Accreditation

Students who complete the MS in Hydrogeology will:
1. Display an understanding and proficiency in physical hydrogeology (GEO 460 Groundwater Geology).
2. Display an understanding and proficiency in chemical hydrogeology (GEO 439 Aqueous Geochemistry).
3. Display an understanding of the underlying theories and mathematical solutions used in numerical models to solve hydrogeologic problems (GEO 435 Introduction to Groundwater Modeling).
4. Perform field and laboratory techniques for collection of hydrogeologic data.
5. Interpret and analyze hydrogeologic data.
6. Discuss and critique current research and techniques in water resources (Electives focused on topics in water science).
7. Communicate research and techniques in water resources appropriately as part of their interactions within academic, public, or private sector careers.

The annual assessment involves individual courses, the capstone course, and feedback from our graduating students. Initial assessment takes place in each of the core courses noted with their corresponding outcomes listed above. The primary comprehensive assessment tool is embedded in GEO 456, the capstone course for the program. The final project for the course requires students to write a conceptual model report that draws from all the other core courses. The last assessment tool is an exit interview that is conducted to all Hydrogeology graduates once they have completed either their thesis or the comprehensive exam. Students are sent interview questions and return their responses electronically. This also allows us to track their first career steps. The Hydrogeology MS program has no specialized accreditation agency.

Responses to recommendations resulting from the previous program review

Following the last program review in 2016, the Academic Planning Committee, found the MS in Hydrogeology to be in Good Standing. The Academic Planning Committee made 6 recommendations to address within the next review cycle:
1) **Recruit students from other programs and from the undergraduate geology program through a 4+1 program**: We recruited students from 44 different institutions during the review period and our proposals for accelerated (4+1) sequences in both geology and ESSS programs were approved in 2023.

2) **Increase the number of students who self-identify with racial or ethnic groups traditionally underrepresented at ISU**: We removed the GRE requirement to admission and recruited 20-50% of our students from international institutions.
3) **Identify different or additional content areas that could be offered and explore offering a "four plus one" program**: In addition to the accelerate (4+1) sequences, we expanded the curriculum with new modeling and remote sensing when Dr. Wondwosen Seyoum joined the faculty in 2016. Additional electives are available to graduate students through courses offered by the Department's environmental geographers.
4) **Investigate whether strategies are needed to improve career development opportunities and effectiveness of academic advisement**: Beginning in 2016, the Geology colloquium series expanded to bring in more guest speakers to give research and career presentations to our student in Geology and Hydrogeology. Continuous efforts to improve advisement are considered following exit surveys each year. Our alumni survey did not include Likert scale questions to directly compare change in this area since the last review.
5) **Coordinate equipment purchases with other physical science units at ISU, seek external funds, and explore partnerships with business, industry and alumni**: The FESEM was acquired through collaborative NSF grant between Physics, Geology, Biology, and Chemistry faculty members. Hydrogeology members partnered with community agencies to contribute to projects in Bloomington and Chicago. Collaborative and multidisciplinary external and internal grants supported faculty and student projects during this review period.
6) **Explore development of endowed fellowships or scholarships to help offset recent losses in general funds for graduate assistantships**: We have not yet established a fellowship or scholarship; however, our alumni have continued to generously donate to the Birds Give Back Campaign. We will continue to work toward this goal in the upcoming review cycle.

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

Employment opportunities for geoscientists knowledgeable about water systems will continue to exist and grow with continued pressures to protect and sustain water resources. The need for experience in computational analyses and experience working in multidisciplinary teams will continue to grow. Our faculty recognize these changes and are working toward building experience into course and thesis projects through their research collaborations. With 22% of the geoscience employment positions filled by non-geoscientists, demand for students with advanced degrees in this field will continue.

Major findings of this program review self-study

The MS in Hydrogeology at Illinois State is unique in the state, the region, and the US. We sometimes view Hydrogeology is as a "small" graduate program, but small does not equal weak. We remained third in enrollment in Geology MS programs in the state and second in terms of degrees conferred. Scholarly productivity nearly doubled since the last review, with 41 peer-reviewed manuscripts, 3 geologic maps, and 135 presentations generated by students during this period of review. Our program offers effective individual attention for students, strong academics, and quality scholarship at Illinois State.

Initiatives and plans for the next program review cycle

We will focus on three priority areas: 1) increase diversity of our student body, 2) increase the interdisciplinary opportunities for students in the areas of water issues, and 3) integrate the environmental students and faculty in the Department into the graduate program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee finds the M.S. in Hydrogeology to be in <u>Good Standing</u>.

The Academic Planning Committee commends the M.S. in Hydrogeology program on its comprehensive and reflective self-study. The report substantiates claims with insightful evidence gathered from a range of

stakeholders, including students, alumni, and faculty. The program's ongoing faculty discussions, annual assessment efforts, and responsiveness to evolving disciplinary trends underscore a data-informed culture of continuous improvement.

Over the period of review, enrollment in the M.S. in Hydrogeology program remained stable and aligned with the program's target range, typically fluctuating between 9 and 20 students per year. Despite nationwide declines in geoscience graduate enrollments, the program maintained consistent interest, drawing applicants both domestically and internationally. This enrollment stability reflects strong program reputation, faculty mentorship, and the curriculum's relevance to contemporary hydrogeology challenges.

To support student success, the program has cultivated multiple high-impact practices. Students benefit from individualized mentoring, early advisory meetings, and a research-driven curriculum culminating in a comprehensive capstone field course. Regular research group meetings, grant-writing workshops, and professional development sessions further enhance skill sets and career readiness. The program also emphasizes participation in conferences, securing external grants for student research, and leveraging alumni networks to share job opportunities and career guidance. This holistic support structure contributes to strong retention, timely degree completion, and an excellent record of post-graduation employment or admission to doctoral programs.

The committee recognizes the program's success in placing graduates into relevant professional roles and doctoral programs. A strong research and mentorship environment, along with support for travel and external funding, fosters both theoretical and applied competencies. The program's commitment to equity, diversity, and inclusion (EDI), including efforts to remove barriers to admission, connect with organizations like the American Geophysical Union Bridge Program, and integrate inclusive content into the curriculum, further strengthens the learning environment.

Overall, the M.S. in Hydrogeology program is well-positioned to respond to changing job markets, external funding challenges, and faculty transitions. Its adaptability, engagement with alumni and external partners, and robust framework of assessment and responsiveness ensure ongoing relevance. The combination of stable enrollment, strong student success activities, and strategic EDI efforts enhances the program's long-term competitiveness and impact.

Recommendations

The Academic Planning Committee appreciates the efforts of the M.S. in Hydrogeology faculty and staff. In addition to commending the program's current strengths and accomplishments, the committee provides the following recommendations to be addressed within the next review cycle. Detailed actions and outcomes should be included in the subsequent self-study report. The next program review for the M.S. in Hydrogeology is tentatively scheduled for October 1, 2032.

Formalize enrollment management and recruitment efforts. While current enrollment is stable, a more structured approach can sustain and potentially enhance the applicant pool. Consider diverse pipelines, including domestic, international, and 4+1 pathways, and evaluate financial packages and targeted marketing. Such formalized strategies will help ensure a consistent pool of qualified candidates.

Develop planning for resource sustainability amid faculty and facility transitions. With impending shifts in faculty expertise and laboratory infrastructure, proactive planning is essential. Succession strategies, strategic hiring aligned with the program's evolving directions, and to identify effective strategies to ensure resources are available to maintain up to date- research infrastructure will preserve the distinctive strengths of hydrogeology research and education.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue curricular innovation. Explore opportunities for more substantive curriculum changes that reflect evolving social work practices and student needs. Monitor and assess the impact of experiential learning activities.

Enhance external funding strategies. To mitigate fluctuations in grant funding, consider professional development in grant writing, collaborative proposals with external partners, and diversifying research areas. Stabilizing external funding streams will support assistantships, research opportunities, and overall program vitality.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Stakeholder engagement. Maintaining an ongoing dialogue with appropriate stakeholders throughout the college, university, and external audiences. Consider leveraging the program's high job placement rates to further improve relationship with alumni and employers. Utilize tools such as SteppingBlocks to improve knowledge of alumni outcomes and maintain post-graduation connections.

REVIEW OF THE B.S. IN PHYSICS
Classification of Instruction Programs (CIP) Code: 40.0801
Physics, General

OVERVIEW

The B.S. in Physics at Illinois State University is housed in the Department of Physics within the College of Arts and Sciences. The department offers a flexible undergraduate curriculum through five degree sequences: Physics, Biophysics, Computational Physics, Engineering Physics (dual degree program), and Physics Teacher Education. Each sequence provides students with rigorous foundational training in physics alongside specialized coursework that aligns with distinct career pathways, including professional research, health sciences, computing, teaching, and engineering. While students pursue a specific sequence, they benefit from a low student-to-faculty ratio and are encouraged to engage in faculty-mentored research, interdisciplinary study, and co-curricular activities such as the Solar Car Team, Physics and Astronomy Clubs, Physics on the Road, and planetarium outreach. The department also offers a minor in Physics and is nationally recognized for its excellence in undergraduate physics teacher preparation.

Enrollment, Fall Census Day, 2017-2024
B.S., in Physics, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Physics sequence	29	32	34	37	29	23	31	40
Biophysics sequence						1	1	2
Computational Physics sequence	3	8	7	5	4	5	1	2
Engineering Physics sequence	46	43	34	34	18	23	22	24
Physics Teacher Education sequence	23	25	23	20	24	20	21	13
Total	101	108	98	96	75	72	76	81

Degrees Conferred, Graduating Fiscal Year, 2017-2024
B.S., in Physics, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Physics sequence	9	5	7	9	7	7	10	9
Biophysics sequence	0	0	0	0	0	0	0	0
Computational Physics sequence	1	2	3	4	3	3	4	0
Engineering Physics sequence	6	6	3	1	3	1	0	2
Physics Teacher Education sequence	6	5	5	5	3	5	9	4
Total	22	18	18	19	15	16	23	15

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021. Degrees by sequence for 2015 were not available. The Biophysics sequence was established May 16, 2022.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

For this program review the Department of Physics began its self-study in fall 2023 by having a group of faculty members collect data from the American Institute of Physics regarding enrollment, diversity, and employment opportunities. Much of the data on Diversity was also included in the application for the MS program. These data were supplemented with data from the Office of the Provost, the Illinois Board of Higher Education, and various other sources to obtain a clearer understanding of the department and the program. Throughout the 2023-2024 academic year, portions of faculty meetings were devoted to discussing issues identified through the research. In spring 2024 the department formed a writing committee that subsequently compiled the self-study report during the summer and early fall of 2024. There were three major authors of the self- study report.

Program curriculum

The department offers a BS degree in five sequences: Physics, Computational Physics, Biophysics, Physics Teacher Education and Engineering Physics Dual Degree Program. Excepting the engineering physics sequence through which students receive two bachelor's degrees in five years, students entering the B.S. in Physics program as first-time-in-college students should be able to complete their degree in four years, provided that they enter with the mathematical skills necessary to enroll in at least pre-calculus. To assist students transferring into the program from another institution, the department often approves substitution waivers to provide students greater flexibility in meeting program requirements and to, in turn, reduce time to degree. The latter includes 22 credit hours in teacher education courses in addition to physics content courses. Many students in the physics teacher education sequence opt to take additional courses in either chemistry or mathematics to qualify for additional teaching endorsements from the state. The first two years of the physics program are nearly identical for all five sequences. Students take the introductory calculus-based physics sequence, Frontiers of Physics, and Methods of Theoretical Physics. In the final two years, required courses vary by sequence. Nevertheless, most students are also required to take Mechanics, Electricity and Magnetism I, and Quantum Mechanics. Closely integrated with the five sequences are the numerous co-curricular programs of the department, which offer students forefront research experiences, hands-on experience designing, building, and completing projects, and opportunities for public outreach and education.

Program or academic unit faculty

Over the next three years, approximately 40% of the tenure line faculty in the physics department, as well as the PTE program Director, Computer Systems Manager and Model Maker will likely retire. This will present the new department chair with the opportunity to rebuild the department in new ways. With respect to the number of faculty members, the Department of Physics is one of the smallest academic units in College of Arts and Sciences at Illinois State, with 11 tenured or tenure track faculty members including the department chairperson (as of fall 2024). Nonetheless, physics faculty members are highly visible at the University with respect to their teaching, research, and service. Two physics faculty members have been named Distinguished Professors, the highest rank bestowed on faculty at Illinois State. Physics faculty members have served as chairperson of the Academic Senate, chairperson of Academic Senate internal standing committees, and members of administrator search committees. The Physics Faculty have won numerous Research, Teaching, and Service Awards given by the College and University. With respect to their scholarship, physics faculty members compare favorably with their peers in physics departments at other public universities in Illinois, with their peers in physics and chemistry departments at undergraduate-focused institutions nationally, and even with faculty in R1 Institutions. Faculty and staff members of the department, collaborating with students in the physics program, have earned the department national recognition through its physics teacher education sequence, and computer physics sequence, undergraduate research program, and Solar Car Team.

Program goals and quality indices

Quality goals of the Department of Physics include research that adds to the understanding of the physical universe, innovative courses and curricula, and exciting student-centered co-curricular experiences. Measures of the degree to which these quality goals are achieved include many traditional measures of faculty and departmental productivity. Faculty productivity measures include publications, citations, successful grant proposals, invitations, and awards. Departmental productivity measures include enrollment, student quality, graduation rates, student achievement, and employment of students upon graduation. Teaching and educational indices are also used to measure achievement of goals. These indices include formal and informal student evaluation of faculty, courses, and curricula; alumni surveys; evidence of innovative teaching compiled in faculty teaching portfolios; and external recognition of teaching, including awards, invitations, publications, and grants. Numerous University and College Awards for Teaching Research and Service are also indicators of the high quality of the faculty and staff. Student recognitions include numerous Bone Scholarships, Goldwater Scholarships, Lotze Scholarships as well as a vast number of student presentations, and co-authored publications.

Student learning outcomes assessment plan and process

Student learning outcomes assessment in the B.S. in Physics program includes both formal assessment conducted in accordance with assessment plans and less formal assessment of specific objectives on an as-needed basis. Each sequence in the program has its own assessment plan. The plan for the physics teacher education sequence is aligned with state teacher certification standards. Student learning outcomes assessment plans for the physics, engineering physics, biophysics, and computer physics sequences are largely based on in-class performance-based measures including examination scores, written and oral reports for advanced laboratories, computer projects, and homework projects that focus on theoretical concepts. Modeling, analysis, and communication skills for students involved with research projects are also evaluated through student presentations at department seminars, the (Illinois State) University Research Symposium, and professional conferences.

Specialized accreditation

The only sequence in the Physics Department that is accredited is the Physics Teacher Education program. The are not accreditation bodies for the other physics sequences. We are currently CAEP accredited (Council for the Accreditation of Educator Preparation) through 2026. The last accreditation review was in 2018. There is no pending date for review. The College of Education has not determined the next accreditation route. There are no plans for specialized accreditation for the program. The college of education along with the Illinois State Board of Education will determine which specialized accreditation should be pursued.

The only sequence in the Physics Department that requires licensure is the Physics Teacher Education program. Licensure requirements are completed by our students per our program required course work. The licensure is overseen by Illinois State Board of Education (ISBE). The physics teacher education program meets all licensure requirements as established by ISBE. The physics Teacher Education program has a 100% certification pass rate for the past 16 years.

Responses to recommendations resulting from the previous program review.

The 2016-2017 review of the B.S. in Physics program resulted in recommendation by the Academic Planning Committee that the department work on strategic planning. Since the last program review in 2016, the department has done two strategic plans; one covering 2017 to 2022 and the second covering 2022 to 2027. The department was very successful in completing most of the goals in the 2017-2022 edition and has made significant progress on many of the goals stated in the 2022-2027 version.

The Academic planning Committee also indicated that we should focus on recruitment and retention of students. In the past two years, the department has worked closely with the Admissions Office to recruit more students into the program. With the aid of Admissions, we send out emails about the department in November to any student that has expressed an interest in physics or is an undeclared major with an interest in STEM. This is followed up with emails to accepted students in January and hand-written notes from the faculty in February. There is a final email from the chair to all admitted students in March once again encouraging them to attend Illinois State University.

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Additionally, we have four new FTIC scholarships. These are 1) Shulaw Presidential Scholarship ($10,000 per year for 4 years), 2) Harold Born Memorial Scholarship ($1000, renewable for a second year) 3) Riggs Scholarship ($1500) and 4) Robert Young Scholarship ($1000).

The other major recommendation was that the department continually update its curriculum to keep it current. Over the past eight years, the department has eliminated 4 elective courses that were no longer in demand and added 5 new electives. Furthermore, we created a new sequence in biophysics, submitted a new sequence for a 4+1 B.S./M.S. degree and created a new M.S. program.

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

Demand for physics degree has grown by about 12% over the past eight years even with the effects of COVID. The average annual starting salary for physics graduates working in a STEM field is approximately $65,000 per year, which is one of the highest average starting salaries among majors offered at Illinois State and a good indicator of the demand for those with physics degrees. The unemployment rate among physicists has consistently been about five percent nationally, even during the economic crisis of 2008.

Major findings of this program review self-study

On the whole, the department can be proud of maintaining high-quality programs under very trying circumstances (COVID) and for expanding our offerings to include both a new sequence in Biophysics and an M.S. program. The departments scholarship is at an all-time high in terms of publications, presentations, and grants. In the next few years, about 40% of the faculty will retire, so it is essential to replace them if the department is to flourish. As new faculty are hired it will be important for the next department chair to lead the department in developing a new strategic plan that plots the future of the department in light of the new personnel. This self-review has given us a much better understanding of where we are as a department, as a baseline for what we would like to accomplish next. The adverse economic climate is certain to play a major role in our planning process.

Initiatives and plans for the next program review cycle

Over the next three years, approximately 40% of the tenure line faculty in the physics department, as well as the PTE program Director, Computer Systems Manager and Model Maker will likely retire. This will present the new department chair with the opportunity to rebuild the department in new ways. We have identified as the most important issues currently facing the department are 1) recruitment and retention of students for both the B.S. and M.S. programs, 2) recruitment and retention of new faculty 3) obtaining additional lab spaces for both the teaching labs (to meet the demands of engineering and other STEM programs) as well as research lab space for new faculty 4) increasing research productivity, 5) growing and nurturing the new M.S. program.

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

</div>

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

The Academic Planning Committee congratulates the program on its thoughtful and data-driven self-study report, developed through a collaborative and inclusive process involving faculty, staff, students, and alumni. The program's goals clearly align with the University's strategic priorities, and evidence-based decision-making is evident throughout the report. Stakeholder engagement is strong, including exit interviews with graduates, active connections with alumni, and ongoing faculty discussions.

The committee commends the B.S. in Physics program for its meaningful integration of undergraduate research experiences. With nearly half of the undergraduate majors engaging in faculty-mentored research, many students co-author publications and present at conferences. These high-impact practices foster professional growth, deepen conceptual understanding, and bolster the post-graduation prospects of physics majors.

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The committee recognizes the program's recent progress in managing enrollment. After experiencing setbacks during the COVID-19 pandemic, the department's strategic recruitment efforts—coordinating with the admissions office, offering targeted scholarships, and personalizing outreach—have led to an increase in first-time-in-college students and a promising trajectory for future growth. The program's robust suite of student success activities also supports retention. These include a recently renovated physics student lounge and tutoring center that facilitate collaborative learning, the Physics Club and Astronomy Club that build social and academic community, and the Solar Car Team and Physics on the Road outreach that create applied learning opportunities. A new mentoring program pairs first-year students with upper-level peers, providing guidance through challenging introductory courses and promoting a sense of belonging.

The committee further applauds the program's established culture of assessment and continuous improvement. Ongoing curriculum mapping, frequent data collection, and iterative refinement of assessment strategies ensure that the program remains responsive to student needs and disciplinary changes. Recent curricular innovations—such as the Biophysics sequence and an M.S. program—reflect the program's adaptability to emerging fields and student interests.

Looking ahead, the new graduate program offers opportunities for external funding, enhanced research productivity, and the potential to create new learning pathways that bridge undergraduate and graduate studies. The committee encourages the program to leverage this development to further enrich the undergraduate experience, for example, by involving undergraduates in graduate-level seminars or research collaborations.

Overall, the department has made commendable progress since its last review, demonstrating responsiveness to external challenges, a commitment to student success, and alignment with best practices from comparator and aspirational programs. These accomplishments have laid a strong foundation for continued growth and innovation.

Follow-up Report.

Comparator and Aspirational Analyses. The program has begun examining effective practices at comparator and aspirational institutions. The committee recommends more explicitly using these analyses to guide strategic initiatives. Rather than merely cataloging peer practices, the program should identify specific strategies or structures that can be adapted. For instance, exploring alternative degree pathways, micro-credentials, or enhanced internship opportunities—shown to be successful elsewhere—could enhance the program's distinctiveness and utility for its students. By October 1, 2026, the program should submit a revised aspirational plan to the Office of the Provost, detailing how insights from comparator an aspirational programs will inform strategic decisions, curriculum updates, and recruitment initiatives.

Recommendations.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Enrollment management, recruitment, and retention. While recent recruitment strategies have yielded promising enrollment gains, the committee encourages the program to develop a comprehensive student success strategy that integrates retention efforts and early identification of at-risk students. This might include refining the mentoring program, expanding tutoring hours, reviewing admissions criteria, adjusting course scheduling, or strategically hiring new faculty to ensure timely degree completion. Strengthening these efforts will help maintain momentum in enrollment growth and improve overall student outcomes.

Integrating equity, diversity, and inclusion (EDI). The committee recognizes the challenges associated with EDIA integration in a content-heavy discipline like physics. However, intentionally incorporating diverse scientist role models in course materials, collaborating with student organizations or campus resources focused on inclusion, and implementing incremental EDIA-oriented pedagogical strategies can help foster a more inclusive environment and broaden the diversity of both students and faculty.

Changes in the discipline and external demands. As the discipline evolves and external factors (e.g., an engineering cohort, a new graduate program) influence course demand, the committee encourages proactive adjustments to curricular offerings and scheduling rotations. New research funding opportunities and the integration of advanced topics (e.g., quantum information, astrophysics, biophysics) should be leveraged to enrich undergraduate learning and prepare students for emerging career paths.

Advisor evaluation. The committee notes that advisement effectiveness is currently assessed through informal methods. As the program grows and diversifies, a more formalized evaluation tool for advising could ensure continuous improvement, provide structured feedback from students, and support informed adjustments to advising practices.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Further alumni and stakeholder engagement. Strengthen ties with alumni and external stakeholders to remain current with industry trends and job market needs. Regular alumni surveys, advisory boards, and panels can inform curriculum updates and highlight career pathways for prospective and current students, enhancing the program's relevance and attractiveness.

REVIEW OF THE B.A., B.S. IN COMMUNICATION STUDIES
Classification of Instructional Programs (CIP) Code: 09.0101
Speech Communication and Rhetoric

OVERVIEW

The B.A., B.S. in Communication Studies program at Illinois State University is housed in the School of Communication within the College of Arts and Sciences. The School offers a range of undergraduate and graduate degree options, including majors in Communication Studies, Journalism, Mass Media, and Public Relations, as well as a master's degree program in Communication. The Communication Studies major includes four sequences: Interpersonal Communication, Organizational and Leadership Communication, Public Culture and Advocacy Communication, and Communication Studies. These sequences reflect the program's mission to foster ethical, effective, and inclusive communication across various human contexts. While each sequence offers specialized coursework and experiential learning opportunities, the program maintains a shared core that promotes scholarly inquiry, critical thinking, and applied communication skills. Students are encouraged to engage in interdisciplinary study, applied learning through internships and research, and civic and global engagement initiatives. The program also supports a minor in Communication Studies, contributing broadly to the University's liberal arts and general education curriculum.

Enrollment, Fall Census Day, 2017-2024
B.A., B.S., in Communication Studies, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Communication Studies sequence	13	14	3					
Interpersonal Communication sequence	105	91	94	113	109	116	127	117
Organizational and Leadership Communication sequence	200	192	193	179	151	156	155	164
Public Culture and Advocacy Communication sequence	11	5	11	11	14	16	16	22
Total	329	302	301	303	274	288	298	303

Degrees Conferred, Graduating Fiscal Year, 2017-2024
B.A., B.S., in Communication Studies, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Communication Studies sequence	1	5	4	1	0	0	0	1
Interpersonal Communication sequence	21	33	42	24	38	37	39	49
Organizational and Leadership Communication sequence	57	76	79	79	68	55	55	60
Public Culture and Advocacy Communication sequence	2	6	1	1	4	0	5	9
Total	81	120	126	105	110	92	99	119

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021. Degrees by sequence for 2015 were not available.

Self-study process

The School of Communication (COM) at Illinois State University (ISU) underwent a self-study program review for the 2014 to 2023 cycle for all of its academic majors/programs. This review cycle was delayed by two years due to COVID. The previous program-review cycle served as a guide in formulating our approach to this program-review cycle. Program Coordinators, started the planning for the overall review process in spring 2024, beginning with overview and update meetings with university officials about the program review process as well as emphasizing data collection for the self-study.

Program curriculum

The admission requirements for the School vary for First Time and transfer students. For incoming freshman, students can gain admission to the Communication major of their choice if they meet the minimum requirements to be admitted to Illinois State University. For external transfer students, we require that they transfer in with at least a minimum 2.5 GPA. We encourage incoming freshman and transfer students with an interest in a Communication to declare a major when applying to ISU, so they may be automatically admitted to the major of their choice. Students choosing to major in the Communication Studies program must now chose one of CS's three areas/sequences. We created a new area that will be more representative of a more diverse group of students as well as course content that will be more relevant and indicative of current cultural and societal issues. The previous area of Political Communication was included in the new area. Working with our faculty and advisors, this move was also made to improve access to required and elective courses as well as expedite registration and time to graduation. We also 1) created two new courses (COM313 &COM326) highlighting content to familiarize students with local and global societal and cultural DEIA & Justice issues and 2) redesigned the CS gateway course (COM 272) to better prepare students for an enhanced level of engagement in their CS coursework. Being student centered, CS works to ascertain what students need and how they learn as well as what students need to do to be prepared for their careers and communities.

Program or academic unit faculty

Along with the administrative professionals, professor emeriti, adjunct Instructors/lecturers, and the full-time nontenure-track instructors (NTT), there are 14 full-time tenured/tenure-track faculty (TT) in the CS program which includes four new hires since 2016. They have established themselves well in the field and during their careers at Illinois State University. Our faculty has been recognized university wide, statewide, nationally, and internationally for its teaching, scholarship, and service inside and outside of the discipline as well as having a strong record as subject-matter experts that distinguish them in the communication discipline and communities.

Program goals and quality indices

The Communication Studies program operates under three unique program goals and a mission in alignment with the values and goals of the university's strategic plan (Educate•Connect•Elevate) as well as the mission and goals of the School of Communication and consistent with liberal learning in the College of Arts and Sciences. The three areas/sequences in CS operate under three program goals and a strategic plan. The past self-study revealed that CS's program goals, student learning assessment plan, and overall strategic plan needs updating as well as developing to reflect current societal and cultural issues dealing with diversity, inclusion, equity, accessibility, and social justice.

Student learning outcomes assessment plan and process

Student learning outcome assessment is an on-going, dynamic process with a goal of determining if the Communication Studies program is making a difference in students' lives throughout their educational experience, and how that experience prepares them for life after college as they transition from the classroom to a career. The Communication Studies tenure track and non-tenure track faculty with the facilitation of the program coordinator continued to collect data from Communication Studies students, Communication Studies alumni, Communication

Studies faculty, the COM Internship Coordinator, and the Academic Program Profiles reports pertaining to our School of Communication current assessment plan. As mentioned in the committee's recommendations of the previous program review, CS lacked a structured learning assessment plan without useful student learning outcomes that was revised in 2011. CS identified some relevant program data sources that directly linked to our learning outcomes. We collected, collected, archived, and evaluated embedded artifacts and products from student produced work (papers/assignments) from specifically identified courses throughout the curriculum as well as longitudinal pre/posttests dealing with a variety of theoretical knowledge, writing, and research data from incoming and graduating students. This proved to be unsustainable and unrealistic. CS did make changes to the learning outcomes and the mission as well, but a new version of the assessment plan never gained any momentum due to several factors. The current CS program review revealed an uninspired effort with a misguided interpretation of the committee's recommendation for improvement. This program review found a lack of a systematic, structured Learning Assessment Plan including no vision statement, SMART student learning outcomes as well as curriculum map. Most of the assessment was random and anecdotal rather than strategic or intentional which kept the program from being able to "close the loop" between our assessment and analysis of our data to make better sense of it or determine how to move forward or implement pertinent takeaways in specific ways for meaningful change. The program coordinator and CS faculty will work to alter the attitude towards assessment and try to generate some realistic and sustainable synergy.

Specialized accreditation

There is no need for any type of accreditation. During this previous review cycle, the Communication Studies Teacher Education program was discontinued.

Responses to recommendations resulting from the previous program review

The following were the specific, formal recommendations given in the last program review and the follow-up work done in response to them:

1. **The self-study report indicates that programs of the School of Communication, including the Communication Studies program, are scrambling to meet instructional demand resulting from increased enrollment.** We followed your recommendations as well as other approaches. Classroom ratios stayed steady and even dropped a bit. Again, during COVID, much was lost with that two-year interruption. I feel that we did establish some new priorities when it came to programmatic teaching commitments. Efforts have been made to minimize the stress on CS faculty by having faculty from other majors teach research methods and theory, re-examination of graduate course rotation, and allow qualified NNT teach a 300-level course without any grad students. Requested before COVID and in 2022, CS requested one faculty line and finally received approval for one TT line and were given permission to hire two candidates due the quality of the pool in spring, 2024. Also, the Communication Studies Teacher Preparation program was discontinued.

2. **Of full-time faculty in the school in fall 2014, 40 percent were female. Only 5 percent of tenure track faculty members self-identified with racial/ethnic groups traditionally underrepresented at Illinois State. The committee recommends that the program collaborate with other programs in the school to implement strategies for increasing these numbers, particularly among tenure track faculty.** This seems to be a challenge all over campus. Since the last program review, through a Provost initiative, we partnered with the African American Minor to make a minority hire. Because the submission pool was deep, we received permission to hire two candidates-a female and male from an underrepresented group. Our most recent search also resulted in permission for a second hire. We signed two female TT instructors with one being of international origin but does not qualify as some from the traditional underrepresented group. With those two hires, CS is still around 40% female faculty members. That percentage is higher in the overall COM program. Over the last several searches, the committees have made an intentional effort to target journals and wanted ads with high membership and readership from the traditional underrepresented group at ISU. Very seldom do we get a diverse pool. We try our best to recruit diverse applicants but only can do what is allowed by university policy.

3. **Enrollment in the program increased from 221 in fall 2010 to 249 in fall 2011 and then decreased to 223 in fall 2013. In light of the impact enrollment in the school has had on instructional demand, the committee recommends ongoing attention to enrollment with a goal of achieving enrollment stability.** Yes, the CS numbers since 2014 have been steadier with some degree of enrollment stability. I

work closely with the advising staff and COM director to implement the COM recruitment strategies. I also work to connect with as many of the CS internal and external students as well as the first-time students.

4. **Of the students enrolled in the program in fall 2014, 32 percent were male and 22 percent self-identified with racial/ethnic groups traditionally underrepresented at Illinois State. The committee recommends that the program work toward greater gender balance among its students and that the program continue its efforts to promote racial/ethnic diversity by implementing the recruitment strategy recently launched by the school.** That was the plan. We some made progress but need to do better by also providing course content and climate that appeals to traditional underrepresented students. CS and COM are in line with CAS and university ratios.

5. **The committee concurs with program faculty in its recommendation that faculty periodically re-examine the curriculum to determine whether sequences offered by the program are the most relevant and responsive to student and employer needs.** The number was low in Political Communication, but we started seeing a slight renewed interest. We rolled the political communication courses in with a new sequence called "Public Culture and Advocacy" which will hopefully appeal to a broader, diverse interest group while providing DEIA & J sensitive course work for CS and the entire School.

6. **The committee recommends that the program build on its student learning outcomes assessment efforts by continuing to formalize and implement its assessment plan and modifying the plan as needed. The committee recommends that the program use data collected through implementation of the plan to make program improvements and then document how that has been done.** Yes. CS needs to do a better job. Since the last program review, some progress was made, but there has been a lack of a systematic Assessment Plan including vision, SMART student learning outcomes as well as curriculum map. Majority of assessment was random and anecdotal which kept the program from being able to "close the loop" between our assessment and analysis of our data in order to make better sense of it, determining what it means, and how to move forward or implement pertinent takeaways in specific ways for meaningful change. Also, most faculty are not too motivated to participate in CS program assessment. We need to do a better job creating buy-in and energy.

7. **The school and program have numerous methods in place for interacting with program alumni. The committee supports the program in its efforts to incorporate these methods into a formalized plan for tracking and documenting employment and career progress of program graduates.** We tried to and will continue to find ways to involve our alumni in our programs. Many of the alumni have reached out to us, asking how they can get involved. This is why we started establishing more of role for them in classes and programs like COM Week and now Career COM-petency.

8. **The committee commends the school for offering study abroad options in France and South Korea and for developing new options in the Netherlands and Brazil. The committee recommends that the school and program explore establishing a scholarship fund to lower the cost of study abroad for students with limited financial means.** Yes, this is a good recommendation, but we could never get any traction or interest to generate a scholarship fund within the School or with alumni, however several alumni expressed some interest. With a new director for the Office of International Engagement, this might be an opportunity to collaborate with them.

9. **With facilities serving students in the school scattered across several campus locations and with the trend toward media convergence, the committee recommends that the program collaborate with other programs in the school and with the Office of Facilities Planning and Construction to study long-term space needs.** This is certainly a realistic prediction. COM is constantly looking for ways stabilize enrollment through appropriate curricular programming, increased collaboration with the other areas/sequences in Com, and external relations work coordinated with CAS searching for additional funding. We have been establishing solid alumni and community relations with potential capacity for future support. We also have discussed creating an endowed chair which would take a large contribution.

10. **The committee recommends that the program build on its long-standing record of collaboration with Milner Library by exploring development of a systematic approach to library and information literacy instruction across the curriculum.** The program did not build on build on its long-standing record of collaboration with Milner Library by exploring development of a systematic approach to library and information literacy instruction across the curriculum. We did have contact with our COM librarian regarding research, course support, and book borders. Work with information literacy and instruction was addressed in other venues but was not integrated in targeted courses.

Major findings of this program review self-study

Though the current Communication Studies Program has improved since the last program review and some has clear competitive advantages compared to other state four-year programs in serving students from Illinois and the Midwest, there are significant opportunities for improvement and growth, tempered by a realistic need for facility and resource improvement. In the report, we address three areas for potential work: a) create a workable student assessment plan, strategic plan that is representative of current student needs as well as reflect current societal and cultural issues and trends; b) integrate increased community engagement and service-learning opportunities for faculty and students; identifying professional practice and learning opportunities for students; and c) active development of recruitment, retention, graduation rates, and hiring with a heightened sensitivity for traditionally underrepresented groups as well as a diverse learning environment.

Initiatives and plans for the next program review cycle

Several of the major initiative for the next program review cycle include:
- Continue redesign CS Assessment plan including vision statement, SMART student learning outcomes, assessment strategies, rubrics, and stakeholder involvement as well as curriculum map (initial draft posted section III.5) in alignment with the new university strategic plan.
- In line with best-practice institutions as well as with student interests, career preparations, and lifelong citizenship.
- Continue to infuse civic engagement, internationalization, and DEIA & J into CS curriculum and possible course redesigns.
- Continue to develop an official recognition of students "classroom to career" trajectory including course, service, volunteering, professional development training ops, co-curricular experiences, and participation with Career COM-petency.
- Create and implement a formalized training program or coursework through various dialogic process models to better understand deliberative democracy, how to deal with difficult discourse, and translate the fundamentals of public engagement through dialogue and deliberation.
- Develop and implement a more strategic plan of grant seeking and external funding along with appropriate training, support, and resources for interested faculty. [NIH, NEH, NSF, Teagle Foundation, Campus Compact, McCormick, professional associations, internal grants, and others.]

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee commends the Communication Studies program on the development of a detailed and thoughtful self-study report that reflects a high degree of collaboration among faculty and staff across the School of Communication. The committee appreciates the holistic and integrated approach taken by the School in conducting concurrent reviews of all academic programs, which supports resource sharing and programmatic alignment.

The committee commends the program for its strategic planning efforts and intentional alignment with institutional priorities. The program's mission and goals reflect the values of Educate·Connect·Elevate and are informed by the College of Arts and Sciences' liberal arts model. These goals are realized through high-impact practices and inclusive student-centered learning environments.

The committee recognizes the program's strong student support infrastructure. Notable features include the centralized advising model, professional advisors dedicated to the School, the rolling internal transfer process, and the appointment of a Director of Student Success and Recruitment. Student communication strategies such as the COM Connections newsletter and the COM-Versations podcast exemplify the program's commitment to building a connected and informed student community.

The committee applauds the program's commitment to experiential learning and co-curricular engagement. Communication Studies students benefit from access to a well-developed internship program, civic engagement initiatives, student research opportunities, and a variety of RSOs. The Career COM-petency program, which connects students with alumni through themed monthly workshops, is a noteworthy innovation that supports career readiness and professional development.

The committee commends the program for its consistent enrollment and retention performance. Despite national and institutional declines in humanities and communication-related disciplines, the program has maintained steady enrollment and retention rates that are comparable to or exceed College and University benchmarks. Notably, the fall-to-spring retention rate for first-time-in-college students has remained above 86% since 2016.

The committee further commends the program for its efforts to increase diversity, equity, inclusion, and access. The program has taken steps to diversify course content, revise gateway courses to include EDI outcomes, and create the Public Culture and Advocacy sequence. Enrollment of students from historically underrepresented groups has steadily increased, reaching 34.5% in 2023.

However, the committee identified several areas for improvement. Most notably, the current student learning outcomes assessment plan lacks measurable outcomes and clear alignment between outcomes, measures, and curricular decisions. Faculty engagement in assessment is limited, and existing processes appear fragmented. A follow-up report focused on revising and implementing an actionable assessment plan is required.

The committee also identified concerns related to faculty composition. The program relies heavily on non-tenure-track faculty, with no clear articulation of the ideal T/NTT ratio. While some rationale was provided in the discussion (e.g., use of professionals in applied instruction), the committee encourages the program to evaluate this ratio more strategically.

Finally, while the self-study was rich in content, some sections lacked focus or clarity, and a few tables were incomplete or difficult to interpret. The committee encourages future reports to present data more succinctly and with clear analytic conclusions.

Follow-up Reports.

Assessment plan. The Academic Planning Committee recognizes faculty efforts in developing and implementing the assessment. The committee recommends that the program revise its assessment plan to include measurable learning outcomes, aligned direct and indirect measures, and processes for data-informed decision-making. The program should also increase faculty participation in assessment activities and document how assessment results are used for continuous improvement. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by October 1, 2026.

Comparator and aspirational programs. The comparator and aspirational program analysis was underdeveloped. Much of the discussion was aspirational in tone and lacked meaningful benchmarking. The committee commends the program for acknowledging external models but encourages a deeper, more action-oriented analysis. Rather than merely cataloging peer practices, the program should identify specific strategies or structures that can be adapted. By October 1, 2026, the program should submit a revised aspirational plan to the Office of the Provost, detailing how insights from comparator programs will inform strategic decisions, curriculum updates, and recruitment initiatives.

Recommendations

The Academic Planning Committee appreciates the work of the Communication Studies faculty and staff in developing this self-study report. In addition to commending the program for its many strengths and accomplishments, the committee provides the following recommendations for future development. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Evaluate and articulate an ideal tenure-track to non-tenure-track faculty ratio. The committee encourages the program to identify and justify an ideal faculty ratio for its instructional needs and use this analysis to support future hiring requests and resource planning.

Continue strengthening DEI integration across the curriculum. The committee supports ongoing efforts to diversify course content and create inclusive learning environments and encourages the program to track progress and impact over time.

Expand efforts to engage and retain first-year students. While retention rates are strong overall, the program is encouraged to further develop strategies that build early affinity with FTIC students, particularly in their first year of study.

Maintain and enhance student success and alumni engagement initiatives. The committee applauds the Career COM-petency program and other student success initiatives and recommends continued development of professional development opportunities and alumni-student engagement.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Further alumni and stakeholder engagement. Strengthen ties with alumni and external stakeholders to remain current with industry trends and job market needs. Regular alumni surveys, advisory boards, and panels can inform curriculum updates and highlight career pathways for prospective and current students, enhancing the program's relevance and attractiveness.

REVIEW OF THE M.A. AND M.S. IN COMMUNICATION
Classification of Instructional Programs (CIP) Code: 09.0101
Communication, General

OVERVIEW

The M.A., M.S. in Communication program at Illinois State University is housed within the School of Communication in the College of Arts and Sciences. The School offers a master's degree program alongside undergraduate programs in Communication Studies, Mass Media, Journalism, and Public Relations. The graduate program is generalist in nature, integrating the fields of communication education, communication studies, journalism, media, and public relations. It is grounded in a collaborative culture that blends scholarship and practice, providing students with a robust foundation in theory, research, and application. Students may choose either a Master of Arts or Master of Science degree and are encouraged to engage in applied experiences such as internships, teaching, and faculty-led research. The program supports diverse career trajectories in both academia and industry, drawing students from the U.S. and abroad. Graduate students also participate in co-curricular opportunities including conference presentations, student organizations, and colloquia.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
M.A., M.S. in Communication, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	86	81	78	71	49	54	55	44
Degrees	28	42	35	23	44	19	20	25

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

<u>**Self-study process**</u>

The School of Communication (COM) at Illinois State University (ISU) had several undergraduate programs and a graduate program undergoing the self-study process for program review during the 2023-24 academic year, with the due date of fall 2024. This program review is the result of a collective, collaborative effort. The incoming and outgoing graduation program coordinators, assisted by the director of COM, through multiple means, obtained and utilized all necessary documentation and data from internal and external stakeholders relevant for this program review over the fall 2023 and spring, and summer 2024 semesters. Concerted efforts were made to collect information and gather feedback from current (including graduating) students, alumni, colleagues, community partners, federal and state higher education agencies, and peer-institutions for this self-study. Much of the needed information, as described above, was also made available by the School of Communication and the College of Arts and Sciences. Many recommendations from the previous program reviews have been considered, implemented, and/or evaluated.

The graduate program's mission, aligned with the values and goals of Educate·Connect·Elevate and the mission and goals of the School of Communication and consistent with the liberal arts education model in the College in the College of Arts and Sciences, is to provide rigorous critical, theoretical and practical breadth and depth across the convergent fields of communication education, communication studies, journalism, media, and public relations. Through a culture of collaboration and collegiality, we strike a dynamic balance linking the scholarship and practice of communication. Our community of students and faculty develops relevant professional and scholarly skills, empowering us to be leaders in industry and academia, thriving in globally competitive and culturally diverse environments. We are a recognized leader in civic engagement, creative productivity, scholarship, and

teacher training. The program develops professionals, scholars, and teachers, while promoting a passion for intellectual and theoretical discovery that transcends and heightens career objectives and program expectations.

Since the last program review, the graduate program has experienced a decrease in enrolled students. This trend is being experienced by similar programs at other institutions as both COVID-19 and the strong economy post-COVID have impacted enrollment. The fall 2023 Academic Program Profile, prepared by ISU Planning, Research, and Policy Analysis (PRPA) shows data covering eight years of students enrolled in our program. While University enrollment has remained relatively stable over the previous eight years—including the pandemic years—the master's program shows a decline in enrollment during the pandemic, stabilizing at around 55 students post-COVID. We would like to improve our recruiting to attain a manageable number in the high 60s.

The School of Communication's recruitment and retention strategies for the graduate program are the responsibility of the both the Graduate School and the COM graduate program coordinator assisted by the School's advising team, specifically the Director of Advising, Elizebeth Chupp. Our primary objective is to target highly talented and diverse students for the graduate program via a variety of strategies, including: Graduate school events and outreach; Graduate Coordinator communication; and academic conferences.

There are several student success initiatives the School has implemented to work towards achieving our goals as related to the graduate program in particular, including: preseminar; Graduate Coordinator weekly email and Canvas site; pre-conference colloquia, Graduate Student Association, and credit-earning internship opportunities. Some challenges related to equity and access include recruitment/diversity of cohort members and creating and sustaining a climate of belonging. These challenges are also interrelated yet differ for international and domestic graduate students. International student representation has increased in the graduate program, yet we continue to strive for better integration – sense of belonging – for international students in the School and program. We are also working toward being more successful in recruiting and retaining BIPOC domestic graduate students. Overall, the program is committed to following the School's objectives and employing the School's resources regarding equity and access. Our strengths of research, communication, education, and community building will continue to be vital in making improvements in inclusion and belonging, to ensure equitable and just experiences.

The graduate program's goals of linking the scholarship and practice of communication, developing relevant professional and scholarly skills, empowering us to be leaders in industry and academia, thriving in globally competitive and culturally diverse environments" (see full Mission Statement) works in tandem with School of Communication efforts to create learning experiences outside the classroom that integrate concept and content with experiential activities and practices. The School of Communication houses six Registered Student Organizations (RSOs) and other co-curricular opportunities that provide graduate students with the necessary resources and experiences to develop and advance their communication knowledge, motivation, and skills. These graduate student-welcoming RSOs include Black Communication Association (BCA), Central Illinois Communication Association (CICA; formerly Association for Women in Communication), Graduate Student Association (GSA), Lambda Pi Eta (LPH, the National Communication Association honor society), Public Relations Student Society of America (PRSSA), and WZND. All graduate students in the School are encouraged to participate in these RSOs.

The School also has a tradition of helping graduate students hone their scholarship and begin their professional careers before they complete their degrees through professional-practice opportunities. Depending on a faculty member's course design, students may develop research or creative works that fulfill course learning objectives that also may be worthy of submission to a public forum or publication. In addition, numerous faculty have collaborated with students on research projects or creative works, and we recently added COM 455 Research Practicum for students to earn credit for significant involvement in a research project. Since the last program review, 92 disseminated research/creative products have been created with graduate students as co-authors.

The MS/MA program currently requires between 32-39 course credits and a culminating project (thesis, documentary thesis, or master's project). One major curriculum change has been a shift from "39-hour project" to "master's project" as a degree completion option. Faculty had become aware of a disparity in workload for those completing projects and additional course credits (39 total) as compared to those completing a traditional thesis (and 32 course credits). The primary change, implemented with the Fall 2022 incoming cohort, addresses this disparity by reducing workload, integrating three credits of independent study that allow for work on the project

(COM 450) rather than an additional three-credit traditional seminar course.

The graduate program coordinator of the master's program is responsible for assessment. This was Dr. K. Meyer from 2015-2020 and Dr. A. Miller-Ott from 2020-2023. The revised/current assessment plan, designed by A. Miller-Ott, was faculty-approved and went into effect in Spring 2022. Each objective is measured every four years. The graduate coordinator disseminates the required surveys/reports, with faculty reporting on the number of students who completed the thesis or project and those who had papers and proposals accepted to conferences and/or journals.

Program-level student learning outcomes/objectives include:
  (1) students gain a greater understanding of the depth and breadth of knowledge of the communication discipline;
  (2) students are able to conceptualize and conduct independent communication research;
  (3) students understand how to apply communication content to real world contexts;
  (4) students are competent in communicating results of their own and others' research in written and/or oral forms;
  (5) students critically examine their own personal beliefs, attitudes, and biases about historically marginalized people, groups, and ideas.

Assessment data indicate: many electives hep students achieve Outcome #1; some electives help students achieve Outcome #2; faculty report attending to diversity and difference (Outcome #5). Student exit survey data indicate: students want the program to make workload consistent across the two sections of the required quantitative class; faculty are committed to their students; the GTA program is strong, supportive, and helpful; program/course content is relevant; students want a longer timeline for selecting a committee.

In the graduate program, our alumni have gained employment in varied roles in domestic and international organizations, such as for-profit, not-for-profit, corporate, small business, governmental, municipal, and educational across various industries, including health care, higher and K-12 education, business, hospitality, professional and college sports, retail, sales, training and consulting, civic, entertainment, law, politics, and many others. Some of our alumni are successful entrepreneurs who have established their own communication businesses. Those graduating with master's degrees have also sought additional education opportunities, including pursuing doctoral degrees, including earning terminal degrees at top communication doctoral programs such as Michigan State University, the Pennsylvania State University, Rutgers University, and the University of Iowa.

We have identified six interrelated areas of programmatic strengths and areas of improvement. Strengths include:
  (1) Tailoring and Diversifying Offerings (as a generalist program with highly trained and invested faculty, we are able to respond to students' needs. We can quickly revise curricula via special topics courses, and faculty engage in and implement professional development efforts/trainings to ensure that course content/assessments are able to assist in moving students toward their academic and post-degree goals. We laud our internationalization and equity/justice [EDIA] efforts and achievements, as numerous faculty tailor class sessions, courses, and plans of study toward broadening experiences and understandings, allowing our graduates to excel in communication with diverse populations in a breadth of environments);
  (2) Scholarship: Student Research and Faculty Productivity (our graduate faculty produce research and creative works of high quality and quantity. Active research programs ensure that faculty are up-to-date on current topics and findings in their areas, ensuring relevant course content. Faculty regularly publish with [graduate] students, and graduate students present and/or publish original research/creative scholarship. This prepares students to research on their own or in post-program work teams and enhances students' likelihood of acceptance degree programs, for those pursuing further academic experience);
  (3) Diversity in Student Population (a large portion of our cohorts are international students from a variety of countries. Diversity/breadth of backgrounds/experiences enhances organizations, including our program. International and domestic students alike typically finish the program and do so within two calendar years of start date.

Areas of improvement include:

(1) Interdisciplinary Offerings/Options (one way of ensuring breadth of content is to better network with other departments on campus to increase awareness of course offerings across campus that might be of interest to our students. In turn, increasing graduate course enrollments by encouraging students from other programs to learn in the School of Communication exposes students/faculty to interdisciplinary viewpoints and possible collaborations and ensures that we have the enrollment to continue offering a broad range of courses;

(2) Support for (Emerging) Scholarship (ongoing and/or additional resources for conducting and disseminating research will improve faculty and student scholarship, in both quantity and quality. In particular, and especially given the School's investment in emerging/digital media and technologies, funding that allows us to stay current with new technologies is imperative to maintaining our ability to research and teach the most up-to-date and pressing facets of communication);

(3) Recruitment and Belonging (we see the benefits of our growth in recruiting and retaining a diverse student population, particularly via international students, but we are also aware that we can continue to improve in several intertwined ways. Thus, we aim to enhance recruitment of domestic students, we aim to improve our recruitment of diverse faculty pools, and we strive to ensure that our program is one in which all students, faculty, and staff feel they belong and are supported.

In light of this review, we have four explicit initiatives and plans moving forward:

1. Continued Efforts to Maintain and Improve Relevance of Program – The master's program must continually update curriculum while maintaining the rigor and broad approach it is known for. Integrating courses that reflect current technological advancements is essential, including: digital and social media analytics, AI applications and communication, and other new and emerging technologies. Providing hands-on experience with the latest tools and platforms will appeal to students who are eager to engage with cutting-edge technologies and digital storytelling methods. In addition, the program should continue to emphasize critical thinking skills and intercultural competence by incorporating courses on global communication, diversity and inclusion, and ethical considerations in media. By fostering an environment that values diverse perspectives and encourages critical thinking, the program can attract students from various cultural and professional backgrounds.

2. Equity, Diversity, Inclusion, and Access/Accountability Learning Community – One major School-wide initiative with components reliant upon Graduate Program participation is the EDIA Learning Community program/certificate. The program was developed by members of the School's ASC Committee, in conjunction with graduate student input and assistantship. The program has received startup funds/grants from the School and CIPD and will pilot in Fall 2024.

3. Interdisciplinary Offerings – Given the overlap and connection with other programs on campus, there are opportunities to develop interdisciplinary programmatic offerings (e.g., with Politics and Government, Sociology and Anthropology, Health Sciences, and Family and Consumer Sciences). We will explore certificate programs and opportunities for students to take courses outside of COM to develop a broader understanding of how communication intersects with other majors and programs.

4. Student Needs Analysis – As the School of Communication continues to develop our graduate program, it will be important to understand what students are looking for in a graduate program in communication. We may need to investigate what our competitor programs are offering and whether their enrollments are climbing or decreasing as ours has in recent years since COVID.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee finds the M.A. and M.S. in Communication to be in <u>Good Standing</u>.

The Academic Planning Committee commends the graduate programs in Communication for their comprehensive and reflective self-study. The report provides a well-documented analysis of program strengths and challenges, demonstrating a commitment to continuous improvement, faculty engagement, and student success. The program has taken steps to maintain curricular relevance, support graduate student development, and respond to shifts within the discipline. Despite some challenges, including enrollment declines and data tracking limitations, the program remains strong and well-positioned for future growth.

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Enrollment in the M.A. and M.S. in Communication programs has declined over the review period, mirroring national trends in communication graduate education. However, in recent years, enrollment appears to have stabilized, with the program actively working to increase numbers to the high 60s. The program benefits from a significant proportion of international students, who currently make up approximately 50% of the graduate student program. This reflects its global appeal and the strength of its academic offerings.

While the program's overall enrollment stability is commendable, it has seen a slight decline in the percentage of students from underrepresented domestic populations, particularly BIPOC students. This gap remains an area of concern, and the program has acknowledged the need for more intentional recruitment and retention efforts. Additionally, the program's student demographics indicate that 40% of enrolled students are over the age of 25, reinforcing the importance of strategies that support non-traditional students. The program has taken steps to analyze its enrollment trends relative to peer institutions, finding that its patterns are consistent with broader disciplinary shifts. However, there is an opportunity to further refine and formalize recruitment strategies to sustain and enhance enrollment. A clearer enrollment management plan, including targeted outreach, expanded financial support, and partnerships with minority-serving institutions, could strengthen the program's ability to attract a diverse and robust applicant pool.

The program provides a strong framework of student support initiatives designed to enhance academic success, professional development, and career readiness. One of the most significant strengths is the support structure for graduate assistants (GAs), who play an essential role in the program's instructional delivery. GAs benefit from a structured two-week training program, followed by ongoing mentorship and professional development meetings. This level of support ensures that graduate assistants are well-prepared for their instructional responsibilities while also developing valuable teaching and communication skills. Beyond GA support, the program has implemented a range of initiatives aimed at fostering student success. A pre-seminar series provides new students with an introduction to the program's expectations, resources, and faculty mentorship opportunities. The Career COM-petency program further enhances professional development by connecting students with industry networks, career workshops, and alumni mentorship. The program has also developed a centralized Canvas resource site, offering easy access to academic guidelines, funding opportunities, and administrative support. Alumni engagement is another strength, with former students actively involved in mentoring, networking, and advisory board discussions. Additionally, graduate students have strong opportunities for research and creative activity, with 92 research and creative projects completed during the review period. Conference participation is also encouraged, with students receiving support to present their work at academic and professional events. While these initiatives demonstrate a commitment to student success, the program lacks systematic data tracking on retention and time-to-degree. The committee recommends implementing a structured system for monitoring these metrics to assess the long-term effectiveness of student support efforts.

The graduate programs in Communication benefit from a strong faculty who are engaged in research, professional development, and student mentorship. The curriculum remains current with evolving trends in the discipline, and recent program updates, including the transition from a 39-hour to a 36-hour master's project option; this reflects an effort to address workload disparities among students. The program's commitment to research and creative activity is evident in the significant number of student-led projects and faculty collaborations.

Additionally, the program maintains a strong emphasis on career preparation, integrating professional development into coursework and extracurricular activities. The Career COM-petency program, in particular, positions students for success in both academic and industry-related careers. The program's investment in alumni engagement also ensures that graduates remain connected and contribute to the ongoing development of current students.

Despite its strengths, the program faces several challenges that require attention. Enrollment, while stabilizing, remains lower than in previous years. The program would benefit from a more structured recruitment strategy that includes targeted outreach towards BIPOC students and explores new pathways, such as 4+1 programs or expanded scholarship opportunities. Additionally, while the transition to a 36-hour master's project option was intended to address workload concerns, the distinction between the master's project and a traditional thesis is not well defined. Further clarification is needed regarding the expectations, assessment criteria, and overall rigor of the master's project. The program should evaluate how this change has impacted student outcomes and whether additional curricular refinements are needed. Elective course selection is another area requiring further analysis. While the

program provides flexibility, it is unclear how students navigate elective choices and whether they primarily enroll in courses within the School of Communication or seek interdisciplinary options. Conducting a formal review of elective trends would provide valuable insight into student pathways and ensure that elective offerings align with academic and career goals. Finally, the lack of detailed data tracking on student retention, time-to-degree, and post-graduation outcomes remains a concern. Given increasing institutional and external expectations for retention metrics, the program should work with the graduate school to develop a more systematic approach to collecting and analyzing student success data.

Follow-up report.

Comparator Programs Analysis.

The committee commends the program for acknowledging external models but encourages a deeper, more action-oriented analysis. The comparator and aspirational analyses lacked depth. The program should conduct a more substantive benchmarking analysis, identifying ISU's niche and identify specific strategies or structures used by comparators that can be adapted to strengthen our program. By October 1, 2026, the program should submit a revised comparator analysis to the Office of the Provost, detailing how insights from comparator programs will inform strategic decisions, curriculum updates, and recruitment initiatives.

Recommendations

The Academic Planning Committee appreciates the efforts of the Communication faculty and staff in developing a thorough self-study. In addition to commending the program's current strengths and accomplishments, the committee provides the following recommendations to be addressed within the next review cycle. A detailed analysis of actions taken and outcomes should be included in the subsequent self-study report. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Develop a Formalized Enrollment Management Strategy. While the program has identified enrollment trends consistent with national patterns, a more structured approach to recruitment and retention is necessary. The program should explore targeted outreach to domestic BIPOC students, potential scholarship expansion, and strategic partnerships with institutions that serve underrepresented populations.

Clarify the Role and Scope of the Master's Project. The shift from a 39-hour to a 36-hour master's project option was intended to improve equity in workload, but its expectations remain unclear. The program should define the scope, assessment standards, and faculty oversight for the project to ensure its rigor and comparability to a thesis-based capstone experience.

Enhance Data Collection on Retention and Time-to-Degree. The program lacks systematic tracking of student retention and time-to-degree. Implementing a structured approach to collecting and analyzing these metrics will provide valuable insights into student success and inform future program improvements.

Assess Elective Course Enrollment and Faculty Workload. A review of elective course selection patterns would help determine whether students are utilizing interdisciplinary opportunities or primarily enrolling in communication courses. Additionally, faculty workload concerns, particularly in quantitative courses, should be evaluated to ensure sustainable teaching assignments.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Further Alumni and Stakeholder Engagement. Strengthen ties with alumni and external stakeholders to remain current with industry trends and job market needs. Regular alumni surveys, advisory boards, and panels can inform

curriculum updates and highlight career pathways for prospective and current students, enhancing the program's relevance and attractiveness.

REVIEW OF THE B.A., B.S. IN JOURNALISM
Classification of Instructional Programs (CIP) Code: 09.0401
Journalism

OVERVIEW

The B.A., B.S. in Journalism program at Illinois State University is housed within the School of Communication in the College of Arts and Sciences. The School offers several degree programs, including majors in Communication Studies, Journalism, Mass Media, and Public Relations, in addition to a master's degree program in Communication. The Journalism program provides students with a comprehensive education in the theory and practice of journalism across print, broadcast, and digital media platforms. The curriculum balances skill development—such as writing, editing, reporting, and using multimedia tools—with coursework in media law, ethics, and the role of journalism in a democratic society. Students gain real-world experience through campus media outlets including TV-10, WZND, The Vidette, and WGLT, the University's NPR affiliate. Journalism students are encouraged to engage with professional media through internships and alumni mentorship, fostering both academic and professional growth. The program's mission aligns with the values of civic engagement, diversity, and critical inquiry, preparing students for careers as thoughtful, ethical, and effective journalists in an evolving media landscape.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
B.A., B.S. in Journalism, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	149	144	132	129	124	128	117	116
Degrees	33	34	34	33	28	32	33	36

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

Program Coordinators for Communication Studies, Journalism, Mass Media, Public Relations, and the Graduate Program in Communication began planning the overall development process in September 2023, beginning with overview meetings with university officials about program review and emphasizing data collection for the self-study. Consensus among all coordinators was that the reports from the previous program review are robust and well worth using as the starting point for this program review process. During the fall 2023 semester, required content for this program review was compared with the content reported in the previous program review, and revisions and notations for revisions were made in the reporting documents accordingly. The purpose of this approach was to allow coordinators to have access to content that is useful while also identify content that must be acquired for either updates or new information. Data gathering took advantage of previously successful methods as well as new methods that were needed in process to fulfill content requirements.

Program curriculum

Shortly before the previous program review, the Journalism program curriculum was re-designed: (1) To sharpen the focus on journalism in terms of both training and education; 2) replace narrow medium-based sequences with a broader training in a range of convergence skills; 3) ensure prompt graduation through increased flexibility 4) strike a balance between vocational training and theory, 5) increase student choice and allow them more flexibility in building towards their preferred careers, while maintaining educational safeguards. Following the redesign, there is now a single, converged, sequence in the Journalism major, although students are guided, after taking a

common core of classes, to specialize in areas of interest leading to specific careers in the news industry. The Certificate of Excellence program helps to formalize this guidance and to assess the student's achievements within their chosen path. All Journalism students take a common core of required classes, which is designed to offer a 360 degree perspective on the journalism profession and its social and cultural implications as a whole, with courses offering an introduction to a broad set of journalism skills, technologies and mediums, and a careful balance between practice and theory. Since the last program review, the student newspaper The Vidette officially became part of the School of Communication.

Program or academic unit faculty

Journalism program faculty have a good mixture of professional and academic experience that enhances the ability to provide our students with an effective balance of theoretical and practical pedagogy. In addition, our faculty have published and presented on several current and important trends and issues related to the journalism profession. Our faculty also engage in extensive amounts of professional development opportunities on EDIA concerns, as well as technologies and skillsets directly involved in newsgathering and dissemination.

Program goals and quality indices

We aim to educate students in the broad range of skills involved in accurately and ethically gathering, analyzing, processing and presenting the news on multiple platforms. We aim to equip students with the skills needed to foster the sustainability of a dynamic free press and a healthy democratic, diverse, and inclusive society. We foster equitable, inclusive, diverse, and accessible lifelong learning for active citizenship. We aim to prepare students for productive, responsible, ethical, and long-term careers in journalism and to provide students the basic technical skills of journalism as well as a strong grounding in the theory and concepts related to the profession.

Student learning outcomes assessment plan and process

Three main mechanisms for assessment are being implemented: a) Portfolios of assignments and other student work; b) a survey to be administered to students at the beginning and end of the program to evaluate their experience in news-work before and after studying at ISU, and to assess their grasp of Communication and Journalism theories; c) a Certificate of Excellence program that will guide, track and help evaluate a student's progress and level of achievement in specialized areas of journalism education/news-work, including certificates in TV & Online Reporting; Documentary Reporting & Production; and Social Media Analytics, Reporting & Production. Once The Vidette is more fully implemented into the curriculum, assessment techniques will be revisited.

Specialized accreditation

Not applicable.

Responses to recommendations resulting from the previous program review

We have addressed recommendations from the previous program review in the following ways:
- We have continued to explore specific ways to recruit for the Journalism program through partnerships with high schools that offer extracurricular programs in journalism – most prominently the Illinois Journalism Education Association and ISU now being the home of their annual conference.
- While we do still struggle with a better balance of student-to-faculty ratio, a main reason is due to the retirement of two Journalism faculty, who have yet to be replaced. We hope that a new Journalism hire will be the focus of the next new hire the School makes. Further, it is hoped that the College will be more willing to provide funding for adjuncts and NTTs as those would be of increased importance to the Journalism program in particular in order to include staff that have very recent and/or concurrent journalism experience in order to provide the most up-to-date skill training.
- With the recent approval of the sports communication major, we look forward to the potential that has for greater solidification of our offerings in sports journalism. While we appreciate the previous recommendation to partner with other units to share resources, we are hoping to first explore partnerships

with local news outlets as well as the aforementioned possibility of hiring adjuncts and NTTs who have recent specialized journalism experience.
- We have had a facilities upgrade in which WGLT and The Vidette were co-located. Ideally, all student media outlets would have access to a shared space. We have recently formed a group comprising of our student media outlet staff, WGLT staff, and Journalism faculty and staff to explore more collaboration and how to further support convergence among students, faculty, and staff.
- The program redesign is still a work in progress as recently The Vidette has been folded into the curriculum. We are still in the process of getting that functioning smoothly and will be reviewing the strategic plan recently designed for The Vidette in the upcoming year. Once that is completed, we will revisit seeking specialized accreditation.
- We plan to explore opportunities to have students visit and/or work in collaboration in some way with journalism outlets situated in the areas in which the School has study abroad programs.
- We are pleased with the alumni connections that are incredibly strong with our alums who worked at TV-10 and WZND. The alum network within those outlets has led to many opportunities for our current students to find employment. It also allows for us to keep current on trends in the industry and tap into our alums knowledge base for how well our program prepares students for careers in the profession. The alumni network is also growing for alums who worked at The Vidette and is beginning to reach the level of interaction of the other student media outlets. With convergence and our push to get students involved in all three student media outlets, we feel more confident in the ability to have a strong network overall and a more consistent mean of tracking employment and career progress. Indeed, our assessment has found our students are increasingly getting experience at all three outlets rather than only one or two, which had been the case more frequently for the last program review.
- We will be revising the assessment plan due to a couple of factors. One is the recent retirement of the former Journalism program coordinator and with that an updating of the Journalism program mission and vision. Another key factor for revising the assessment is the aforementioned recent folding in of The Vidette into the curriculum.

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

It cannot go unnoticed and pointed out that since the last program review, journalists and the news industry as a whole have been facing immense scrutiny and degradation not only by the public at large, but by influential leaders in positions of power. Of greatest note, is the amount of restrictions on freedom of the press that have been proposed by those in power and with the ability to make governmental regulations to restrict the press as well as frequent and fervent allegations of fake news any time news media reports do not align with one's own ideology. As such, we one current and strongly polarizing debate in society is over the credibility of journalists and the worth of the profession as a whole. To address these changes in the field, faculty and staff within the journalism program have increased the amount of coursework required to improve students' media literacy and overall fact-checking skill set. In addition, due to the amount of criticism of journalists, we have strengthened efforts to also instruct our students on the stressful and burdensome nature of the job and to provide them with tips to ensure personal safety as well as resources for mental health.

Major findings of this program review self-study

Exit survey results that indicate the majority of our program graduates were involved with at least one student media outlet during their time at ISU. On top of that, most of those students also indicated that they were involved with multiple student outlets and that they felt they gained a wide range of experience reporting and producing news stories on multiple platforms. This, we feel, provides strong evidence that our graduates leave with the ability to engage in truly converged journalism. Our students are also provided with and are taking advantage of a variety of off-campus internships, many of them in medium, if not, large media markets. We look forward to the strengthened recruitment strategies and reignited interest in Journalism as a vital piece of democracy that will hopefully give a boost to our enrollment figures. We could improved on: more diversity in electives offered, a more streamlined coordination and true convergence of our student media outlets, and overall greater campus-wide promotion and recognition of our student media outlets.

Initiatives and plans for the next program review cycle

We plan to further converge our curriculum regarding requirements for student participation in each of our student media outlets. We would like to explore the possibility of creating space for a Student Media Hub/Hive that would be large enough to house all of our student media outlets and include multimedia capabilities. If that space can be created; we would then pursue providing more in and out of class assignments and opportunities for our students to engage in multimedia news projects. We hope to explore ways to enhance cross promotion across the platforms of our student media outlets via websites, social media, the television station, the radio network, and potentially bringing back some form of printed publication at least once or twice a year. We are in great need of more staff, particularly those who have current experience in the field to be able to teach a more diverse set of electives. Further, we are in need of the funding for a shared space for the Student Media Hub/Hive. In terms of goals to keep enrollment steady, we are hopeful of the potential a bill currently sitting on the desk of Gov. Pritzker that if signed into law would create a student scholarship program whereby the Illinois Student Assistance Commission would be required to give scholarships to students who will work at local news outlets in Illinois for at least two years. Any incentive we can provide to encourage students to pursue a career in an often maligned yet incredibly important profession is crucial. For better promotion of our student media outlets, we would like a more top-down approach and support from those in the top administrative positions at ISU to make concerted efforts at assisting in that promotion and providing any monetary support.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee commends the Journalism program on the development of a thorough and reflective self-study report that draws upon extensive unit-level data, provides relevant historical context, and highlights both program-wide initiatives and specific areas for improvement. The committee thanks the program faculty and staff for their thoughtful engagement in the review process and participation in a productive and collegial discussion.

The committee commends the program for articulating a strong set of goals that align with Illinois State University's mission and strategic priorities. These goals reflect a well-rounded commitment to professional skill development, ethical practice, critical engagement, civic responsibility, and experiential learning. The program demonstrates clear alignment between its academic objectives and its support for journalism's role in a democratic society.

The committee recognizes the program's multi-pronged recruitment strategies, which include participation in university events, targeted social media campaigns, a podcast series, and expanded scholarship offerings. The program has also revised its internal transfer policy to improve accessibility. Despite national and local declines in journalism enrollments, the program has maintained a relatively stable student base, with some early indicators that new recruitment efforts may yield positive trends. The program's role in hosting the Illinois Journalism Education Association conference is especially commendable.

The committee commends the program for its robust internship program, which provides extensive opportunities for experiential learning, builds professional networks for students, and supports the program financially through credit hour generation. The model is well-structured and vetted, with clear oversight and expectations for internship providers.

The committee notes the program's commitment to inclusivity and its efforts to increase enrollment and retention among underrepresented students. While the percentage of students from historically underrepresented backgrounds has grown slightly, it remains below the university average. The committee encourages continued attention to inclusive recruitment and retention strategies and applauds the program's integration of EDI themes into curriculum and student engagement.

The program has demonstrated a commitment to student success through initiatives such as the COM Connections newsletter, the Career COM-petency professional development series, and informal engagement events. These initiatives appear to be positively received and well-aligned with student needs. Additionally, the committee notes the program's strong support for co-curricular involvement, including opportunities at student-run media outlets such as TV-10, WZND, and *The Vidette*.

The committee commends the program for its data-informed analysis of instructional capacity, including class sizes and course offerings. While the program maintains small class sizes and student-centered learning environments, the number of course sections has increased despite declining enrollments. The committee encourages ongoing evaluation of how instructional resources are allocated to best serve student and institutional needs.

A notable area of concern is the high number of graduation exceptions submitted over the review period (839). These exceptions, largely for elective substitutions and major requirement waivers, raise questions about the consistency of course availability, the rigidity of curricular structures, and the advising workload. The committee recommends a focused review of curriculum design and course scheduling to reduce reliance on exceptions.

The committee discussed the recent incorporation of *The Vidette*, the university's student newspaper, into the Journalism curriculum. While this move may offer pedagogical and fiscal benefits, it also raises questions about editorial freedom, as *The Vidette* was historically an independent student-run publication. The committee recommends monitoring the impacts of this integration and consulting with the Academic Senate, as needed, to ensure that institutional commitments to editorial independence are upheld.

With regard to faculty, the committee notes that the program currently includes three tenure-track and three non-tenure-track faculty, following two unfilled retirements. The self-study includes mixed signals about faculty scholarship: while narrative sections highlight active research by some faculty, the summary tables show a low overall volume of peer-reviewed publications. This discrepancy suggests either underreporting or a need for clearer documentation of disciplinary norms and productivity. The committee encourages the program to clarify expectations for faculty scholarship and to ensure support structures are in place to meet those expectations.

Finally, the committee notes the reference to a non-credit "Certificate of Excellence" awarded to students but found little clarity on its requirements or status. The committee recommends that the program clarify the purpose and expectations of this recognition and consider whether it should be formalized as a micro-credential or removed.

Follow up Report.

Assessment plan. The Academic Planning Committee recognizes faculty efforts in developing and implementing the assessment. The committee identified the program's assessment plan as an area in need of significant attention. The existing plan is dated (2009) and appears disconnected from current curriculum structures and learning outcomes. While assessment practices may be taking place informally or under other documentation, the committee recommends the development of a formal, updated plan that aligns with current practices and supports continuous improvement. A one-year follow-up report is requested to present the revised plan and detail implementation progress. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by October 1, 2026.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee asks that program faculty return to their comparator analysis to identify the program niche among comparator programs at Illinois public universities and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty have prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by October 1, 2026.

Recommendations.

In addition to the program's accomplishments, the Academic Planning Committee provides the following recommendations. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Continue to monitor enrollment trends and refine recruitment strategies. The committee encourages the program to assess the impact of its recruitment initiatives and to consider additional targeted efforts to increase applications and yield.

Review course scheduling and curricular structure to reduce the need for graduation exceptions. The committee recommends that the program analyze the root causes of the high number of graduation exceptions and identify changes to curriculum or scheduling that could minimize such issues.

Clarify and update documentation of faculty scholarship. The committee encourages the program to ensure that faculty scholarship is appropriately reported and aligned with expectations in the discipline. Consideration should be given to alternative or complementary metrics that reflect the nature of journalism research and creative activity.

Clarify the status of the "Certificate of Excellence." The committee recommends the program articulate the purpose, requirements, and formal status of this recognition, including whether it should be submitted for review as a non-credit certificate or micro-credential.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Further alumni and stakeholder engagement. Strengthen ties with alumni and external stakeholders to remain current with industry trends and job market needs. Regular alumni surveys, advisory boards, and panels can inform curriculum updates and highlight career pathways for prospective and current students, enhancing the program's relevance and attractiveness.

REVIEW OF THE B.A, B.S. IN MASS MEDIA
Classification of Instruction Programs (CIP) Code: 09.0102
Mass Communication/Media Studies

OVERVIEW

The B.A., B.S. in Mass Media program at Illinois State University is housed in the School of Communication within the College of Arts and Sciences. The School offers four undergraduate degree programs—Communication Studies, Journalism, Mass Media, and Public Relations, as well as a master's degree in Communication. Within the Mass Media program, students can pursue coursework across two sequences: Management, Promotion, and Sales, or Media Arts. The program provides a common core curriculum focused on communication theory and professional practice, with all students completing COM 101: Introduction to the School of Communication, which introduces them to the breadth of media production and helps them build a digital portfolio. Students are encouraged to gain hands-on experience through student-run media outlets such as TV-10, WZND radio, and The Vidette, as well as through partnerships like Redbird Productions. While the program reflects guidance from the Broadcast Education Association (BEA), it does not pursue formal accreditation, as BEA does not offer it. Emphasizing a liberal arts foundation, the program equips students with the knowledge and skills needed to produce, analyze, and ethically engage with mass media content across diverse platforms and audiences.

Enrollment, Fall Census Day, 2017-2024
B.A., B.S., in Mass Media, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Media Arts sequence	140	145	137	131	111	111	99	84
Media Management, Promotion, and Sales sequence	90	88	77	87	72	71	76	64
Total	230	233	214	218	183	182	175	148

Degrees Conferred, Graduating Fiscal Year, 2017-2024
B.A., B.S., in Mass Media, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Media Arts sequence	35	40	34	39	38	34	36	31
Media Management, Promotion, and Sales sequence	26	33	35	27	33	28	30	31
Total	61	73	69	66	71	62	66	62

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021. Degrees by sequence for 2015 were not available.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

Program Coordinators for Communication Studies, Journalism, Mass Media, Public Relations, and the Graduate Program in Communication began planning the overall development process in September 2023, beginning with overview meetings with university officials about program review and emphasizing data collection for the self study. Consensus among all coordinators was that the reports from the previous program review are robust and well worth using as the starting point for this program review process. During the fall 2023 semester, required content for this program review was compared with the content reported in the previous program review, and

revisions and notations for revisions were made in the reporting documents accordingly. The purpose of this approach was to allow coordinators to have access to content that is useful while also identify content that must be acquired for either updates or new information. Data gathering took advantage of previously successful methods as well as new methods that were needed in process to fulfill content requirements.

Program curriculum

During the last program review mass media had four tracks:
- Management, Promotion, and Sales (MPS)
- Radio
- Television Production
- Interactive Media

A curriculum redesign began in 2017 and became official in Fall 2021. The major outcomes of this included collapsing Radio, TV Production, and Interactive Media into a single track called "Media Arts" while retaining MPS
with a few tweaks. Our current two sequences can be described as the "business of media" or the "creation of media." This allows those in Media Arts to try more avenues for their creativity and hopefully shorten the time to graduation by eliminating bottle necks because of prerequisites. Courses were reviewed to make sure their prerequisites were necessary, and course titles were changed to replace "broadcast" with "media" to better reflect today's technological reality of how media is disseminated (e.g., Media Sales instead of Broadcast Sales).

Another outcome of this curriculum revision was a redesign of COM 101 which previously was an 8-week course for one hour of credit taught by advisors. It is now a regular three-hour semester-long class which is a prerequisite for everything else in the major. Freshmen take it in their first year and transfers take it in their first semester. In this class, all mass media faculty visit the class and share with them their backgrounds, interests, and courses that they teach. Students also tour the radio and TV stations so that they know how to get involved. The goal of this class is to make sure students

Another new course is Film Festival Management & Curation (COM 434). To accompany the new film festival course, we also created a competitive festival. High school and college students from anywhere in the world can enter their work by submitting to our FilmFreeway.com site. In addition to our FilmFreeway site, we have also created a festival website and several social media channels to promote the festival. The Foxtail Film Festival has been held twice (2023 & 2024) and was a tremendous success.

Program or academic unit faculty

All mass media faculty have advanced degrees and professional media experience. All tenure-track faculty have terminal degrees and engage in traditional scholarship and/or creative activity depending on their expertise. Because of rapid technological changes in the media world, our faculty stay abreast of shifts in the media industries as well as changes in their academic disciplines.

Program goals and quality indices

Our goals are to either educate students in the "business of media" or the "creation of media." The business of media can include sales, promotion, programming, or management. These students are taught to think strategically. The creation of media includes writing, photography, video, audio, animation, and interactivity. Students have a large degree of latitude to pursue what best meets their personal and professional goals. Our students have won hundreds of awards since the last program review competitions at the state, regional, and national level. The external validation they have received while competing against their peers from other schools is a very high-quality metric.

Student learning outcomes assessment plan and process

Three main mechanisms for assessment are being implemented:

1. continue entering our student work in media festivals where they have been successful and to compete in festivals where we haven't had as many entries such as the Broadcast Education Associations Festival of Media Arts. We believe external validation of our student work is of paramount importance.
2. continue collecting reflection essays in the senior capstone as a source of qualitative data to gauge how we are doing in our program.
3. Creating an exit interview survey to administer in the senior capstone as a source of quantitative data that will help us detect trends regarding student needs, concerns, and successes.

Specialized accreditation

Does not apply.

Responses to recommendations resulting from the previous program review

We have addressed recommendations from the previous program review in the following ways:
- Since our enrollment is down some since Covid, our instructional capacity is not as strained as it was from the previous program review. However, we feel that our new film festival class (with accompanying festival) will help recruit more students to our program (high school and college students from anywhere in the world can enter our festival via FilmFreeway.com. When we get our enrollments back up, we will seek additional faculty.
- When we do search for additional faculty, we will follow the best avenues suggested by Human Resources to get a diverse pool of applicants to better represent underrepresented groups.
- Our facilities are always in need of or undergoing renovation. We hope to make use of the Provost Enhancement Fund to upgrade outdated parts of our studios and labs to be more in line with what our students will encounter on the job.
- We have made progress towards attracting graduate students interested in mass media by offering GTA positions to teach "Mass Media in the School of Communication" (COM 101) and to be lab instructors for "Convergent Media Writing" (COM 161). We would like to investigate ways to offer assistantships to work at TV10, WZND, and the Foxtail Film Festival to provide even more incentive for mass media students to do graduate work with us.
- Expanding on-line offerings
- We addressed the number of previous sequences (four) and collapsed three of them into Media Arts. We now have two: Management, Promotion, & Sales; and Media Arts.
- While we don't have any study abroad programs currently that address Mass Media specifically, some of our students can still have relevant experiences. Since Dr. Jong Kang has retired, we have not had a relationship with Dong Ah (Korean Broadcast School). We will have to investigate a suitable replacement for that loss.
- We will be revising our assessment plan to use methods that are more authentic. Namely, expanding the number of students who enter and participate in media festivals; continue collecting reflection papers from students' experiences in our program; and creating and administering an exit survey to capture quantitative data that will help us detect trends in student interests and satisfaction.

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

Possibly the most terrifying or exciting area (depending on your point of view) is the use of artificial intelligence (AI) in the media world. Tools are already in existence that minimize the drudgery of some parts of media creation – those are welcome technologies and make some of our work more enjoyable. However, generative AI poses some professional and ethical dilemmas. First, there may be fewer jobs in the media world if AI can do certain tasks faster and cheaper with fewer errors than humans. Also, it will continue to be more difficult to discern truth from fiction. This is especially problematic for our students who work behind the scenes in news and documentary. AI also raises troubling legal questions. Who is the author? How will copyright law apply to content using these tools? How will these tools be monetized? These are all important and thorny questions that must be addressed my both media scholars and practitioners. Since AI will only proliferate more widely, we will need to proactively teach students useful and ethical ways of using this technology.

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Major findings of the program review self-study

The reflection papers that all mass media students submit in the capstone is great source of information that proved useful when redesigning the curriculum. One thing we discovered was that students sometimes did not understand exactly what the major was about until later in their program. Many also related that they wish they had gotten involved sooner in our student media outlets (i.e., TV10, WZND, the Vidette). In response to those concerns, we overhauled our curriculum which included revising COM 101. Now, in this course, students meet each faculty member and learn about their academic and professional backgrounds. They also learn about each class they can take in the major and what the assignments/content looks like. They tour our media outlets and learn very early on about how to get involved.

We also learned that while our students win numerous awards in state and regional competitions, we need to encourage and support them while competing at the national level. Much of this falls to individual faculty members to identify potential award-winning work and assist the students with the entry process.

Finally, we found that some of our assessment efforts were misguided. Instead of focusing on the lower rungs of Bloom's Taxonomy with knowledge-level assessment, we should encourage students to create, synthesize, and evaluate. The awards our students win are prime examples of creation that is externally validated. Furthermore, our new Film Festival Management and Curation course allows them to work at Bloom's highest level: evaluation. By participating in this course, students can see the quality of work their peers are doing at other universities, and they also get to see interesting work from some very gifted high school students.

Initiative and plans for the next program review cycle

Besides entering students into state and regional competitions, we seek to get more students entered into the Broadcast Education Association's Festival of Media Arts where we believe they will ably compete at the national level. This will require funding for entry fees and travel so we will have to seek grants, gifts, and contracts. Part of this effort will be supported by upgrading and maintaining our studio/lab facilities. We hope to receive Provost Enhancement Funds to help in this regard.

We will work to grow our new Foxtail Film Festival which not only provides opportunities for our students but has also given Art and Theater students at Illinois State University an outlet for their creative work. As the festival grows, we hope to add graduate assistantship opportunities for graduate students interested in mass media.

Finally, we will be creating an exit interview survey to give us quantitative data that will help us make curriculum, facility, and personnel decisions to best serve our mass media students

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program faculty and staff for compiling a comprehensive self-study and commends the unit for its sustained focus on curricular innovation, co-curricular engagement, and responsiveness to changes in the discipline. The self-study included relevant data and covered key areas across program operation, though additional clarity and disaggregation of school-level data would be helpful in future submissions.

The committee commends the program for undertaking a thoughtful and extensive curriculum redesign that aligned the program with evolving industry standards, accreditation-related guidance, and internal assessment findings. The integration of EDI principles across the curriculum, co-curricular programming, and faculty development was notable and reflects intentionality in fostering inclusive learning environments. The committee also recognizes the program's contribution to the general education curriculum and cross-disciplinary collaboration, including its work with Film and Digital Media and the Creative Technologies program (now School of Creative Technologies).

The program's four-year graduation and retention rates were consistently strong, and the level of student participation in internships, co-curricular productions, and industry-recognized awards is commendable. The committee notes that the program leverages its strong ties with student media outlets and industry organizations to offer valuable applied experiences. The Foxtail Film Festival and other recruitment-facing initiatives were especially highlighted as exemplars of community and university engagement.

Enrollment trends show a significant decline from 225 to 175 majors during the review period, largely following national trends and compounded by the COVID-19 pandemic. However, the committee expresses concern that data related to enrollment, diversity, and student success were often reported at the unit level and not sufficiently disaggregated for Mass Media. This created challenges in evaluating the specific performance and challenges of the program. In particular, gender diversity data suggest a marked decline in women enrolling in the program, a point that warrants further analysis and targeted recruitment planning.

The committee also recommends more clarity in how the program defines its "found major" status. While the program may serve as a destination for students entering as general communication majors, clearer documentation of internal transfer patterns and feeder course structures would strengthen such claims. Additionally, the committee encourages the program to consider providing both raw numbers and percentages in future data reporting to better contextualize trends.

The internship program was identified as a clear strength, offering structured opportunities for students and evidence of strong faculty coordination and site engagement. However, given the number of credits assigned and the variability in credit hours and instructor roles, the committee recommends closer attention to ensuring alignment with federal definitions of credit hour and institutional policies regarding internship oversight and maximum allowable credit.

The committee expresses concern that the program currently lacks a current, actionable student learning outcomes assessment plan. The most recent plan on record dates from 2009. While faculty appear to be using reflective essays and capstone activities to inform curricular changes, reliance on indirect measures and lack of clear evidence of direct measures hinders the program's ability to evaluate student achievement of learning outcomes. The committee strongly recommends that the program work with University Assessment Services to update and implement a contemporary assessment plan.

The committee also encourages the program to clearly differentiate between student satisfaction measures and actual learning outcome assessments. Reinstating direct measures such as portfolios, course-embedded assessments, or structured rubrics would provide a more robust foundation for program evaluation.
The committee notes that the program employs a high percentage (approximately 45%) of non-tenure-track (NTT) faculty. While this may reflect the applied and production-focused nature of the program, the committee recommends that the program articulate the rationale for its staffing model, including how NTT faculty are integrated into curriculum delivery, supported in their roles, and how instructional and staff duties are distributed. Disaggregated data on teaching assignments would be helpful.

Faculty productivity in scholarly and creative works appears steady, though again, data are reported in aggregate across the School. The committee encourages the program to highlight specific faculty contributions to scholarship, professional development, and industry engagement that directly relate to Mass Media.

Analysis of comparator and aspirational programs was limited. The aspirational section outlined a multi-step process but lacked follow-through on later steps. The comparator section primarily noted the program's current size but did not explore reasons for enrollment trends at peer institutions. The committee recommends revisiting this analysis to identify strategies for growth and innovation in the program.

While the self-study acknowledged changes in the field such as artificial intelligence, this was addressed more effectively in the executive summary than in the main body of the report. The committee recommends that the program provide a fuller analysis of industry and disciplinary shifts and how such developments influence curricular and staffing priorities.

Follow-up Reports

Assessment plan.
The Academic Planning Committee recognizes faculty efforts in developing and implementing the assessment. The committee identified the program's assessment plan as an area in need of significant attention. The program's current assessment plan dates to 2009 and includes several methods that are no longer in use. The Committee recommends the program work with the University Assessment Services office to develop a revised assessment plan that includes direct measures of student learning. In particular, the Committee urges the program to reduce reliance on indirect measures such as student satisfaction and instead incorporate assessments that align with program learning objectives across multiple points in the curriculum. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by October 1, 2026.

Comparator and Aspirational Programs.
The committee commends the program for acknowledging external models but encourages a deeper, more action-oriented analysis. Rather than merely cataloging peer practices, the program should identify specific strategies or structures that can be adapted. By October 1, 2026, the program should submit a revised aspirational plan to the Office of the Provost, detailing how insights from comparator programs will inform strategic decisions, curriculum updates, and recruitment initiatives.

Recommendations

In addition to recognizing the program's accomplishments and strong engagement with students and industry, the Academic Planning Committee offers the following recommendations. These should be addressed in the next program review cycle, with an updated self-study due in Fall 2032.

Program-level disaggregation of data. The self-study too often presented data aggregated at the School level, making it difficult to isolate trends specific to the Mass Media program. Future reports should provide program-level disaggregation for enrollment, student demographics, student success, co-curricular participation, and alumni outcomes. This will allow for more meaningful program-level analysis and ensure that institutional data are interpreted accurately.

Revisit use of the term "found major." The Committee found the use of the term "found major" to be confusing and inconsistently applied. If the program wishes to make this claim, it should provide evidence of significant internal transfer into the program from other majors (rather than general education or exploratory pathways). The Committee encourages the program to define the term operationally and provide relevant data to support its use.

Clarification and assessment of internship credit: The program makes excellent use of internships but should clarify how credit hour limits and faculty supervision policies are managed in accordance with university and federal definitions. The Committee encourages the program to document how credit-bearing internship experiences are supervised, assessed, and tracked—especially in cases where multiple internships may be taken across units. Given their scale, the program should also evaluate how internship-related credit hours factor into instructional load, budget models, and assessment practices.

Evaluation of non-tenure track faculty composition: Nearly half of the program's faculty are non-tenure track. While this may be appropriate given the applied nature of the field, the rationale for this balance was not well articulated. The Committee encourages the program to more clearly define an appropriate tenure-track to non-tenure-track ratio for this discipline and to justify its current instructional staffing model. This information may strengthen future faculty line requests.

Strengthen documentation of changes in the discipline. The discussion of disciplinary change in the self-study was relatively brief, particularly given the rapid evolution of the media industry. The program is encouraged to more fully explore how major industry trends (e.g., streaming, podcasting, AI, media consolidation) are affecting curriculum, faculty needs, and student career pathways. This reflection may help explain enrollment changes and guide strategic development.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Further alumni and stakeholder engagement. Strengthen ties with alumni and external stakeholders to remain current with industry trends and job market needs. Regular alumni surveys, advisory boards, and panels can inform curriculum updates and highlight career pathways for prospective and current students, enhancing the program's relevance and attractiveness.

Classification of Instructional Programs (CIP) Code: 09.0902
Public Relations, Advertising, and Applied Communication

OVERVIEW

The B.A., B.S. Public Relations program at Illinois State University is housed within the School of Communication in the College of Arts and Sciences. The School offers four undergraduate degree programs—Communication Studies, Journalism, Mass Media, and Public Relations, as well as a master's degree program in Communication. The Public Relations program leads to a Bachelor of Arts or Bachelor of Science in Communication and is the only program in Illinois accredited by the Public Relations Society of America (PRSA) through its Certification in Education for Public Relations (CEPR). The program emphasizes strategic and ethical communication, preparing students through a curriculum grounded in public relations theory, research, media production, and applied skills in writing and project management. Students gain professional experience through opportunities like internships, student-run media outlets, and participation in the Public Relations Student Society of America (PRSSA). The School encourages interdisciplinary collaboration and offers access to state-of-the-art facilities including the Social Media Analytics Command Center (SMACC), WZND radio, and TV-10. Students also benefit from the School's robust alumni network and targeted professional development initiatives.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
B.A., B.S. in Public Relations, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	220	207	201	202	158	122	142	145
Degrees	76	78	82	79	89	75	64	41

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

This program self-study report, like the others for the School of Communication, benefitted from elements that are identical (e.g., self-study process description, enrollment trends, recruitment, advising, etc.), because the School applies its resources strategically for all its programs, while also attending to program-specific matters as required, to gain efficiencies and achieve effectiveness for the whole School and the individual programs. The previous program-review cycle served as a guide in formulating our approach for this program review cycle. COM's associate director served as the project manager for this Program Review. Together with COM's director of advising, the associate director collected and posted needed data and information for all programs and the whole School, reviewing completed drafts of all self-studies for correctness, accuracy, and completeness. Guidance for all personnel involved in the development of self-studies was provided through e-communication and meetings, giving those personnel direction for and resources about working on their self-studies with others in their respective areas. A complete digital library of documents, data, and other sources of necessary information for both the entire School of Communication and its individual programs was established and open for faculty use in preparing their self-studies. Public Relations faculty in the program (including TT and NTT), led by the program coordinator, through multiple means, obtained and utilized all necessary documentation and data from internal and external stakeholders relevant for this program review over the spring 2024 semester and summer 2024. Concerted efforts were made to collect information and gather feedback from current (including graduating) students, alumni, colleagues, community partners, federal and state higher education agencies, and peer institutions for this self-study.

Program curriculum

The Public Relations major prepares students to research, plan, execute, and evaluate communication between an organization and its publics, monitor the organization's environment, and counsel management on policies and programs. This major is designed to prepare students to help private industry and public organizations improve the quality of communication among themselves, their employees, the general public and government. Students will learn how public relations is instrumental in corporate strategy, complements advertising and marketing, and is vital to managing organizations' images and reputations. Because PR is an important aspect of every organization in every commercial, civic, or other organization, students are encouraged to have a minor or second major in a department or school outside or inside the School of Communication. Since the 2015 Program Review, the Public Relations program has made significant changes in two ways. First and easiest are editorial changes that have been made for multiple courses so that (1) their descriptions are clearer for students and (2) prerequisite courses were adjusted (usually reduced or streamlined). Because public relations is about as dynamic as business, technology, and society, we consider whether revisions to our courses' content are needed to any significant degree and in what ways for student learning. The PR program also has undertaken efforts to address equity, diversity, inclusion, and belonging in the PR program. Three particularly important subjects are the profession overall, ethics, and management. Retention rates F1-S1 for the PR program are very steady, with one aberration in 2021, but the F1-F3 retention rates vary year to year and show a slightly declining overall trend. In comparison to the School's respective retention rates, the PR program has done better than the School on F1-S1 but slightly worse in F1-F3 for four of the six years tracked.

Program or academic unit faculty

The PR program has had three tenure-track (TT) faculty and two principal (permanently funded) nontenure-track (NTT) faculty and several individual NTT faculty lead courses in the program. The TT faculty lead the graduate courses and the upper-level undergraduate courses. All TT faculty are graduate faculty members and have had substantial industry experiences in addition to their doctoral degrees. The NTT faculty, all of whom hold master's degrees in communication and have had industry experience, lead only undergraduate courses and, most often but not exclusively, at the lower levels.

Program goals and quality indices

The PR program has two goals: (1) ground the undergraduate public relations major in specialized knowledge and theories, and (2) emphasize specialized knowledge, skills, and abilities in particular areas, especially writing, research, critical analysis and decision-making, media production, business, and project management. We measure the program's quality through its students' successes, faculty's teaching and research performance, favorable program review feedback, and successful Certification in Education for Public Relations (CEPR) reaccreditation efforts.

Student learning outcomes assessment plan and process

The program's detailed assessment plan, which includes important factors required for the program's accreditation, measures student learning along eight learning outcomes/objectives:
1. Recall foundational knowledge about the practice, management, value, and history of public relations.
2. Demonstrate competence through application of foundational and specialized knowledge in public relations problems and discourse.
3. Construct a view of the profession and its future that integrates lessons across all realms of experience about public relations.
4. Navigate organizational structures and processes for public relations and beyond.
5. Demonstrate about and value ethical work in a professional setting in every respect and about the general roles of public relations technicians and managers/leaders.
6. Identify resources and strategies for life-long learning about effective and ethical public relations.
7. Foster sound skills for effective project management within the public relations process.
8. Apply principles/rules for argumentation, discourse, grammar, AP style, and APA style correctly and appropriately in written work.

Student learning is assessed directly and indirectly. Direct assessments of students' work are gained from tangible evidence from students of what they have and have not learned. The use of rubrics would be instrumental in codifying the criteria on which students' work would be evaluated within the specific context of given assignments and within the broader context of an overall course. Faculty would use students' assignments as data about student performance that also can be used to drill down into what works and what doesn't work in courses and the PR program by tracking performance over time. Methods for direct assessment include: tests and quizzes, comprehensive exams, oral exams, interviews, papers, projects, case analyses, performances, exhibitions, and portfolios. Indirect assessments of student learning are gained from "proxy signs" outside of course-based assignments that show students probably learned content. Methods for indirect assessment include: student and alumni surveys, interviews, focus groups, and reflective essays; feedback about interns' performance (also can serve as direct evidence when coupled with a specific performance rubric); program reputation and quality; selected items from faculty course evaluations; retention and graduation rates; job placements; career advancements; honors and awards; and anecdotal information from individuals related to the program in any way.

Specialized accreditation

Our PR program is the first on the only accredited program in Illinois. The PR program is accredited by the Public Relations Society of America (PRSA), which includes its student-focused branch, the Public Relations Student Society of America (PRSSA). The accreditation is called Certification in Education for Public Relations (CEPR), which the PRSA administers. CEPR is a voluntary program of quality-assurance endorsement for studies in public relations at colleges and universities worldwide. Programs with CEPR credentials are located in the U.S., Canada, Europe, South America, and New Zealand, plus more than 40 additional programs on four continents are in various stages of the review process. Each school is assessed according to an indigenously appropriate application of standards. CEPR credentials distinguish those programs that provide the faculty, curriculum, and resources needed to prepare students for professional public relations positions and career growth. Certified programs are listed in the annual PRSA Member Services Directory, and they are highlighted in information provided by PRSA regarding schools where public relations is taught. The complete report for the program's reaccreditation is included.

Responses to recommendations resulting from the previous program review

From the 2015 Program Review, eight recommendations were given for the PR program to address. All of them were met, and they involved meeting instructional demand for PR courses by hiring new faculty, including faculty from underrepresented groups; co-locating all programs for the School of Communication, which for the PR program affects only its large-lecture class that is an introduction to the PR field; exploring internationalization opportunities, which were done in conjunction with the whole School and especially so with programs in France and Netherlands; bolstering student participation in the Honors program, which we largely address by personal invitations for students; increasing number of male students, which benefits from the School's recruitment efforts for the program; increasing alumni contact, which has been done by regular and frequent communications with alumni; and using assessment data for the program, which was quite a challenge during the pandemic.

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

Public relations is a management function in organizations of all kinds in numerous industries, and PR is needed in some way in all of them. Although there are, ostensibly, numerous changes in the field of public relations that affect everything, from people to technology, three of the most-prominent ones on which we have seen, felt, and addressed in PR education for our students: (1) social media, (2) virtual teams and remote work, and (3) artificial intelligence.

Major findings of this program review self-study

- Our Public Relations program outperforms all comparator institutions, which is structured effectively through the program's assessment plan, accreditation, and connections with professionals in the field.
- Our program compares favorably to aspirational programs in terms of our potential to adopt features of those programs, if and only if funding and other support can be secured.
- Our students benefit from a strong, highly respected, and accredited program in public relations, which prepares them very well for their next steps after graduation.

- Our faculty are very active and known scholars of public relations and very effective educators, which is essential for the program's continued strength and success.
- Our PR program's alumni have great affinity for our program and ISU, which is facilitated by frequent communication between the School and them as well as evidenced by their continued support of our program by financial, academic, and professional contributions.
- Limitations of course offerings over the years largely has been a function of a continually small number of faculty for a very popular major.
- Additional resources to address technological and professional changes in the PR profession are needed.

Initiatives and plans for the next program review cycle

To strengthen an already strong Public Relations program, the following efforts seem most appropriate to undertake for the next Program Review cycle:

(1) hire one or two more full-time faculty members so that students have more PR courses than we have been able to offer in the past with only three faculty,
(2) scrutinize the PR program's existing courses for ways to address field-specific changes,
(3) consider whether any new course(s) should be developed to meet industry factors,
(4) consider redesigning the major to better meet industry changes and future direction,
(5) collaborate more closely and strategically with the Honors Program, and
(6) inspire reasonably more alumni engagement in the program's classes offered each semester.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee commends the program on the development of a comprehensive and well-structured self-study report that substantiates its claims with data and reflection. The report clearly documents the program's strengths and challenges, and includes input from faculty, students, alumni, and other stakeholders.

The committee commends the program on its continued national accreditation through the Public Relations Society of America (PRSA). The Public Relations program is the only undergraduate program in Illinois to hold the Certification in Education for Public Relations (CEPR), a distinction that affirms the program's commitment to excellence and professional alignment. The committee acknowledges that the program is currently preparing for reaccreditation in fall 2024.

The committee commends the program for its thoughtful curricular design. The program's learning goals emphasize writing, research, media production, and project management—skills that are critical for success in the public relations profession. The curriculum is regularly updated in response to changes in the field and alumni input. The committee further commends the program's integration of diversity, equity, inclusion, and access (DEI) content into courses and co-curricular opportunities.

The committee notes the program's longstanding emphasis on experiential learning, particularly through its internship program. From 2016–2023, students in the Public Relations major completed more internships than any other major in the School of Communication. The program's new Career COM-petency initiative, which provides monthly professional development programming led by alumni, was also recognized as an innovative and meaningful addition.

The committee commends the program for implementing a student learning outcomes assessment plan that aligns with CEPR standards and uses capstone portfolios and other tools. The plan includes both direct and indirect measures and incorporates feedback from stakeholders. The program intends to update its assessment plan following reaccreditation—a reasonable and appropriate approach.

The committee acknowledges the program's efforts to support student success and to improve retention. The program has developed initiatives such as a weekly student newsletter and increased outreach to internal transfer students. Time-to-degree data show that most students complete the program in four years, and the program is well-structured for both first-time-in-college and transfer students.

The committee also recognizes the program's commitment to inclusive excellence. The percentage of Public Relations majors from underrepresented racial and ethnic groups reached 31% in 2023, a level that exceeds institutional and national industry benchmarks. The committee commends the program's efforts to recruit and support a diverse student population and to engage alumni from diverse backgrounds in mentoring roles.

The committee appreciates the program's analysis of comparator and aspirational institutions. The self-study used this analysis to inform modest goals related to curriculum and diversity. The committee encourages the program to further expand its vision in future planning cycles.

Recommendations.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provides the following recommendations for consideration. These recommendations are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2032.

Continue to refine the program's enrollment management strategy. The program experienced a 34% decline in enrollment between 2016 and 2023. While recent gains are encouraging, current recruitment efforts are not program-specific. The committee recommends the development of a targeted enrollment plan to increase visibility, attract diverse applicants, and sustain healthy enrollment. Additional faculty resources may be required if enrollment rebounds.

Continue to monitor and support student retention. Retention data, particularly fall-to-fall and fall-to-third-year rates, indicate room for improvement. The committee recommends that the program develop additional supports for first-time-in-college students and continue analyzing retention trends disaggregated by student population.

Investigate the decline in internship participation. Although the program has a strong history of internship engagement, participation has declined since 2018. The committee encourages the program to examine potential causes and reinvest in efforts to promote and support internships, especially given their alignment with career readiness.

Continue to implement and refine the student learning outcomes assessment plan. The committee commends the existing plan and encourages the program to continue using assessment data to inform curricular improvements. Following reaccreditation, the program should revisit its plan to ensure continued relevance and alignment.

Advocate for increased tenure-track faculty lines. The program has the fewest tenure-track faculty lines among School of Communication majors despite its size and significance. The committee recommends that the program continue advocating for additional faculty to support instruction, advising, assessment, and scholarship.

Expand efforts to promote the CEPR credential. Only a small number of students pursue the Certified in Principles of Public Relations credential, despite its potential value. The committee encourages the program to increase awareness and advising around the credential, especially now that financial barriers have been reduced.

Develop more ambitious aspirational goals. The comparator and aspirational analysis identified appropriate peers, but the committee encourages the program to think more broadly about innovation, new academic initiatives, and program development in future strategic planning.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Continue to foster strong alumni and stakeholder engagement. Monitor ties with alumni and external stakeholders to remain current with industry trends and job market needs. Regular alumni surveys, advisory boards, and panels can inform curriculum updates and highlight career pathways for prospective and current students, enhancing the program's relevance and attractiveness.

REVIEW OF THE B.S.W. IN SOCIAL WORK
Classification of Instruction Programs (CIP) Code: 44.0701
Social Work

OVERVIEW

The Bachelor of Social Work (B.S.W.) program at Illinois State University is housed within the School of Social Work in the College of Arts and Sciences. The School offers two degree programs: a Bachelor of Social Work and a Master of Social Work and also houses the Center for Adoption Studies. The B.S.W. program is an upper-division professional preparation program that admits a new junior cohort each fall. Rooted in a strong liberal arts foundation, the B.S.W. program prepares students for generalist practice across individual, family, group, organizational, and community systems. The curriculum is competency-based and aligned with the accreditation standards of the Council on Social Work Education, including a required 500-hour practicum that connects classroom learning with applied experience. Students in the program engage in interdisciplinary coursework, experiential learning activities such as poverty simulations and legislative advocacy, and co-curricular opportunities including participation in the Social Work Club. The School of Social Work fosters a supportive, student-centered environment and emphasizes social justice, cultural humility, and civic engagement, preparing graduates to advocate for equity and systemic change across diverse settings.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
B.S.W. in Social Work, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	201	196	200	203	199	206	207	228
Degrees	68	57	60	51	60	57	49	50

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

The program review process began the year after the reaffirmation process for the School of Social Work's external accrediting organization, the Council on Social Work Education (CSWE), completed with a full reaffirmation of eight years, ending in February 2031. Significant portions of the internal program review process were similar to the reaffirmation self-study process. The portions of the program review that overlapped with the CSWE self-study were completed by the Interim Director of the School of Social Work. The CSWE self-study and the program review were written with collaboration and input from the entire faculty, particularly the sections regarding the curriculum. Sections that related to student development and administration of the programs were developed with consultation from the B.S.W. Director of Student Services, the Director of Field Education, and the B.S.W. Program Director. The CSWE self-study included input from students with annual program chats, and student discussion with the accreditation site visitors. The self-study included input from external stakeholders with discussion between the Community Advisory Board and accreditation site visitors, and feedback from alumni surveys. Final faculty review of the program review self-study occurred at an all-faculty meeting in August 2022.

Program curriculum

The B.S.W. program's core curriculum is highly prescriptive to remain in good standing with our accrediting body. CSWE requires that core professional content be built on a liberal arts foundation. Students complete the liberal arts component of the major during their first two years, through courses meeting General Education program requirements, along with an Introduction to Social Work course, SWK 170. The core major curriculum includes 66

credit hours taken primarily during the junior and senior years. Courses are sequenced so knowledge acquisition is horizontally and vertically integrated. Each course is only offered one time a year, and students matriculate as a cohort in the same classes, in sequenced order. Students complete three courses in human behavior in the social environment, six practice courses, two policy courses, one research course, and four field practicum and seminar courses.

Academic unit faculty

The School of Social Work has 12 tenure track faculty members (including the director) and three administrative/professional staff members. The three staff positions include the Director of B.S.W. Student Services (advisor), the Director of Field Education (internship coordinator), and the Director of M.S.W. Student Services (advisor). Each administrative professional staff member teaches two or three courses a year. Faculty members who teach in the School of Social Work all maintain their commitment to the profession through leadership in teaching, scholarship, and service. As instructors in a professional preparation discipline, faculty members are expected to significantly contribute to service in order to maintain connections to the professional discipline of social work. Most faculty members sit on boards for social service agencies and professional organizations, provide consultation to agencies or professional bodies, conduct training, volunteer in service roles, or continue in limited secondary employment as practitioners. This involvement is critical to keeping faculty both connected with and current with the professional practice field.

Program goals and quality indices

The B.S.W. program is guided by four goals:
1. to foster students' identification and conduct as professional social workers;
2. to prepare students for strength-based, ethical generalist practice in agency-based settings to work with diverse clients at the micro, mezzo, and macro levels of practice;
3. to prepare students to advocate for social, organizational, community, economic, and policy change to advance human rights and create a more just society; and
4. to prepare students with a liberal arts foundation to employ critical thinking to integrate multiple sources of knowledge including theoretical and conceptual knowledge, practice wisdom, and knowledge generated through evidence-based research to inform generalist best practices that are responsive to evolving needs.

Indicators used by faculty to assess program quality relative to peer and benchmark programs include the quality of the student grievance policy and the option of an accelerated pathway for undergraduate non-majors to pursue social work graduate education at their own university.

Student learning outcomes assessment plan and process

The Council on Social Work Education (CSWE) requires all accredited social work programs to be competency-based and to track student learning outcomes and development of professional competencies. Programs must demonstrate that students are competent on 41 practice behaviors embedded within 9 competency standards. Throughout the review period, the B.S.W. program conducted summative evaluation of student competency using a performance-based, naturalistic approach that includes embedded assignments across the curriculum. However, at the suggestion of CSWE reaffirmation site visitors, in 2024, it replaced the elaborate course embedded assessment plan with the Social Work Education Assessment Project (SWEAP) platform.

Specialized accreditation

The B.S.W. program has been fully accredited by the Council on Social Work Education (CSWE) since 2002. At its February 2023 meeting, the CSWE Commission on Accreditation voted to reaffirm accreditation of the B.S.W. program for eight years, ending in February 2031.

Responses to recommendations resulting from the previous program review

There were six recommendations from the 2014 program review:

1. Work with Enrollment Management and Academic Services to stabilize enrollment within a range that is sustainable over the next eight years given resources available to the program; the plan should include initiatives to increase male representation among students and to maintain the quality of students with respect to average ACT scores and external transfer grade point average;
2. Continue efforts to sustain male representation among faculty in the School of Social Work at or above average levels across all social work programs in the United States;
3. Develop and implement a plan to increase involvement of B.S.W. majors in the newly-restructured Honors program and in the ISULeads Leadership Certificate Program; the committee suggests exploring ways to involve students in the programs before the students are officially admitted to the B.S.W. program;
4. Working with the Illinois Department of Children and Family Services (DCFS), develop and implement a plan to qualify B.S.W. graduates to engage in child welfare functions immediately upon employment with DCFS; the plan should address delivery of content required by DCFS and administration of examinations required by the agency;
5. Develop and implement a systematic approach to regular communication with program alumni to maintain information regarding their successes in employment and advanced education and to encourage their ongoing involvement with the program through sponsorship of practicum sites, mentoring students, guiding curriculum development, and giving; means of communication to be explored include, but are not limited to, enhanced use of social media tools and development of a dynamic alumni section on the School of Social Work website; and
6. Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.

The School increased its enrollment from an average of 60 students to 77 students for the Fall 2024 cohort. Social of Work's male student count remains out of balance with ISU's current population of men. Although the School honors the rich tradition of its historically female-led profession, it actively recruits male students to join our ranks. The B.S.W. program maintains a minimum GPA admission requirement of 2.5. Students who meet the minimum GPA requirement are admitted if they meet the other admission requirements. Concerns ACT exam results do not predict success in college and are biased against minoritized groups led the School to deemphasize ACT scores in its admissions decisions. The School of Social Work added two male faculty members and hired a male Director of M.S.W. Student Services. Honors enrollment has remained relatively stable since the last program review. Renewed efforts are being made to add information regarding the Honors Program to presentations and materials for all University Open House information sessions, recruitment events, and Preview sessions. We are increasing promotion of the Honors Program to all social work majors, as well as through the Social Work Club and Social Work Themed Living-Learning Community. The School of Social Work now offers an opportunity to complete two specialty Child Welfare Classes (SWK 323 and SWK 324) to expedite the process of becoming certified child welfare specialists upon completion of their social work degree. Student success on the nine competencies is measured annually with data embedded in each required course, including in the field education learning contract. Beginning in 2024, the program will use the Social Work Education Assessment Project (SWEAP) platform to measure the competencies and make program improvements. Content-relevant outcomes will continue to be examined and responded to within each content committee. Annual program chats are reviewed by the Program Directors, the School Director, and the Curriculum Committee who address students' concerns where appropriate.

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

There is a growing acceptance of online platforms for social service delivery, mental health interventions, and telehealth. Increased opportunities for online instruction have expanded opportunies for guest lecutres, field education supervison, and hybrid and onlie course delivery. COVID-19 precipitated unprecedented mental health need in young people, and made it less taboo for young people to talk about their mental health. Faculty experience more mental health self-disclosures and requests for accommodations than in pre-pandemic years. Students are more resistant to unpaid internships and are seeking payment or stipends. Schools of Social Work are encouraging agencies to provide wages or stipends to interns. By 2033, the demand for school social workers is expected to increase 5%, demand for healthcare social workers by 10%, and demand for mental health and substance abuse social workers by 11%.

Major findings of this program review self-study

The School of Social Work B.S.W. Program is vibrant and dynamic. The School received full reaffirmation for eight years from the Council on Social Work Education (CSWE), ending in February 2031. The quality of students is high, and faculty continue to be productive regarding scholarship, teaching, and service. Student enrollment is up, and the program's administration and staffing has stabilized. Admission and program requirements were updated to ensure greater student access to the program and promote student success. The School of Social Work is in sore need of additional personnel including two tenure-track faculty and one administrative professional to assist with advisement and retention efforts and assist with placing and supporting students at practicum sites. The School also needs additional funding to maintain its traditional programming for a growing number of students.

Initiatives and plans for the next program review cycle

The School will continue to request two tenure-track faculty hires in its annual budget request and an additional Administrative Professional to augment student support efforts. The School will update its recruitment material and redesign its website to more effectively represent the program. Additional options for the Honors Learning Experiences and Capstone Projects will be developed and the program will be featured prominently on the program website and in recruiting and program materials. Recruitment and retention effort for all students, will be refined with the help of on-campus specialists. A plan for greater alumni engagement will be implemented. The faculty will explore options for an accelerated pathway to the Illinois State University M.S.W. program, revise the Grievance Policy, and explore the feasibility of implementing CSWE's new field policy that allows institutions to grant field credit to students employed at agencies in jobs that meet the 9 CSWE competencies.

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.W. in Social Work to be in Good Standing.

The Academic Planning Committee commends the program on the development of a thorough and transparent self-study report. The committee appreciates the thoughtful integration of the reaccreditation process with the program review and notes the active engagement of faculty, staff, alumni, and the program's advisory board in the process. The committee congratulates the program on its successful reaccreditation by the Council on Social Work Education (CSWE) through 2031. The program demonstrates a strong alignment with CSWE's competency-based standards, and the curriculum is clearly sequenced, scaffolded, and connected to real-world practice through a robust 500-hour practicum requirement.

The committee commends the program's deep commitment to Equity, Diversity, and Inclusion (EDI). With 42% of students from underrepresented groups in 2023 (compared to the university's 30.7%), the program is a campus leader in fostering an inclusive academic environment. Recruitment from community colleges and the use of holistic admissions practices further enhance diversity and access.

The committee acknowledges the program's complex internal governance structure. While this system reflects a collaborative culture and supports accreditation compliance, the committee encourages the program to evaluate whether it remains optimally efficient given the program's relatively small faculty size.

The committee recognizes that the program's junior-year entry point introduces both benefits and challenges. While it ensures alignment with accreditation standards, it may complicate transparency for students and obscure institutional data on student retention and success. The committee encourages the program to explore earlier engagement or entry options and to improve clarity on its website.

Enrollment trends are stable and slightly increasing. The program welcomed a 77-student junior cohort in Fall 2024, up from 56 in Fall 2023. Recruitment efforts, particularly through community college outreach and digital marketing, have contributed to this growth. The committee encourages the program to collaborate with institutional leadership to ensure the infrastructure supports continued growth.

Student retention from junior to senior year is excellent, regularly exceeding 95%, and the program's time-to-degree rates consistently meet or surpass university averages, with notable recovery after the COVID-19-impacted

cohort. The committee commends the program's responsiveness to student concerns, including reducing the required practicum hours from 600 to 500 and streamlining prerequisite requirements to improve access and reduce time to degree.

The committee appreciates the breadth of co-curricular and experiential learning opportunities offered. Students participate in civic engagement through Advocacy Day, Social Work Month events, and community partnerships. The annual poverty simulation is notable, and while impactful, the committee encourages continued review to ensure sensitivity to students with lived experiences of poverty.

Despite these strengths, the committee notes opportunities for improvement. Honors Program participation remains low, with only one Honors contract completed in 2023. Undergraduate student involvement in research beyond required presentations is limited, in part due to the field-heavy curriculum. The program is encouraged to explore ways to engage lower-division students earlier in the Honors pipeline.

The committee also highlights concerns about the gender imbalance in the program—only 10% of students identify as male—and recommends continued efforts to recruit more gender-diverse cohorts.
The committee acknowledges faculty commitment to teaching, scholarship, and service. Civic engagement and community-based research are particularly strong. The program's partnerships, including with First Star Academy, demonstrate meaningful integration of practice, service, and learning.
The committee notes that while the aspirational program analysis was well-executed, the comparator program analysis remains incomplete. The program is asked to complete this analysis using the model developed by its graduate counterpart.

Follow-up Report.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public universities and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty have prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by October 1, 2026.

Recommendations.

The Academic Planning Committee appreciates the work of the Department of Social Work faculty and staff in preparing this self-study report. The program demonstrates strong alignment with accreditation expectations and institutional goals. The committee congratulates the B.S.W. in Social Work program on a successful review. In addition to recognizing the program's accomplishments, the committee offers the following recommendations to be addressed during the next review cycle, with outcomes and actions to be included in the next program self-study. The next program review for the B.S.W. in Social Work is tentatively scheduled for October 1, 2032.

Review and assess the internal committee and governance structure. Examine whether the current structure remains efficient and sustainable and consider streamlining while maintaining the collaborative culture and accreditation compliance.

Re-evaluate the timing and communication of the program's application process. Ensure that the program's website clearly communicates the sophomore-year application requirement. Consider whether earlier application options could better support student transparency and engagement. Assess implications of the junior-entry model. Consider how this structure intersects with advising capacity, student retention, and institutional reporting. Explore options for improved integration and visibility of social work pathways for lower-division students.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee

encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue curricular innovation. Explore opportunities for more substantive curriculum changes that reflect evolving social work practices and student needs. Monitor and assess the impact of experiential learning activities such as the poverty simulation and similar activities to ensure alignment with inclusive pedagogy and student wellbeing.

Revisit the program's Honors participation strategy. Identify ways to engage freshmen and sophomores in Honors opportunities and explore barriers to participation given the structured upper-division curriculum.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Stakeholder engagement. Maintaining an ongoing dialogue with appropriate stakeholders throughout the college, university, and external audiences to ensure a smooth transition to becoming a school is encouraged. Consider leveraging the program's high job placement rates to further improve relationship with alumni and employers. Utilize tools such as SteppingBlocks to improve knowledge of alumni outcomes and maintain post-graduation connections.

REVIEW OF THE MASTER OF SOCIAL WORK (M.S.W.)
Classification of Instructional Programs (CIP) Code: 44.0701
Social Work

OVERVIEW

The Master of Social Work (M.S.W.) program at Illinois State University is housed within the School of Social Work in the College of Arts and Sciences. The School offers two academic programs, the Bachelor of Social Work (B.S.W.) and the M.S.W., along with a post-M.S.W. certificate in School Social Work. The M.S.W. program prepares students for advanced social work practice through two specializations: Child and Family Practice and School Social Work. Students without a B.S.W. degree complete a 60-hour program, while those with a B.S.W. earned within the past eight years are eligible for a 30-hour advanced standing program. The curriculum is grounded in the Council on Social Work Education (CSWE) competencies and is aligned with the School's mission to promote social and economic justice, human dignity, and community service. Graduates are prepared for leadership roles in diverse social service settings, with many pursuing licensure as Licensed Social Workers (LSW) or Licensed Clinical Social Workers (LCSW), and those in the School Social Work specialization pursuing the Professional Educator License (PEL) through the Illinois State Board of Education. The program fosters an inclusive learning environment and emphasizes both academic excellence and applied community engagement through rigorous field placements and co-curricular events like the Social Justice Action Forum.

Enrollment, Fall Census Day, 2017-2024
B.S.W., in Social Work, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Child and Family Practice sequence	40	39	43	46	33	31	30	39
School Social Work sequence	21	20	15	23	27	29	25	25
Gerontology Practice sequence	6	6	6	3	-	-	-	-
Total	67	65	64	62	60	60	55	64

Degrees Conferred, Graduating Fiscal Year, 2017-2024
B.S.W., in Social Work, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Child and Family Practice sequence	18	17	12	18	19	14	12	10
School Social Work sequence	6	4	12	6	5	6	13	11
Gerontology Practice sequence	5	3	2	3	4	-	-	-
Total	29	24	26	27	28	20	25	21

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021. Degrees by sequence for 2015 were not available. The Gerontology Practice sequence was disestablished effective May 16, 2021.

Self-study process

The program review process began the year after the reaffirmation process for the School of Social Work's external accrediting organization, the Council on Social Work Education (CSWE), completed with a full reaffirmation of eight years, ending in February 2031. Significant portions of the internal program review process were similar to the reaffirmation self-study process. The portions of the program review that overlapped with the CSWE self-study were completed by the Director of the School of Social Work. The CSWE self-study and the program review were written with collaboration and input from the entire faculty, particularly the sections regarding the curriculum. Sections that related to student development and administration of the programs were developed with consultation from the M.S.W. Director of Student Services, the Director of Field Education, and the M.S.W. Program Director. The CSWE self-study included input from students with annual program chats, and student discussion with the accreditation site visitors. The self-study included input from external stakeholders with discussion between the Community Advisory Board and accreditation site visitors, and feedback from alumni surveys. Final faculty review of the program review self-study occurred at an all-faculty meeting in August 2022.

Program curriculum

As a program accredited by the Council on Social Work Education (CSWE), the M.S.W. program at Illinois State has a curriculum that is highly regulated to comply with professional standards. The curriculum requires 30 credit hours in advanced social work study for students already possessing a Bachelor of Social Work degree from a program accredited by CSWE. Students coming to the program without such a degree must complete 30 credit hours in social work foundation courses before entering advanced social work study. Once in the advanced curriculum, students select from two 30-credit sequences. The child and family practice sequence prepares students for agency-based practice with at-risk families. The school social work sequence prepares students for social work practice in schools. This sequence is approved by the Illinois State Board of Education. All advanced study students take courses in the content areas of human behavior in the social environment, practice, policy, and research. All students are required to complete a field practicum as well as an applied research project in lieu of a master's thesis.

Program or academic unit faculty

The School of Social Work has 12 tenure track faculty members (including the director) and three administrative professional staff members. The three staff positions include the Director of Field Education (internship coordinator), the Director of M.S.W. Student Services (advisor), and the Director of B.S.W. Student Services (advisor). Each administrative professional staff member teaches two or three courses a year. Faculty members who teach in the School of Social Work all maintain their commitment to the profession through leadership in teaching, scholarship, and service. As instructors in a professional preparation discipline, faculty members are expected to significantly contribute to service in order to maintain connections to the professional discipline of social work. Most faculty members sit on boards for social service agencies and professional organizations, provide consultation to agencies or professional bodies, conduct training, volunteer in service roles, or continue in limited secondary employment as practitioners. This involvement is critical to keeping faculty both connected with and current with the professional practice field.

Program goals and quality indices

The M.S.W. program is guided by five goals:
1. to foster students' identification and conduct as professional social workers who engage in life-long professional development;
2. to prepare students for strength-based, ethical advanced practice in agencies with diverse individuals and families across the life-span experiencing poverty, violence, mental illness, physical and developmental challenges, and substance abuse;
3. to prepare students for social, organizational, community, economic, and policy change to advance human rights and create a more just society;

4. to prepare students to build on foundation knowledge through critical thinking that integrates multiple sources of knowledge including theoretical and conceptual knowledge, practice wisdom, and knowledge generated through research to inform best practices;
5. and to prepare students to contribute to the professional knowledge base and provide accountability to clients and stakeholders by evaluating programs and practices for ethical and effective service delivery.

Indicators used by faculty to assess program quality relative to peer and benchmark programs include offering the option for a 1-year advanced standing School Social Work program and partnering with other academic units to offer an accelerated 4 + 1 program for non-social work undergraduates hoping to enroll in the ISU School of Social Work M.S.W. program.

Student learning outcomes assessment plan and process

The Council on Social Work Education (CSWE) requires all accredited social work programs to be competency-based and to track student learning outcomes and development of professional competencies. Programs must demonstrate that students are competent on 41 practice behaviors embedded within 10 competency standards. Throughout most of the review period, the M.S.W. program conducted summative evaluation of student competency using a performance-based, naturalistic approach that includes embedded assignments across the curriculum. However, at the suggestion of CSWE site visitors, it replaced the elaborate course embedded assessment plan with the Social Work Education Assessment Project (SWEAP) platform in 2024.

Specialized accreditation

The M.S.W. program has been fully accredited by the Council on Social Work Education (CSWE) since 2002. On March at its February 2023 meeting, the CSWE Commission on Accreditation voted to reaffirm accreditation of the M.S.W. program for eight years, ending in February 2031.

Responses to recommendations resulting from the previous program review

There were seven recommendations from the last review cycle:
1. Implement the recently adopted recruitment plan with a goal of annually meeting admission targets and identify and implement initiatives intended to support and retain students once they are in the program; the plan should include initiatives to increase male representation among students;
2. Complete a comprehensive review of the M.S.W. curriculum, then develop and implement a plan to update the curriculum with more trauma-infused and practice-relevant content;
3. In connection with the curriculum review and utilizing findings from the analysis of aspirational programs conducted for this program review self-study, explore the feasibility of adding more online or hybrid online/face-to-face courses in response to demand from current or prospective students;
4. Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed;
5. Continue efforts to sustain male representation among faculty in the School of Social Work at or above average levels across all social work programs in the United States;
6. Develop and implement a systematic approach to regular communication with program alumni to maintain information regarding their successes in employment and advanced education and to encourage their ongoing involvement with the program through sponsorship of practicum sites, mentoring students, guiding curriculum development, and giving; means of communication to be explored include, but are not limited to, enhanced use of social media tools and development of a dynamic alumni section on the School of Social Work website; and
7. Explore options for increasing the number of graduate assistantships with tuition waivers assigned to the school, particularly to assist with faculty research and with operations of the Center for Adoption Studies.

Since the last program review, the School developed alternative ways to recruit students including utilizing a social media campaign. Trauma-infused content was added to all masters-level courses. The M.S.W. program developed the required practicum seminar SWK 422 as an online course and developed the SWK 420: Social Determinants of Health elective as an online course. Student success on the ten competencies is measured annually with data embedded in each required course, including in the field education learning contract. Content-relevant outcomes

are examined and responded to within each content committee. Annual program chats are reviewed by the Program Directors, School Director, and Curriculum Committee who address students' concerns where appropriate. The School of Social Work has been intentional in recruiting male faculty and staff, with a net gain of four male faculty and staff members since 2015. The School has an active and engaged 29-member Community Advisory Board, most of whom are alumni. We have an active presence in area schools and agencies, where many of our practicum supervisors are alumni. We have an active Meta Suite (Instagram and Facebook) with 858 followers, many of whom are alumni. The School of Social Work only has funds for two half-time graduate assistantships. It uses temporary funds to fund a graduate assistant for the First Star Academy Program. In lieu of tuition waivers, the M.S.W. program gratefully received twenty-seven $2,000 scholarships it utilizes to recruit students.

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

COVID-19 precipitated unprecedented mental health need in young people and made it less taboo for young people to talk about their mental health. Faculty experience more mental health self-disclosures than in pre-pandemic years, privately and in classroom settings. This has necessitated private and classroom conversations about self-care for building resilience, including the self-care of seeking professional supports as needed. The university's mental health supports, including the Redbird Care Team, have become more essential than ever.

Major findings of this program review self-study

The School of Social Work M.S.W. program is strong. In 2023, the Council on Social Work Education (CSWE) Commission on Accreditation reaffirmed the program's accreditation until 2031 for the maximum eight-year period. The current staff in the School of Social Work is stable, energetic, and highly motivated to achieve the program's goals. The School of Social Work is a leader in campus diversity efforts and remains one of the most diverse and inclusive units at Illinois State University. At times, reaching our admission target has been challenging, partly due to the Admission Committee's uncertainty about faculty availability from year to year. The primary resource the School needs to maintain the quality of our program and support program initiatives is the fulfilment of two new tenure-track faculty lines. It is crucial the School maintains its instructional capacity and meets its CSWE mandated faculty-to-student ratio at no greater than 1:12 (Accreditation Standard 4.2.3). The School needs additional faculty members to limit enrollment in Practice and Field Seminar courses to an average enrollment of 15 students per course, and Policy, Research, And Human Behavior in the Social Environment (HBSE) courses to nearly 30 per course.

Initiatives and plans for the next program review cycle

1. The School will continue to request two tenure-track faculty hires in their annual budget request;
2. The School will work with Enrollment Management to secure resources to update recruitment materials. It will refine its recruitment and retention strategies and redesign the program website, so it more effectively represents the School of Social Work to prospective students.
3. The Program Director and the Director of Student Services will consult with the newly hired College of Arts and Sciences Director of Student Success, Recruitment, and Retention regarding strategies to better recruit and support students;
4. The School Director will collaborate with the Alumni Engagement office to develop a systematic plan for engaging alumni. The School will partner the National Association of Social Workers-Illinois chapter to conduct outreach to alumni, and
5. The faculty will continue to explore program options such as an online program, a 1-year School Social Work specialization, a 4+ 1 accelerated program, and the addition of more online and hybrid courses.

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Social Work (M.S.W.) program to be in Good Standing.

The Academic Planning Committee commends the School of Social Work for preparing a thorough and reflective self-study report, which effectively draws on both internal assessment practices and recent external accreditation

activities. The report was thoughtfully developed with input from faculty, staff, students, and community stakeholders, and it aligns with both university strategic goals and the ethical and professional standards of the discipline.

The committee acknowledges the program's successful eight-year reaccreditation by the Council on Social Work Education (CSWE), which is indicative of a strong, well-aligned curriculum that prepares students for advanced professional practice in social work. The curriculum adheres to CSWE's competencies and practice behaviors, and includes clear academic pathways for both generalist and specialized practice.

The committee commends the program's ongoing commitment to equity, diversity, inclusion, and anti-racism, both in its curriculum and through co-curricular initiatives such as the annual Social Justice Action Forum (SJAF) and the work of the Anti-Racism Committee. These efforts extend beyond compliance and demonstrate an embedded, systemic commitment to social justice within the School's culture and pedagogy.

The committee recognizes that student success is a clear priority within the program. The School provides proactive advising, clear academic expectations, and access to student support resources, including regular advising check-ins and the use of a Student Support Committee to monitor and intervene when necessary. Retention rates are generally at or above institutional averages, particularly when accounting for advanced standing students.

The committee was also pleased to see evidence of experiential learning, civic engagement, and applied research integrated throughout the student experience. All students complete extensive field placements, participate in community-based projects, and present research through required coursework and university venues such as the Research Symposium. The program maintains strong relationships with more than 75 community partners and tracks high levels of civic engagement outcomes among faculty and students.

The committee appreciates the program's clear articulation of student learning outcomes and assessment practices. Learning outcomes are embedded in the curriculum and aligned with national standards. While the new assessment plan reflects thoughtful planning, the committee encourages refinement to more clearly differentiate graduate-level learning expectations and ensure assessment measures capture advanced competencies.

The committee acknowledges that program enrollments remain strong, with recent efforts—such as digital marketing campaigns and improved scholarship packaging—supporting continued stability. The program has an enrollment target of approximately 60–64 students and has maintained this level consistently over the review period. However, the committee notes inconsistencies in enrollment data between internal and institutional sources and encourages improved transparency in future reporting.

The committee also recognizes the program's efforts to recruit and support a diverse student body, with underrepresented students comprising 25–37% of enrollment in recent years. The committee commends intentional recruitment strategies, including outreach to practicing professionals and targeted efforts in more diverse geographic areas.

Recommendations.

The Academic Planning Committee appreciates the work of the School of Social Work in developing a comprehensive and thoughtful program review report. The M.S.W. program is a critical contributor to the university's mission and to the preparation of highly qualified, ethically grounded professionals in a high-need field. The committee provides the following recommendations for consideration. These should be addressed in the next regularly scheduled review. A summary of actions taken in response should be included in the self-study report tentatively due October 1, 2032.

Clarify and improve enrollment data reporting. While program enrollments remain within target ranges, discrepancies between institutional and program-level data should be resolved. The program is encouraged to clearly define how part-time, full-time, and advanced standing students are counted and tracked.

Refine graduate-level assessment practices. The committee encourages continued development of the student learning outcomes assessment plan to better reflect graduate-level competencies. Faculty are encouraged to evaluate the effectiveness of the plan and document how data are used to inform program improvements.

Monitor faculty capacity and ensure sufficient instructional support. Faculty turnover and limited instructional capacity have affected admissions and program operations in recent years. The committee supports continued efforts to advocate for faculty hires to maintain quality and support potential program expansion.

Sustain efforts to support student financial access. The committee recognizes the program's recent progress in securing additional scholarships for incoming students and encourages continued advocacy for expanded financial support, including graduate assistantships, especially to support the recruitment and retention of students from underrepresented groups.

Maintain and expand equity and anti-racism efforts. The committee commends the program's strong record in EDI and anti-racist education and encourages continued investment in faculty development, inclusive curriculum, and co-curricular programming.

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Continue to enhance alumni engagement and outcome tracking. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and provide employment opportunities for program graduates. Utilize new tools such as SteppingBlocks to improve knowledge of alumni outcomes and maintain post-graduation connections.

REVIEW OF THE B.A., B.S. IN THEATRE
Classification of Instruction Programs (CIP) Code: 50.0501
Drama and Dramatics/Theatre Arts, General

OVERVIEW

The B.A./B.S. in Theatre program at Illinois State University is housed in the School of Theatre, Dance, and Film within the Wonsook Kim College of Fine Arts. The School offers a diverse array of sequences for undergraduate students pursuing a Theatre degree, including Acting, Dance Performance, Dance Teacher Education, Directing, Film and Digital Media, Production Design and Technology, Theatre Studies, and Theatre Teacher Education. The program is accredited by the National Association of Schools of Theatre (NAST), with plans for future accreditation of newer sequences such as Musical Theatre and Film & Digital Media. Students enter the program through their chosen sequence but benefit from an integrated curriculum that emphasizes both theoretical study and experiential learning through production. The School maintains a robust production season to support student training, including eight theatrical productions and two dance concerts annually, and is home to the Illinois Shakespeare Festival. The program fosters interdisciplinary collaboration, encourages participation in research and national festivals, and emphasizes inclusive practices throughout the curriculum and production work.

Enrollment, Fall Census Day, 2017-2024
B.A., B.S., in Theatre, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Acting sequence	106	119	102	100	86	69	60	62
Dance sequence	28	29	29	27	19	22	15	19
Dance Teacher Education sequence	20	17	14	16	18	14	14	18
Film and Digital Media sequence	-	-	-	11	49	71	96	134
Musical Theatre sequence	-	-	-	-	-	13	30	38
Production Design Technology sequence	43	41	42	40	41	39	41	41
Theatre Studies sequence	43	37	46	38	33	26	22	16
Theatre Teacher Education sequence	29	29	38	40	41	41	45	41
Total	269	272	271	272	287	294	323	369

Degrees Conferred, Graduating Fiscal Year, 2017-2024
B.A., B.S., in Theatre, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Acting sequence	19	12	19	25	53	35	22	17
Dance sequence	11	7	1	7	7	5	4	4
Dance Teacher Education sequence	2	5	2	5	3	4	1	2
Film and Digital Media sequence	-	-	-	-	-	1	6	17

Musical Theatre sequence	-	-	-	-	-	-	-	-
Production Design Technology sequence	11	10	9	15	7	15	10	13
Theatre Studies sequence	14	11	8	8	3	2	3	3
Theatre Teacher Education sequence	5	4	0	7	6	7	7	4
Total	62	49	39	67	54	70	56	62

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021. Degrees by sequence for 2015 were not available. The Film and Digital Media sequence was established May 18, 2020. The Musical Theatre sequence was established May 16, 2022.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-Study Process

The School of Theatre, Dance, and Film (STDF) undertook its self-study during the 2022–2023 academic year, with continued work in Fall 2023. While the process was delayed due to the deaths of two staff members and a student, the School responded by redistributing writing responsibilities and appointing new leadership. The self-study draws from multiple sources, including department meetings, surveys, student reflections, production program evaluations, DEI committee reports, alumni and donor engagement, and unit-level assessment plans. These sources provided a comprehensive basis for reflecting on program strengths, challenges, and future directions.

Program Curriculum

The Theatre major offers eight sequences—Acting, Dance, Musical Theatre, Theatre Studies, Film and Digital Media, Production Design and Technology, Theatre Teacher Education, and Dance Education. A new minor in Stage Combat has also been introduced. Recent curricular changes reflect the unit's responsiveness to student interest, industry trends, and program-level assessment data. These include the launch of the Musical Theatre and Film and Digital Media sequences and ongoing revision of the Production Design and Technology sequence to better integrate contemporary practice and experiential learning.

Program Faculty

STDF is staffed by faculty and staff with a blend of professional and academic experience. While the faculty-to-student ratio has remained relatively stable, recent growth in the Musical Theatre and Acting sequences has strained instructional capacity. The School reports concerns about workload imbalance, rising class sizes, and inadequate staff support for production areas. A decline in faculty and staff headcount due to retirements and deaths has heightened the urgency to secure additional resources.

Program Goals and Quality Indices

The School is guided by goals centered on recruitment, retention, quality learning environments, and integration of performance opportunities into the curriculum. It also prioritizes diversity, equity, inclusion, and access (DEIA), and the support of community and collaboration within the School. Retention and graduation rates remain strong, with first-time, full-time student retention above the university average.

Student Learning Outcomes

Each sequence maintains a distinct set of student learning outcomes, which are reviewed through juries, auditions, performances, classroom assessments, and advising. Students are expected to maintain minimum academic standards and participate in departmental productions and assignments, reinforcing applied learning.

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Assessment Plan and Processes

Assessment is embedded in both curricular and co-curricular experiences. The program uses a mix of juried assessments, auditions, focus groups, production critiques, and standardized evaluation tools. Assessment results have led to changes such as sequence-specific curriculum updates and planned revisions to the production lab crediting structure to better reflect student workload.

Specialized Accreditation

The Theatre program is accredited by the National Association of Schools of Theatre (NAST), with a comprehensive reaccreditation review scheduled for 2025–2026. The newly established Musical Theatre sequence will be reviewed during that cycle. STDF is not currently eligible for National Association of Schools of Dance (NASD) accreditation due to facilities constraints, though the School anticipates eligibility upon completion of a new fine arts building.

Responses to Recommendations from the Previous Program Review

In response to its last program review, STDF has expanded its curricular offerings, increased student enrollment, improved assessment practices, and advanced DEIA work. It has also strengthened advising and is seeking resources to address production staffing and technological upgrades. Strategic planning efforts have clarified program priorities and refined the School's mission.

Changes in the Academic Discipline

Theatre and related fields are undergoing significant shifts, including an emphasis on digital media, equity-centered pedagogy, interdisciplinary work, and technology-enhanced design. STDF has responded by integrating digital media into coursework, expanding sequence offerings, and adopting more inclusive production and casting practices.

Major Findings of the Self-Study

Key findings include high student engagement, excellent retention, and successful integration of performance and production into student learning. Challenges include unbalanced enrollment across sequences, under-resourced production areas, aging infrastructure, and rising material and labor costs. Faculty report feeling overextended due to rising demand in performance sequences and insufficient technical staff support.

Initiatives and Plans for the Next Review Cycle

Looking ahead, the School aims to revise its production curriculum, pursue NAST accreditation for Musical Theatre, and develop assessment for newer sequences. Additional priorities include launching new minors, strengthening DEIA initiatives, expanding interdisciplinary collaborations, and modernizing production spaces. STDF also plans to review policies on sequence declarations and rebalancing enrollment across sequences to ensure equitable access to opportunities and learning experiences.

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

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The School of Theatre and Dance houses undergraduate degree programs in Theatre and Dance (B.A./B.S.), with multiple sequences in areas such as Acting, Musical Theatre, Production Design and Technology, Theatre Education, and Film and Digital Media. The Academic Planning Committee (APC) appreciates the considerable effort made by the faculty and staff to submit the self-study report for the B.A./B.S. in Theatre, especially in light of numerous challenges during the review period. These included the impacts of the COVID-19 pandemic, the sudden loss of staff and students, significant shifts in leadership, and widespread staffing vacancies that affected operations across the School. We recognize the dedication of program faculty to sustain instruction and creative production throughout these disruptions.

The committee commends the Theatre program for several significant accomplishments. The program has seen overall enrollment growth since the last review, particularly with the successful launch of the Film and Digital Media and Musical Theatre sequences. Student retention rates are strong and consistently above university averages, and the program has cultivated an engaged and successful student body, with students earning regional and national recognition for their creative and scholarly work. The program's commitment to equity, diversity, and inclusion (EDI) is visible through curricular reform, student survey work, and efforts to foster a more inclusive classroom environment. Recruitment practices are dynamic and strategic, contributing to the program's visibility both regionally and nationally.

Nonetheless, the committee has concerns regarding the current state of the B.A./B.S. in Theatre program and the quality and completeness of the self-study report. The report lacks cohesion and is fragmented by sequence, making it difficult to understand the degree program as a unified whole. There is limited evidence of faculty collaboration or reflection across sequences. Key data were omitted, assessment practices were outdated or insufficiently described, and much of the content—including curriculum tables—appears to be recycled from older documents. The committee is also concerned about ongoing issues related to sequence sustainability, outdated facilities, assessment and curriculum alignment, and support for creative work given the rapid enrollment growth. Therefore, the Academic Planning Committee flags the B.A./B.S. in Theatre program for further review. The committee requests that the School of Theatre and Dance take the following actions and submit the following reports based on those actions.

Submit to the Academic Planning Committee via the Office of the Provost

Report: Due October 1, 2026

Revise the Academic Unit Overview. The Academic Unit Overview lacked several components critical to understanding the structure and operations of the School. The committee asks the program faculty to revisit this section and provide more clarity in the following areas:

- **Faculty composition:** Clarify the distribution of tenure-track and non-tenure-track faculty (including TT:Total instructional ratios), including faculty loads and contributions to sequences, advising, and creative activity (including description of faculty workload practices and efforts to recognize production-based labor).
- **Strategic planning:** Include a copy of the current strategic plan or describe the process and timeline for developing one.
- **Staffing and facilities:** Update the section to reflect ongoing staffing vacancies and concerns about physical infrastructure, particularly Westhoff Theatre and the CPA. Include plans for mitigating these challenges in the interim.
- **Graduate and undergraduate support roles:** Clarify the use of graduate assistants and production staff, especially regarding advising, mentoring, and teaching-related roles.

Develop an integrated enrollment and sequence sustainability plan. While the program has experienced healthy enrollment growth, particularly in new sequences, the committee is concerned about internal imbalances and long-term sustainability. The program should:

- Analyze enrollment, production capacity, and faculty/staff support across all sequences.
- Evaluate the balance between performance-focused and technical/design sequences and identify strategies to address disparities.
- Consider whether the number and structure of sequences is sustainable given available resources, and whether shared curriculum or generalist models could improve integration and student flexibility.
- Describe how production opportunities will remain equitably available to students as enrollment grows.
- Complete the subsection of the self-study regarding Student success vision, challenges, initiatives, and metrics.

Revise the assessment plan and demonstrate use of results. The committee found the current assessment plan to be outdated and lacking in meaningful data or examples of use. The program should:

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- Update the program's assessment plan to reflect current sequences and learning outcomes.
- Collaborate with University Assessment Services to align the plan with institutional expectations.
- Include 2–3 examples of how assessment results have led to curricular or programmatic changes.
- Describe how assessment findings are shared and used across faculty in all sequences.

Conduct a Curriculum Review and Planning Process. Curricular tables and descriptions were often outdated or inconsistent, and the report lacked evidence of recent or ongoing curriculum evaluation. The committee asks the program to:

- Complete a comprehensive curriculum review across all sequences.
- Evaluate alignment between credit hours, experiential learning, and production participation.
- Address inconsistencies in how production lab courses are credited and described.
- Review course sequencing and availability for potential bottlenecks or inefficiencies.
- Include feedback from internal (students, faculty) and external (alumni, employers) stakeholders in the review process.
- Examine decreasing trends in honors participation and plan actions to reverse this trend.

Expand and deepen the equity, diversity, and inclusion (EDI) Section. The committee acknowledges the importance placed on EDI by the program but encourages the faculty to build on this work with greater specificity and data. The committee asks that the program:

- Describe changes made to production, curriculum, and pedagogy in response to EDI commitments.
- Include evidence of impact (e.g., student surveys, course evaluations, production diversity).
- Address challenges around equitable access to sequences, particularly those with audition or portfolio requirements.
- Reflect on whether student and faculty diversity has increased or changed during the review period.

Complete the section regarding faculty credentials and professional development. This subsection was absent from the submitted report.

Complete comparator and aspirational program analyses. The self-study did not include a substantive comparator analysis and presented aspirational data in sequence-specific silos. The committee requests:

- A structured analysis of comparator programs, including enrollment, curriculum, and niche positioning.
- Identification of aspirational peer programs (regionally or nationally) that can inform planning.
- Reflection on how comparator data might guide program improvement or innovation.

Clarify plans for future initiatives. The initiatives section lists a number of intended projects and goals, but the descriptions are often vague. The committee asks that the program:

- Expand the discussion of each initiative and include expected outcomes and measures of progress.
- Describe implementation timelines and who is responsible for each initiative.
- Connect initiatives to key findings from the self-study and review process.

REVIEW OF THE M.A., M.S. IN THEATRE STUDIES
Classification of Instruction Programs (CIP) Code: 50.0501
Drama and Dramatics/Theatre Arts, General

OVERVIEW

The M.A., M.S. in Theatre Studies at Illinois State University is housed in the School of Theatre, Dance, and Film within the Wonsook Kim College of Fine Arts. The School offers a range of undergraduate and graduate degree programs across multiple disciplines, and the M.A., M.S. in Theatre Studies is the only stand-alone research-oriented master's program in theatre in the state. Designed to serve students preparing for terminal degrees in theatre or exploring professional pathways in the field, the program offers a flexible curriculum with coursework in theatre history, theory, criticism, and dramaturgy. Students pursue either a thesis or comprehensive exam as their capstone, supported by close faculty mentorship. Students are actively engaged in research and creative activities and regularly present at national conferences. In addition to their academic work, many students contribute to productions as dramaturgs, directors, or actors, including opportunities with the Illinois Shakespeare Festival. The program's increasing international enrollment, diverse curricular offerings, and integration with the School's production season reflect a commitment to global perspectives and inclusive practice.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
M.A., M.S. in Theatre Studies, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	6	9	10	14	10	10	10	7
Degrees	4	1	5	1	4	3	5	6

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process

The School of Theatre and Dance self-study process began earlier than is typical, as the School responded to national concerns in the 2020-2021 academic year, which is when we mark the date of a comprehensive review of the Theatre and Dance programs and the beginning of a strategic planning process that was stalled in the 2022-2023 academic year due to internal challenges. That process was rekindled in Fall 2024 and continues. Accreditations were renewed for all theatre programs in the School of Theatre and Dance, effective April 2016. The program review committee was constituted in Fall 2022. The committee reviewed the previous program review and NAST report, discussed plans for the method of data collection, assigned areas of responsibility for the organization of the report, and began soliciting information from each area within the school. A new group of faculty renewed the writing of the program review in Summer/Fall 2024.

Program curriculum

Required application materials include transcripts, a c.v., a statement of purpose that describes the student's career goals and research interests, an academic writing sample that provides evidence of skills in self- guided research and the creation of thesis-driven argumentation, and three letters of recommendation. Qualities that mark the top-ranking students in the review of applications include: Critical thinking skills, evidenced in the writing sample, particularly the ability to posit and develop an argument; proficiency in general reading and writing skills, evidenced in the transcript, writing sample, and personal statement; ability to incorporate research and/or critical theory in the writing, evidenced in the writing sample.

Defined by our accrediting body, the National Association of Schools of Theatre (NAST), as a "Research-Oriented Degree," the Master of Arts or Master of Science in Theatre must meet specific standards to maintain accreditation. The 36-hour program requires that students continue to develop a broad general knowledge of theatre, along with a specialized area of research or practice. Students cultivate their professional development by focusing on research and writing skills throughout their program and through their exit process, which includes either a written thesis or a comprehensive examination. Most students gain teaching experience that can be valuable as they move forward to compete for assistantships in terminal degree programs, to apply for teaching positions in community colleges or private high schools, or to work in professional theatres, where "teaching artists" are increasingly in demand, particularly in dramaturgy and educational outreach departments within the theatres.

In the first semester, a required Research Methodologies course introduces a broad range of research and writing skills, from formulating research questions and locating primary and secondary sources, to current methodologies with which to frame a study. The rotation of courses in Theatre Studies includes nine different seminars in the areas of history and historiography, criticism, theory, dramaturgy, and dramatic literature. At least one graduate-level seminar in history, literature, or theory is offered each semester by the program; affiliated faculty in other programs also welcome Theatre and Dance graduate students into their courses and seminars. All students in the program either take a comprehensive exam or write a thesis as their capstone project.

Program or academic unit faculty

Core faculty members for the Master's in Theatre Studies program are the Theatre and Film Studies faculty within the School of Theatre and Dance. In Fall 2024, that faculty included one affiliate. All hold terminal degrees, either Ph.D. or D.F.A. All faculty in the program teach both undergraduate and graduate courses; none are exclusively assigned to the graduate program. Full-time faculty have received national and statewide recognition for their research, professional leadership, and teaching.

Program goals and quality indices

Program Goals:
- To provide a challenging and engaging curriculum that is flexible enough to establish a broad knowledge in the discipline while allowing students to specialize in a chosen field.
- To encourage students to build a critical vocabulary to create, discuss, and write about artists and artworks grounded in specific historical and/or cultural environments.
- To graduate a diverse group of high-achieving student scholars, teachers, and artists.
- To foster creative exploration, collaboration, and civic engagement in academic and production work

The only effective comparator program (research-oriented with a Theatre Studies focus) in the state is the M.A. program at the University of Illinois at Urbana-Champaign. [The 50.0501 CIP Code, "Drama and Dramatics/Theatre Arts General," under which we are currently classified, places us in a category of Master's degrees that is diverse in subject matter, including applied programs in Directing, Sound Arts, and Leadership, and a degree in Performance Studies with an applied performance focus.] In comparison to the UIUC degree program, we offer closer mentorship of our Master's students, as our faculty is not also mentoring Ph.D. students as the faculty is at UIUC, and our committee-based advisement system also ensures stronger mentoring relationships with more faculty members for our students. We have the added benefit of an on-site professional theatre company that has allowed students to obtain professional experience in dramaturgy, house management, and marketing, and we continue to promote the thesis or comprehensive exam as a capstone project.

Quality indices identified with aspirational programs include Co-curricular Opportunities, particularly the potential of interfacing more regularly with the Illinois Shakespeare Festival; Curricular Development, particularly the potential for a new degree track for returning theatre educators and programs that better integrate their Theatre Studies and Film Studies offerings; and finally Student Quality, focusing on the need to continue to recruit high-achieving international students.

Student learning outcomes assessment plan and process

Assessment planning and process for the graduate programs in the School of Theatre, Dance, and Film are still in development.

Specialized accreditation

Theatre programs in the School of Theatre and Dance are accredited by the National Association of Schools of Theatre (NAST). Accreditations were renewed in April 2016, following an October 2015 evaluators' visit. The Visitors' Report described a "relaxed yet disciplined environment for learning" and student evaluations that were "very supportive of the program and very positive regarding their experiences." The curriculum was found to be "effective in relation to the stated goals and objectives," and the evaluators found "no significant departures from standards or common practice as stated in the NAST Handbook." The next accreditation review is scheduled for Fall 2025.

Responses to recommendations resulting from the previous program review

The need to integrate Theatre and Film Studies was addressed by faculty intention and by increasing interest from admitted students. Three students identified comparative projects in the last eight years, one of whom has gone on to work in criticism/production in popular entertainment and another who has entered a Ph.D. program in Film Studies. A recently enrolled student has professional film and theatre experience prior to entering the program. Rather than an integration of the areas, which was ultimately rejected by our accreditor, Film & Digital Media has become a sequence itself and established film production curricula. The visibility of this major in web searches and in the new name of the school will likely increase the number of applicants with film interests to the Master's in Theatre Studies.

Due to the small number of students enrolled in this program, the establishment of separate sequences (at the catalog level) for research-oriented work and applied theatre work was abandoned. Program faculty are more carefully monitoring student interests and have established a "track" that is most pursued by each category of student. They have also begun advising students into these tracks earlier in their first year of the program, which has improved student satisfaction overall.

The program continues to explore the potential for a program that meets the needs for continuing education for theatre educators, with cooperation from the faculty in Theatre Teacher Education. This is being rolled into the current strategic planning process.

Faculty continue to poll international students about how they learned about our program. Responses point to general web searches and recommendations (online or otherwise) from alumni of all areas of the program.
As mentioned previously, the theatre and dance areas are working on aligning the curriculum to the production season, which will address both student and faculty/staff workloads by making this work "visible" in credit hour production and FTE.

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

Since the last program review, the discipline has lost several masters-level programs, including some programs that we had previously identified as comparator and aspirational programs. In all cases, these programs were ended due to a budget model restructuring at the university, a process that we are now undergoing at Illinois State. Given the small enrollments of most seminars and the relatively low numbers of graduates generated by the Master's in Theatre Studies, program faculty are understandably concerned about the future. The program needs transparency from the director of the school and the dean as we move into restructuring. General education hours and teaching support for program faculty should be strong arguments for the retention of this program, despite small class sizes.

Program demand appears to be rising from international students, given the number of international applications that the program receives each year, while societal need for domestic students is perhaps the trickiest question, given the challenges to higher education in general and arts education in particular.

Major findings of this program review self-study

As stated previously, the need to align the production program to the curriculum is even more clear as we approach the transition to a budget model at the University. Also, in order to provide more flexibility for both undergraduates and graduate students and ensure frequency of offering specialized courses for graduate students, program faculty are at work on a program revision that would create more options to satisfy the current Theatre History I and II requirements for the undergraduate core. The result will be a menu of courses from which undergraduates and graduate students will choose preferred electives including Theatre and Performance of the Americas (Indigenous Theatre/Performance or Latin American Theatre/Performance), African American Theatre/Performance, Women's Theatre/Performance, etc.) And finally, given increasing interest from graduate students in film/television/entertainment, the program will continue to foster collaborations with the new Film & Digital Media sequence, particularly with the Film Studies faculty.

Initiatives and plans for the next program review cycle

1. Continued work to realign the production program to the curriculum. For this Master's program, the primary concern will be to establish credit hour models for student dramaturgs in the mainstage season.
2. Creating great flexibility in the 300/400-level stacked courses, including THE 376/486 and 377/387: Theatre History I and II.
3. Determining the feasibility of graduate certificates in Dramaturgy and Directing.

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 Theatre to be in <u>Good Standing</u>.

The Academic Planning Committee commends the program for its commitment to academic and artistic excellence, robust student engagement in creative activity, and longstanding efforts to support diversity, equity, and inclusion. The committee appreciates the program's responsiveness to recent challenges, including the COVID-19 pandemic, evolving disciplinary priorities, and shifting student demographics.

The committee acknowledges that the program aligns well with the university's Educate Connect Elevate strategic plan and commends the inclusion of clear goals that reflect this alignment. The program demonstrates strength in preparing students for both professional theatre careers and doctoral study. The program's integration of theory, history, and practice, combined with close faculty mentorship and individualized student pathways, were recognized as key assets.

Enrollment in the program during the review period remained modest, averaging around six full-time students per year. This figure closely aligns with the number of assistantships available and reflects a deliberate cap based on funding capacity. While international student enrollment increased during the review period, the program experienced a decline in domestic enrollment, including among students from historically underrepresented backgrounds. This shift raises concerns about long-term sustainability and compliance with IBHE viability thresholds. The committee encourages the program to monitor enrollment patterns closely and to consider strategic adjustments in recruitment, marketing, and assistantship structures to promote a more balanced and inclusive student body.

The committee commends the program for its multifaceted approach to supporting student success. Faculty mentorship is clearly a strength, with individualized advising and close collaboration guiding students through thesis projects, comprehensive exams, and professional development. The program offers a flexible curriculum tailored to students' goals, whether they seek terminal degrees, teaching positions, or careers in dramaturgy and other creative fields. Students are active in research and creative activity, presenting at national conferences and participating in initiatives such as the Kennedy Center American College Theater Festival. The committee also notes the program's efforts to promote civic and community engagement and the strong alumni network that supports post-graduate placement, particularly in higher education and the nonprofit arts sector.

The committee recognizes the program's strong faculty cohort and applauds the program's success in faculty hiring that has contributed to curricular breadth and diversity. Faculty have been active in national and international scholarship, dramaturgy, translation, and leadership in professional associations.

The committee further commends the program's longstanding EDI initiatives such as the Crossroads Project and Diverse Voices Project and notes the infusion of global and underrepresented theatre traditions into the curriculum.

Despite these strengths, the committee expressed concern over several aspects of the submitted self-study. Most notably, the report states that the student learning outcomes assessment plan is still under development, a finding also noted in the previous program review. The absence of a documented, implemented assessment plan remains a significant gap. While it appears that some assessment practices may be in place, they were not presented in the self-study.

The self-study also lacked a clear description of the self-study process, including how stakeholders were engaged. In addition, the committee observed that some content appeared to be reused from the previous self-study report, particularly the comparative and aspirational program analysis. These sections would benefit from updates using current data and context.

The committee noted inconsistent presentation of data throughout the report. For example, the faculty productivity section was presented in a narrative form rather than the requested table format, limiting trend analysis. Information about retention, time-to-degree, and student demographics was often anecdotal or lacked analysis. While international student enrollment has increased, the program did not address concerns about declining domestic enrollment among underrepresented groups or the risk of falling below IBHE viability thresholds.

The committee recognizes the thoughtful curricular innovations underway, including the integration of new elective courses and attention to dramaturgy. However, it recommends clearer documentation of curricular revisions and their impacts.

Follow-up Reports

Develop and implement a student learning outcomes assessment plan. The program should submit a follow-up within one year of this review that provides the current assessment plan, describes how it is being implemented, and explains how findings inform program decisions. This plan should be submitted to the Office of the Provost by October 1, 2026.

Recommendations.

The Academic Planning Committee appreciates the efforts of the Theatre faculty and staff in preparing the self-study. The committee congratulates the M.A./M.S. in Theatre program on a productive review cycle and provides the following recommendations to be addressed by the next program review, tentatively due October 1, 2032.

Monitor and address enrollment trends. The committee recommends that the program routinely analyze enrollment and graduation data to ensure continued compliance with IBHE viability thresholds. In addition to monitoring international recruitment, the program should examine strategies to attract and retain more students from underrepresented domestic groups and consider how changes to assistantship structures or curricular offerings may affect enrollment.

Document and present faculty productivity using standard formats. For future reviews, the program should provide faculty scholarly and creative activity in the standard table format, disaggregated by year and faculty member. This will allow for trend analysis and clearer demonstration of faculty contributions across the review cycle.

Ensure that new comparative and aspirational program analyses are conducted for each program review cycle. The committee recommends that these analyses be based on current data and reflect recent developments in

the discipline and labor market. The program should clearly distinguish between updated and reused content and connect findings from these analyses to potential program enhancements.

Clarify and strengthen documentation of student success outcomes. The committee encourages the program to provide specific and disaggregated data on metrics such as retention, time-to-degree, completion rates, and post-graduate placement. Inclusion of evidence from alumni surveys, internal tracking, or other sources would support claims of student success.

Continue to strengthen curricular diversity and clarity. The committee commends the program's infusion of global and underrepresented voices in the curriculum and recommends ongoing efforts to clearly document how these curricular changes are structured and implemented. Future revisions should ensure that such content is not only present but systematically integrated into core coursework.

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

Continue collaborations with Milner Library. Build upon a strong existing relationship to evaluate and maintain resource availability. Consider expanding digital resources, integrating information fluency outcomes and assessment into the curriculum, and integrating library tools into assessment plans. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

REVIEW OF THE M.F.A. IN THEATRE
Classification of Instruction Programs (CIP) Code: 50.0501
Drama and Dramatics/Theatre Arts, General

OVERVIEW

The M.F.A. in Theatre at Illinois State University is housed in the School of Theatre, Dance, and Film within the Wonsook Kim College of Fine Arts. The School offers multiple degree programs across theatre, dance, and film, with the M.F.A. serving as the terminal degree for practitioners in Directing and Design. Students pursue one of four areas of specialization—Directing, Costume Design, Lighting Design, or Scenic Design—and receive intensive, hands-on training grounded in individualized mentorship and rigorous production experience. The program is cohort-based and follows a 2-2-0 recruitment cycle, typically enrolling eight new students across all specializations each year, with a maximum of 16 students in the program at any time. Students engage collaboratively from their first semester through courses like Company Core, and they contribute to the School's robust production season and community engagement efforts, including work with the Illinois Shakespeare Festival and local schools. Accredited by the National Association of Schools of Theatre (NAST) and affiliated with the University/Resident Theatre Association (U/RTA), the program supports students' artistic and professional development while fostering equity, diversity, and inclusion in both curriculum and practice.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2017-2024
M.F.A. in Theatre Studies, Illinois State University
First Majors Only

	2017	2018	2019	2020	2021	2022	2023	2024
Enrollments	19	17	16	15	12	15	16	12
Degrees	1	2	4	6	6	4	5	2

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2024 consists of the following terms: summer 2023, fall 2023, and spring 2024.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

The Master of Fine Arts (MFA) program in the School of Theatre, Dance, and Film at Illinois State University prepares students for success in four different areas. Students specialize in either Directing or Design, where they further choose a focus in either Costumes, Scenery, or Lighting Design. Graduates of the program are positioned to enter the work force as collaborative artists engaged in the current state of the entertainment industry and are poised to emerge as its future leaders.

Program curriculum

The MFA is a terminal degree program that requires 60 credit hours. All MFA students enroll in MFA Portfolio (THE501) every semester and complete two semesters of Company Core (THE491 & 492). Company Core is a unique foundational feature of the MFA program, bringing students across areas together to work on developing their collaboration skills. Additionally, students complete nine credit hours of history, literature, or criticism/theory, and complete three hours of college teaching or an equivalent.

Beyond these core requirements for each MFA student, faculty advisors structure specific courses of study for their students that allow them to pursue coursework in their given area of specialization. Students take a variety of courses across their given specializations designed to help them develop the expertise needed to succeed. The types of expertise that are needed vary between sequences; however, faculty do collaborate to bring students together where they can. MFA students are also encouraged to pursue elective coursework outside of their area of specialization.

Program or academic unit faculty

Each area of the MFA program has a primary faculty member at its head (Directing, Costumes, Scenery, and Lighting). Two additional faculty members support directing students through mentorship in the production season. The MFA faculty are also supported by the faculty and staff of the School of Theatre, Dance, and Film, who cover a variety of fields and provide classroom, administrative, and production support.

Program goals and quality indices

The MFA program's goal is to prepare students for success as professional artists working across the entertainment industry. Students are prepared with deep craft and technical knowledge coupled with research and creative activity work in the SOTDF's production season as a 'lab' for students to practice their craft.

The production of an eight-show season provides students with their primary vehicle for research and creative activity. The makeup of this production season is determined by faculty each academic year based on student need and learning outcomes. The typical composition of a production season is two dance concerts and six theatre productions. These productions are varied in style and content to provide students with a diverse understanding of theatrical production. This production season is a vital part of preparing students for success in entertainment.

Student learning outcomes assessment plan and process

The MFA program is still working on developing the assessment process and guidelines for assessment data collection and analysis, and how that assessment data can be factored into program design.

Specialized accreditation

The MFA program is accredited by NAST- the National Association of Schools of Theatre, and its partner program, the University/Resident Theatre Association (U/RTA). The MFA program was last reviewed along with the entire School of Theatre, Dance, and Film in 2015. The MFA program is in good standing with both accreditors. The next NAST review is scheduled for the Fall of 2025 and documents are currently being prepared for that review process.

Responses to recommendations resulting from the previous program review

In response to the last program review, the MFA program has worked to update its curriculum to reflect current trends and the current state of the entertainment industry. The MFA has also worked to diversify the student body, curriculum, and production season in response to recommendations made in the previous program review. Other changes include cultivating further ties to the professional theatre industry and work to manage faculty workload, particular in noncredit hour activities. Concerns about the age of facilities and equipment were reflected in the last program review and last NAST review and remain an ongoing concern for the program.

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

In the time since the previous program review, the entertainment field has experienced many changes. Some of these changes were a direct result of the tumultuous effects of the COVID 19 pandemic on the entertainment industry, and others are the result of changes in culture and technology. The program continues to develop responses to these evolving needs to prepare students to succeed in an evolving entertainment industry.

Major findings of this program review self-study

Some of the major points raised by this program review self-study include a need to continue to prepare versatile design and directing students in the diverse fields of entertainment, continuing concerns about the state of the SOTDF facilities and equipment, development of the Company Core sequence at the heart of the MFA

curriculum, work on diversifying our programs, and considering the size and scope of our productions with our available resources. All these issues are subjects the faculty have been discussing and align with efforts from the program to continue to self-assess band interrogate its own practices.

Initiatives and plans for the next program review cycle

For the next program review cycle, the MFA program intends to develop assessment criteria and processes to help guide the further development of the program. The program also intends to continue to develop plans for the needed facility and equipment improvements, to diversify our offerings to prepare our students for a variety of careers in entertainment, and to evaluate our production season in light of current budgets and resources.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

The School of Theatre, Dance, and Film houses the Master of Fine Arts (M.F.A.) in Theatre, a terminal degree program offering advanced professional training in Directing, Scenic Design, Costume Design, and Lighting Design. The Academic Planning Committee acknowledges the substantial effort invested in preparing the self-study, especially amid recent faculty transitions and ongoing post-pandemic challenges in the arts. The committee appreciates the program's commitment to cultivating theatre practitioners who are collaborative, artistically rigorous, and community engaged.

The M.F.A. in Theatre offers an intensive, production-centered curriculum supported by a professionally active faculty and distinctive opportunities through the Illinois Shakespeare Festival and other co-curricular collaborations. The program emphasizes individualized mentorship, project-based learning, and interdisciplinary partnerships. The committee commends the program for its thoughtful implementation of the "Company Core" course sequence, its continued support of diverse professional pathways, and its efforts to integrate equity and inclusion throughout the curriculum and production season.

At the same time, the committee expresses concern regarding several structural and operational areas of the program. The self-study reflects a program with many strengths, but also reveals significant gaps in assessment practices, data tracking, and infrastructure that affect both student and faculty experience. Therefore, the Academic Planning Committee flags the M.F.A. in Theatre for further review and requests that the School of Theatre, Dance, and Film take the following actions and submit the following reports based on those actions.

Report: Due October 1, 2026

Submit to the Academic Planning Committee via the Office of the Provost

Revise and expand the academic unit overview. The Academic Unit Overview contained outdated and occasionally inaccurate content and did not clearly distinguish current conditions from past program review materials. The committee asks the program to provide a revised narrative that includes:

- Clarify the distribution of tenure-track and non-tenure-track faculty (including TT:Total instructional ratios), including faculty loads and contributions to sequences, advising, and creative activity (including description of faculty workload practices and efforts to recognize production-based labor).
- Include a copy of the current strategic plan or describe the process and timeline for developing one.
- Update the section to reflect ongoing staffing vacancies and concerns about physical infrastructure, particularly Westhoff Theatre and the CPA. Include plans for mitigating these challenges in the interim.
- Clarify the use of graduate assistants and production staff, especially regarding advising, mentoring, and teaching-related roles.

Develop and submit a formal assessment plan. While individualized mentorship and evaluation are strong components of the M.F.A. experience, the program currently lacks a formal assessment plan that clearly maps student learning outcomes to evaluation practices. The committee asks that the program faculty:

- Identify and articulate program-level learning outcomes for each concentration.
- Document the processes by which students are evaluated (e.g., semester reviews, thesis projects, committee feedback) and align them with learning outcomes.
- Collaborate with University Assessment Services to ensure the assessment process meets institutional expectations.

Expand documentation and evidence of EDI efforts. While the self-study articulates strong commitments to Equity, Diversity, Inclusion, and Belonging, many claims lack concrete evidence. The committee asks that the program:

- Provide examples of how EDI principles are implemented in curriculum and production (e.g., syllabi excerpts, guest artist profiles, inclusive casting policies).
- Reflect on the impact of changes to course content, faculty development, and programming as they relate to fostering a more inclusive environment.

Provide an update on facilities and technology supporting M.F.A. training. The committee recognizes ongoing efforts to address aging infrastructure and applauds strategic partnerships and donations that have enhanced lighting and design capabilities. However, facilities limitations—particularly in the Westhoff Theatre—pose significant constraints on student learning and production. The committee requests:

- A report detailing how space, equipment, and safety issues are currently affecting M.F.A. student opportunities.
- A summary of anticipated improvements and how they will support the program's educational mission, particularly in relation to the Illinois Shakespeare Festival and interdisciplinary collaboration with film and digital media.

Develop a strategy for alumni tracking and student success documentation. The program's current system for tracking alumni outcomes relies primarily on informal faculty relationships. While several examples of alumni success are highlighted in the self-study, the committee encourages the program to adopt more systematic tracking strategies and define "student success" more clearly. Specifically, the committee asks that the program:

- Establish formal mechanisms for tracking alumni (e.g., periodic surveys, use of institutional tools such as Steppingblocks).
- Provide data on time to degree, retention, and graduation.
- Define what constitutes success within the M.F.A. program and how it is measured and communicated.

REVIEW OF RADIO STATION WGLT

Classification of Instruction Programs (CIP) Code: 90.0907
Research and Public Service Center: Radio, Television, and Digital Communication

OVERVIEW

WGLT is a public radio station owned by and licensed to Illinois State University, providing news, information, music, and cultural content to Bloomington-Normal and the surrounding community. A center within ISU's College of Arts and Sciences, WGLT is member of the NPR (National Public Radio) Network and is CPB CSG (Corporation for Public Broadcasting Community Service Grant) eligible entity, WGLT broadcasts over the air at 89.1 FM and online at WGLT.org, reaching 10,000 broadcast listeners weekly and 20,000 on-demand and streaming listeners, 136,000 unique website visitors and 300,000 page views every month, and has a presence of most social media platforms.

In 2019, WGLT entered into a Public Service Operating Agreement with Bradley University in Peoria to operate its public radio station (WCBU, 89.9 FM and WCBU.org). The organization employs 20 full-time staff and 6-10 part-time plus 8-10 paid student when fully staffed. The combined NFFS (Non-Federal Financial Support, which includes institutional indirect support) as reported to CPB for FY 2023 was $2.6 million, of which nearly 70 percent is raised by station staff for operations.

Granted its first FCC broadcast license in 1966, WGLT's call letters stand for Illinois State's motto: We Gladly Learn and Teach. The station is regularly recognized by its peers with awards for journalistic excellence amassing more than 200 honors over the years. In January 2024, WGLT moved into brand new studios in a building shared with ISU's student newspaper, The Vidette, located on campus at 500 West Locust Street in Normal, culminating a multiyear capital campaign raising more than $100,000 to update its broadcast equipment.

WGLT is McLean County's most trusted destination for local news while also serving as a training ground for the journalists of tomorrow, understanding that independent journalism is the foundation of a thriving democracy and is our public service duty, with content freely available to all.

Like most legacy media outlets regardless of medium or commercial status, WGLT has faced significant headwinds over the past decade resulting from a dramatically changed media landscape and evolving consumer behaviors. Despite a decline in traditional radio audience, WGLT has diversified its revenue sources and seen financial stabilization and even modest growth that has allowed the station to expand staff and service. As a result, the stations have experienced a significant expansion in audience size and engagement, though that audience has yet to provide an associated growth in financial contributions.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

<u>**Introduction and overview**</u>

WGLT is Illinois State University's public radio station and a key provider of local news and cultural content for McLean County and beyond. A unit of the College of Arts and Sciences, WGLT operates both WGLT (89.1 FM) and, through a unique partnership with Bradley University, WCBU (89.9 FM) in Peoria. WGLT reaches a growing audience through broadcast, digital streaming, podcasts, and online content. With more than 10,000 weekly broadcast listeners and 136,000 monthly unique website visitors, the station has adapted effectively to changing media landscapes. It operates with 20 full-time staff, numerous part-time contributors, and a growing number of paid student interns. Since the previous review in 2019, WGLT has expanded its services, stabilized its finances, and strengthened its role as both a public media outlet and an experiential learning site for students.
WGLT's self-study process was informed by a wide array of continuously monitored performance metrics including audience analytics, financial data, social media engagement, and industry benchmarking. The unit engaged internal stakeholders, external consultants, and national professional associations to assess its progress and plan for the future. This review addresses prior recommendations and highlights developments since the last program evaluation.

Overview, Staffing, and Strategic Planning

Since its FCC licensing in 1966, WGLT has evolved into a leading local news source and educational partner. It has transitioned through several university structures, most recently joining the College of Arts and Sciences in 2023. The station now operates with a growing staff and expanded student internship program. Strategic planning is guided by a revised mission and vision emphasizing community trust, journalistic integrity, and innovation. Six strategic objectives shape WGLT's ongoing work, including strengthening digital reach, increasing staff diversity, aligning operations with ISU priorities, and pursuing financial sustainability. Notably, WGLT has successfully grown its reporting staff and digital presence while maintaining high editorial standards and audience engagement.

Budget and Resources

WGLT operates with a complex funding model combining university support (30%), grants (10%), and community-based contributions (60%). The station has improved its financial health through expanded underwriting, grant acquisition, and donor outreach. Still, WGLT remains a "money-in, money-out" operation facing rising costs. Future plans include establishing a major gifts program and expanding endowment capacity to ensure stability and allow for staff growth.

Peer Comparison and Recognition

Compared to peer public radio stations in Illinois and nationally, WGLT stands out for its digital reach, fiscal responsibility, and fundraising success. The station has won more than 200 awards for journalistic excellence, consistently outperforming peer stations in content quality and audience trust. Benchmarking data affirms WGLT's position as a leader among university-licensed public stations of similar size.

Equity, Diversity, Inclusion, and Access (EDIA)

WGLT is committed to diversifying its workforce, content, and audience engagement. While full-time staff remain predominantly white, the station has made progress through its paid internship program, accessible content, and inclusive event programming. The internship program, now funded at approximately $100,000 annually, creates pathways for historically underrepresented students to engage in journalism and media production. WGLT also audits source diversity and actively seeks inclusive content strategies.

Alignment with ISU Strategic Plan

WGLT aligns closely with the core values of Illinois State's strategic plan, especially in areas of scholarship, individualized attention, civic engagement, and integrity. The station provides hands-on learning, reflects diverse perspectives, and fosters public dialogue on vital civic issues. Its programming and staff development efforts advance institutional goals in learning, equity, and community engagement.

Assessment and Student Learning

WGLT assesses performance through continuous data collection on audience size, digital engagement, and financial metrics. While qualitative impact measures remain a challenge, a new comprehensive data dashboard launching in Fall 2024 will help the station better track performance. Student learning is supported through paid internships and scholarship opportunities, with students contributing meaningfully to on-air and digital content. WGLT also now oversees The Vidette, providing additional learning and partnership opportunities.

Major Accomplishments Since Last Review

Since 2019, WGLT has: assumed operation of WCBU; launched new digital and podcast initiatives; expanded staff; remodeled its facility; strengthened its internship program; earned new national grants; and received ongoing industry recognition. It has also enhanced civic engagement programming and entered new partnerships supporting local journalism and student learning. These milestones demonstrate the station's innovation, responsiveness, and growth.

Response to 2019 Program Review Recommendations

WGLT has responded actively to all prior review recommendations. It enhanced academic partnerships, expanded student involvement (including at the graduate level), increased diversity efforts, implemented more structured assessment practices, and maintained its entrepreneurial approach to planning and fundraising. A new data dashboard and increased collaboration with campus units reflect these improvements.

Findings and Future Directions

WGLT's audience, reputation, and financial position are stronger than ever. However, the station faces ongoing challenges, including unpredictable funding, rising costs, and the need to convert digital audiences into financial supporters. Priorities for the next cycle include donor base growth, a new major gifts program, staff diversification, digital engagement expansion, and continued excellence in journalism. WGLT remains committed to its public service mission, educational role, and alignment with ISU's values.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds Radio Station WGLT to be in Good Standing.

The Academic Planning Committee thanks WGLT staff for a concise and well-organized self-study report that demonstrates meaningful reflection on the radio station's mission, strategic goals, and broad-based community engagement. While the core report was brief, the committee notes that the appendices provided extensive detail, perhaps to a degree that could be streamlined in future reports. Nonetheless, the volume and range of documentation provided strong evidence of stakeholder engagement, including input from advisory boards, staff, community members, and an independent auditor.

WGLT continues to play a critical role at Illinois State University and in the region, exemplifying the institution's public service mission. The committee commends the station's successful transition to digital platforms and the expansion of its multimedia presence, including innovative short-form video content aimed at younger audiences. The station's continued recognition for journalistic excellence and the acquisition and revitalization of Peoria-based WCBU are both noteworthy accomplishments. While concerns were raised about the long-term sustainability of WCBU—given the absence of financial support from Bradley University—the committee recognizes that WGLT's leadership acted decisively to preserve an important regional resource and has since operated the station effectively under a renewed agreement.

The committee notes WGLT's thoughtful articulation of short-, mid-, and long-term goals, as well as alignment with the university's previous strategic plan, *Educate Connect Elevate: Illinois State*. WGLT is encouraged to align future planning efforts with the new *Excellence by Design* framework. The committee also recognizes that the station operates within a distinct revenue-based model, relying heavily on fundraising, underwriting, and community support. These financial realities, including the station's recent annual deficit and anticipated reductions in Corporation for Public Broadcasting funding, present significant challenges moving forward.

The committee commends WGLT's continued emphasis on student learning and involvement, noting the expansion of paid internships and student employment opportunities. Student interns are now engaged in various facets of station operation, and the committee acknowledges efforts to assess these experiences through exit surveys. While progress has been made since the previous review, the committee encourages continued collaboration with University Assessment Services to formalize and strengthen the station's assessment plan, particularly in evaluating student learning and community impact.

The station's accomplishments in civic engagement remain robust, with outreach extending to local high school students and community audiences. The launch of Highway 309 and other programming initiatives reflect a commitment to broadening the station's cultural reach. The committee also acknowledges ongoing efforts to

diversify staff, content, and perspectives, and encourages continued attention to diversity, equity, and inclusion across all operations.

Despite a logistical challenge surrounding the condition of WGLT's former facilities space following relocation, the committee appreciates the station's successful transition to its new location and its positive impact on morale and operations. The committee notes some ambiguity regarding the debt management and administrative affiliation of WGLT and encourages further clarification of its relationship to both the College of Arts and Sciences and the School of Communication.

Overall, the committee views WGLT as a highly valued institutional asset and commends its public service, innovation, and resilience. There is strong evidence of forward-thinking, mission-driven planning and a deep connection to both the university and regional communities.

Recommendations.

The Academic Planning Committee thanks the staff of Radio Station WGLT for the opportunity to provide input regarding the station's objectives, contributions to student learning, and fiscal operations. The following recommendations are intended to be addressed by the time of the next regularly scheduled review. The committee congratulates the Radio Station WGLT on a successful four years.

In addition to the center's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2028.

Continue to align planning efforts with evolving institutional strategies. WGLT is encouraged to align its future strategic planning with *Excellence by Design*, Illinois State University's most recent strategic plan. The committee recognizes the station's success in articulating long-range goals and encourages continued responsiveness to institutional and community needs.

Continue to strengthen student engagement and assess learning outcomes. The committee commends WGLT's expanded paid internship program and encourages continued collaboration with University Assessment Services to enhance assessment practices. A more formal and comprehensive assessment plan, with an emphasis on student learning and experiential outcomes, would further support the station's academic contributions.

Clarify administrative structure and financial responsibilities. The committee encourages clarification of the station's administrative and financial relationships—especially concerning debt management and its ties to both the College of Arts and Sciences and the School of Communication—to ensure transparency and facilitate future planning.

Sustain and diversify funding sources in light of emerging financial challenges. The committee encourages WGLT to continue its entrepreneurial approach to fundraising and budgeting, particularly in anticipation of decreased support from the Corporation for Public Broadcasting. The station's efforts to expand donor support, enhance digital fundraising, and grow community partnerships are commendable and should be sustained.

Continue efforts to promote diversity, equity, and inclusion. The committee acknowledges WGLT's progress in integrating DEI principles across staffing, programming, and student opportunities. The station is encouraged to continue this work and expand its initiatives to ensure inclusive representation in all areas of operation.

REVIEW OF THE CENTER FOR MATHEMATICS, SCIENCE, AND TECHNOLOGY
Classification of Instructional Programs (CIP) Code: 90.1313
Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

OVERVIEW

The Center for Mathematics, Science, and Technology (CeMaST) was established in 1991 to integrate the efforts of multiple departments across Illinois State University in advancing mathematics, science, and technology education. Authorized by the Illinois Board of Higher Education as a temporary center in 1992 and made permanent in 1997, CeMaST has since become a critical hub for interdisciplinary STEM education, outreach, and research at the university and beyond. This 2024 self-study marks the fifth comprehensive review of the Center. Since its founding, CeMaST has built a national reputation through leadership in curriculum development, teacher professional development, and grant-funded research in STEM education. In recent years, the Center has expanded its focus to include institutional transformation in undergraduate STEM education and a deepened commitment to diversity, equity, inclusion, and access.

CeMaST supports STEM research, education, and service through projects led by Center staff, joint initiatives with university faculty, and collaborations with regional and national partners. While the role of CeMaST varies across initiatives, the Center consistently provides infrastructure, evaluation, and strategic support. CeMaST fellows—faculty based in academic units across campus—collaborate with the Center to conduct research and implement programming aligned with its mission. Since 2019, CeMaST has been under the leadership of its fifth director, who has overseen the development of new strategic directions focused on institutional equity and expanded community engagement.

CeMaST's current mission is "to empower, conduct, and support STEM education and scholarship across the K–16 continuum." Its work is organized around three interrelated goals: (1) empowering Illinois State-led STEM leaders in solving societal problems, (2) supporting the integration of evidence-based instructional practices into STEM classrooms, and (3) serving communities historically marginalized in mainstream STEM education. These goals shape CeMaST's evolving role as a driver of educational innovation, equity, and partnership across the university and central Illinois.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The Center for Mathematics, Science, and Technology (CeMaST) at Illinois State University serves as a vital interdisciplinary center for advancing STEM education and scholarship across the K–16 continuum. Its mission focuses on three strategic goals: empowering ISU STEM leaders to address societal challenges, supporting the integration of evidence-based instruction in STEM classrooms, and reaching out to communities historically marginalized by mainstream STEM initiatives. This program review reflects an extensive internal evaluation of CeMaST's structure, initiatives, outcomes, and alignment with institutional priorities.

The self-study process was led by the CeMaST director, acting director, and evaluation specialist and was informed by both qualitative and quantitative data. Annual surveys of STEM faculty and students, records of Center-led programming, and comparisons to peer centers across the state and nation formed the foundation of the analysis. CeMaST's advisory board, composed of campus stakeholders, meets biannually and plays a key role in interpreting findings and advising future strategic directions. This collaborative, data-informed approach supports continuous improvement.

CeMaST operates within the Division of Research and Graduate Studies and is led by a director and associate directors who represent multiple STEM disciplines and colleges. The Center is staffed by professionals specializing in program coordination, evaluation, communications, and grant development. CeMaST also employs student workers and graduate assistants who contribute to outreach, peer mentoring, and event support. The Center is funded through a combination of general revenue and substantial external grants, with recent major awards from the Howard Hughes Medical Institute and the National Science Foundation.

Strategic Goals and Achievements

Goal 1: Empowering STEM Leaders to Solve Societal Problems

CeMaST supports faculty by facilitating external grant applications, developing broader impact activities, and offering professional development. Since the last review, the Center has contributed to more than 20 grant proposals, supported faculty learning communities, and helped secure major awards, such as a recent NSF CAREER grant. CeMaST's community-engaged programming, such as the *Green Screen* film series, exemplifies how its efforts extend research into public discourse and action.

Goal 2: Supporting Evidence-Based STEM Instruction

CeMaST has led numerous initiatives to strengthen inclusive, research-informed pedagogy in STEM disciplines. Through HHMI-funded programs like the Inclusive Excellence STEM Fellowship, professional development seminars, and the Inclusive STEM Teaching Project, faculty are supported in creating more equitable learning environments. CeMaST has also helped design new general education offerings and professional development for K–12 educators, extending these efforts beyond the university.

Goal 3: Engaging Marginalized Communities in STEM

The Center has strengthened its commitment to equity by expanding outreach through summer camps, community partnerships, and support for programs like STEM Ambassadors and SCI-LSAMP. Graduate assistants and undergraduate students are actively involved in promoting inclusive STEM learning. Partnerships with organizations such as the Unity Community Center, YWCA, and local school districts have created accessible opportunities for underserved populations in central Illinois.

Alignment with Excellence by Design

CeMaST's activities are strongly aligned with Illinois State University's strategic plan, *Excellence by Design*. The Center supports student success and belonging through peer mentoring, bridge programs, and inclusive faculty development. Its stewardship of over $3.4 million in active grants contributes to financial sustainability and innovative programming. CeMaST enhances institutional excellence by mentoring early-career faculty and supporting interdisciplinary research. Its external partnerships reinforce ISU's visibility and impact throughout the region.

Assessment and Improvement

Annual evaluation surveys provide critical insight into the effectiveness of CeMaST's programs. These surveys have revealed general alignment between faculty and student perceptions of STEM instruction and climate, though several key gaps remain. Notably, students perceive less faculty attention to career pathways and less support for inclusive practices than faculty report providing. These discrepancies point to areas where targeted professional development can further close the equity gap. CeMaST has responded by launching a monthly newsletter, *CeMaST Connections*, to improve awareness and engagement among ISU faculty.

Challenges and Opportunities

While CeMaST has made significant progress, challenges persist in increasing campus awareness of its services, expanding faculty-led professional development offerings, and fostering more inclusive STEM environments. Differences in perceptions between faculty and students, particularly regarding student voice, mentorship, and accessibility, highlight areas for ongoing focus. CeMaST's partnerships and HHMI-funded initiatives provide a strong foundation for meeting these challenges with data-driven, inclusive strategies.

Future Priorities

In the next review cycle, CeMaST will continue to support external funding applications by ISU faculty that align with its mission and goals. The Center will sustain graduate assistantships to support STEM in-reach and outreach

and will seek to expand both internal and external partnerships to serve a broader and more diverse population. It will continue to use annual evaluation data to shape programming and professional development opportunities, ensuring that CeMaST remains a responsive, innovative, and inclusive center for STEM 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 Center for Mathematics, Science, and Technology (CeMaST) to be in <u>Good Standing</u>.

The Academic Planning Committee thanks CeMaST for submitting a clear and well-organized self-study report. The report reflects a thoughtful and ongoing process of evaluation and improvement, including regular annual assessments that incorporate feedback from faculty, students, staff, and an internal advisory board. The committee noted the effective use of multiple stakeholder perspectives and the integration of data from events, surveys, and strategic initiatives as strengths of the report.

The committee commends the Center's continued leadership in promoting STEM education and its mission to empower ISU-led STEM leaders, support evidence-based instruction, and engage marginalized communities. During the period under review, CeMaST expanded its leadership structure, growing from three to five associate directors. While not inherently problematic, the committee recommends further clarification of how this structural change has influenced Center operations, and whether it has enhanced efficiency, broadened programmatic scope, or yielded other impacts.

The Center's alignment with Illinois State University's previous strategic plan (Educate • Connect • Elevate) was clear and effective. As the University transitions to its new strategic plan, Excellence by Design, the committee encourages CeMaST to examine how its mission, programs, and evaluation processes can be realigned accordingly. Reviewers also discussed the potential for expanded collaboration with the new College of Engineering, noting CeMaST's established role in STEM pedagogy and its connections to early curricular development efforts for the new college.

The committee recognized CeMaST for its many accomplishments, including securing external grant funding, reestablishing its advisory board post-pandemic, and facilitating programming that engaged over 1,000 learners in a single year. The report provided transparent accounts of areas where the Center exceeded, met, or fell short of its goals, and reviewers appreciated the candor and thoughtful reflection throughout.

Although the report's assessment section was strong in its description of advisory board engagement and survey-based evaluation of Center initiatives, the committee noted a gap in the assessment of student learning outcomes. Given the Center's integration of student experiential learning, the committee encourages CeMaST to develop a plan to assess the learning and professional development outcomes of the students it supports.

The committee expressed concern over the limited financial detail included in the report. While CeMaST receives both internal funding and external grant support, the budget section lacked a breakdown of income sources, expenditures, and staffing allocations. Committee members request a follow-up report that clarifies how the Center's $255,000 general revenue allocation is used, how grants support staffing and operations, and how the Center anticipates responding to ongoing changes in university and federal funding models. The committee acknowledged, however, that CeMaST recently passed its institutional audit with only minor findings, suggesting responsible financial management.

The committee further encourages the Center to consider expanding the membership of its advisory board to include off-campus stakeholders, especially industry representatives from the region, to enhance relevance, expand impact, and support external funding efforts.

Follow-up report

Provide a detailed account of the Center's financial model and resource allocation. The committee requests a follow-up report that outlines CeMaST's revenue sources (e.g., general revenue, grants, program income), how funds are allocated (including personnel costs), and how financial sustainability is planned given ongoing uncertainty in federal and institutional funding. The committee also encourages CeMaST to reflect on how its

budgeting practices will adapt under ISU's new budget model. The committee asks that the program faculty submit a progress report on this accounting to the Office of the Provost by October 1, 2025.

Recommendations.

The Academic Planning Committee thanks the CeMaST staff for the opportunity to provide feedback regarding the Center's operations and contributions to the University. The following recommendations are offered in support of continuous improvement and should be addressed in the next scheduled self-study report. The committee congratulates the Center for Mathematics, Science, And Technology on a successful four years.

In addition to the center's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2028.

Expand assessment efforts to include student learning outcomes. The committee commends CeMaST's regular assessment practices and recommends that these efforts be extended to include the evaluation of student learning and development outcomes. Students engaged in the Center's work should have clearly articulated outcomes and mechanisms for evaluating their progress and impact.

Clarify the impact of the Center's expanded leadership structure. The committee requests that CeMaST assess and report on the effects of its expansion from three to five associate directors and associate directors. This includes describing how responsibilities are allocated, how the change has affected operations, and whether it has helped advance the Center's strategic goals.

Strengthen connections with external partners and expand advisory board membership. To increase visibility, external relevance, and funding potential, the committee encourages CeMaST to recruit non-university stakeholders to its advisory board. Representation from industry, nonprofit organizations, or government agencies could provide valuable insights and connections that further the Center's mission.

Realign with the University's current strategic plan. CeMaST is encouraged to update its strategic alignment in accordance with Illinois State's new strategic plan, *Excellence by Design*. This includes reflecting on current initiatives and revising goals and strategies as necessary to remain aligned with institutional priorities.

Continue to promote transparency and self-reflection in self-study reporting. The committee commends CeMaST for the candid and balanced tone of the current self-study and encourages the Center to continue to embrace transparency in future reports. This includes acknowledging challenges alongside accomplishments and using data to guide continuous improvement.

PROGRAM REVIEW SCHEDULE

The Illinois Administrative Code requires that every academic program and research and service center that a public university has been authorized by the state to offer must be reviewed by that university once every eight years. A summary of each review is to be submitted by the sponsoring university to the Illinois Board of Higher Education (IBHE).

At Illinois State University every degree and certificate program authorized by IBHE is reviewed once every eight years. A separate program review self-study report is prepared for each degree program, while documentation regarding each certificate program is included with the self-study report for the degree program with which the certificate is associated. Every research and service center recognized by IBHE is reviewed once every four years.

This section of the Academic Plan includes schedules for submission of program review self-study reports for academic programs and research and service centers at Illinois State University, from fall 2021 through fall 2028. Two versions of the schedule are presented: one organized by the year in which the self-study report is due and one organized by academic program and center. The two schedules are followed by tables that associate each certificate program offered by the University with its parent academic program, for the purpose of determining when and how program review documentation for each certificate is submitted.

The program review schedules in this section also include the schedule for submission of three-year progress reports for programs and centers newly authorized by IBHE. The Illinois Administrative Code requires compilation and submission of such reports as well. Progress reports are reviewed by the Office of the Provost rather than by the Academic Planning Committee.

The careful reader may notice that, in a few instances, the time between reviews of an academic program is more or less than eight years. Similarly, in a few instances, the time between reviews of a research and service center may be more than four years. Those anomalies result from attempts to equalize, to the extent possible, the number of self-study reports reviewed each year by the Academic Planning Committee so as not to overburden committee members in any one year. In addition, some anomalies may result from requests by academic units to schedule review of all academic programs of their unit in the same year or to coordinate compilation of self-study reports with specialized accreditation processes. All variances from the eight-year rule prescribed in the Illinois Administrative Code are subject to concurrence by IBHE staff.

The schedules that follow are subject to change. Numbers in brackets are Classification of Instructional Programs (CIP) codes. For more information about CIP codes, see "About Classification of Instructional Program (CIP) Codes" in the introduction to Section IV of this document or see https://nces.ed.gov/ipeds/cipcode.

PROGRAM REVIEW SCHEDULE BY YEAR

Self-studies due October 2025, Reviewed 2025-2026 Summaries Published in *Academic Plan 2026-2031*
Eight-year review (programs)
College of Applied Science and Technology
Environmental Health and Sustainability, B.S. [51.2202]
Health Informatics and Management, B.S. [51.0706]
Cybersecurity, B.S. [11.1003]
College of Arts and Sciences
Biological Sciences, B.S. [26.0101]
Biological Sciences, M.S. [26.0101]
Biological Sciences, Ph.D. [26.0101]
Communication Sciences and Disorders, B.S. [51.0204]
Speech-Language Pathology, M.A., M.S. [51.0204]
Audiology, Doctor of (Au.D.) [51.0204]
Mennonite College of Nursing
Nursing, Bachelor of Science (B.S.N.) [51.3801]
Nursing, Master of Science (M.S.N.) [51.3801]
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Nursing, Ph.D. [51.3808]
Four-year review (centers)
Center for Integrated Professional Development
Three-year review (progress)
English Education, M.A., M.S. [23.9999]

Self-studies due October 2026, Reviewed 2026-2027 Summaries Published in *Academic Plan 2027-2032*
Eight-year review (programs)
College of Arts and Sciences
English, B.A., B.S. [23.0101]
English, M.A., M.S. [23.0101]
English Studies, Ph.D. [23.0101]
Mathematics, B.A., B.S. [27.0101]
Mathematics, M.S. [27.0101]
Mathematics Education, Ph.D. [13.1311]
College of Applied Science and Technology
Exercise Science, B.S. [31.0505]
Physical Education, B.S., B.S.Ed. [13.1314]
Kinesiology and Recreation, M.S. [31.0501]
Health Promotion and Education, B.S., B.S.Ed. [13.1307]
Medical Laboratory Science, B.S. [51.1005]
Occupational Safety and Health [51.2206]
Sustainable and Renewable Energy, B.S. [15.0503]
University-wide Programs
Interdisciplinary Studies, B.A., B.S. [24.0101]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
Center of Insurance and Risk Management (Katie School)
Three-year review (progress)
Marketing Analytics, M.S. [30.7102]
Master of Public Health, M.P.H. [52.2201]

Self-studies due October 2027, Reviewed 2027-2028 Summaries Published in *Academic Plan 2028-2033*
Eight-year review (programs)
College of Arts and Sciences
Chemistry Education, M.C.E., M.S.C.E. [13.1323]
Environmental Systems Science and Sustainability, B.S. [03.0104]
College of Business
Business Education, B.A., B.S., B.S.Ed. [13.1303]
Business Education, Master of Science (M.S.B.E.) [13.1303]
College of Education
Educational Administration, M.S., M.S.Ed. [13.0401]
Educational Administration, Ed.D., Ph.D. [13.0401]
Special Education, B.S.Ed. [13.1001]
Special Education, M.S., M.S.Ed. [13.1001]
Special Education, Ed.D. [13.1001]
Early Childhood Education, B.S., B.S.Ed. [13.1209]
Elementary Education, B.S., B.S.Ed. [13.1202]
Middle Level Teacher Education, B.S., B.S.Ed. [13.1203]
Reading and Literacy, M.S.Ed. [13.1315]
Teaching and Learning, M.S. [13.0301]
Teaching and Learning, Ed.D. [13.0301]
Wonsook Kim College of Fine Arts
Music Education, Bachelor of (B.M.E.) [13.1312]
Music Education, Master of (M.M.Ed.) [13.1312]
Four-year review (centers)
Mary and Jean Borg Center for Reading and Literacy
Three-year review (progress)
Physics, M.S. [40.0801]
STEM MBA [52.1399]

Self-studies due October 2028, Reviewed 2028-2029 Summaries Published in *Academic Plan 2029-2034*
Eight-year review (programs)
College of Applied Science and Technology
Agriculture, B.S. [01.0000]
Agriculture, M.S. [01.0000]
Construction Management, B.S. [52.2001]
Engineering Technology, B.S. [15.0000]
Graphic Communications Technology, B.S. [10.0301]
Technology and Engineering Education, B.S. [13.1309]
Technology, M.S. [15.0612]
College of Arts and Sciences
Philosophy, B.A. [38.0101]
Psychology, B.A., B.S. [42.0101]
Psychology, M.A., M.S. [42.0101]
Clinical-Counseling Psychology, M.A., M.S. [42.2803]
School Psychology, Specialist in (S.S.P.) [42.2805]
School Psychology, Ph.D. [42.2805]
College of Business
Accountancy, B.S. [52.0301]
Business Information Systems, B.S. [52.1201]
Accountancy, Integrated B.S./M.P.A. [52.0301A]
Accountancy, M.S. [52.0301]
Finance, B.S. [52.0801]
Risk Management and Insurance, B.S. [52.1701]
Business Administration, B.S. [52.0201]
International Business, B.A., B.S. [52.1101]
Management, B.S. [52.1301]
Marketing, B.S. [52.1401]
Business Administration, Master of (MBA) [52.0201]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy
Center for Child Welfare and Adoption Studies
Radio Station WGLT
Three-year review (progress)
General Engineering, B.S. [14.0101]
Electrical Engineering, B.S. [14.1001]
Mechanical Engineering, B.S. [14.1901]

Self-studies due October 2029, Reviewed 2029-2030 Summaries Published in *Academic Plan 2030-2035*	Self-studies due October 2030, Reviewed 2030-2031 Summaries Published in *Academic Plan 2031-2036*
Eight-year review (programs)	**Eight-year review (programs)**
College of Applied Science and Technology	**College of Applied Science and Technology**
Computer Science, B.S. [11.0701]	Criminal Justice Sciences, B.A., B.S. [43.0104]
Computer Science, M.S. [11.0701]	Criminal Justice Sciences, M.A., M.S. [43.0104]
Computer Systems Technology, B.S. [11.1009]	Nutrition, M.S. [51.3101]
Information Systems, B.S. [11.0103]	**College of Arts and Sciences**
Computer Networking, B.S. [11.0901]	Economics, B.A., B.S. [45.0601]
Information Systems, M.S. [11.0103]	Applied Economics, M.A., M.S. [45.0603]
Family and Consumer Sciences, B.A., B.S. [19.0101]	Geography, B.A., B.S. [45.0701]
Fashion Design and Merchandising, B.A., B.S. [19.0901]	English Education, M.A., M.S. [23.9999]
Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]	History, B.A., B.S. [54.0101]
Human Development and Family Science, B.A., B.S. [19.0701]	History, M.A., M.S. [54.0101]
Interior Design, B.A., B.S. [50.0408]	Legal Studies, B.A., B.S. [22.0302]
Family and Consumer Sciences, M.A., M.S. [19.0101]	Political Science, B.A., B.S. [45.1001]
Nutrition, M.S. [51.3101]	Political Science, M.A., M.S. [45.1001]
College of Arts and Sciences	Anthropology, B.A., B.S. [45.0201]
Biochemistry, B.S. [26.0202]	Sociology, B.A., B.S. [45.1101]
Molecular and Cellular Biology, B.S. [26.0406]	Anthropology, M.A., M.S. [45.0201]
French and Francophone Studies, B.A. [16.0901]	Sociology, M.A., M.S. [45.1101]
German, B.A. [16.0501]	**Four-year review (centers)**
Spanish, B.A. [16.0905]	Center for Insurance and Risk Management (Katie School)
Spanish, M.A. [16.0905]	Adlai Stevenson II Center for Community and Economic Development
College of Education	
Low Vision and Blindness, M.S.Ed. [13.1009]	
Four-year review (centers)	
Center for Integrated Professional Development	

Self-studies due October 2031, Reviewed 2021-2022 Summaries Published in *Academic Plan 2025-2030*
Eight-year review (programs)
College of Applied Science and Technology
Recreation and Sport Management, B.S. [31.0301]
Master of Public Health, M.P.H. [52.2201]
College of Business
Marketing Analytics, M.S. [30.7102]
College of Education
College Student Personnel Administration, M.S. [13.1102]
Wonsook Kim College of Fine Arts
Art, B.A., B.S. [50.0701]
Art, B.F.A. [50.0702]
Art, M.A., M.S. [50.0701]
Art, M.F.A. [50.0702]
Creative Technologies, B.A., B.S. [50.9999]
Creative Technologies, M.S. [50.9999]
Music (Liberal Arts), B.A., B.S. [50.0901]
Music (Performance), Bachelor of (B.M.) [50.0903]
Music, Master of (M.M.) [50.0901]
Theatre, B.A., B.S. [50.0501]
Theatre Studies, M.A., M.S. [50.0501]
Theatre, M.F.A. [50.0501]
Four-year review (centers)
Mary and Jean Borg Center for Reading and Literacy

Self-studies due October 2032, Reviewed 2032-2033 Summaries Published in *Academic Plan 2025-2030*
Eight-year review (programs)
College of Arts and Sciences
Biological Sciences Teacher Education, B.S. [13.1322]
Chemistry, B.S. [40.0501]
Chemistry, M.S. [40.0501]
Geology, B.S. [40.0601]
Hydrogeology, M.S. [40.0699]
Physics, B.S. [40.0801]
Communication Studies, B.A., B.S. [09.0101]
Journalism, B.A., B.S. [09.0401]
Mass Media, B.A., B.S. [09.0102]
Public Relations, B.A., B.S. [09.0902]
Communication, M.A., M.S. [09.0101]
Physics, M.S. [40.0801]
Social Work, Bachelor of (B.S.W.) [44.0701]
Social Work, Master of (M.S.W.) [44.0701]
College of Business
STEM MBA [52.1399]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for Child Welfare and Adoption Studies
Center for the Study of Education Policy
Radio Station WGLT

PROGRAM REVIEW SCHEDULE BY PROGRAM AND CENTER

Program review self-study reports are due to the Academic Planning Committee via the Office of the Provost on October 1 of the year indicated unless otherwise noted.

PROGRAMS

Accountancy, B.S.: 2028
Accountancy, M.S.: 2028
Accountancy, Integrated B.S./M.P.A.: 2028
Agriculture, B.S.: 2028
Agriculture, M.S.: 2028
Anthropology, B.A., B.S.: 2030
Anthropology, M.A., M.S.: 2030
Applied Economics, M.S., M.S.: 2030
Art, B.A., B.S.: 2031
Art, M.A., M.S.: 2031
Art, B.F.A.: 2031
Art, M.F.A.: 2031
Audiology, Doctor of (Aud.D.): 2025
Biochemistry, B.S.: 2029
Biological Sciences, B.S.: 2025
Biological Sciences, M.S.: 2025
Biological Sciences, Ph.D.: 2025
Biological Sciences Teacher Education, B.S.: 2032
Business Administration, B.S.: 2028
Business Administration, MBA: 2028
Business Information Systems, B.S.: 2028
Business Education, B.A., B.S., B.S.Ed.: 2027
Business Education, M.S.B.E.: 2027
Chemistry, B.S.: 2032
Chemistry, M.S.: 2032
Chemistry Education, M.C.E., M.S.C.E.; 2027
Clinical-Counseling Psychology, M.A., M.S.: 2028
College Student Personnel Administration, M.S.: 2031
Communication, M.A., M.S.: 2032
Communication Sciences and Disorders, B.S.: 2025
Communication Studies, B.A., B.S.: 2032
Computer Networking, B.S.: 2029
Computer Science, B.S.: 2029
Computer Science, M.S.: 2029
Computer Systems Technology, B.S.: 2029
Construction Management, B.S.: 2028
Creative Technologies, B.A., B.S.: 2031
Creative Technologies, M.S.: 2031
Criminal Justice Sciences, B.A., B.S.: 2030
Criminal Justice Sciences, M.A., M.S.: 2030
Cybersecurity, B.S.: 2025
Early Childhood Education, B.S., B.S.Ed.: 2027
Economics, B.A., B.S.: 2030
Educational Administration, M.S., M.S.Ed.: 2027
Educational Administration, Ed.D., Ph.D.: 2027
Electrical Engineering, B.S. 2028 (new program progress report), 2033
Elementary Education, B.S., B.S.Ed.: 2027
Engineering, B.S. 2028 (new program progress report), 2033
Engineering Technology, B.S.: 2028

English, B.A.: 2026
English, M.A., M.S.: 2026
English Studies, Ph.D.: 2026
Environmental Health and Sustainability, B.S.: 2025
Environmental Systems Science and Sustainability, B.S.: 2027
Exercise Science, B.S.: 2026
Family and Consumer Sciences, B.A., B.S.: 2029
Family and Consumer Sciences, M.A., M.S.: 2029
Fashion Design and Merchandising, B.A., B.S.: 2029
Finance, B.S.: 2028
Food, Nutrition, and Dietetics, B.A., B.S.: 2029
French and Francophone Studies, B.A.: 2029
Geography, B.A., B.S.: 2030
Geology, B.S.: 2032
German, B.A., B.S.: 2029
Graphic Communications, B.S.: 2028
Health Promotion and Education, B.S., B.S.Ed.: 2026
Health Informatics and Management, B.S.: 2025
History, B.A., B.S.: 2030
History, M.A., M.S.: 2030
Human Development and Family Science, B.A., B.S.: 2029
Hydrogeology, M.S.: 2032
Information Systems, B.S.: 2029
Information Systems, M.S.: 2029
Interdisciplinary Studies, B.A., B.S.: 2026
Interior Design, B.A., B.S.: 2029
International Business, B.A., B.S.: 2028
Journalism, B.A., B.S.: 2032
Kinesiology and Recreation, M.S.: 2026
Legal Studies, B.A., B.S.: 2030
Low Vision and Blindness, M.S.Ed.: 2024 (new program progress report), 2029
Management, B.S.: 2028
Marketing, B.S.: 2028
Marketing Analytics, M.S.: 2026 (new program progress report), 2031
Mass Media, B.A., B.S.: 2032
Mathematics, B.A., B.S.: 2026
Mathematics, M.S.: 2026
Mathematics Education, Ph.D.: 2026
Mechanical Engineering, B.S. 2028 (new program progress report), 2033
Medical Laboratory Science, B.S.: 2026
Middle Level Teacher Education, B.S., B.S.Ed.: 2027
Molecular and Cellular Biology, B.S.: 2029
Music, M.M.: 2031
Music (Liberal Arts), B.A., B.S.: 2031
Music Education, B.M.E.: 2027
Music Education, M.M.Ed.: 2027
Music Performance, B.M.: 2031
Nursing, B.S.N.: 2025
Nursing, M.S.N.: 2025
Nursing, Ph.D.: 2025
Nursing Practice, Doctor of (D.N.P.): 2025
Nutrition, M.S.: 2029
Occupational Safety and Health, B.S.: 2026
Philosophy, B.A.: 2028
Physical Education, B.S., B.S.Ed.: 2026
Physics, B.S.: 2032

Physics, M.S. 2027 (new program progress report), 2032
Political Science, B.A., B.S.: 2030
Political Science, M.A., M.S.: 2030
Psychology, B.A., B.S.: 2028
Psychology, M.A., M.S.: 2028
Public Relations, B.A., B.S.: 2032
Public Health, M.P.H.: 2026 (new program progress report), 2031
Reading and Literacy, M.S.Ed.: 2027
Recreation and Sport Management, B.S.: 2031
Sustainable and Renewable Energy, B.S.: 2026
Risk Management and Insurance, B.S.: 2028
School Psychology, S.S.P.: 2028
School Psychology, Ph.D.: 2028
Social Work, B.S.W.: 2032
Social Work, M.S.W.: 2032
Sociology, B.A., B.S.: 2030
Sociology, M.A., M.S.: 2030
Spanish, B.A.: 2029
Spanish, M.A.: 2029
Special Education, B.S.Ed.: 2027
Special Education, M.S., M.S.Ed.: 2027
Special Education, Ed.D.: 2027
Speech-Language Pathology, M.A., M.S.: 2025
STEM MBA: 2027 (new program progress report),2023
Teaching and Learning, M.S.: 2027
Teaching and Learning, Ed.D.: 2027
Technology, M.S.: 2028
Technology and Engineering Education, B.S.: 2028
Theatre, B.A., B.S.: 2031
Theatre Studies, M.A., M.S.: 2031
Theatre, M.F.A.: 2031

CENTERS

Adlai Stevenson II Center for Community and Economic Development: 2026, 2030
Center for Child Welfare and Adoption Studies: 2028, 2032
Center for Insurance and Risk Management (Katie School): 2026, 2030
Center for Mathematics, Science, and Technology: 2028, 2032
Center for Integrative Professional Development: 2025, 2029
Center for the Study of Education Policy: 2028, 2032
Mary and Jean Borg Center for Reading and Literacy: 2027, 2031
Radio Station WGLT: 2028, 2032

CERTIFICATE AND DEGREE PROGRAM ASSOCIATIONS FOR PROGRAM REVIEW

As with degree programs, certificate programs at Illinois State University are scheduled for review once every eight years. However, while academic units submit a comprehensive program review self-study report for each of its degree programs, units are not asked to prepare a comprehensive program review self-study report for each of its certificate programs. Instead, units are asked to provide an update regarding each certificate program as one section of the comprehensive self-study report compiled for the degree program with which the certificate program is associated. Degree and certificate program associations are determined based on common courses and faculty.

Associations of certificate programs and degree programs at Illinois State, for purposes of program review, are set forth in the two tables that follow. The first table identifies the degree program with which each certificate program is associated. The second table identifies the certificate program or programs with which each degree program is associated. Not all degree programs have an associated certificate program.

Certificate Program - Degree Program Associations

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Anthropology Geographic Information Systems (GIS) Graduate Certificate	Anthropology, M.A., M.S.
Behavior Intervention Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Biology Geographic Information Systems (GIS) Graduate Certificate	Biological Sciences, M.S.
Business Analytics Graduate Certificate	Business Administration, MBA
Chief School Business Official, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Curriculum Adaptation Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Data Science: Computer Science Graduate Certificate	Information Systems, M.S.
Data Scientist: Business Information Systems in Accounting Graduate Certificate	Accountancy, M.S.
Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate	Special Education, M.S., M.S.Ed.
Dietetic Internship Graduate Certificate	Nutrition, M.S.
Director of Special Education, Post-Master's Graduate Certificate for	Special Education, Ed.D.
Early Intervention Vision Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Family Nurse Practitioner Certificate, Post-Master's	Nursing, Master of Science (M.S.N.)
Forensic Accountant Graduate Certificate	Accountancy, M.S.
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Health and Wellness Coaching Graduate Certificate	Public Health, M.P.H.
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	Spanish, M.A.
Internet Application Development Graduate Certificate	Information Systems, M.S.
IS Audit and Control Specialist Graduate Certificate	Accountancy, M.S.
Library Information Specialist Certificate, Post-Baccalaureate	Teaching and Learning, M.S.

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Multiple Disabilities Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Network and Telecommunications Management Graduate Certificate	Information Systems, M.S.
Organizational Leadership Graduate Certificate	Business Administration, Master of (MBA)
Project Management Graduate Certificate	Technology, M.S.
Psychiatric Mental Nurse Practitioner Graduate Certificate	Nursing, M.S.N.
Quality Management and Analytics Graduate Certificate	Technology, M.S.
School Nurse Graduate Certificate	Nursing, M.S.N.
School Social Work Graduate Certificate	Social Work, M.S.W.
Social Aspects of Aging Graduate Certificate	Sociology, M.A., M.S.
Specialist in LBS1 Online Graduate Certificate	Special Education, M.S., M.S.Ed.
Sport Coaching and Leadership Graduate Certificate	Kinesiology and Recreation, 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.
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate	English, M.A., M.S.
Technology Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Training and Development Graduate Certificate	Technology, M.S.
Transition Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Women's, Gender, and Sexuality Studies Graduate Certificate	Sociology, M.A., M.S.

Degree Program – Certificate Program Associations

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
Accountancy, M.S.	Data Scientist: Business Information Systems in Accounting Graduate Certificate Forensic Accountant Graduate Certificate IS Audit and Control Specialist Graduate Certificate
Anthropology, M.A., M.S.	Anthropology Geographic Information Systems (GIS) Graduate Certificate
Biological Sciences, M.S.	Biology Geographic Information Systems (GIS) Graduate Certificate
Business Administration, Master of (MBA)	Business Analytics Graduate Certificate Organizational Leadership Graduate Certificate
Educational Administration, Ed.D., Ph.D.	Chief School Business Official, Post-Master's Graduate Certificate General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate
English, M.A., M.S.	Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
Hydrogeology, M.S.	Hydrogeology Geographic Information Systems (GIS) Graduate Certificate
Information Systems, M.S.	Data Science: Computer Science Graduate Certificate Information Assurance and Security Graduate Certificate Internet Application Development Graduate Certificate Network and Telecommunications Management Graduate Certificate Systems Analyst Graduate Certificate
Kinesiology and Recreation, M.S.	Sport Coaching and Leadership Graduate Certificate
Nursing, Master of Science (M.S.N.)	Family Nurse Practitioner Certificate, Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate, Post Master's School Nurse Graduate Certificate
Nutrition, M.S.	Dietetic Internship Graduate Certificate
Public Health, M.P.H.	Health and Wellness Coaching Graduate Certificate
Social Work, M.S.W.	School Social Work Graduate Certificate
Sociology, M.A., M.S.	Social Aspects of Aging Graduate Certificate Women's, Gender, and Sexuality Studies Graduate Certificate
Spanish, M.A.	Instructional Technology in World Languages Graduate Certificate
Special Education, M.S., M.S.Ed.	Behavior Intervention Specialist Graduate Certificate Curriculum Adaptation Specialist Graduate Certificate Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate Early Intervention Vision Specialist Graduate Certificate Multiple Disabilities Specialist Graduate Certificate Specialist in LBS1 Online Graduate Certificate Technology Specialist Graduate Certificate Transition Specialist Graduate Certificate
Special Education, Ed.D.	Director of Special Education, Post-Master's Graduate Certificate for
Teaching and Learning, M.S.	Library Information Specialist Certificate, Post-Baccalaureate
Technology, M.S.	Project Management Graduate Certificate Quality Management and Analytics Graduate Certificate STEM Education and Leadership Graduate Certificate Training and Development Graduate Certificate