

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN 2026-2031

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 6, 2026

Submitted to the Board of Trustees of Illinois State University
July 24, 2026

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

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 2026-2031* is the 53rd 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 2025, 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

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ILLINOIS STATE UNIVERSITY

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SECTION I

UNIVERSITY PROFILE AND STRATEGIC PLAN

UNIVERSITY PROFILE

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

Illinois State is one of 12 public universities in the state. The institution is governed by an eight-member Board of Trustees. Seven board members are appointed by the Governor and confirmed by the Illinois Senate. The eighth member is a student elected annually by the student body. The University operates on the principle of shared governance. The Academic Senate is comprised of faculty, students, and staff members elected by their peers and 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 2025-2026 university catalog describes 81 undergraduate degree programs, 50 master's degree programs, 10 doctoral programs, 42 graduate certificate programs, and 1 undergraduate certificate program 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 21,994 students, 89 percent (19,513) of whom were undergraduate students and 11 percent (2,481) of whom were graduate students.

Just under 82 percent (81.9 percent) of first-time-in-college students entering the University in fall 2024 returned for the fall 2025 semester. Sixty-seven percent of students who enrolled in the University as first-time-in college students in fall 2019 graduated within six years. In Fiscal 2025 the University conferred 5,563 degrees.

In fall 2025 Illinois State University employed 1,477 departmental faculty members (tenure track and non-tenure track), a decrease of 47 faculty members from fall 2024. 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 2024-2030

A MESSAGE FROM PRESIDENT TARHULE

Dear Friends,

I am pleased to present Illinois State University’s strategic plan, *Excellence by Design: 2024-2030*. 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: 2024-2030 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: 2024-2030*, 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 understanding, 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: 2024-2030*, 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: 2024-2030 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

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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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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)
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Anne Shelley, Assistant Professor, Milner Library (through July 2023)
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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, 2025 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, 2026 are listed in the Academic Program and Center Changes 2025-2026 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)

Data Science, B.S.

CIP Code: 50.7001

Big Data and Computational Intelligence

Business Analytics

Population Health

Social Demographic/Public Policy Analysis

Individualized Plan of study

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

CIP Code: 13.1210

Early Childhood Education (major plan of study)

Pedagogy Emphasis

Workforce Online Pedagogy Emphasis

Workforce Online Licensure

Economics, B.A., B.S.

CIP Code: 45.0601

General Economics

Managerial Economics

Electrical Engineering, B.S.

CIP Code: 14.1001

Electrical Engineering (major plan of study)

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

CIP Code: 13.1202

Bilingual/Bicultural Teacher Education (English-Spanish)

Elementary Education (major plan of study)

Engineering, B.S.

CIP Code: 14.0101

Engineering (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 Health and Sustainability, B.S.

CIP Code: 51.2202

Environmental Health (major plan of study)

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

Exercise Science, B.S.

CIP Code: 31.0505

Allied Health Professions

Health and Human Performance

Athletic Training Accelerated

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

CIP Code: 9.0101

Family and Consumer Sciences Teacher Education

General

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

CIP Code: 19.0901

Fashion Design and Product Development

Fashion Design and Product Development Accelerated

Fashion Merchandising

Fashion Merchandising Accelerated

Finance, B.S.

CIP Code: 52.0801

General Finance

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

CIP Code: 51.3101

Dietetics

Dietetics Accelerated

Food and Beverage Management

Food and Beverage Management Accelerated

French and Francophone Studies, B.A.

CIP Code: 16.0901

French and Francophone Studies (major plan of study)

French Teacher Education

Geography, B.A., B.S.

CIP Code: 45.0701

Traditional Geography

Geography Social Science Teacher Education

Geology, B.S.

CIP Code: 40.0601

Earth and Space Science Teacher Education

Geology

Traditional Geology Accelerated

German, B.A.

CIP Code: 16.0501

German (major plan of study)

German Teacher Education

Graphic Communications Technology, B.S.

CIP Code: 10.0301

Graphic Communications (major plan of study)

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

CIP Code: 13.1307

Applied Health Sciences

Integrative Health and Wellness

Public Health

Public Health Accelerated

School Health Education

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

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

Mechanical Engineering, B.S.

CIP Code: 14.1901
Mechanical Engineering (major plan of study)

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

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

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

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-Keyboards
Choral-General-Vocal
Instrumental-Band
Instrumental-Orchestra

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

CIP Code: 50.0903
Band and Orchestra Instruments Performance
Classical Guitar Performance
Composition
Composition/Theory Emphasis
Jazz Studies
Music Therapy
New Media Composition
Piano Performance
Voice Performance

Occupational Safety and Health, B.S.

CIP Code: 51.2206
Occupational Safety and Health (major plan of study)

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

CIP Code: 13.1314
Kinesiology Studies
Physical Education Teacher Education

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

CIP Code: 45.1001
Political Science (major plan of study)
Political Science Accelerated

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

CIP Code: 09.0902
Public Relations (major plan of study)

Risk Management and Insurance, B.S.

CIP Code: 52.1701
Business Information Systems
Risk Management and Insurance

Sociology, B.A., B.S.

CIP Code: 5.1101
Social Inquiry
Social Research

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)

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)

Physics, B.S.

CIP Code: 40.0801
Biophysics
Computational Physics
Engineering Physics Dual Degree Program
Physics (major plan of study)
Physics Accelerated
Physics Teacher Education

Psychology, B.A., B.S.

CIP Code: 42.0101
Psychology (major plan of study)

Recreation and Sport Management, B.S.

CIP Code: 31.0301
Recreation Management
Therapeutic Recreation

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

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

Spanish, B.A.

CIP Code: 16.0905
Spanish (major plan of study)
Spanish Accelerated
Spanish Teacher Education

Sports Communication

CIP Code: 09.0906
Sports Communication (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	Geology
African-American Studies	German
African Studies	Global Studies
Agriculture	Health and Wellness Coaching
Anthropology	History
Art History	Information Systems
Athletic Coaching	International Business
Bilingual Education	Italian Studies
Biological Sciences	Jazz Performance
Business Administration	Latin American and Latino/a Studies
Business Analytics	Learning Behavior Specialist
Business Environment and Sustainability	Legal Studies
Chemistry	Marketing
Children's Studies	Mass Media
Civic Engagement and Responsibility	Mathematics
Classical Studies	Middle Eastern and South Asian Studies
Cognitive Science	Military Science
Communication Sciences and Disorders	Music
Communication Studies	Native American Studies
Computer Science	Occupational Safety and Health
Criminal Justice Sciences	Organizational Leadership
Dance	Peace and Conflict Resolution Studies
Early Childhood Education	Philosophy
East Asian Studies	Physics
Economics	Political Science
English	Psychology
Entrepreneurship	Public Health
Environmental Health and Sustainability	Recreation and Sport Management
Environmental Studies	Religious Studies
Ethnic Studies	Risk Management and Insurance
European Studies	Sociology
Exercise Science	Spanish
Family and Consumer Sciences	Stage Combat
Film Studies	Teaching English to Speakers of Other Languages
Financial Planning	Technology
Food Studies	Theatre
French and Francophone Studies	Urban Studies
Game Design	Water Sustainability Studies
Geography	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)

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)

History, M.A., M.S.

CIP Code: 54.0101
History (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

Low Vision and Blindness, M.S.Ed.

CIP Code: 13.1009
Low Vision and Blindness (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 Education, Master of (M.M.Ed.)

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

Nutrition, M.S.

CIP Code: 51.3101
Nutrition
Dietetic Internship

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

Public Health, Masters of (M.P.H.)

CIP Code: 51.2201
Public Health (major plan of study)

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

CIP Code: 44.0701
Child and Family Practice
School Social Work

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

CIP Code: 19.0101
Childlife
Fashion Design and Merchandising
Human Development and Family Science
Interior Design
Family and Consumer Sciences Teacher Education Online

Hydrogeology, M.S.

CIP Code: 40.0605
Hydrogeology (major plan of study)

Kinesiology and Recreation, M.S.

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

Marketing Analytics M.S.

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

Music, Master of (M.M.)

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

Nursing, Master of Science in

CIP Code: 51.3801
Family Nurse Practitioner
Leadership and Management

Physics, M.S.

CIP Code 40.001
Physics (major plan of study)

Psychology, M.A., M.S.

CIP Code: 42.0101
Cognitive and Experimental Psychology
Developmental
Industrial-Organizational-Social
Quantitative

Reading and Literacy, M.S.Ed.

CIP Code: 13.1315
Reading (major plan of study)

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)

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

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

Teaching and Learning, M.S.

CIP Code: 13.0301
Teaching and Learning
Bilingual/ESL

Theatre, M.F.A.

CIP Code: 50.0501
Theatre (major plan of study/no sequence)

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

CIP Code: 13.1001
Special Education
Interdisciplinary Early Intervention Sensory Disabilities

STEM MBA

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

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 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 and Consumer Sciences Teacher Education Online Graduate Certificate (19.0101)
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)
Queer Studies Undergraduate Certificate (05.0207)
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, 2025, 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, 2025.

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)

Approved by IBHE: January 7, 1997
Reports to: Office of the Vice President for Academic Affairs and Provost
Website: <https://prodev.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: College of Arts and Sciences
Website: <http://wgl.org/>

ACADEMIC PROGRAM AND CENTER CHANGES 2025-2026

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2025, and ending June 30, 2026. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

Sequences

Animation and Entertainment Arts sequence, in B.A., B.S. in Creative Technologies
School of Creative Technologies, Wonsook Kim College of Fine Arts
Effective May 18, 2026

Applied Economics Accelerated sequence, in B.A., B.S. in Economics
Department of Economics, College of Arts and Sciences
Effective May 18, 2026

CPED P-12 Ed Administration sequence
Department of Educational Administration and Foundations, College of Education
Effective May 18, 2026

Deaf and Hard of Hearing sequence, in M.S.Ed in Special Education
Department of Special Education, College of Education
Effective May 18, 2026

Forensic Investigations sequence, in B.A., B.S. in Criminal Justice Sciences
Department of Criminal Justice Sciences, College of Applied Science and Technology
Effective May 18, 2026

General Chemistry sequence, in B.S. in Chemistry
Department of Chemistry, College of Arts and Sciences
Effective May 18, 2026

Learning and Behavior Specialist 1 sequence, in M.S.Ed. in Special Education
Department of Special Education, College of Education
Effective May 18, 2026

Online Business Administration sequence, in B.S. in Business Administration
Department of Management, College of Business
Effective May 18, 2026

Spanish Teacher Education Accelerated sequence, in B.A. in Spanish
Department of Languages, Literatures, and Cultures, College of Arts and Sciences
Effective May 18, 2026

Sociology and Business Administration sequence, in B.A., B.S. in Sociology
Department of Sociology and Anthropology, College of Arts and Sciences
Effective May 18, 2026

Sociology and MBA Accelerated sequence, in B.A., B.S. in Sociology
Department of Sociology and Anthropology, College of Arts and Sciences
Effective May 18, 2026

Certificates

Leadership undergraduate certificate
Department of Management, College of Business
Effective May 18, 2026

Media and Culture undergraduate certificate
Department of Sociology and Anthropology
Effective May 18, 2026

Multilingual Special Education Online graduate certificate
Department of Special Education
Effective May 18, 2026

DISESTABLISHED PLANS OF STUDY OR CENTERS

Degrees

Chemistry Education, M.C.E.
Department of Chemistry, College of Arts and Sciences
Effective May 18, 2026

Chemistry Education, M.S.C.E.
Department of Chemistry, College of Arts and Sciences
Effective May 18, 2026

Sequences

Data Science and Computational Mathematics sequence, in B.A., B.S. in Mathematics
Department of Mathematics, College of Arts and Sciences
Effective May 18, 2026

Leadership and Management sequence, in Doctor of Nursing Practice
Mennonite College of Nursing
Effective May 18, 2026

Family Nurse Practitioner sequence, in Doctor of Nursing Practice
Mennonite College of Nursing
Effective May 18, 2026

Certificates

Transition Specialist Graduate Certificate
Department of Special Education, College of Education
Effective May 18, 2026

Multiple Disabilities Specialist Graduate Certificate
Department of Special Education, College of Education
Effective May 18, 2026

Technology Specialist Graduate Certificate
Department of Special Education, College of Education
Effective May 18, 2026

NAME CHANGES

Sequences

B.A., B.S. in Art

From: Studio Arts sequence

To: Art and Design sequence

School of Art and Design, Wonsook Kim College of Fine Arts

Effective May 18, 2026

B.S. in Business Administration

From: Business Administration sequence

To: Traditional Business Administration sequence

Department of Management, College of Business

Effective May 18, 2026

B.S. in Chemistry

From: Chemistry sequence

To: ACS Certified Chemistry sequence

Department of Chemistry, College of Arts and Sciences

Effective May 18, 2026

B.S. in Recreation and Sport Management

From: Recreation Management sequence

To: Recreation and Sport sequence

School of Kinesiology and Recreation, College of Applied Science and Technology

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, 2025. 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, 2025. 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. Nutrition., 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.	Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)
	Information Systems, B.S.	
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)
	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	Society of Actuaries (SOA)
	Mathematics, M.S., Actuarial Science sequence	
Physics, Department of	Physics, B.S., Physics Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
Politics and Government, Department of	Legal Studies, B.S. Legal Studies, Minor in	American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
Psychology, Department of	School Psychology, Ph.D.	American Psychological Association (APA)
	Pre-doctoral internship in Professional Psychology at Illinois State University	
	Student Counseling Services	
	School Psychology, Specialist in (S.S.P.) School Psychology, Ph.D.	National Association of School Psychologists (NASP)
Social Work, School of	Social Work, Bachelor of (B.S.W.)	Council on Social Work Education, Commission on Accreditation (CSWE/COA)
	Social Work, Master of (M.S.W.)	

COLLEGE OF BUSINESS

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

COLLEGE OF EDUCATION

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

WONSOOK KIM COLLEGE OF FINE ARTS

UNIT	PROGRAMS	ACCREDITOR
Art, Wonsook Kim School of	Art, B.A., B.S. Art, B.F.A., Art, M.A., M.S. Art, M.F.A.,	National Association of Schools of Art and Design (NASAD)
Creative Technologies program	Creative Technologies, B.A., B.S. 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 reaffirmed by the Institutional Action Committee of the Higher Learning Commission (HLC), extending the University's accredited status through the 2034–2035 academic year. 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 to the Higher Learning Commission's request for an interim report on institutional assessment processes, Illinois State University has undertaken a coordinated, collaborative effort involving the University Assessment Services (UAS), Assessment Advisory Council (AAC), and the Provost's Office. Working together, these groups have reviewed feedback from the HLC peer review team, inventoried existing assessment practices, and aligned improvement efforts with both accreditation expectations and institutional priorities. This work has emphasized clarifying and sustaining expectations for assessment, simplifying and streamlining reporting processes, strengthening the integration of assessment with academic program review, and enhancing the centralized review and use of assessment data. Guided by faculty leadership through the AAC and supported by UAS and the Provost's Office, this initiative reflects a shared commitment to fostering a culture of evidence, continuous improvement, and meaningful use of assessment results to support student learning and institutional effectiveness. The University will submit a monitoring report in December 2026.

ACADEMIC PROGRAM SUPPORT AND GROWTH

With the launch of *Excellence by Design: 2024–2030*, 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.

Illinois State University is advancing several strategic initiatives to expand access and accelerate pathways to degree completion. The recently launched Business Administration (BUA) degree is expected to grow as partnerships with Heartland Community College strengthen its role as a feeder program. In the College of Arts & Sciences, work is underway to develop an online bachelor's degree centered on a broad social science curriculum, which would similarly benefit from collaboration with Heartland and support place-bound and adult learners. In addition, conversations at the state level are exploring the feasibility of three-year accelerated bachelor's degrees across Illinois public institutions. Implementation of this model would require changes to statewide higher-education policy and approval frameworks, potentially through revisions to Illinois Board of Higher Education administrative rules.

Master of Arts in Teaching (MAT) in Elementary Education

Illinois State University is advancing development of a proposed online Master of Arts in Teaching (MAT) in Elementary Education to expand access to initial teacher licensure for individuals who already hold a bachelor's degree in another field. Designed primarily for adult and place-bound learners, the program will integrate online coursework with structured, supervised clinical experiences aligned with Illinois State Board of Education requirements, culminating in eligibility for the Professional Educator License. Building on existing faculty expertise, partnerships with K–12 districts, and successful models for online teacher preparation, the MAT responds directly to documented statewide and regional teacher shortages—particularly in elementary education—while strengthening Illinois State's graduate offerings and workforce impact. The program leverages existing infrastructure and courses and is intended to enhance access, enrollment, and institutional responsiveness without duplicating existing undergraduate pathways.

B.A., B.S. in Film

Illinois State University is developing a proposal to elevate the existing Film and Digital Media sequence in the B.A., B.S. in Theatre to a standalone B.A., B.S. in Film, replacing the sequence and enabling students to graduate with a degree title that more accurately reflects the content, rigor, and professional relevance of their academic preparation. The initiative formalizes an established curriculum that integrates hands-on film production with the study of cinema history, theory, aesthetics, and global film cultures, preparing students for careers in film, television, and digital media as well as for advanced graduate study. The program does not lead to licensure or certification, and the distinction between the B.A. and B.S. follows University-level degree requirements rather than differences in Film coursework. This action enhances curricular coherence and market transparency without introducing new content or additional institutional cost.

College of Engineering

Illinois State University's inaugural class of 168 engineering students represents a strong initial cohort. Approximately 60% of students are pursuing Mechanical Engineering, with the remainder evenly split between Electrical Engineering and General Engineering—establishing a well-balanced academic foundation for the college's continued growth. The class reflects a broad range of backgrounds and experiences, with many students being the first in their families to attend college. Geographically, the cohort demonstrates both depth and reach. While Chicago is the most common hometown, students come from 98 different communities, highlighting the wide appeal and accessibility of Illinois State Engineering. Academically, this group arrives well-prepared, with an average high school GPA above 3.6 and average SAT scores exceeding 1200. They also bring a strong sense of curiosity and motivation that extends beyond the classroom into their interests and activities. From their first semester, these students have demonstrated initiative and achievement. Several are competing as NCAA Division I Redbird athletes, members of the Big Red Marching Machine, establishing new student organizations, and many have already secured paid engineering internships—gaining valuable industry experience very early in their academic careers. Looking ahead, this class—along with the cohort that follow—will benefit from a new, state-of-the-art \$59 million engineering facility opening in fall 2026. Designed with a student-centered approach, the building features modern laboratories, collaborative project spaces, classrooms, and dedicated student support areas. The facility will support current academic programs, enable the development of new offerings, and provide capacity for the planned continued growth of the College of Engineering.

GRADUATE EDUCATION

Graduate education remains a central component of Illinois State University's academic growth strategy, supporting advanced scholarship, workforce development, and pathways for student progression. A new process to allocate graduate tuition waivers has been implemented as a first step toward a more sustainable, coordinated approach to graduate funding. Graduate School tuition scholarships have been redesigned to complement these waivers and to support the recruitment and retention of students who are not awarded graduate assistantships. In addition, the appointment of a Graduate School Faculty Fellow for the coming academic year underscores the University's emphasis on advancing graduate curricula and expanding accelerated degree pathways.

Grad Bird Initiative

A new initiative, GradBird Guarantee, was piloted to support the retention of ISU high achieving undergraduate students to graduate programs through a direct admit process. The pilot began with four academic departments. 87 students with a GPA of 3.75 and above were invited to be part of this initiative. Nine students took advantage of this initiative despite no financial incentives being provided. This initiative was well received by the academic units. A fifth academic unit has since joined the pilot. Several academic units showed interest in adopting this initiative.

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 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, sixteen departments and schools have developed twenty-five accelerated programs (e.g., Creative Technologies, Criminal Justice Sciences, English, Economics, Geography, Geology and the Environment, Family and Consumer Sciences, Health Sciences, History, Information Technology, Kinesiology and Recreation, Languages, Literatures and Cultures, Mathematics, Marketing, Politics, and Sociology and Anthropology). Initial findings indicate these programs are successful at recruiting and retaining students to the University's graduate programs. The number of students enrolling in accelerated programs over the past 4 years has quadrupled.

RESEARCH AND CREATIVE SCHOLARSHIP

Illinois State University has a strong 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 are now even more explicit with the new goals outlined in *Excellence by Design*, Illinois State's strategic plan. The strategic plan calls for a bold commitment to further improve our excellence in scholarship and strengthen our position as a Carnegie-classified Research 2: High Spending and Doctorate Production institution. In the past year, Research and Sponsored Programs 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 2026, including a summer writing camp where faculty participants are sequestered for a weekend to focus on their writing. Research and Sponsored Programs also hosts Fourth Fridays for faculty to gather and dedicate time to scholarship. In addition, Research and Sponsored Programs has continued to work with the Academic Senate to identify efficiencies in policies and technology, updating the Grants & Contracts and Flow and Review of Grant and Contract Proposals policies; other policy updates regarding indirect cost recovery and individual scholar accounts are currently under discussion with the Comptroller and the colleges. Illinois State also increased contracts with community partners (including industry), which resulted in several research collaborations being formalized over the past couple of fiscal years via the Connected Communities and Illinois Innovation Network initiatives.

Supporting Interdisciplinary Research – The Accelerating Research and Creative Scholarship Program

This year marked the third year of the Accelerating Research and Creative Scholarship (ARCS) program with the call for proposals for the third cohort of ARCS projects. In fiscal year 2023, the provost committed more than \$3 million over the next seven 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. 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 complicated problems requires interdisciplinary approaches and scholars who can think outside of traditional disciplinary boundaries to create transformative solutions. This past year these projects have yielded 12 conference proceedings, one peer-reviewed publication, and four extramural grant proposals. There were four new proposals awarded this year, and we will evaluate productivity when first-year progress reports are submitted in fall 2026. These efforts will amplify the University's core strengths and expertise areas to help Illinois State University develop a national brand identity and enable Illinois State to impact society in beneficial and transformational ways.

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

The Adaptive Edge Institute

Launched in July 2025 under the Office of the Provost, the Adaptive Edge Institute has deployed more than a dozen AI-driven projects across every college in its first nine months, with a primary focus on student success initiatives.

The institute has built and deployed AI tutoring and advising tools at no cost to students, including a 24/7 AI tutor for ACC 131, a historically high-D/F/W gateway course; a dietetics advising chatbot for complex degree and credentialing pathways; and an AI access pilot providing 70 information technology students with premium coding tools they could not otherwise afford. Operationally, the institute has developed on-demand software solutions for campus partners, from an editorial style assistant for University Marketing and Communications to administrative analysis tools that have streamlined work across multiple colleges. Its most recent campuswide rollout, Deck-Check, is an AI-powered document accessibility remediation tool that automatically generates alternative text, flags decorative elements, and creates missing slide titles—directly advancing the University's commitment to inclusive access.

Alongside cloud-based tools like Microsoft 365 Copilot, the institute has established secure on-premises AI compute infrastructure, giving the University a high-security option for sensitive research data and institutional workflows. This hybrid approach ensures the University can meet the widest range of use cases as efficiently as possible, removing barriers for researchers and staff who need AI capabilities but are unable to use external platforms due to data security requirements.

The institute has trained more than 175 faculty and staff in Academic Affairs through its workshop series, Communities of Practice, and the Microsoft 365 Copilot pilot, contributing to a larger university AI literacy effort. The institute operates as an applied extension of the University's Responsible AI Committee, translating guidelines and policy into practical tools and workflows for Academic Affairs and other University partners. The institute currently supports two Adaptive Edge Institute Fellows for 2025-26, with one fellow continuing in 2026-27 and more than 20 affiliated faculty across the University. Plans to scale the fellowship program are underway as resources allow.

Academic Affairs Academy

The Academic Affairs Academy is a professional development and leadership initiative launched by the Office of the Provost to build institutional knowledge, leadership capacity, and cross-campus collaboration among faculty and staff within Academic Affairs. Implemented as a structured, cohort-based series during spring 2026, the Academy provides participants with a broad understanding of national and state trends in higher education and Illinois State University's role within that landscape, with particular emphasis on how the Division of Academic Affairs advances teaching, research and creative scholarship, and student success. Through facilitated sessions that blend presentations, interactive discussion, and small-group engagement, participants examine Academic Affairs as an integrated system, explore institutional funding and resource alignment, and identify strategies that support academic innovation, inclusive excellence, and student success. As a culminating component, participants develop initiatives they can champion within their units in direct alignment with the University's strategic plan, *Excellence by Design: 2024–2030*, reinforcing the Academy's role in strengthening leadership pipelines and promoting a shared, systems-level approach to academic planning and decision-making.

Provost Fellows Program

The Provost Fellows program, a leadership opportunity available to any tenured faculty member at Illinois State, continued during the 2025-2026 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.

This year's Provost Fellow, Dr. Anna Smith, Associate Professor in the School of Teaching and Learning. Dr. Smith has played a central role in advancing emerging technology initiatives and leadership development within Academic Affairs. As a member of the Steering Committee for the Responsible Use of Artificial Intelligence, she has led efforts to assess how faculty and staff are engaging with responsible AI in teaching, research, and operations, including the launch of a campuswide study featuring a voluntary faculty and staff survey. In collaboration with the Adaptive Edge Institute and Artificial Intelligence Advancing and Discovery in Education (Redbird AI-AIDE), Dr. Smith has supported a second round of Communities of Practice focused on responsible AI implementation and, with AVP Cutting, has met with college leadership teams to share updates on AI-related initiatives across the division. Dr. Smith also played a key role in the design and facilitation of the inaugural Academic Affairs Academy, leading scenario-based discussions that supported applied institutional problem-solving and leadership development among faculty and staff. In spring 2026, she is collaborating with the Adaptive Edge Institute to host listening sessions across colleges to inform future initiatives in AI and emerging technologies. In March, she presented with Dr. Roy Magnuson and David Giovagnoli at the Higher Learning Commission conference in Chicago on Illinois State's approach to responsible AI in higher education.

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 advance these goals, the University has implemented multiple student success initiatives focused on retention, academic progression, and time to degree. Completed efforts include development of a comprehensive Student Success Workplan, expanded winter session offerings, streamlined FTIC major change processes, and the launch of the Redbird Restart course for students on academic probation. Ongoing initiatives address systemic barriers through revisions to registration blocks, implementation of HighPoint degree planning software, redesigned math placement processes and developmental math courses, expanded supplemental instruction, and improvements to course scheduling practices. Collectively, these efforts enhance access, transparency, and academic momentum across the undergraduate experience.

HighPoint

HighPoint is being implemented in phases to enhance academic planning and advising effectiveness. The initial rollout includes the first two modules, which establish a foundation for degree planning and student tracking. In the coming year, the University plans to implement two additional modules—Advisor Relationship Management and Campus Experience. The Advisor Relationship Management module will support more proactive advising by enabling advisors to identify and address potential academic challenges before they escalate. The Campus Experience module will improve transparency for prospective and transfer students by clearly showing how prior coursework applies toward degree requirements, helping students understand pathways to completion before and after enrollment. Together, these enhancements strengthen advising, improve early intervention, and support informed decision-making throughout the student lifecycle.

Awarded Scholarship Software

This new scholarship software will allow students to complete one application for all Foundation scholarships. This will limit the time students need to spend searching and applying for scholarships. The software will also help department by giving more access to the information they need for making the scholarship offers. The system also allows for direct communication to students via e-mail and texting.

New General Education Implementation

The University moved up implementation of the revised general education program (Gen Ed 27) to Fall 2027 instead of Fall 2028 and focused on course mapping, identification of curricular gaps, and preparation for new categories such as Experiential Learning and Civic Engagement. Colleges worked with the Council for General Education to review expedited courses and develop new or revised courses where needed. In the coming year, Academic Affairs will finalize the general education course inventory, support units in submitting revised curricula, coordinate communication resources to prepare incoming students and advisors, and revise the assessment framework to align with the newly revised program. This initiative advances *Excellence by Design* by

strengthening foundational learning, improving curricular coherence, and aligning the undergraduate experience with the needs of today's diverse learners.

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, was comprised of 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 revenue in support of 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. The University engaged the campus community through town hall forums to gather input and foster transparency in the redesign process. The new budget model is slated for implementation in fiscal year 2027, positioning Illinois State to proactively manage financial resources and invest strategically for its future fiscal sustainability.

EXCELLENCE BY DESIGN: 2024-2030

As Illinois State University advances into the next year of implementing its strategic plan, *Excellence by Design: 2024–2030*, 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 campuswide commitment to continuous improvement, academic excellence, and the success of all members of the Redbird community. A new directive supported through *Excellence by Design* is an accompanying implementation plan that identifies metrics related to enrollment, retention, graduation, scholarly productivity, credit and noncredit-bearing program offerings, and internal and external engagement that the Division of Academic Affairs will be implementing in the coming year. Together, these efforts underscore Illinois State University's commitment to aligning academic initiatives with *Excellence by Design*, translating strategic vision and shared governance into measurable progress that strengthens student success and institutional excellence.

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 2023-2028

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 2025-2030

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*.

Goal 1 Prioritize People

Objective 1: Foster a learning community that respects and embraces equity, inclusion, diversity, and access among people, ideas, culture, and expression.

- Strategy A: Host regular forums for faculty, faculty associates, staff, and students to highlight their innovative research/teaching projects.
- Strategy B: Create and sustain partnerships with diverse communities to aid in student recruitment and retention efforts.
 - B.1: Continue to maintain and enhance collaborative relationships with community colleges.
 - B.2: Focus on our recruitment from historically underrepresented populations across all disciplines.
- Strategy C: Ensure marketing strategies and materials highlight diversity and promote inclusivity.
- Strategy D: Strengthen college-level supports for international students and faculty through targeted efforts.
 - D.1: Establish a formal partnership with the Office of International Engagement to offer internationalization resources and support within the College.
 - D.2: Focus on providing graduate international students with accessible and relevant services that fit their schedules and priorities.

Objective 2: Foster an intense sense of belonging among students, faculty, faculty associates and staff, both on and off campus, through ongoing communication and welcoming events.

- Strategy A: Prioritize consistent communication through various outlets (e.g., email, social media).
- Strategy B: Host ongoing, inclusive, accessible, and welcoming events both online and in person.

Objective 3: Develop supports for students, faculty, faculty associates, and staff centered on promoting and maintaining mental and emotional well-being.

- Strategy A: Collaborate with the Office of Health Promotion and Wellness to incentivize and/or gamify wellness challenges.
- Strategy B: Design, promote, and recognize social and civic engagement among students, faculty, faculty associates, and staff and across departments.

Objective 4: Promote a learning community that supports the academic and professional success of students, faculty, faculty associates, and staff.

- Strategy A: Encourage research and teaching collaborations between students, faculty, faculty associates, and staff throughout the college and teacher education.

- Strategy B: Develop and implement a consistent process for collecting and making public student, faculty, faculty associates, and staff accomplishments.
- Strategy C: Form a Research and Teaching Committee in partnership with the Graduate School to provide structured support and empowerment initiatives for graduate students in the College.

Goal 2 Embrace Our Partnerships

Objective 1: Foster collaboration between the college units and the Laboratory Schools to deepen learning, ensure innovative practices and promote an inclusive school community and culture.

- Strategy A: Outline a program which recognizes work between professors and faculty associates regarding curriculum, undergraduate student work, teaching practice, and progress towards an inclusive school environment.
- Strategy B: Report ongoing results of collaborative partnerships and research through existing college publications and digital media.

Objective 2: Cultivate and strengthen partnerships with Illinois school districts, particularly in areas of highest need. Areas of highest need includes geographic location (e.g., urban, urban emergent, rural); demographic need (e.g., multilingual learners, learners with special needs); and/or subject area need (e.g., STEM, LBS1).

- Strategy A: Seek opportunities to partner with at least 2 high need areas (e.g., urban, urban emergent, and/or rural) to enroll students in teacher training programs.
- Strategy B: Establish partnerships with schools with the highest need in order to share lessons, teachers, and/or teacher candidates to foster collaboration and promote student and teacher retention and success.

Objective 3: Foster relationships with local, state, and national organizations (e.g., government, non-profits) to enhance opportunities for faculty research and student learning.

- Strategy A: Seek private sector partnerships with organizations or advocacy groups to ensure teacher candidates are provided the opportunity to explore innovative, progressive and research-based approaches to teaching and learning in P-12 education.
- Strategy B: Develop new partnerships that promote research in education specifically focused on the needs of tomorrow's classroom.

Objective 4: Cultivate reciprocal international relationships to promote opportunities for learning, exchange, research, and teaching.

- Strategy A: Investigate possible partnerships with an international K-12 school systems and/or universities to promote teaching and research collaborations.

Goal 3 Promote Excellence in Educator Preparation and Outcomes

Objective 1: Prioritize curricula that reflect research on developing effective educators.

- Strategy A: Collect data about what stakeholders need (e.g., micro-credentials, paraprofessional opportunities) related to teacher and teacher leader preparation and development. Use this data to develop new initiatives that are in direct response to stakeholder needs.
- Strategy B: Develop a shared vision on how online learning should be used to deliver instructional content.
- Strategy C: Support faculty development and learning that will improve the knowledge and skills of existing faculty in online pedagogy & evidence-based practice.
- Strategy D: Support online and non-traditional student interest, enrollment, and advisement.

Objective 2: Facilitate a strong reputation in our college as training educators and leaders using curricula that are in close alignment with research and innovative ideas.

Strategy A: Recommend that departments engage in ongoing curricular revisions based upon assessment data and research on changing teaching practices.

Strategy B: Recognize teaching practices delivered by faculty that model innovation in teaching pedagogy.

Objective 3: Encourage faculty and administration engagement in committee and legislative work at the state level as it relates to teacher licensure and education pathways to initial licensure and subsequent endorsements.

Strategy A: Disseminate ongoing updates from CTE and faculty presently involved in state level committee work.

Strategy B: Encourage faculty involvement in state level committees through a reduction in internal service commitments.

Objective 4: Prioritize clinical work that engages students in positive, affirming, and asset-oriented classrooms and that connect program curricula with classrooms.

Strategy A: Create opportunities for students to nominate/celebrate/acknowledge exceptional models of teaching at end of each clinical semester.

Strategy B: Collect data pertaining to clinical sites that will inform decision-making for future placements.

Goal 4 Ensure Accountability

Objective 1: Establish a quarterly communication protocol between leadership and faculty, faculty associates, and staff to increase transparency and trust.

Strategy A: Increase the frequency of leadership-led communication sessions (newsletters, administration-led meetings) from current levels to at least 3 sessions per year, with faculty, faculty associates, and staff engagement rate of 75% or more.

Objective 2: Reduce duplicative services and streamline resource allocation by establishing a college-wide resource coordination committee.

Strategy A: Seek opportunities to decrease spending on duplicative services.

Objective 3: Develop and promote training on integrating educational technology, including AI, into college curricula.

Strategy A: Encourage participation in trainings, and track the percentage of faculty, faculty associates, and staff completing technology training annually and the percentage of courses updated to incorporate innovative technologies.

Objective 4: By 2027, reduce turnover in leadership positions and establish advocacy efforts for stable leadership at the dean level.

Strategy A: Track leadership retention over a 5-year period and establish an advocacy initiative for stable leadership, such as leadership development programs.

Goal 5 Lead by Example

Objective 1: Advocate for the state to increase support for teacher education while reducing or eliminating unfunded mandates.

Strategy A: Develop a proactive coalition of stakeholders to advocate in Springfield for increased funding.

Strategy B: Gather the stories and data to convince state legislators that it is in the state's best interest to better fund teacher education.

Objective 2: As an education leader in Illinois, develop and implement programming to improve public perceptions and attitudes toward public education and PreK-12 educators.

Strategy A: Develop a media campaign to promote stories of teaching and education to the local and national media.

Strategy B: Conduct public outreach with high school teacher/education clubs in education agencies throughout Illinois.

Objective 3: Develop strong partnerships with regional and national education professional organizations and non-governmental organizations.

Strategy A: Generate a list of potential partner organizations.

Strategy B: Identify 3-4 organizations from the list to initiate partnership conversations and identify 1-2 faculty or staff members to spearhead partnership conversations with each of the organizations.

Objective 4: Develop formal and informal approaches for supporting PreK-12 teacher and administrator induction and retention.

Strategy A: Conduct a needs assessment to determine what supports alumni and local education agency partners need and want.

Strategy B: Compare the results of the needs assessment with the College's current capacity and identify the 2-3 induction and retention supports that will have a meaningful impact AND are feasible with available resources.

Strategy C: Evaluate the implemented induction and retention supports to determine success.

WONSOOK KIM COLLEGE OF FINE ARTS STRATEGIC PLAN 2024-2030

College Vision Statement

The Wonsook Kim College of Fine Arts will be a national leader in the education of exceptional creative professionals who are resilient, innovative, and generously engaged in their communities.

College Mission Statement

The purpose of the Wonsook Kim College of Fine Arts is to shape the next generation of creatives whether a painter or player, entrepreneur or engineer. We do this through our traditional studio programs, our teaching programs, and our tech-forward programs, preparing graduate to advance culture, drive innovation, and lead with purpose.

Strategic Directions

Strategic 1: Cultivate a Culture of Success and Belonging

1. Champion student success by strengthening retention and timely degree completion while advancing innovative, workforce-aligned learning models that integrate AI and expand pathways to graduation across all programs.
2. Advance inclusion and belongingness by closing retention and graduation gaps for students while measurably strengthening an college-wide culture of belonging.
3. Promote a community of well-being by embedding the eight dimensions of wellness into curricula, co-curricular experiences, and capital projects aligning interdisciplinary initiatives, general education, and facilities design to support students' social, intellectual, and occupational thriving.
4. Bolster faculty and staff success by cultivating a connected, growth-oriented culture that prioritizes professional development, recognition, and long-term retention.

Strategic 2: Foster a Culture of Responsible Stewardship

1. Improve efficiencies by developing data-informed planning tools, consolidating and standardizing shared resources, and advancing coordinated infrastructure and digital innovation to strengthen academic quality and financial sustainability within the new resource allocation model.
2. Advance strategic enrollment management by right-sizing graduate programs, expanding international engagement, and accelerating philanthropic growth to sustain access, scholarships, and long-term vitality for the college.
3. Invest in infrastructure and operational resiliency by advancing long-term facilities reinvestment while aligning financial planning and shared-resource strategies to ensure continuity and stability.
4. Expand our commitment to a culture of sustainability by implementing a college-wide plan and increasing shared-resource participation to reduce waste, model responsible stewardship, and embed sustainable practices across operations.

Strategic 3: *Elevate Institutional Excellence*

1. Increase the impact of our scholarly and creative productivity by strengthening accreditation, expanding and celebrating faculty output, amplifying public storytelling and brand visibility, and coordinating strategic support for external funding and interdisciplinary collaboration.
2. Meet the needs and aspirations of today's learners by expanding flexible, accessible, and interdisciplinary program offerings including graduate, online, micro-credential, and community-engaged pathways that respond to emerging creative fields and diverse student populations.
3. Enhance institutional recognition by strategically promoting faculty, student, and program achievements, elevating national visibility, and supporting professional accolades and leadership engagement to strengthen the college and Illinois State University's reputation.

Strategic 4: *Expand Mutually Beneficial Partnerships*

1. Foster coordinated internal engagement by expanding interdisciplinary collaboration, updating policies to support cross-cutting research and creative work, and developing centers and initiatives that connect faculty, staff, and resources across the college.
2. Enhance a culture of philanthropy by deepening alumni and donor engagement through structured programs, targeted outreach, and coordinated stewardship strategies that support sustained giving and long-term college growth.
3. Target external engagement by expanding civic, industry, and community partnerships, increasing experiential and co-curricular opportunities, and strengthening state, educational, and professional collaborations to advance the college's reach and impact.

MENNONITE COLLEGE OF NURSING STRATEGIC PLAN 2024-2029

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

<u>Programs</u>	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)
<u>GPCC</u>	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 Neubrandner • 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

<u>Strengthen Infrastructure of Research</u>	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 Neubrandner • College Research Committee FY 24-29 Implementation Team • College Research Committee • Associate Dean for Research • MCN Marketing Team
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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

<u>Explore, Expand, and Foster Clinical Partnerships</u>	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 Neubrandner 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
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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

<u>Build Community and Belonging within the College</u>	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 Neubrandner • Kileigh Guido • Mary Dyck • Teresa Novy • Matt Rutherford
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	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 Neubrandner • 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 Neubrandner • 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 inequitable practices and rebuild an environment that encourages DEI for marginalized communities.
 - i. Create and publicize DEI plan(s) for Milner Library.
 - ii. Review and update library policies as related to patron interaction.
 - iii. Support the continued development of the Milner Inclusion, Diversity, Equity, and Access (IDEA) Committee.

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

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

Objectives with Action Steps

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

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

Objectives with Action Steps

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

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

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

Objectives with Action Steps

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

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

Objectives with Action Steps

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

GRADUATE SCHOOL STRATEGIC PLAN 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 2025-2026 PROGRAM REVIEWS

During academic year 2025-2026, program review self-study reports were submitted by 13 academic programs. One research or service center was scheduled for review during the 2025-2026 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 2024-2025 and submitted to the committee in fall 2025. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2025 and continuing through April 2026. In April 2026, 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 2025-2026 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 CYBERSECURITY
Classification of Instructional Programs (CIP) Code: 11.1003
Computer and Information Systems Security/Auditing/Information Assurance

OVERVIEW

The B.S. in Cybersecurity is offered by the School of Information Technology within the College of Applied Science and Technology at Illinois State University. The School houses four undergraduate majors and contributes to several interdisciplinary programs, giving Cybersecurity students access to shared learning resources, specialized laboratories, and active student organizations. The program is designated as a National Center of Academic Excellence in Cyber Defense Education (NCAE-CDE) by the NSA and DHS, reflecting its alignment with national standards in cybersecurity education.

The Cybersecurity curriculum provides a rigorous, hands-on education in protecting information systems, integrating foundational coursework in programming, networking, and systems with advanced study in digital forensics, penetration testing, cryptography, and incident response. Students complete 79 required credit hours, including a professional practice experience typically fulfilled through an internship. Graduates emerge prepared for entry-level roles such as security analysts, penetration testers, or incident responders, and are well positioned for continued study in cybersecurity or related fields.

Enrollment, Fall Census Day, 2018-2025
Cybersecurity, B.S., Illinois State University
First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	235	296	316	304	303	327	336	353

Degrees Conferred, Graduating Fiscal Year, 2018-2025
Cybersecurity, B.S., Illinois State University
First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	7	25	58	64	85	68	74	58

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

Over the last three years, the faculty of the School of Information Technology (IT) reviewed and updated the School's strategic plan as well as the Cybersecurity program's assessment plan. The self-study also looked at data from regular surveys of students and employers through a recruiter survey, a student success survey, and an internship program survey. Additionally, the assessment data collected in recent years was analyzed along with the minutes of the regular meetings at which faculty discuss the assessment data. Dr. Yousra Javed and the School Director then prepared the report with feedback from other Cybersecurity faculty.

Program curriculum

The Cybersecurity Major is designed to give students the knowledge and tools necessary for protecting information and information systems. The major provides education for protecting the confidentiality, availability, and integrity of information using technology, people, and policy. A minor is not required. Any student interested in graduate school should discuss options with faculty and an academic advisor during their junior year.

- Minimum required credit hours: 79 credit hours
- Hours required for graduation: 120 credit hours
- IT Courses: 56 credit hours (a C or better is required in ALL major Courses)
- IT elective: 3 credit hours
- 6 credit hours Professional Practice
- Supporting Requirements: 23 credit hours o Math & Stats (11 credit hours)
 - Communication & Organization (12 credit hours)
 - IAI Requirements: 42 credit hours

Program faculty

- **Dr. Yousra Javed** (Ph.D. The University of North Carolina at Charlotte): Associate Professor of Cybersecurity.
- **Dr. Sumesh Philip** (Ph.D. in Computer Science and Engineering, the State University of New York (SUNY) at Buffalo, Amherst): Associate Professor of Cybersecurity.
- **Dr. Dmitry Zhdanov** (Ph.D. in Business Administration, the University of Minnesota): State Farm Endowed Chair in Cybersecurity.
- **Dr. Sean Sanders** (Ph.D. in Computer Science and Engineering, the University at Buffalo, SUNY): Assistant Professor of Cybersecurity.
- **Dr. Rudra Prasad Baksi** (Ph.D. in Computer Science and Engineering, the University at Buffalo, SUNY): Assistant Professor of Cybersecurity.
- **Dr. Saikath Bhattacharya** (Ph.D. in Computer Engineering from the University of Massachusetts Dartmouth): Assistant Professor of Cybersecurity.
- **Dean Plumadore** (M.Sc. in Applied Computer Science from ISU and a Project Management Professional certification): Lecturer.
- **Dr. Will Lewis** (Ph.D. Florida State University): Assistant Professor of Information Systems.

Program goals and quality indices

The Cybersecurity program is dedicated to graduating people who will:

- Be a successful practitioner in cybersecurity-related field or accepted into a graduate program.
- Engage in professional development through continuing education, certifications, professional organizations, or experience.
- Be characterized by effective leadership skills and high standards of ethics.
- Live and work as contributing, well-rounded members of society.

The Cybersecurity program contributes to the mission and values of Illinois State University in many ways. The program offers an excellent education in Cybersecurity that could only be found in a larger university setting. It does so with relatively small classes and opportunities to work with faculty on research that are seldom found in a large university setting. The program maintains high standards for its students, and faculty engage in cutting edge research areas such as AI/ML for Security & Security for AI, IoT and Network security, Cryptography, Human factors in cybersecurity and privacy. Program graduates work in a wide variety of industries throughout Illinois as security operation center analysts, penetration testers, and IT administrators. The School of Information Technology is designated as a National Center of Academic Excellence in Cyber Defense Education (NCAE) by the National Security Agency and the Department of Homeland Security. The enrollment in the program continues to increase over the past four years. These goals are mapped to the student learning outcomes for the program.

Student learning outcomes assessment plan and process

There is an assessment committee that oversees the assessment process and approves assessment plan changes (after the program faculty have approved the plan). The assessment committee is responsible for reaching to the faculty teaching relevant courses, who are responsible for collecting assessment data.

Student learning outcomes:

At the time of graduation, a student in our Cybersecurity program will be able to:

1. Analyze a complex computing problem and to apply computing principles and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments based on legal and ethical principles in computing practice.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply security principles and practices to a system's environment, hardware, software, and human aspects.
7. Analyze and evaluate systems concerning maintaining operations in the presence of risks and threats.

Specialized accreditation

The School of Information Technology is designated as a National Center of Academic Excellence in Cyber Defense Education (NCAE) by the National Security Agency and the Department of Homeland Security through 2026.

Responses to recommendations resulting from the previous program review

Since it is Cybersecurity program's first review, there are no recommendations resulting from a previous program review.

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

This is our first program review. The most dramatic change in the field is likely going to come from artificial intelligence. This new tool will impact curriculum as well as demand. We are working to develop a sequence in AI – both from the prospective of using AI to better protect digital assets as well as understanding the data leakage issues associated with AI use that is not well managed. While the job market may change in terms of desired skills, AI will not decrease the demand for cybersecurity majors.

Major findings of this program review self-study

Overall, we believe that the Cybersecurity program is doing well, albeit we do not have a previous review with which to compare our current state. However, there are opportunities for improvement. Our faculty are poised to engage in reflection and improvement.

There are many aspects of the program that are working well.

- The program continues to be accredited by the NCAE.
- The curriculum has been kept updated.
- The assessment plan has also been updated, and faculty have become more involved in the assessment process and especially in the process of considering assessment results and looking at pedagogical and curricular adjustments that may be suggested by the assessment process.
- The program remains popular with both prospective students and employers, as evidenced by the dramatic and sustained growth of the program's enrollment. Over 70% of graduates have completed internships, however, cybersecurity internships are difficult to obtain. Most students are doing computer science internships.
- We have also seen an increase the number of highly qualified students in the program, as evidenced by significant increase in participate in the honors program. Again, that has been an increase in terms of percentage of the growing student population, not just an increase in number.

We do have a few areas that would benefit from improvement.

- While the proportion of female students has increased, it remains below national patterns for the field. The program plans to strengthen outreach, engagement, and student-support practices to expand participation and retention across a wider range of students.

- We need to work on maintaining connections with our graduates. The School of IT struggles with this. We do attempt to collect data from graduating seniors but have obtained data from less than half of any graduating class. We have worked on our communication outward to alumni, a regular communication plan should be developed.

Initiatives and plans for the next program review cycle

We plan to do the following:

1. Improve recruitment and retention through expanded outreach, targeted engagement with student organizations, and enhanced support for all students interested in cybersecurity. For instance, we will collaborate with student organizations—including Women in Technology and Women in Cybersecurity—to provide workshops, networking, and hands-on learning that support student engagement across the program. Secondly, we will work to improve messaging to accepted students to communicate the strengths of the program effectively to all students. We will continue hosting CIHSCDC to expand early exposure to cybersecurity careers among K–12 learners. Additionally, we will create a specialized co-curricular opportunity.
2. Incorporate industry-aligned curriculum, and hands-on learning. To this end, we will monitor changes in the field and NCAE accreditation and update existing courses in the cybersecurity program to include modules that demonstrate skills needed by the industry. Additionally, we will update the course prerequisites and establish three-course tracks (namely AI and infrastructure) instead of one elective. We will also continue offering a research project class as an elective in order to facilitate participation of a wider range of Cybersecurity students in research (rather than relying only on independent study options). Lastly, we will encourage participation in national cyber competitions and cybersecurity conferences such as THOTCON, WiCyS, RSA, and DEFCON.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee has determined that the B.S. in Cybersecurity program at Illinois State University is in Good Standing.

The Academic Planning Committee commended the faculty, staff, and students for preparing a thorough self-study that evidences extensive collaboration across the School of Information Technology and aligns with the university's strategic plan.

The program holds the designation Center of Academic Excellence in Cybersecurity Defense Education (NSA/CDEA) and is one of only eight Illinois programs recognized by the NCAE-CDE. Both distinctions were noted as significant achievements that enhance the program's reputation and provide a competitive edge in student recruitment.

Since its first cohort in Fall 2017 (126 students), enrollment has risen to roughly 353 students for Fall 2025, making the unit the second-largest public cybersecurity offering in Illinois. Recruitment activities are coordinated at the school level through open houses, high-school cyber-defense competitions, and marketing outreach.

Retention rates for first-time-in-college (FTIC) students range from 77% to 87%, compared with a university average of about 81%. Transfer student retention is more variable (66%–95%). Graduation within four years sits between 70% and 80%; nearly all FTIC students graduate within five years. The Committee praised the summer academy, the resource center, the lifestyle floor in Manchester Hall with free Raspberry Pi kits, and strong support for relevant student organizations. However, the high DFW rate (approximately 50%) in IT 168, identified as a big barrier course, was noted repeatedly. While the program has begun initiatives such as the summer academy to address this issue, the Committee requested concrete outcome data and additional remediation strategies.

The curriculum includes an experiential learning component (IT 191 directed project/internship) that received commendation. EDI content is embedded in IT 214; the Committee encouraged infusing courses that explore

students' sense of belonging and address diverse and unique experiences. throughout other courses rather than concentrating them in a single class. Two new specialization sequences, one focused on artificial intelligence and another on infrastructure, topics, are under development, though formal proposals have not yet appeared in the curriculum system. The requirement that students earn a C or better in all prerequisite courses was discussed; the Committee suggested a review to ensure prerequisites reflect genuine skill needs rather than serving as enrollment-flow controls.

Faculty possess appropriate credentials and experience for delivering the program. Scholarly productivity remains strong, with a brief dip in 2021 attributed to COVID-19 disruptions and a subsequent rebound. Grant activity (e.g., NSF support since 2019) was highlighted as beneficial despite a temporary trade-off with journal output.

The self-study outlines clear program outcomes, curricular mapping, and a systematic assessment plan that identifies data collectors, reviewers, and timelines. Examples were provided showing how assessment results have informed curriculum revisions, outcome adjustments, and performance-indicator updates. The process is conducted at the school level, fostering collaboration among faculty teaching shared courses.

The primary delivery mode is face-to-face; a limited number of summer courses are offered online. No study-abroad or off-campus options exist. Committee members noted that expanding fully online offerings would require additional resources but was not deemed essential given the program's stable enrollment.

Among eight public Illinois institutions offering cybersecurity degrees, ISU ranks second in enrollment while maintaining the third smallest faculty complement yet still offers relatively small class sizes—a notable strength. The program's NCAE-CDE recognition places it among a select group of four public and four private programs statewide. Aspirational analysis identified two improvement areas: (1) create an environment where students of all genders can thrive —and (2) expanding hands-on learning opportunities. The self-study aligned its initiatives with these targets.

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, 2033.

Continue to refine your plan for enrollment management. The Committee notes that, consistent with national trends, enrollment in the program increased over the period of review. The program should integrate its enrollment-management plan with the university's credit-hour-based budgeting system.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The Committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including assessing the impact of recent revisions.

Develop a plan to identify and mitigate high DFW rates. The Committee recommends that the program (a) develop a detailed plan and outcome metrics for reducing the IT 168 DFW rate, (b) continue to monitor the recent modest decline in overall retention, (c) revisit the C-or-better prerequisite policy to ensure it reflects skill requirements, and (d) further embed EDAB content across the curriculum.

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 collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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.S. IN ENVIRONMENTAL HEALTH AND SUSTAINABILITY

Classification of Instructional Programs (CIP) Code: 51.2202

Environmental Health

OVERVIEW

The B.S. in Environmental Health and Sustainability program is housed in the Department of Health Sciences within the College of Applied Science & Technology at Illinois State University. At the undergraduate level, the department offers four majors: Environmental Health and Sustainability (B.S.), Health Informatics and Management (B.S.), Health Promotion and Education (B.S., B.S.Ed.), and Occupational Safety and Health (B.S.). The department also contributes to interdisciplinary initiatives across campus, allowing students from related fields to engage with foundational public health, environmental health, and healthcare systems coursework. At the graduate level, the department provides advanced study opportunities aligned with national professional standards and workforce expectations, integrating applied learning experiences and industry partnerships. All programs emphasize evidence-based practice, experiential learning, and career readiness, preparing graduates for professional roles that promote health, safety, and well-being in diverse community and organizational settings.

The B.S. in Environmental Health and Sustainability prepares students to identify, assess, and control environmental factors that affect human health, including air and water quality, toxic exposures, food safety, waste management, and emerging environmental hazards. The program integrates foundational sciences with applied laboratory, field, and data-driven coursework and requires a full-time professional practice internship that provides hands-on experience in environmental and public health settings. The degree is fully EHAC-accredited, and graduates are immediately eligible to sit for the Illinois Licensed Environmental Health Practitioner (LEHP) and National Registered Environmental Health Specialist (REHS) exams, supporting entry into careers in environmental protection, industrial hygiene, consulting, and governmental public health.

Enrollment, Fall Census Day, 2018-2025

Environmental Health & Sustainability, B.S., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	68	55	31	33	38	42	37	27

Degrees Conferred, Graduating Fiscal Year, 2018-2025

Environmental Health & Sustainability, B.S., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	20	22	23	17	8	10	4	9

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

The development of the self-study was a joint effort of the Environmental Health & Sustainability (EHS) faculty with assistance from the Department Chair. Input was collected from students, professional practice site supervisors, and members of the EHS Advisory Board.

Program curriculum

Environmental Health Program Website: http://illinoisstate.edu/majors/details.php?s=major-cast-environmental_health Degree Offered: B.S.

Courses provide necessary skills to address problems associated with indoor and outdoor air pollution, water pollution, food contamination, hazardous wastes, insect-borne diseases, occupational hazards, and chemical or biological terrorism.

Program faculty:

Yeunook Bae, PhD is an Assistant Professor of Environmental Health & Sustainability.
Guang Jin, ScD is a Professor of Environmental Health & Sustainability.
Liangcheng Yang, PhD is a Professor of Environmental Health and the Department of Agriculture.

Program goals

The goals of the EHS program are to provide a comprehensive academic program to prepare future EHS professionals to meet the needs of the State, the Nation, and the international community. They also include efforts to recruit and retain students through broadened outreach and support strategies and to prepare them to be successful in the future and to provide opportunities for students to receive individualized, hands-on learning opportunities. The final goal is to continuously monitor and improve the quality of the EHS program. Our program goals are a good fit with the *Illinois State University Strategic Plan Excellence by Design 2024-2029*.

Student learning outcomes assessment plan and process

Student learning outcomes assessment is a shared responsibility of the EHS faculty that targets compliance with our accreditation organization's (EHAC) Curricular Section standards as well as prepare graduates with competitiveness in the job market. Assessment data is collected from students in our required courses at different stage of their study plan, Environmental Health Professional Practice internship, their supervisors, and EHS academic advisory board. Possible changes to our curriculum are presented to our EHS academic advisory board and feedback from the board helps guide and finalize future initiatives.

Specialized accreditation

The Environmental Health program is accredited by the National Environmental Health Science and Protection Accreditation Council.

Responses to recommendations resulting from the previous program review

The recommendations from the previous program review were as follows:

- Plan to increase enrollment and student diversity
- Continue refining the student learning outcomes assessment plan
- Design and implement a system for tracking alumni
- Consider seeking ABET accreditation
- Plan for collaboration with Milner Library
- Continue student learning outcomes assessment

EHS has implemented a range of outreach and engagement strategies to expand the applicant pool and support student enrollment, these include development of recruitment materials in particular making short videos featuring current students and recent graduates talking about why they chose the program and experiences with the program and the career field, outreach activities in a range of high schools statewide to increase awareness of environmental health careers and support student interest in the program, handwritten welcome notes from faculty and current students to admitted students, tabling at regional middle and high school career expo, and targeted use of scholarships such as the Kris and George Byrns Environmental Health Scholarship Fund. EHS program also worked closely with CeMaST in a variety of CeMaST sponsored programs to introduce high school students into the program. Current EHS students are recruited as ambassadors and answer questions from prospective students and their families at Redbird Open House Days. In the falls when the new majors have arrived on campus, student ambassadors reach out to them again and offering help with getting around the campus and other assistance such as introducing them to various campus services and student clubs to foster a sense of community.

Student success and retention is another integral part of a healthy and diverse enrollment. The department of Health Sciences have a full-time student success coordinator, and the coordinator will communicate with EHS faculty when they notice any early signs of students struggling in classes so that timely intervention could happen. EHS faculty participate in a departmental committee focused on student engagement, support practices, and a positive

learning environment. EHS program also host student recognition and graduates' celebration events every spring where students are recognized for program level scholarship, academic accomplishment, leadership, service and participating in research, and graduates are presented with gifts from the program while they are reminded to leave their personal emails.

We have revised our student learning outcome assessment plan through 1) refining student learning outcomes, 2) mapping outcomes to core courses (and elective courses as supplemental), and 3) adopting targeted, direct assessment strategies at multiple points across the curriculum. All above program level outcomes have been mapped with core courses along with a few elective courses as supplemental with specific assessment tools/rubric at multiple points across the curriculum. The new assessment plan has allowed faculty to identify points within the curriculum at which curricular modifications could have the greatest impact on improving student learning with respect to the learning outcomes.

In addition to tracking of alumni by ISU's alumni services, EHS faculty has implemented a system for tracking program alumni and then using the system to enhance alumni networking. The development of the tracking and alumni networking system was based on information from its aspirational program analyses from last review cycle as well as consulting faculty from other academic programs in the department. Students are being asked for a permanent personal email address before they leave the university, either at the end of their professional practice or at the graduation celebration event. They are also encouraged to sign up for the LinkedIn group page and the EHS job list serv both are managed by the program director. Job listings and other updates are posted regularly on these venues. The student club faculty advisor maintains a Facebook site that is used for both students and alumni. Pictures of activities and events are posted on this site. EHS faculty always have had good rapport with students while they are in school and this connection continues after they leave the university, these personal connections between faculty and students have been an important part of alumni tracking and engagement.

In addition, the Department of Health Sciences also has a Formstack built on the departmental homepage for any alumni who are interested in reconnecting with the department/programs within the department to enter their contact information and how they want to contribute back.

Benefits observed with aspirator/comparator programs with ABET (Accreditation Board for Engineering and Technology) accreditation are very limited and doesn't justify the cost of seeking and obtaining ABET accreditation. As a result, we have not pursued and will not consider pursuing ABET accreditation. Since last review cycle, the EHS faculty have participated in discussions of collaboration with Milner library in terms of updating resources in EHS discipline in Milner library for both teaching and research purposes. In addition, the program director served two terms as a committee member in the University Library Committee and has had an excellent opportunity to learn and share services and collaboration opportunities with the Department of Health Sciences and EHS program including use of eTextbooks, Open Textbooks, database and open access publishing support. With active research activities, EHS faculty have used extensively of the ISU ReD, a digital repository that preserves, promotes and provides open access to the scholarly and creative output of the ISU community. EHS faculty also have worked with Milner library to allow public viewing access to a series of movies used in our events focused on supporting students in STEM fields.

The EHS faculty has been implementing the student learning outcomes assessment plan for this program review cycle and continued to utilize data collected through plan implementation to make program revisions as necessary.

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

The job market for environmental health professionals is projected to grow, with the Bureau of Labor Statistics (BLS) predicting a 6% growth between 2022 and 2032, faster than the average for all occupations, with an expected increase of 6,900 additional jobs annually.

Some fluctuation has been observed in our sub-disciplines. For example, we have seen a strong and stable demand in community Environmental Health jobs at both the local and national level. Our program has a strong national reputation, and as a result, certain Federal agencies such as the Indian Health Service routinely reach out to us for interns and recent graduates. An area that is seeing an increasing demand for graduates is in Industrial Hygiene,

working for government, industry or consulting. We have also seen an increase in the number of our graduates who are hired as Environmental Health and Safety professionals at small to mid-sized companies. These jobs give students the opportunity to do Environmental Protection work, but they must also be familiar with Industrial Hygiene and Safety to be successful.

Major findings of this program review self-study

1. The Environmental Health program has been successful in promoting collaborative research that involves our students. Currently, our program has a strong research agenda in the Department.
2. We have also developed a robust self-assessment program that integrates feedback from student professional practice and our Advisory Board.
3. Our program has also been successful in constantly seeking inputs and implementing improvements to our curriculum to assure that student academic preparedness matches the needs of employers.
4. We need to continue working on student enrollment, retention and success.

Initiatives and plans for the next program review cycle

1. Expand recruitment activities to increase student enrollment, retention in the program, and continue to support student success.
2. Expand activities to track and engage alumni.
3. Enhance curricular revisions/developments to explore opportunities for interdisciplinary collaborations.
4. Continue our strong research productivity and our success of including students in these projects.
5. Continue to expand our network of internship sites, especially in Environmental Protection.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee has determined that the Environmental Health and Sustainability program is in Flagged for Review.

The Environmental Health & Sustainability (EHS) unit is housed within the Department of Health Sciences, College of Applied Science & Technology. It offers a B.S. in Environmental Health & Sustainability, the only EHAC accredited undergraduate program of its kind in Illinois. The Academic Planning Committee acknowledges the substantial effort invested in preparing self-study. The self-study was judged to be well written, evidence based, and sufficiently comprehensive for the Committee's purposes. The Committee recognized the EHS program's strong research culture, its unique National Environmental Health Science & Protection Accreditation Council (EHAC) accreditation, and its commitment to the success of all our students.

The Committee repeatedly praised several aspects of the program. First, its full accreditation through EHAC until 2031 demonstrates compliance with national professional standards and provides graduates immediate eligibility for state licensed (LEHP – Licensed Environmental Health Practitioner) and national (REHS – Registered Environmental Health Specialist) examinations. Second, the Student Success Coordinator role was noted as an emerging best practice that enables proactive outreach to at-risk students and coordination of student ambassador activities. Third, faculty research productivity is strong: multiple grants from USDA, EPA, DOE and other agencies support undergraduate research, resulting in award-winning student projects, conference presentations, and coauthored journal articles. Finally, the assessment timeline and data collection process were commended for its systematic gathering of student reflections, supervisor evaluations, and advisory board feedback throughout each academic year

However, the persistent enrollment decline, and a largely static curriculum were deemed critical issues that must be addressed promptly to ensure long term viability. The agreed upon action items aim to secure sustainable growth, improve data transparency, and better align the program with emerging workforce demands. Therefore, the Academic Planning Committee flags the B.S. in Environmental Health & Sustainability for further review and requests that the Department of Health Sciences take the following actions and submit the following reports based on those actions.

Year 1 Report: Due October 1, 2027

Submit to the Academic Planning Committee via the Office of the Provost

Develop a Formal Enrollment & Recruitment Plan. The program's enrollment has fallen from a peak of ≈ 80 majors in 2017 to only 36 in 2024, well below the target range of 65-80 students and beneath IBHE thresholds for academic program efficiency and effectiveness. The Committee asks that the department and program leadership create a multiyear recruitment roadmap with measurable targets, expanded high school outreach, targeted shortform videos, and a clear articulation of career pathways. As part of this plan, we recommend that the program works to enhance marketing and visibility that differentiates EHS from the newer ESSS major in Geography.

Revise the Curriculum. Over the past eight years, only one curricular change (the proposal to make HSC 248 Occupational Health required) has been enacted. Suggestions to consider:

- Committee members expressed worry that the curriculum appears stagnant relative to evolving industry needs and that no systematic review of emerging topics (e.g., climate adaptation, data science) was evident. The Committee asks that the program faculty conduct a market scan of emerging environmental health topics; consider adding electives in data analytics, climate resilience, or a minor that lowers chemistry prerequisites.
- **Implement Supplemental Instruction for CHE 220.** The mandatory three chemistry courses—especially CHE 220 organic chemistry were repeatedly cited as a barrier that may discourage prospective majors. Offer structured tutoring, supplemental instruction sessions, or an online refresher module to reduce DFW rates and improve student confidence in the chemistry sequence.
- **Explore Alternative Delivery Modes.** Conduct a feasibility study for hybrid or accelerated programs, especially those with high enrollment potential. Even if full distance education is not pursued, a pilot hybrid offering could broaden access without sacrificing lab components.

Revise the Program Assessment Plan. While extensive assessment data are collected, the self-study provides little evidence that findings have led to concrete curricular or programmatic changes. The Committee therefore sees a gap between data collection and actionable improvement. Clearly identify how the assessment data collected each semester are explicitly linked to curricular adjustments.

Establish Systematic Alumni Tracking. The program relies on informal alumni contacts and occasional surveys; certification pass rates are not formally recorded. Committee members highlighted the need for a robust alumni database (e.g., Stepping Blocks) to better assess outcomes and inform recruitment strategies.

Year 3 Report: Due October 1, 2029

Submit to the Academic Planning Committee via the Office of the Provost

Progress Report regarding the implementation of the plans outlined in the Year 1 report. Outcomes of the recruitment activities, any curriculum revisions enacted, results of the chemistry SI pilot, and evidence of assessment “closing the loop”.

REVIEW OF THE B.S. IN HEALTH INFORMATICS AND MANAGEMENT
Classification of Instructional Programs (CIP) Code: 51.0706
 Health Information/Medical Records Administration/Administrator

OVERVIEW

The B.S. in Health Informatics and Management program is housed in the Department of Health Sciences within the College of Applied Science & Technology at Illinois State University. At the undergraduate level, the department offers four majors: Environmental Health and Sustainability (B.S.), Health Informatics and Management (B.S.), Health Promotion and Education (B.S., B.S.Ed.), and Occupational Safety and Health (B.S.). The department also contributes to interdisciplinary initiatives across campus, allowing students from related fields to engage with foundational public health, environmental health, and healthcare systems coursework. At the graduate level, the department provides advanced study opportunities aligned with national professional standards and workforce expectations, integrating applied learning experiences and industry partnerships. All programs emphasize evidence-based practice, experiential learning, and career readiness, preparing graduates for professional roles that promote health, safety, and well-being in diverse community and organizational settings.

The B.S. in Health Informatics and Management prepares students for careers managing health information, data systems, and administrative functions in healthcare settings. The program includes two on-campus sequences—Health Informatics, emphasizing information technology and data analytics, and Healthcare Leadership, focusing on management and administrative competencies—as well as a fully online RHIT-HIM sequence for certified RHIT professionals. All pathways are CAHIIM-accredited, include professional practice experiences, and qualify graduates to sit for the Registered Health Information Administrator (RHIA) credential.

Enrollment, Fall Census Day, 2018-2025

Health Informatics and Management, B.S., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Healthcare Leadership sequence						12	39	53
Health Informatics sequence	56	32	34	44	40	26	17	14
Registered Health Information Technician to Health Informatics and Management Online sequence	11	22	15	16	7	5	11	11
Total	67	54	49	60	47	43	67	78

Degrees Conferred, Graduating Fiscal Year, 2018-2025

Health Informatics and Management, B.S., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Healthcare Leadership sequence								5
Health Informatics sequence	18	18	10	4	7	12	12	5
Registered Health Information Technician to Health Informatics and Management Online sequence	5	1	5	11	8	5	5	1
Total	23	19	15	15	15	17	17	11

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-Study Process

The self-study process for the Health Informatics and Management Program was completed during a program review and implementation of revised program curricular requirements as required for accreditation from the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). The program review data and information contained in this report is based on the program as it was in the 2024-2025 year. Potential changes required by the CAHIIM revised standards that will be implemented starting in the Fall of 2027 are outlined in the appropriate sections of this report.

The program review process was a joint effort of the Health Informatics and Management faculty. Program Review assessment was discussed at Program Meetings throughout the 2024-2025 year. Student, employer, alumni, and key stakeholder input was gathered through surveys, meetings, and other methods.

Program Curriculum

Health Informatics Sequence

This sequence includes courses from the School of IT and is designed for students who have an interest in health informatics and data analytics. The basic HSC sequence of courses is the same as for the Healthcare Leadership Sequence. The IT courses provide additional knowledge and skills in information technology and data analytics.

Healthcare Leadership Sequence

This sequence includes courses from Economics and the Organizational Leadership program and is designed for students who have an interest in healthcare leadership and administration. The basic HSC sequence of courses is the same as for the Health Informatics Sequence. The economics and business courses provide additional knowledge and skills in leadership and administration.

RHIT-HIM Online Sequence

This sequence is designed for professionals who have completed an associate's degree program in Health Information Technology, who hold the RHIT credential, and who wish to pursue additional education and become certified as a Registered Health Information Administrator (RHIA).

All sequences meet the curriculum requirements for CAHIIM Accreditation and provide graduates with the ability to sit for the RHIA certification exam.

Program or Academic Unit Faculty

Jennifer Peterson, PhD, RHIA, ODS is a full-time professor and the program director for the HIM program who has taught in the program for over 32 years. Nichole Spack, MHA, RHIA is a full-time Assistant Instructional Professor who has taught in the program for 4 years. Quentin VanDermay-Kirkham, MS, RHIA is a full-time Assistant Instructional Professor who has taught in the HIM program for 4 years. Logan Frederick, MS, RHIA is a part-time, non-tenure track member of the faculty who has been teaching in the RHIT-HIM program for 12 years. Heather Segerstrom, RHIA, CCS is a part-time non-tenure track member of the HIM faculty who has been teaching both the outpatient and inpatient coding courses for five years.

Program Goals and Quality Indices

The HIM program is required to develop goals for CAHIIM accreditation in five key areas. The HIM faculty set goals, target outcomes, and steps to achieve these:

- Curriculum
- Faculty Development
- Students and Graduates
- Communities of Interest
- Advisory Committee

Each year, the HIM faculty hold a Program Evaluation Planning meeting, at which these goals are reviewed. At this meeting, goals may be revised, retired, or new goals may be added. A Program Evaluation Plan for the following year is reviewed. Indices used to assess progress towards these goals include senior, professional practice supervisor, graduate, and employer surveys; RHIA exam results; and course grades. Discussions regarding progress towards goals are held at biweekly program meetings, annual Program Evaluation Planning meetings, and HIM Advisory Committee meetings. Progress towards goals is also reported annually to CAHIIM.

Student Learning Outcomes Assessment Plan and Process

The HIM faculty work together to set, assess, and revise program-level student learning outcomes. CAHIIM accreditation for the HIM program requires a number of assessment activities to ensure student learning outcomes are met. The faculty work together throughout each school year on these assessment activities. CAHIIM also has an extensive set of required student learning outcomes or competencies. Each competency must be mapped to the curriculum, delivered at the required Bloom's competency level, and each competency must be assessed for development of the skill. The curriculum is reviewed annually at the Program Evaluation Planning meeting to ensure that 100% of the CAHIIM competencies are met at the required Bloom's level. In addition, data is reviewed on an ongoing basis to ensure that student learning outcomes are met. This includes the above noted surveys (senior, professional practice supervisor, and graduate), RHIA exam results, and student grades.

Specialized Accreditation

The HIM program is accredited by CAHIIM. The last accreditation date was March 28, 2019 with the next accreditation cycle being 2029-2030.

Responses to Recommendations Resulting from the Previous Program Review

Actions taken in response to the previous program review include the following. Based on ongoing evaluation of the curriculum changes made in 2018 and decreasing enrollment, a sequence was added to the HIM program, Healthcare Leadership, and the existing sequence, Health Informatics, was revised. This has improved enrollment and better meets the needs of students and the profession. While attempts have been made to increase certification examination pass rates, decreasing numbers of graduates taking the exam has continued to make this a challenge. This is a national issue that is currently being reviewed. Time to degree has improved over the review period. It is felt that the changes made with the sequences in the program will continue to improve this metric. Also, as the program grows, classes may be able to be offered more than once a year which will also improve this rate. Multiple actions have been taken to increase RHIT-HIM enrollment. A number of articulation agreements with community colleges have been put in place, marketing has continued, and a review of similar programs has shown that ISU is competitive in this market.

Changes in the Academic Discipline, Field, Societal Need, and Program Demand

The HIM field continues to grow and evolve along with the fast-changing world of healthcare. HIM graduates have a wide variety of career paths they can follow. The new sequences seem to be majors more high school or transfer students are aware of and seeking out. These sequences also prepare students for high-demand careers. The ISU HIM Program has made appropriate changes to the program to keep up with the fast-changing world of healthcare, maintain CAHIIM accreditation, maintain the ability of graduates to seek the RHIA credential, and provide graduates with a highly desired set of skills.

Major Findings of this Program Review Self-Study

The HIM program has undergone significant changes since the last Program Review. A new sequence was added and the existing sequence was revised. Challenges have been faced from external sources, including CAHIIM and AHIMA. Ongoing assessment and improvement activities have enabled the program to weather the challenges and end this program review period healthy and strong. Enrollment has increased in both the on campus and online sequences, support for the program is strong, and program graduates are meeting job market needs.

Initiatives and Plans for the Next Program Review Cycle

The following strategic initiatives and actions have been identified for the next program review cycle:

1. Make appropriate curriculum changes to align with new CAHIIM Curriculum competencies and the Future Education Model
2. Implement the new Department of Health Sciences Professionalism policy in line with the new CAHIIM Curriculum competencies
3. Work to develop creative and novel professional practice and other “real world” experiences
4. Monitor RHIA exam participation and pass rates to assess value of continuing HIM program with CAHIIM accreditation
5. Consider the addition of a certificate, minor, or master’s program

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the Health Informatics and Management (HIM) program is in Good Standing.

The Academic Planning Committee commends the faculty and staff of the Health Informatics and Management 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 Department of Health Sciences. The self-study was judged to be well written, evidence-based, and sufficiently comprehensive for the Committee’s purposes; no follow-up report was deemed necessary at this time.

The Committee commends the program for maintaining continuous CAHIIM accreditation of the Health Informatics and Management (HIM) program at Illinois State University. All three HIM sequences—Health Informatics, Healthcare Leadership, and the RHIT-HIM online track—meet current CAHIIM competency requirements, making graduates eligible to sit for the Registered Health Information Administrator (RHIA) exam. Recent licensure outcomes show a mixed picture: pass rates have fluctuated from a high of 79% in 2017–18 to a low of 33% in 2020–21, while the proportion of graduates electing to take the RHIA has dropped sharply (42% of 2022 grads, 29% of 2023 grads, and only 14% of 2024 grads). The program continues to monitor these trends, adds mock-exam pre-tests, uses Cengage MindTap resources, and encourages early testing authorizations, but the declining exam-take-up remains a national challenge.

The Committee noted that the HIM program experienced an overall decline in enrollment followed by a measurable rebound. The recovery was attributed to a multi-pronged recruitment effort that includes targeted outreach tables, partnerships with OSF Health and Advocate Health, and especially the development of articulation agreements with community colleges. These agreements were highlighted as a key driver for attracting new students and stabilizing headcount, although the program’s small size means percentage changes can appear dramatic when only a handful of students are added or lost. The reviewers also observed that the program’s enrollment figures remain above the state-defined “at-risk” threshold, but they encouraged continued monitoring of both total enrollments and the composition of the student body, particularly to ensure open access and transfer pathways to all students.

The Committee commends the program faculty and staff for their work to strategically restructure the curriculum into two distinct on-campus sequences - Health Informatics (IT-focused) and Healthcare Leadership (management-focused). This redesign reversed a prior enrollment decline, growing total headcount from 32 students in 2019 to 56 in 2024, and aligns both pathways with all current CAHIIM competencies. Student-support mechanisms were repeatedly praised. The program provides systematic tutoring for high-DFW courses such as IT 168, secured CAST DEBI grant awards to offset practice-experience costs and instituted a text-based alumni-survey method that lifted response rates to roughly 75%. Co-curricular offerings, including the HIM Association student organization, service-learning projects with local health systems, and limited study-abroad experiences tailored to professional placements, demonstrate an effort to build community and broaden learning contexts. Reviewers suggested expanding these supports (e.g., formalizing the tutoring model, increasing scholarship resources) and documenting outcomes more quantitatively.

The curriculum was described as highly responsive to evolving industry demands. Faculty have shifted programming from Python to Java, introduced a new healthcare-leadership sequence, and revised problem courses (e.g., IT 168) after identifying persistent DFW rates. The program aligns its outcomes with accreditation requirements and embeds equity, diversity, access, and Belonging (EDAB) content throughout the coursework. However, the discussion highlighted two gaps: the absence of undergraduate certificates or minors that could provide stackable credentials without extending time-to-degree, and a relatively high total credit-hour load for many students—often exceeding 120 hours because transferred courses do not count toward the HIM sequence. Addressing these issues (e.g., expanding certificate pathways, revisiting transfer-credit policies) would improve flexibility and reduce time-to-completion.

The Committee praised the program's robust assessment infrastructure: regular data collection, reflective analysis, and concrete use of results to inform curricular changes. The transition to embedded assessments within Canvas was noted as a forward-looking improvement that should streamline evidence gathering. Nonetheless, Committee recommends the inclusion of external benchmark data (regional or national enrollment, graduation, licensure, and employment metrics) to substantiate internal claims and guide future planning. Strengthening the feedback loop by systematically linking assessment outcomes to specific action items and documenting those actions in subsequent reports was identified as a key area for continued development.

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, 2033.

Continue to refine your plan for enrollment management by integrating external benchmark data (national and regional HIM enrollment, graduation, licensure-pass, and job-placement statistics) into annual self-studies. Use these benchmarks to set realistic enrollment targets, identify gaps between internal and external trends, and guide recruitment-and-retention strategies.

Continue to focus on student success and retention with a four-year graduation-rate improvement plan that (1) pinpoints bottlenecks such as high-DFW courses and transfer-credit gaps, (2) pilots remedial advising, accelerated pathways, or supplemental tutoring in those courses, and (3) monitors the impact on four-year graduation percentages each academic year.

Continue to review and revise the curriculum by (a) developing undergraduate certificates or minors (e.g., Health-Data Analytics, Informatics Leadership) that dovetail with existing sequences and add marketable credentials without extending time-to-degree, and (b) expanding articulation agreements with community colleges to approve a larger set of transfer courses toward the HIM curriculum, thereby reducing total credit-hour requirements.

Continue to develop faculty capacity by creating a faculty-succession plan: recruit additional full-time or adjunct instructors for high-enrollment courses, establish mentorship pipelines for junior faculty, and ensure instructional diversity—especially for the fully-online track—to sustain program quality as enrollment fluctuates.

Continue implementing and refining the student learning outcomes assessment plan while strengthening licensure preparation: embed licensure-exam content early in courses, schedule dedicated exam-prep workshops each semester, and track participation and pass rates to demonstrate improvement in licensure outcomes.

Continue collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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 by leveraging external benchmark data and alumni career outcomes to keep curriculum aligned with industry needs, and by expanding advisory-board activities that inform the new certificate/minor pathways and articulation agreements.

REVIEW OF THE B.S. IN BIOLOGICAL SCIENCES
Classification of Instructional Programs (CIP) Code: 26.0101
 Biology/Biological Sciences, General

OVERVIEW

The B.S. in Biological Sciences is housed in the School of Biological Sciences within the College of Arts & Sciences at Illinois State University. The School of Biological Sciences offers a comprehensive set of academic programs spanning undergraduate and graduate education. At the undergraduate level, the School offers a Bachelor of Science in Biological Sciences with multiple specialized sequences, along with opportunities for undergraduate research and interdisciplinary engagement. The School also contributes to campus-wide initiatives and collaborates with related units to support students pursuing science-focused pathways across disciplines. At the graduate level, the School provides two research-intensive degree programs: the Master of Science (M.S.) in Biological Sciences and the Doctor of Philosophy (Ph.D.) in Biological Sciences. Both programs emphasize original, faculty-mentored research, advanced scientific training, and broad exposure to the major subdisciplines of biology. Graduate students may pursue sequences in areas such as Behavior, Ecology, Evolution & Systematics; Molecular and Cellular Biology; Neuroscience and Physiology; and other specialized fields aligned with faculty expertise. Together, these programs prepare students for careers in research, industry, education, and government while contributing significantly to the School's teaching and research missions.

The B.S. in Biological Sciences program at Illinois State University provides a rigorous, concept-driven undergraduate education grounded in the AAAS *Vision and Change* framework, emphasizing evolution, structure and function, information flow, energy pathways, systems interactions, and the ability to apply the scientific method and quantitative reasoning. Students complete a common core of foundational coursework, including introductory biology, scientific research methods, and an evolution capstone, before pursuing one of five sequences: General Biology, Conservation Biology, Plant Biology, Physiology/Neuroscience/Behavior, or Zoology. The program distinguishes itself through exceptional undergraduate research involvement, historically engaging more than half of its students in faculty-mentored research supported by significant external funding. Enrollment has rebounded to approximately 540 majors, with notable increases in students from underrepresented groups, and strong four-year graduation rates among students who persist past the first year. Challenges include declining first-year retention and a high student-to-faculty ratio, which limit individualized research experiences and course availability. In response, the department has implemented the BioSuccess program to support new majors' academic skills and transition to college, and is pursuing additional tenure-track lines, prerequisite refinements, and long-term resource planning to sustain program quality and student success.

Enrollment, Fall Census Day, 2018-2025
Biological Sciences, B.S., Illinois State University
 First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Conservation Biology sequence	39	48	45	31	28	38	42	34
General Biology sequence	359	362	337	299	298	273	280	285
Physiology, Neuroscience, and Behavior sequence	88	101	97	96	98	109	114	112
Plant Biology sequence	6	7	8	3	3	9	8	10
Zoology sequence	73	78	80	81	81	83	95	99
Total	566	586	568	510	508	512	539	540

Degrees Conferred, Graduating Fiscal Year, 2018-2025
Biological Sciences, B.S., Illinois State University
 First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Conservation Biology sequence	2	7	14	12	11	18	7	14
General Biology sequence	82	76	52	66	60	57	64	54
Physiology, Neuroscience, and Behavior sequence	16	14	24	20	16	16	24	11
Plant Biology sequence	1	0	2	2	0	1	0	1
Zoology sequence	19	10	20	16	17	19	14	15
Total	122	107	112	116	104	111	109	95

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-Study Process

The self-study process involved collecting data from both direct and indirect sources. Current students were assessed for learning outcomes at multiple points in their academic career via a content quiz, assessment of technical writing skills in randomly collected lab reports, and via progress reports of student research projects. This will be used with data on enrollment, retention, and graduation of students in the program.

Program Curriculum

There are 5 sequences within the B.S. in Biological Sciences: Conservation Biology, Plant Biology, Physiology, Neurobiology, & Behavior (PNB), Conservation Biology, and General Biology. All students in the program must take the introductory courses BSC 196 and 197, a sophomore-level class on scientific research BSC 204, and BSC 305 (Evolution) as a capstone. Each sequence has its own specific course requirements for graduation (Appendix B) and this allows our students greater control over what subdisciplines of biology will be emphasized in their personal academic plan.

Program Faculty

The program had 27 full-time tenure-track faculty members in the Fall 2016 semester, but that number is now down to 21. The biographies of current faculty are included in Appendix A. All 21 members of the tenure-track faculty received terminal degrees and all performed post-doctoral research prior to their appointment at ISU. None of the faculty were hired prior to the completion of their PhD thesis defense, and each had garnered national or international recognition for their research at the time they were hired. The faculty reflects the diversity of the subdisciplines found within biology.

Program Goals

Our mission is to generate a greater understanding of how the natural world works and to disseminate that understanding to our students, the scientific community, and the greater community through our scholarship, teaching, and service.

Goals:

- 1) To promote a strong conceptual understanding of biology as well as the scientific method
- 2) To promote undergraduate scholarship through research projects under the supervision of a faculty mentor
- 3) To recruit students with strong academic records
- 4) To promote and support an inclusive academic environment that enables all students to thrive.

Program Quality Indices

The BSC faculty voted to adopt the learning objectives in the Vision and Change policy paper put forward by the American Association for the Advancement of Science (AAAS) for our B.S. program. The core concepts included are Evolution; Structure and Function; Information Flow, Exchange & Storage; Pathways and Transformation of Energy and Matter; and Interactions at a Systems Level. The two prioritized competencies that were adopted were Ability to Apply the Process of Science, and Ability to Use Quantitative Reasoning. We reasonably expect that students will gain an introductory level understanding of all the main concepts in their first-year courses, then build to an intermediate level understanding in a majority of the concepts and both competencies during 200-level courses and finally will reach an advanced level of understanding of two or three of the concepts in their area of emphasis. In addition to classroom and teaching lab instruction, we continue to emphasize the benefits of student participation in research to increase depth of understanding of concepts as well as hands-on practice with applying scientific methodologies, and Biological Sciences at ISU remains one of the top departments in the country at involving undergraduate researchers in externally funded research

Program Outcomes

Our main assessment is done through Cornell University's BIO-MAPS quiz, which was developed and validated to be an assessment tool specifically for the core concepts in the Vision and Change program, and thus for the learning objectives for the Biological Sciences B.S. program. Our curricular map shows that all the core concepts are covered at the introductory level in the combined BSC 196 and 197 freshman sequence. Students are then assessed when they take BSC 204 near the midpoint of their academic career. At this point, students have completed BSC 196 and 197 and have taken some 200-level courses. BSC emphasizes scientific research as a process, so at this point we would expect students to demonstrate an introductory level grasp of every core concept, and one or two core concepts along with science as a methodology at the low intermediate level. We expect the upper 200-level courses (200-level courses with prerequisites beyond BSC 196/197) to cover material at the higher intermediate level, and for 300-level courses, including our two capstone courses Evolution and Molecular Biology to cover one or two concepts at the advanced level. That is what we see in the data from the assessment quizzes.

The next component of our assessment regime was a survey of technical writing samples from beginning students and advanced students. Lab reports are randomly collected from students in BSC 197 lab and from 300-level labs. Lab reports are assessed with respect to level of technical writing, appropriate use of statistical methods, appropriate presentation of data, and reasonable interpretation of experimental results. We also review the written progress reports submitted by students performing faculty-mentored research in BSC 290.

Assessment Results

Our curricular map was supported by results of the assessment quiz. We observed scores for each of the core concepts consistent with the level of classes taken by the different cohort of students. Incoming freshmen scored in the low introductory level but had a great deal of variability within the groups

The technical writing abilities and quantitative analysis abilities of our students improves markedly between their early lab reports in introductory courses and their lab reports written as juniors or seniors. Significant improvement was observed in every measured aspect of technical writing over time.

Specialized Accreditation.

Biological science programs are not accredited or certified by a national organization, unlike some other science disciplines.

Responses to recommendations resulting from the previous program review

- a. Increase the percentage of program graduates admitted to professional schools

The faculty agreed to request a second academic advisor in BSC who would serve as the preprofessional advisor. Dr. Jeff Helms was hired in that role and acceptance rates for biology students applying to professional programs has increased.

- b. Develop a plan for maintaining and replacing high-cost equipment.
Unfortunately, due to multiple changes in budget policies regarding carryover funds coupled with reductions in the BSC operating budget, there has not been a one-size-fits-all solution, but rather a series of different approaches that is the best approach under the current budget rules and funding levels. It is vital for research in Biological Sciences that some long-term solution is reached.
- c. Continue and enhance recruitment and student-support strategies designed to broaden access to the program.
Participation has increased among applicants from a wide range of backgrounds. We will continue our recruitment efforts and emphasize the need for timely applicant information that supports effective outreach and advising.
- d. Develop and implement strategies to attract a wider range of applicants to faculty positions.
National trends indicate limited applicant diversity in some biology subfields.
- e. Identify and address unmet needs for timely access to research resources.
We curate the list of journals available through Milner every two or three years to assure that funds are going toward the journals of greatest use to current faculty members.
- f. Continue refining the student learning outcomes assessment plan.
We have followed this recommendation and switched from an in-house assessment tool to the online BIO-MAPS quiz through Cornell. We have also heeded the advice to focus on sustainability of the assessment methods and now collect fewer individual data points in any year.

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

Biology is still a very popular choice when high school students declare their major in college, and the job market for biologists is still strong. The biggest potential change would be if there were dramatic decreases in funding levels from federal agencies.

Major findings of this program review self-study

1. There has been a significant drop in student retention rates, especially first-year retention. Data from our assessment quiz and input from instructors of introductory classes suggest two main factors for this recent trend. First, many of our FITC students do not yet have many of the skills necessary to be successful in a college program. Next, there is a growing cohort of students enrolling in BSC 196 and 197 who are not academically prepared for our introductory classes. Lower assessment scores and lower exam scores in the classes are largely driven by a significant cohort receiving very low scores. If we can alleviate these situations, we should be able to increase our Fall-to-Fall retention rates.
2. We are down to only 21 tenure track faculty and have an effective student to TT line ration of 34:1. The reduction in faculty members has made it challenging to produce a course schedule that allows our students to move through the program on time, and it is beginning to affect our ability to offer undergraduate students an opportunity to perform research.
3. University and departmental efforts resulted in increased participation from students across a broader range of backgrounds. We will continue our efforts by working with Admissions.
4. Students who do stay in the program after the first year are very likely to graduate in four years. This further demonstrates that retention is the driving factor, not time to graduation.

Initiatives and plans for the next review cycle

1. To continue the BioSuccess experience that we piloted this semester. We will assess the successes and misses of this year's experience and make changes for next fall. See Section 2a in Student Success for a full description of BioSuccess.
2. To propose MAT 120 as a corequisite for enrollment in BSC 196 and 197. We believe that this will result in an increase in the retention rate by preventing students who are at the highest risk of failure or withdraw from enrolling in the class until they have time to adjust to college.
3. To petition vigorously for additional tenure track faculty lines. We are down six faculty members from nine years ago, and it is imperative that the trend be reversed.
4. To develop a long-term plan for maintenance and replacement of large equipment items once the university has settled on budget rules as well as future operating budget levels.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the B.S. in Biological Sciences program is in Good Standing.

The Academic Planning Committee commends the faculty, staff, and student representatives for producing a thorough self-study that demonstrates extensive collaboration across the department and clear alignment with college, institutional, and unit strategic plans. The self-study was judged to be well-written, evidence-based, and sufficiently comprehensive; no additional follow-up report is required at this time. Overall, the self-study identified a strong research culture, effective student-learning outcomes, and a commitment to continuous improvement. Enrollment has been relatively stable, with a modest dip during the COVID-19 pandemic followed by a rebound to near pre-pandemic levels. The department reports an increase in students historically under-served in higher education, from roughly 39% (Fall 2018) to 44% in the most recent year. Faculty numbers (approximately 21 tenure-track) are perceived as insufficient for the student load, and recent attempts to fill approved positions have been unsuccessful.

Learning outcomes are explicitly mapped to national standards (e.g., American Association for the Advancement of Science, AAAS) and a set of student learning objectives. Retention rates remain above national averages, though recent fluctuations have prompted a detailed analysis of causes. The department has begun addressing preparation gaps with the development of a new BioSuccess support course aimed at students entering with weaker mathematical backgrounds, and is considering adding a required Math 120 placement process for introductory biology courses and. The program boasts strong undergraduate-research participation (approximately 50% of students), a robust honors and scholarship infrastructure, and several co-curricular initiatives such as the Science-ISU Scholars program, STEM Ambassadors, and an outdoor-lab partnership with Normal and Bloomington.

The undergraduate program does not hold a specialized professional accreditation, but its curriculum is aligned with the expectations of graduate-level biology programs and relevant licensure requirements. The Committee notes that the program faculty report that no large-scale curriculum overhaul has been reported; recent changes consist of adding three 400-level electives and removing three low-enrollment or faculty-dependent courses. Faculty have introduced niche elective offerings that reflect individual expertise, but the Committee noted that streamlining these courses could improve staffing flexibility. The self-study provides little discussion of how rapid advances in biology (e.g., genomics, data science) are influencing the curriculum.

The department maintains a strong record of scholarly productivity, with faculty publishing an average of two peer-reviewed articles per year and securing a sustained flow of NIH grant funding (approximately 15 grants over the past decade). Professional-development participation averages two to three Center for Integrated Professional Development (CIPD)-approved opportunities per faculty member annually. A new faculty-mentoring program pairs incoming tenure-track scholars with experienced mentors, which the Committee praised.

A validated external assessment tool (Cornell University's Bio-Maps quiz) is administered pre-, mid-, and post-semester to track student learning gains. Technical-writing rubrics are applied to lab reports at the 100- and 300-level, providing additional evidence of student competence. The BioSuccess program was highlighted as a data-driven response to identified gaps in student preparation. The Committee recommends treating the assessment plan as a living document, ensuring clear feedback loops that link collected metrics to curriculum revisions, faculty development, and student-support interventions.

The program offers limited online or hybrid delivery, citing the hands-on nature of laboratory work as a barrier to distance education. Field experiences (e.g., Costa Rica rainforest study) and short-term outdoor labs are available, though participation numbers were not disclosed.

The self-study provides minimal information on alumni tracking or engagement. Committee members noted this as a significant gap, recommending the development of systematic alumni outreach (e.g., LinkedIn groups, speaker

series) to leverage graduate expertise for mentorship, networking, and identifying and reducing barriers to access and success so all students have equitable opportunities to thrive.

The department selected aspirational comparators (e.g., University of Miami Ohio, UC San Diego) that differ markedly in size and faculty-student ratios. The Committee advised using peer institutions of comparable scale and mission for more actionable benchmarking and suggested focusing on internal levers—such as curriculum refinement and faculty hiring—to address identified challenges.

Because the new budgeting structure rewards credit-hour generation, a reduction in enrollment, whether driven by higher admission standards or additional preparatory coursework, could unintentionally penalize the program's budget. The Committee advises that any proposed admission or curricular adjustments be paired with concrete, controllable initiatives (e.g., scaling the BioSuccess intervention, targeted faculty hires, or redesigning high-impact courses) so that improvements in student preparedness do not come at the expense of financial viability. Aligning resource requests with these measurable actions will allow the program to uphold academic standards while meeting budget expectations.

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, 2033.

Launch a focused recruitment drive. The program reports 21 tenure-track faculty for over 500 graduate and undergraduate students, creating high student-to-faculty ratios and limiting course-section flexibility. The Committee recommends that the program continue to develop and refine a coordinated hiring plan (targeted job ads, travel funds for candidates, and a "faculty welcome" onboarding package) to fill all approved positions within the next two review cycles.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Expand the BioSuccess support structure. Math preparation gaps are driving higher DFW rates in BSC 196/197; the department has already added a new 100-level "Fundamentals" course and are considering a placement process (assessing Math 120 level proficiency in formative math skills). Scale BioSuccess by adding tutoring labs, early warning alerts, and a summer bridge module for students entering with weak quantitative backgrounds.

Continue to refine your plan for enrollment management. The program should integrate its enrollment-management plan with the university's credit-hour-based budgeting system. Because lowering admission standards to improve student preparation could reduce credit-hour revenue and thus limit the resources needed for new tenure-track hires. The Committee recommends that the department model multiple enrollment scenarios (e.g., status quo, modestly higher admission standards, expanded BioSuccess support) and present the projected financial impact to budgeting officials before any policy change is enacted.

Continue to review and revise the curriculum. The Committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including assessing the impact of recent revisions. Implement a systematic, periodic curriculum review that includes an audit of low enrollment "niche" electives; retire any course with consistently small enrollment and replace it with modular content (for example in genomics, bioinformatics, or data science) that aligns with AAAS learning objectives. This approach will keep the

program responsive to advances in biology while improving staffing flexibility and supporting student learning outcomes.

Continue implementing, refining the student learning outcomes and strengthening feedback loops within your program assessment plan. The Committee recommends that the program faculty and staff continue implementing and refining the student learning outcomes assessment plan, while strengthening its feedback loops. The Committee urges faculty to (1) keep using the BioMaps quiz and technical writing rubrics throughout the next review cycle, (2) develop a “living assessment matrix” that links each metric to concrete actions—such as curriculum revisions, targeted faculty professional development, or enrollment in the BioSuccess support program—and (3) publish an annual summary that documents how the data informed those actions. Periodic evaluation of the plan’s effectiveness should be built in so that any needed modifications can be made promptly.

Refine comparator-selection methodology. The Committee notes that the aspirational comparators (e.g., Miami Ohio, UC San Diego) differ markedly in size and mission, reducing benchmarking usefulness. We recommend that the program faculty and staff reconsider their selection of peer institutions to improve alignment along factors like similar enrollment, faculty ratios, and Carnegie classification for future analyses.

Create an advising-effectiveness assessment tool. The self-study notes the absence of any formal measure of advising quality. Design a brief mixed-methods survey (student satisfaction, time-to-degree, retention) and embed it in the annual review of advising practices.

Continue collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Develop a systematic alumni-engagement program. Create a coordinated alumni network (e.g., LinkedIn group, annual speaker series, quarterly career-outcome survey) and formal advisory mechanisms that link alumni insights to curriculum updates, recruitment, mentorship, networking, and diversity initiatives. This will keep the program aligned with industry trends, enhance student-career pathways, and leverage alumni as a valuable resource for mentorship and outreach.

REVIEW OF THE M.S. IN BIOLOGICAL SCIENCES
Classification of Instructional Programs (CIP) Code: 26.0101
 Biology/Biological Sciences, General

OVERVIEW

The M.S. in Biological Sciences is housed in the School of Biological Sciences within the College of Arts & Sciences at Illinois State University. The School of Biological Sciences offers a comprehensive set of academic programs spanning undergraduate and graduate education. At the undergraduate level, the School offers a Bachelor of Science in Biological Sciences with multiple specialized sequences, along with opportunities for undergraduate research and interdisciplinary engagement. The School also contributes to campus-wide initiatives and collaborates with related units to support students pursuing science-focused pathways across disciplines. At the graduate level, the School provides two research-intensive degree programs: the Master of Science (M.S.) in Biological Sciences and the Doctor of Philosophy (Ph.D.) in Biological Sciences. Both programs emphasize original, faculty-mentored research, advanced scientific training, and broad exposure to the major subdisciplines of biology. Graduate students may pursue sequences in areas such as Behavior, Ecology, Evolution & Systematics; Molecular and Cellular Biology; Neuroscience and Physiology; and other specialized fields aligned with faculty expertise. Together, these programs prepare students for careers in research, industry, education, and government while contributing significantly to the School's teaching and research missions.

The M.S. in Biological Sciences is a selective, research-intensive, thesis-based program that provides individualized mentorship, rigorous scientific training, and strong preparation for careers or doctoral study. The program emphasizes original, publishable research across seven sequences and contributes substantially to undergraduate instruction through graduate teaching assistantships. Students demonstrate high retention, timely completion, and strong outcomes, including acceptance to competitive Ph.D. and professional programs and employment in academia, industry, government, and non-profit sectors. Key challenges include declining tenure-track faculty lines, limited assistantship funding, uneven student preparation, and low enrollment in a few sequences. Priorities for the next cycle include restoring faculty capacity, improving graduate funding, implementing a new graduate success course, enhancing alumni engagement, and reassessing under-enrolled sequences to align with faculty strengths and student demand.

Enrollment, Fall Census Day, 2018-2025
Biological Sciences, M.S., Illinois State University
 First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Behavior, Ecology, Evolution, and Systematics sequence	14	16	13	17	17	18	13	12
Bioenergy Sciences sequence	6	10	7	11	8	9	6	1
Biological Sciences (default) sequence	4	8	6	8	7	8	6	10
Biomathematics sequence	4	8	7	8	7	8	6	1
Biotechnology sequence	14	20	21	21	18	17	14	8
Conservation Biology sequence	11	13	9	11	7	9	7	3
Neuroscience and Physiology sequence	13	15	11	14	14	12	14	7
Total	42	42	38	42	36	33	30	36

Degrees Conferred, Graduating Fiscal Year, 2018-2025
Biological Sciences, M.S., Illinois State University
First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Behavior, Ecology, Evolution, and Systematics sequence	3	3	4	2	0	4	2	0
Bioenergy Sciences sequence	2	0	1	0	1	0	1	0
Biological Sciences (default) sequence	3	2	1	0	3	4	3	4
Biomathematics sequence	0	0	0	1	0	0	0	0
Biotechnology sequence	4	5	2	7	2	4	6	0
Conservation Biology sequence	1	3	0	3	3	0	0	0
Neuroscience and Physiology sequence	2	1	2	1	2	1	2	2
Total	15	14	10	14	11	13	14	6

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

The self-study was led by Dr. Ben Sadd, former Assistant Director for Graduate Studies, who completed six years of service as Graduate Director and brought deep knowledge of the program's operations, challenges, and successes. The review reflects not only his continuous collection of feedback from faculty, staff, students, and administrators over this period, but also the ongoing work of the Graduate Studies Committee, which includes faculty and student representation. Input was gathered through committee discussions, faculty meetings, and individual communications, ensuring that a broad range of perspectives informed the process. In addition to qualitative feedback, the self-study draws on program metrics such as course performance, student scholarly activity, and achievement of benchmarks, providing a comprehensive evaluation of the program's strengths, areas for growth, and future needs.

Program curriculum

Students in the M.S. program must complete at least 30 credit hours of coursework, conduct original research, and write a thesis. They may select one of six specialized sequences in (1) Behavior, Ecology, Evolution, and Systematics, (2) Bioenergy Sciences, (3) Biomathematics, (4) Biotechnology, (5) Conservation Biology, and (6) Neuroscience and Physiology, or follow a sequence in General Biological Sciences. Students must complete the required coursework for their sequence. All graduates complete an original research project resulting in a thesis based on independent research conducted in the laboratory, field, and/or library. Many theses lead to one or more publications in national or international journals. This emphasis on publishable research distinguishes ISU's School of Biological Sciences as a rarity among biology programs.

Program or academic unit faculty

The School of Biological Sciences currently has 21 tenure-track faculty members, down from 27 in 2016, with all holding terminal degrees and postdoctoral experience from leading research institutions worldwide. Faculty expertise spans the breadth of biology, including ecology, conservation, physiology, microbiology, genetics, neurology, plant science, and science education, ensuring strong coverage of the discipline. Faculty are highly engaged in graduate education, mentoring student research, serving on thesis committees, and supporting student success through daily training, proposal development, and professional networking.

Faculty research productivity remains strong, with publications in top international journals such as Science, PNAS, Molecular Ecology, and Conservation Biology. While average publications per faculty member have fluctuated, recent declines reflect lower faculty numbers and early-career hires establishing labs. At the same time, conference and seminar presentations have grown significantly, reaching nearly 10 per faculty member in 2024, reflecting both faculty visibility and increased student co-authorship. Faculty have also been successful in securing external research funding, with grants totaling between \$1.29M and \$4.19M annually since 2021.

Faculty development is supported through mentorship, including a newer cohort-based model fostering peer interaction, and engagement with professional development resources, which further strengthens research, teaching, and mentoring capacity. Overall, faculty achievements demonstrate a high level of scholarly productivity, student engagement, and professional growth, despite challenges associated with declining faculty numbers.

Program goals and quality indices

The M.S. program in Biological Sciences is committed to (1) providing students with individualized opportunities to conduct high-quality, publishable, and ethically grounded research, (2) developing student research knowledge and skills in focal areas of biology, (3) broadening general knowledge of biology through classroom, field, and laboratory training, (4) recruiting students with strong academic preparation and research potential, (5) preparing graduates for careers in academia, industry, government, and non-profit sectors, and (6) fostering an environment that supports respect, inclusion, and student success across the program and discipline. Program quality indices are measured primarily by thesis completion and coursework, supplemented by evidence of student research productivity through presentations and publications, and by strong career outcomes, including acceptance to competitive Ph.D. programs and employment that aligns with student goals. During this review period, M.S. students produced 46 peer-reviewed publication authorships and students averaged 99.71 presentations per year, the majority being from graduate students.

Student learning outcomes assessment plan and process

M.S. students are assessed for their ability to conduct independent research and their knowledge of biological sciences at multiple intervals during the degree. They are expected to complete graduate coursework as recommended by their thesis committee, with a minimum of 30 credit hours required. Research advisors and committee members evaluate performance in both written and oral formats and may recommend additional coursework if necessary. Students must write a thesis proposal, obtain committee approval, present a seminar to faculty prior to their defense, and successfully defend their thesis. These processes provide multiple opportunities for faculty to evaluate student knowledge, research skills, and academic progress.

Specialized accreditation

Biological science programs are not accredited or certified by a national organization, unlike some other science disciplines.

Responses to recommendations resulting from the previous program review

The program has actively addressed recommendations from the last review, though challenges remain in several areas:

- Graduate assistantship stipends: Advocacy continues despite reduced local control following unionization, with efforts now including pursuing alumni and donor support.
- Equipment replacement: Faculty and leadership have pursued multiple approaches under shifting budget policies, but a stable, long-term solution is still needed.
- Student diversity: Recruitment strategies have expanded through broader outreach and communication efforts, contributing to increased variation in student backgrounds.
- Faculty diversity: Faculty recruitment has advanced with recent hires, although national applicant trends in some biological subfields continue to constrain applicant pool variation.
- Research resources: Access has improved through open-access journals and regular review of library subscriptions.

- Course scheduling and curriculum review: A more formalized process has been implemented, coordinated by Ph.D. sequence heads and the Associate Director.
- Alumni tracking: Engagement has expanded through newsletters, social media, faculty connections, and the Steppingblocks platform, though further systematization is needed.
- Assessment of student learning outcomes: Exit surveys and other tools are being reconsidered, with new efforts to clarify alignment between objectives, skills, and curriculum, and to strengthen formative assessment.

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

Biology continues to expand rapidly, with pressing societal needs such as climate change, ecosystem health, and public health driving strong demand for well-trained scientists. M.S. programs play a critical role by preparing biologists for diverse career paths in research, education, government, industry, and healthcare. Consistently high application numbers confirm this demand. At the same time, uncertainty in federal research funding presents a significant challenge for sustaining research opportunities and graduate education, underscoring the importance of careful planning and resource investment to maintain program strength.

Major findings of this program review self-study

The M.S. in Biological Sciences remains a nationally recognized research-intensive program with stable enrollment, strong alumni outcomes, and a clear commitment to individualized mentorship and student success. Students benefit from rigorous research experiences, professional development, and broad-based training that prepare them for diverse careers in academia, industry, government, and education. The program continues to serve as a vital contributor to undergraduate instruction and supports the school and university's mission.

At the same time, several challenges place pressure on the program's sustainability and competitiveness. Declining tenure-track faculty numbers limit instructional capacity, mentoring, and research. Graduate student funding, in both number of assistantships and stipend competitiveness, is an area for improvement, threatening recruitment and retention of quality students. Some sequences show persistently low enrollments, and incoming students display uneven preparation levels that increase demands on faculty mentoring. Recruitment and retention across a broad range of applicants and students remain ongoing challenges. Infrastructure and equipment replacement suffer from inconsistent funding. Alumni tracking and donor engagement, though improving, are not yet systematic. Finally, assessment practices require clearer alignment between program learning outcomes and demonstrated student skills.

In sum, the program demonstrates strength and resilience, but targeted investments in faculty capacity, student support, diversity initiatives, research infrastructure, and alumni engagement are essential to maintain its excellence and national competitiveness into the next review cycle.

Initiatives and plans for the next program review cycle

To sustain and strengthen the record of the M.S. program in Biological Sciences in the face of financial and institutional constraints, the program has identified the following priorities:

1. Restore and invest in faculty capacity through additional tenure-track hires, competitive start-up packages, and continued investment in research infrastructure to maintain high-quality teaching, mentoring, and research.
2. Support faculty grant success by reducing teaching burdens, sustaining start-up support, and replenishing faculty numbers to expand research directions and competitiveness in an increasingly challenging funding environment.
3. Increase graduate student support by expanding the number and competitiveness of assistantships, ensuring the program can attract and retain top students.
4. Strengthen alumni engagement through systematic tracking, mentorship opportunities, and cultivation of donor support to enhance resources for students and faculty.
5. Implement an introductory graduate success course to improve preparedness, retention, and professional development for incoming students.

6. Reassess under-enrolled sequences such as Bioenergy and Biomathematics, with the possibility of consolidation or elimination to align with faculty strengths and student demand.
7. Integrate Conservation Biology with Behavior, Ecology, Evolution, and Systematics at both M.S. and Ph.D. levels to rebuild a long-standing program strength, capitalize on recent faculty hires, and meet strong student interest in conservation research.

These initiatives directly support Illinois State University's Excellence by Design (2024–2030) strategic plan by advancing excellence in scholarship, individualized attention, student engagement, and program sustainability.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee has determined that the M.S. in Biological Sciences program is in Good Standing.

The Academic Planning Committee commends the faculty, staff, and student representatives for producing a thorough self-study that demonstrates extensive collaboration across the department and clear alignment with college, institutional, and unit strategic plans. The self-study was judged to be well-written, evidence-based, and sufficiently comprehensive; no additional follow-up report is required at this time. Overall, the self-study identified a strong research culture, effective student-learning outcomes, and a commitment to continuous improvement.

Enrollment has been steady, with a modest dip during the COVID-19 pandemic and a current trajectory back toward pre-pandemic levels. The program admits roughly 25% of applicants, and the majority of those admitted choose ISU, indicating a strong recruitment pipeline. The Committee observed that enrollment targets are tied to the availability of graduate-assistant funding (TA and RA positions), which in turn depends on external grant support. Demographically, the program has not highlighted major changes; however, the discussion emphasized the need for continued attention to supporting programs that address documented barriers to student success.

The master's program does not seek a separate professional accreditation, but it aligns its curriculum with the expectations of graduate-level biology programs and prepares students for Ph.D. study, graduates pursuing careers in public/private research and non-research industry tracks. The discussion noted that the program's outcomes are framed around successful thesis completion, research productivity, conference presentations, and placement in doctoral programs or relevant employment.

The Committee noted modest curriculum revisions within the program during the current review cycle. The primary change is the addition of 400-level elective seminars that replace some retired courses and reflect new faculty expertise. The program has eliminated a few electives due to faculty departures, and it has removed the GRE requirement for admission. The discussion noted that most curriculum updates are driven by faculty interests rather than systematic responses to rapid advances in the biological sciences, creating a "catch-22" where new expertise is needed to teach emerging topics but faculty with that expertise are scarce.

The department maintains a strong record of scholarly productivity. The department reports 21 full-time tenure-track faculty, each publishing roughly two peer-reviewed articles per year and presenting frequently at conferences. Faculty participation in professional-development (2–3 CIPD opportunities per year) and a new faculty-mentoring program for newly hired scholars were praised. The faculty's research productivity underpins graduate-assistant funding, as most RA positions are supported by external grants.

Assessment is conducted through the usual graduate-level measures: coursework grades, thesis evaluation, and tracking of research outputs (presentations, publications). Data are compiled in a shared spreadsheet that feeds into the Graduate Studies Committee's annual review of student progress. While direct measures are robust, the Committee noted a relative lack of indirect assessment (e.g., alumni surveys, employer feedback) and recommended that the program develop a more comprehensive assessment loop linking outcomes to curricular adjustments.

The program currently offers no online or hybrid courses and provides only occasional short-term study-abroad experiences (e.g., a rainforest ecology field course). The discussion recognized the hands-on nature of the curriculum as a barrier to expanding distance delivery but suggested exploring virtual labs or supplemental online workshops where feasible.

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, 2033.

Launch a focused recruitment drive. The program reports 21 tenure-track faculty for over 500 graduate and undergraduate students, creating high student-to-faculty ratios and limiting course section flexibility. The Committee recommends that the program continue to develop and refine a coordinated hiring plan to fill all approved positions within the next two review cycles.

Continue to refine your plan for enrollment management. The Committee notes that, consistent with national trends, enrollment in the program remained relatively stable over the period of review. The committee commends the faculty's recruitment and curriculum streamlining efforts, both of which contributed to increased enrollment in Fall 2025.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should clearly define student success within the program's context and outline the initiatives, assessment mechanisms, and implementation strategies designed to achieve it. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The Committee recommends continued periodic review of the program's curriculum (structure and content) to align with changes in the field, including assessing the impact of recent revisions. We encourage the faculty to consider the viability of modest online or hybrid components (e.g., virtual labs, workshops) to broaden access without compromising hands-on training.

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. We recommend that the program faculty and staff add indirect measures such as alumni outcome surveys and employer questionnaires and tie these data explicitly to curriculum revisions. This will complement the strong direct measures already in place and create a complete evidence-based improvement cycle. The Committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning outcomes to identify any modifications to the plan faculty may deem necessary.

Continue collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Develop a systematic alumni engagement program. Create a coordinated alumni network (e.g., LinkedIn group, annual speaker series, quarterly career outcome survey) and formal advisory mechanisms that link alumni insights to curriculum updates, recruitment, mentorship, networking, and identifying and reducing barriers to access and

success so all students have equitable opportunities to thrive. This will keep the program aligned with industry trends, enhance student career pathways, and leverage alumni as a valuable resource for mentorship and outreach.

REVIEW OF THE PH.D. IN BIOLOGICAL SCIENCES
Classification of Instructional Programs (CIP) Code: 26.0101
 Biology/Biological Sciences, General

OVERVIEW

The Ph.D. in Biological Sciences is housed in the School of Biological Sciences within the College of Arts & Sciences at Illinois State University. The School of Biological Sciences offers a comprehensive set of academic programs spanning undergraduate and graduate education. At the undergraduate level, the School offers a Bachelor of Science in Biological Sciences with multiple specialized sequences, along with opportunities for undergraduate research and interdisciplinary engagement. The School also contributes to campus-wide initiatives and collaborates with related units to support students pursuing science-focused pathways across disciplines. At the graduate level, the School provides two research-intensive degree programs: the Master of Science (M.S.) in Biological Sciences and the Doctor of Philosophy (Ph.D.) in Biological Sciences. Both programs emphasize original, faculty-mentored research, advanced scientific training, and broad exposure to the major subdisciplines of biology. Graduate students may pursue sequences in areas such as Behavior, Ecology, Evolution & Systematics; Molecular and Cellular Biology; Neuroscience and Physiology; and other specialized fields aligned with faculty expertise. Together, these programs prepare students for careers in research, industry, education, and government while contributing significantly to the School's teaching and research missions.

The Ph.D. in Biological Sciences is a highly selective, research-intensive program that develops students into independent scientists through rigorous coursework, sustained faculty mentorship, and multi-year dissertation research culminating in publishable scholarship. The program maintains strong demand and emphasizes original research, professional presentations, and the required submission of at least two peer-reviewed manuscripts prior to the dissertation defense. Doctoral students contribute significantly to undergraduate instruction, participate actively in seminars and professional societies, and achieve strong post-graduation outcomes, including postdoctoral appointments and careers in academia, industry, government, and non-profits. Key challenges include declining tenure-track faculty numbers, limited and less-competitive assistantship funding, variability in student preparation, and the need for more systematic alumni tracking. Priorities for the next review cycle include rebuilding faculty capacity, strengthening graduate funding, implementing a new graduate success course, enhancing donor and alumni engagement, and integrating Conservation Biology more formally within existing doctoral sequences.

Enrollment, Fall Census Day, 2018-2025
Biological Sciences, Ph.D., Illinois State University
 First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Behavior, Ecology, Evolution, and Systematics sequence	9	10	10	6	6	6	5	6
Biological Sciences (default) sequence	2	2	5	5	6	8	10	9
Molecular and Cellular Biology sequence	6	9	8	8	8	10	9	10
Neuroscience and Physiology sequence	4	3	2	2	2	1	2	1
Total	21	24	25	21	22	25	26	26

Degrees Conferred, Graduating Fiscal Year, 2018-2025
Biological Sciences, Ph.D., Illinois State University
 First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Behavior, Ecology, Evolution, and Systematics sequence	1	1	1	2	2	0	0	0
Biological Sciences (default) sequence	0	0	0	0	3	0	5	1
Molecular and Cellular Biology sequence	2	1	2	1	2	0	2	0
Neuroscience and Physiology sequence	3	1	1	1	1	0	0	0
Total	6	3	4	4	8	0	7	1

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

The self-study was led by Dr. Ben Sadd, former Assistant Director for Graduate Studies, who completed six years of service as Graduate Director and brought deep knowledge of the program's operations, challenges, and successes. The review reflects not only his continuous collection of feedback from faculty, staff, students, and administrators over this period, but also the ongoing work of the Graduate Studies Committee, which includes faculty and student representation. Input was gathered through committee discussions, faculty meetings, and individual communications, ensuring that a broad range of perspectives informed the process. In addition to qualitative feedback, the self-study draws on program metrics such as course performance, student scholarly activity, and achievement of benchmarks, providing a comprehensive evaluation of the program's strengths, areas for growth, and future needs.

Program curriculum

Students in the Ph.D. program must complete at least 30 credit hours of coursework, conduct original research, meet dissertation progress benchmarks, submit manuscripts to quality peer-reviewed journals, write and defend a dissertation. They may select one of three specialized sequences in (1) Behavior, Ecology, Evolution, and Systematics, (2) Molecular and Cellular Biology, and (3) Neuroscience and Physiology, or follow a sequence in General Biological Sciences. Students must complete the required coursework for their sequence. All graduates complete independently under faculty supervision a multi- part original research project resulting in research outcomes for publication and a dissertation based on the independent research conducted in the laboratory, field, and/or library. Two submissions to peer- reviewed journals are mandated but frequently more are achieved, which can especially be seen as publications as accepted by journals both before and after graduation.

Program or academic unit faculty

The School of Biological Sciences currently has 21 tenure-track faculty members, down from 27 in 2016, with all holding terminal degrees and postdoctoral experience from leading research institutions worldwide. Faculty expertise spans the breadth of biology, including ecology, conservation, physiology, microbiology, genetics, neurology, plant science, and science education, ensuring strong coverage of the discipline. Faculty are highly engaged in graduate education, mentoring student research, serving on thesis committees, and supporting student success through daily training, proposal development, and professional networking.

Faculty research productivity remains strong, with publications in top international journals such as Science, PNAS, Molecular Ecology, and Conservation Biology. While average publications per faculty member have fluctuated, recent declines reflect lower faculty numbers and early-career hires establishing labs. At the same time,

conference and seminar presentations have grown significantly, reaching nearly 10 per faculty member in 2024, reflecting both faculty visibility and increased student co-authorship. Faculty have also been successful in securing external research funding, with grants totaling between \$1.29M and \$4.19M annually since 2021.

Faculty development is supported through mentorship, including a newer cohort-based model fostering peer interaction, and professional development resources, further strengthening research, teaching, and mentoring. Overall, faculty achievements demonstrate a high level of scholarly productivity, student engagement, and professional growth, despite challenges of declining faculty numbers.

Program goals and quality indices

The Ph.D. program in Biological Sciences is committed to (1) providing students with individualized opportunities to conduct high-quality, publishable, and ethically grounded research, (2) developing student research knowledge and skills in focal areas of biology, (3) broadening general knowledge of biology through classroom, field, and laboratory training, (4) recruiting students with strong academic preparation and research potential, (5) preparing graduates for advanced research careers in academia, industry, government, and non-profit sectors, and (6) fostering a graduate environment that supports inclusion, respect, and student engagement across the program. Program quality indices are measured primarily by completion of benchmarks during the process of Ph.D. candidacy and the dissertation, completion of coursework, supplemented by evidence of student research productivity through presentations and publications, with two publications being submitted before dissertation defense being a requirement. Quality is also shown by strong career outcomes, including continuing to positions at prestigious research institutions and other employment that aligns with student goals. During this review period, Ph.D. students produced 82 peer-reviewed publication authorships and students averaged 99.71 presentations per year, the majority being from graduate students.

Student learning outcomes assessment plan and process

Ph.D. students are assessed for their ability to conduct multipart independent research and their knowledge of biological sciences at multiple intervals during the degree. They are expected to complete graduate coursework as recommended by their dissertation committee, with a minimum of 30 credit hours required. Research advisors and committee members evaluate performance in both written and oral formats and may recommend additional coursework if necessary. Students must write a dissertation proposal, present a seminar of the proposal, defend the proposal together with a broader qualifying exam with their committee, present a seminar to faculty prior to their defense, submit at least two manuscripts to journals, and successfully defend their dissertation. These processes provide multiple opportunities for faculty to evaluate student knowledge, research skills, and academic progress.

Specialized accreditation

Biological science programs are not accredited or certified by a national organization, unlike some other science disciplines.

Responses to recommendations resulting from the previous program review

The program has actively addressed recommendations from the last review, though challenges remain:

- Graduate assistantship stipends: Advocacy continues despite reduced local control following unionization, with efforts now including pursuing alumni and donor support.
- Equipment replacement: Faculty and leadership have pursued multiple approaches under shifting budget policies, but a stable, long-term solution is still needed.
- Student diversity: Recruitment strategies have expanded through broadened outreach efforts, with notable growth in international student enrollment. Variation in applicant backgrounds remains modest.
- Faculty recruitment: Progress has been made with recent hires, but applicant pools remain constrained by national trends and competition from better-funded institutions.
- Research resources: Access has improved through open-access journals and regular review of library subscriptions.
- Course scheduling and curriculum review: A more formalized process has been implemented, coordinated by Ph.D. sequence heads and the Associate Director.

- Alumni tracking: Engagement has expanded through newsletters, social media, faculty connections, and the Steppingblocks platform, though further systematization is needed.
- Assessment of student learning outcomes: Exit surveys and other tools are being reconsidered, with new efforts to clarify alignment between objectives, skills, and curriculum, and to strengthen formative assessment.

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

Biology continues to expand rapidly, with pressing societal needs such as climate change, ecosystem health, and public health driving strong demand for well-trained research scientists. Ph.D. programs continue to play a critical role by preparing research leaders for diverse career paths. Continuing application numbers confirm this demand. At the same time, uncertainty in federal research funding and support of higher education presents a significant challenge for sustaining research opportunities and graduate education, underscoring the importance of careful planning and resource investment to maintain program strength.

Major findings of this program review self-study

The Ph.D. in Biological Sciences remains a nationally recognized research program with stable enrollment, strong alumni outcomes, and a clear commitment to individualized mentorship and student success in research. Students benefit from rigorous research experiences, professional development, and broad-based training that prepare them for diverse careers in academia, industry, government, and education. The program continues to serve as a vital contributor to undergraduate instruction and supports the school and university's mission.

At the same time, several challenges place pressure on the program's sustainability and competitiveness. Declining tenure-track faculty numbers limit instructional capacity, mentoring, and research. Graduate student funding, in both number of assistantships and stipend competitiveness, is an area for improvement, threatening recruitment and retention of quality students. Incoming students display uneven preparation levels that increase demands on faculty mentoring. Challenges remain in expanding applicant pools and supporting retention for both students and faculty. Infrastructure and equipment replacement suffer from inconsistent funding. Alumni tracking and donor engagement, though improving, are not yet systematic. Finally, assessment practices require clearer alignment between program learning outcomes and demonstrated student skills.

In summary, the program demonstrates strength and resilience, but targeted investments in faculty capacity, student support, diversity initiatives, research infrastructure, and alumni engagement are essential to maintain its excellence and national competitiveness into the next review cycle.

Initiatives and plans for the next program review cycle

To sustain and strengthen the record of the Ph.D. program in Biological Sciences in the face of financial and institutional constraints, the program has identified the following priorities:

1. Restore and invest in faculty capacity through additional tenure-track hires, competitive start-up packages, and continued investment in research infrastructure to maintain high-quality teaching, mentoring, and research.
2. Support faculty grant success by reducing teaching burdens, sustaining start-up support, and replenishing faculty numbers to expand research directions and competitiveness in an increasingly challenging funding environment.
3. Increase graduate student support by expanding the number and competitiveness of assistantships, ensuring the program can attract and retain top students.
4. Strengthen alumni engagement through systematic tracking, mentorship opportunities, and cultivation of donor support to enhance resources for students and faculty.
5. Implement an introductory graduate success course to improve preparedness, retention, and professional development for incoming students.
6. Integrate Conservation Biology with Behavior, Ecology, Evolution, and Systematics at both M.S. and Ph.D. levels to rebuild a long-standing program strength, capitalize on recent faculty hires, and meet strong student interest in conservation research.

These initiatives directly support Illinois State University's Excellence by Design (2024–2030) strategic plan by advancing excellence in scholarship, individualized attention, diversity and belonging, and program sustainability.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the Ph.D. in Biological Sciences program is in Good Standing.

The Academic Planning Committee commends the faculty, staff, and student representatives for producing a thorough self-study that demonstrates extensive collaboration across the department and clear alignment with college, institutional, and unit strategic plans. The self-study was judged to be well-written, evidence-based, and sufficiently comprehensive. Overall, the discussion highlighted a strong research culture, rigorous student-success standards, and a commitment to continuous improvement.

Enrollment has been modestly increasing, rising from 21 to 26 students; historical peaks in the 1990s approached 40. The Committee noted that the decline is largely attributable to a reduction in faculty numbers (from 27 to 21) and that enrollment targets are tied to the graduate-assistant budget, which is essential for remaining competitive with peer programs. Admission remains selective (approximately 22% acceptance). The program's web pages were praised for accessibility and clarity, and individualized recruitment activities received commendation. Enrollment of students of all genders is near national benchmarks, but students historically under-served falls below those benchmarks.

A distinctive strength of the Ph.D. program is its requirement that students submit two peer-reviewed manuscripts before scheduling their dissertation defense. Defenses are first presented in a school-wide seminar series and then completed at the departmental level, raising the bar for scholarly productivity. The Committee noted that this rigorous expectation appears to correlate with on-time graduation and strong scholarly output, as demonstrated by a table of recent graduates' publications. Regular student-progress reporting was highlighted as an effective assessment practice.

Curricular revisions include the development of 400-level paired courses, updates to core sequences in neuroscience and physiology, and the removal of the GRE requirement. A new "Quantitative and Professional Readiness Skills" graduate-success course is being developed to support writing groups. Co-curricular activities, such as an honor society run by graduate students, were praised for fostering student leadership. The dissertation Committee composition (advisor plus four additional faculty members) was noted as larger than typical but not unprecedented.

The department maintains a strong record of scholarly productivity. The department reports 21 full-time tenure-track faculty, each publishing roughly two peer-reviewed articles per year and presenting frequently at conferences. Faculty participation in professional-development (approximately 2–3 CIPD opportunities per year) and a new faculty-mentoring program for newly hired scholars were praised. The faculty's research productivity underpins graduate-assistant funding, as most RA positions are supported by external grants

The assessment plan aligns program outcomes with those of the master's program but at a slightly higher level appropriate for doctoral training. The plan includes regular student-progress reporting and retains most of the prior assessment structure, with only minor updates. The Committee observed that indirect measures (e.g., alumni surveys, employer feedback) are not prominently featured and recommended expanding the assessment loop to incorporate such data.

The program currently offers no online or hybrid courses and provides only occasional short-term study-abroad experiences (e.g., a rainforest ecology field course). The discussion recognized the hands-on nature of the curriculum as a barrier to expanding distance delivery but suggested exploring virtual labs or supplemental online workshops where feasible.

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, 2033.

Launch a focused recruitment drive. The program reports 21 tenure-track faculty for over 500 graduate and undergraduate students, creating high student-to-faculty ratios and limiting course-section flexibility. The Committee recommends that the program continue to develop and refine a coordinated hiring plan to fill all approved positions within the next two review cycles.

Continue to refine your plan for enrollment management. The Committee notes that, consistent with national trends, enrollment in the program remained relatively stable over the period of review. We recognize the work faculty have completed regarding their recruitment efforts and streamlining the curriculum, which have resulted in an increase in the Fall 2025 program enrollments.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The Committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including assessing the impact of recent revisions. We encourage the faculty to consider the viability of modest online or hybrid components (e.g., virtual labs, workshops) to broaden access without compromising hands-on training.

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. We recommend that the program faculty and staff add indirect measures such as alumni outcome surveys and employer questionnaires and tie these data explicitly to curriculum revisions. This will complement the strong direct measures already in place and create a complete evidence-based improvement cycle. 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 collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. Such efforts ensure that both faculty and students have ongoing access to the information and skills needed for effective scholarship.

Develop a systematic alumni-engagement program. Create a coordinated alumni network (e.g., LinkedIn group, annual speaker series, quarterly career-outcome survey) and formal advisory mechanisms that link alumni insights to curriculum updates, recruitment, mentorship, networking, and identifying and reducing barriers to access and success so all students have equitable opportunities to thrive. This will keep the program aligned with industry trends, enhance student-career pathways, and leverage alumni as a valuable resource for mentorship and outreach.

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

Classification of Instructional Programs (CIP) Code: 51.0204
Health Information/Medical Records Administration/Administrator

OVERVIEW

The B.S. in Communication Sciences and Disorders is housed in the Department of Communication Sciences and Disorders within the College of Arts & Sciences at Illinois State University. The Department also offers a CSD minor and contributes to the interdisciplinary Minor in Cognitive Science, allowing students from related majors to engage with foundational CSD coursework. At the graduate level, the department provides two professional degree programs: a Master of Science in Speech-Language Pathology (M.S. SLP) and a Clinical Doctorate in Audiology (Au.D.). Both graduate programs are structured to meet national accreditation standards and include comprehensive clinical training components.

The B.S. in Communication Sciences and Disorders provides a strong scientific and experiential foundation in the study of human communication, preparing students for advanced graduate work in speech-language pathology or audiology. Through coursework in speech, language, and hearing processes, along with guided clinical observation and exposure to diverse communication needs, students gain essential knowledge of typical and disordered communication across the lifespan. The program emphasizes evidence-based thinking, cultural and linguistic responsiveness, and professional communication skills, enabling graduates to enter graduate study with confidence and a clear understanding of the roles and responsibilities of clinicians in the field.

Enrollment, Fall Census Day, 2018-2025

Communication Sciences and Disorders, B.S., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	218	236	275	305	270	247	245	282

Degrees Conferred, Graduating Fiscal Year, 2018-2025

Communication Sciences and Disorders, B.S., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	73	66	69	64	92	90	86	64

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Illinois State University's Department of Communication Sciences and Disorders (CSD) is housed in the College of Arts and Sciences. The department includes 10 tenure-track (TT) faculty, 1 nontenure-track (NTT) faculty, 13 administrative professionals (clinical educators), and 5 full-time office staff (including clinic support roles). The department structure integrates both academic and clinical functions across the disciplines of speech-language pathology (SLP) and audiology (AuD).

The CSD department includes three academic programs. The Bachelor of Science (B.S.) in CSD consists of 51 required credit hours, no sequences, certificates, or badges currently offered. The Minor in CSD is 21 credit hours. The Minor in Cognitive Science includes CSD courses like CSD 175 and CSD 210. At the graduate level, CSD offers a Master of Science (M.S.) in Speech-Language Pathology. The M.S. degree is a 2-year program (6 semesters), with 40 academic + 18 clinical credit hours. There are three graduation completion options: comprehensive exams, independent study, or thesis. CSD also offers a Doctor of Audiology (AuD). The AuD

degree is a 4-year post-baccalaureate program, with 87–93 credit hours depending on capstone or exam track. There are three graduation completion options: comprehensive exams, capstone research projects, or clinical case series.

The self-study process was initiated in August 2023, the self-study involved faculty, students, alumni, and external stakeholders. The process included data collection, feedback loops, and collaboration across departmental teams across the fall of 2023 through the spring of 2024. The Associate Chair led the drafting of the report, with final submission in September 2025. The CSD program's strategic goals align with University and College strategic priorities, state and national standards (ASHA, CFCC, ISHA, ISBE). All strategic priorities and state and national standards have been mapped across the department curricula and initiatives. The undergraduate curriculum provides a strong pre-professional foundation that incorporates evidence-based approaches to student engagement, informational fluency, and community engagement. A major revision in 2024 reduced required credit hours and introduced elective flexibility, a Speech-Language Pathology Assistant (SLPA) certificate, and access for non-majors. The new curriculum roll out will begin in the fall of 2025.

Shifts in enrollment prompted strategic adjustments in GPA policies, course accessibility, and outreach activities. Enrollment has declined since 2021, prompting strategic changes like GPA adjustments and course accessibility. Additionally, the department implemented outreach initiatives, including PIE grants and CSD4Me, to expand awareness of the program and reduce barriers to participation. Further, initiatives such as CARE mentoring, specialized clinical services, and community partnerships support student learning and community engagement.

The CSD department maintains strong student success rates with some of the highest retention rates at the University. The average year 1 retention rate average is 98%. The time-to-degree is strong with 94–98.3% of students graduating in 4 years. Further, graduate school placement is 96% in recent years. The CSD department offers co-curricular student organizations like National Student Speech Language Hearing Association (NSSLHA), Student Academy of Audiology (SAA), Operation Smile, and civic engagement projects enhance learning and student engagement.

The CSD department academic and clinical faculty with diverse specializations, holding state, national and international leadership roles. Academic faculty maintain strong scholarship and research creative productivity output with an average of 11.3 journal articles and 28.1 presentations annually. Furthermore, faculty continue to disseminate research across peer reviewed literature with impact to both a wide range of audiences (e.g. Annals of Physical Medicine, Journal of Early Intervention, Military Medicine) and specialists (e.g. Journal of Speech, Language, and Hearing Research, Journal of Voice, Journal of the American Academy of Audiology, Teaching and Learning in Communication Sciences and Disorders). These varied outlets are important to enhance department and institutional recognition for interprofessional clinical practice, and scholarship of teaching and learning efforts, part of the mission, vision, and values of the University (Strategic Direction III, C), College (4.1, 4.2), and CSD Department (Strategic Goals 3. 5). Further, as faculty have continued to progress, with two earning full professor in 2024, the international research recognition has also grown (e.g. World Congress on Stuttering and Cluttering, International Journal of Audiology).

Faculty engage in extensive internal and external training, especially during COVID-19. To maintain national certification, TT, NTT, and AP faculty with a Certificate of Clinical Competence (CCC) must complete 30 hours of continuing education every three years. For state licensure, 20 hours every two years are required. Faculty are encouraged to participate in professional development, interprofessional practices, and technology advancements, offered by organizations such as CIPD, ASHA, ISHA, and others. During the COVID-19 pandemic, professional development activity increased significantly as faculty adapted to new teaching and clinical protocols. The CSD department actively engaged in department-wide training and maintained a strong commitment to professional development, averaging 58.1 activities annually. Tracking of these activities is done through the Watermark system, though data was inconsistently recorded between 2016–2024. Improved documentation is expected to better highlight the breadth of faculty development and align with strategic goals at the university, college, and department levels.

The CSD undergraduate program assessment is managed by the CSD Assessment Committee. There were no major changes during the review period. However, updates are planned with the new curriculum implementation starting in Fall 2025. No undergraduate accreditation exists; the program prepares students for graduate-level licensures.

The CSD department maintains a long-standing study abroad program with trips all over the world including Europe, Australia, and Belize. Study abroad is integrated into curriculum via independent study. The undergraduate program is not considered an off-campus program delivery degree program but does provide two summer online courses for deaf and hard of hearing majors.

CSD Alumni are tracked through surveys and direct outreach. Tracking data is collected and reviewed annually during program retreats. Alumni engagement is conducted through initiatives like Alumni Spotlights and Birds Give Back and have increased alumni participation and donations.

The 2025 Aspirational Goals include an online CSD prerequisite certificate and accelerated programs into graduate degrees. In alignment with aspirational programs, CSD proposed a 21- hour CSD prerequisite online certificate for post-baccalaureate students. Additionally, CSD intends to create a 5-year BS-to-MS/AuD tracks modeled after SLU and University of Kansas. These aspirational goals are reflected in strategic initiatives.

The strategic initiatives for next review cycle include curricular, assessment, student support, and resource projects. CSD plans to implement and assess new curriculum, develop simulations, and expand observation opportunities for undergraduate students. In conjunction with the new curriculum roll-out, the program assessment plans will be updated. The department is considering integrating competency-based measures into the updated assessment plans. CSD will launch the CARES mentoring program, enhance alumni engagement, and continue initiatives that enhance student support, strengthen learning environments, and expand access to educational opportunities. CSD requests resources for administrative, financial, and faculty support for new initiatives and expanded programming.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the B.S. in Communication Sciences and Disorders program is in Good Standing.

The Academic Planning Committee commends the faculty, staff, and student representatives for producing a thorough self-study report that demonstrates extensive collaboration across the department and alignment with college, institutional, and unit strategic plans. The self-study was judged to be well written, evidence-based, and sufficiently comprehensive; no additional follow-up report is required at this time.

The Communication Sciences and Disorders (CSD) program has not sought specialized accreditation for its undergraduate degree, but it aligns its curriculum with the requirements of accredited graduate programs in speech-language pathology and audiology. The self-study notes that 96 % of recent graduates were accepted into graduate programs, indicating strong preparation for advanced study. Faculty members have maintained a productive relationship with Milner Library and other campus resources, mapping and integrating information-fluency skills across the undergraduate curriculum.

Enrollment rose from 234 students in 2017 to a peak of 305 during the COVID-era, then settled at approximately 282 in the most recent reporting year—a modest increase over the pre-pandemic level. The Committee recognized that the dip coincided with pandemic disruptions to clinical training and praised the program’s proactive “enrollment cliff” planning, which includes revising entry requirements and exploring new recruitment strategies. The program seeks to enroll students of all genders and those historically under-served in higher education. The Committee noted ongoing efforts funded by a PIE grant to improve diversity and encouraged continued focus on this goal.

Retention in the first year is high (approximately 90–100%), and four-year graduation rates are strong, with most students completing within four years or less. The program boasts a robust set of support mechanisms: a newly launched CARE mentoring program, active student organizations, a Student Advisory Board that informs curriculum and policy decisions, and extensive co-curricular opportunities such as community-engagement projects, honors participation, and independent study research (which has doubled over the review period). The

Committee praised these initiatives and highlighted the program's effective use of scholarships and clear communication of funding opportunities to students.

A major curriculum redesign was submitted in 2024 and is currently being implemented. The revision reduces total credit hours from 51 to 42 by consolidating content, streamlining labs, and re-sequencing courses to better align with graduate-program competencies and culturally responsive teaching standards. Faculty have mapped the new curriculum to EDAB (Equity, Diversity, Access, and Belonging) goals and to the skill sets required for advanced clinical training. The Committee noted that this redesign appears timely, given enrollment fluctuations and the need for a more flexible, outcome-driven program structure.

An assessment plan exists but has not yet been fully operationalized; during the review period no curricular changes were reported as being driven directly by assessment data. The Committee recommends treating the assessment plan as a living document, establishing clear feedback loops that link collected metrics to specific improvement actions, and updating the plan in concert with the new curriculum rollout. Strengthening this loop will ensure that future self-studies can demonstrate evidence-based program evolution.

The program is exploring several forward-looking projects: development of an online certificate for pre-professional students, creation of accelerated pathways into graduate programs, and short study-abroad or cultural immersion experiences (e.g., a Caribbean immersion for seniors). These initiatives align with the department's mission to broaden student learning contexts while maintaining the rigorous clinical preparation required for professional licensure. Comparative analyses show that peer institutions such as the University of Illinois focus more heavily on research, whereas Illinois State University emphasizes equity and community engagement—an intentional positioning reflected throughout the self-study.

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, 2033.

Continue to refine your plan for enrollment management. The Committee notes that, consistent with national trends, enrollment in the program has fluctuated since the pre-COVID period, showing a modest decline during the pandemic years followed by a rebound and an increase in Fall 2023 enrollments (see the enrollment counts for 2017-2024). We recognize the substantial work faculty have completed in strengthening recruitment efforts and streamlining the curriculum, which contributed to this recent growth.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recognizes the substantial work of former and current faculty members in updating the program's content. We recommend expanding scholarship communication to ensure all eligible students are aware of funding sources, thereby supporting equitable access to experiential learning. Further we recommend the formalizing of the online certificate and accelerated pathway proposals with clear learning outcomes, resource requirements, and alignment to graduate-program prerequisites, while maintaining periodic assessments of program structure and impact of recent revisions to keep the curriculum current with field developments.

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 collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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., M.S. IN SPEECH-LANGUAGE PATHOLOGY

Classification of Instructional Programs (CIP) Code: 51.0204
Health Information/Medical Records Administration/Administrator

OVERVIEW

Master of Science in Speech-Language Pathology is housed in the Department of Communication Sciences and Disorders within the College of Arts & Sciences at Illinois State University. At the undergraduate level, the department offers a B.S. in Communication Sciences & Disorders. It also offers a CSD minor and contributes to the interdisciplinary Minor in Cognitive Science, allowing students from related majors to engage with foundational CSD coursework. At the graduate level, the department provides two professional degree programs: a Master of Science in Speech-Language Pathology (M.S. SLP) and a Clinical Doctorate in Audiology (Au.D.). Both graduate programs are structured to meet national accreditation standards and include comprehensive clinical training components.

The M.S. in Speech-Language Pathology provides a comprehensive, integrated academic and clinical education that prepares students to become competent, ethical, and culturally responsive clinicians. Through coursework spanning the breadth and depth of communication sciences and disorders, alongside extensive supervised clinical experiences both on-campus and in diverse community settings, students develop the knowledge, skills, and professional dispositions required for entry-level practice and ASHA certification. The program emphasizes evidence-based decision-making, interprofessional collaboration, inclusive and equitable service delivery, and the ability to work effectively with individuals across the lifespan. With individualized mentoring, simulation-enhanced training, and strong community partnerships, graduates enter the field confident, well-prepared, and ready to meet the evolving needs of the clients and communities they serve.

Enrollment, Fall Census Day, 2018-2025

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

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	73	73	75	70	69	75	78	77

Degrees Conferred, Graduating Fiscal Year, 2018-2025

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

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	30	38	33	40	33	33	35	40

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Illinois State University's Department of Communication Sciences and Disorders (CSD) is housed in the College of Arts and Sciences. The Speech-Language Pathology master's program includes 7 tenure-track (TT) faculty, 9 administrative professionals (clinical educators), and 5 full-time office staff (including clinic support roles). The department structure integrates both academic and clinical functions across speech-language pathology (SLP). The SLP program is accredited by the Council on Academic Accreditation (CAA) of ASHA through 2029. Annual reports confirm compliance. The program also meets Illinois licensure and educator certification requirements, with a 100% Praxis pass rate over three years.

The self-study began in August 2023 and concluded in September 2025. It was led by the Chair, Associate Chair, and Clinic Director, with early orientation support from university assessment leaders. All stakeholders—including

tenure-track (TT), non-tenure-track (NTT), clinical faculty, students, alumni, and externship supervisors—were involved. Monthly meetings, surveys, program chats, and external feedback tools were used to gather input. The Associate Chair drafted the report, integrating feedback and data through multiple review cycles. The CSD program's strategic goals align with University and College strategic priorities, state and national standards (ASHA, CFCC, ISHA, ISBE). All strategic priorities and state and national standards have been mapped across the department curricula and initiatives. The program's goals align with ISU's strategic directions and include:

- Strengthening recruitment and retention through broadened outreach and evidence-based student success strategies
- Promoting academic excellence and inclusive learning
- Providing evidence-based clinical services
- Expanding interprofessional and community partnerships
- Enhancing facilities and technology

Quality indices include 100% Praxis pass rates, high job placement, and strong alumni engagement.

The SLP graduate program requires 57 credit hours (39 academic, 18 clinical) and offers three culminating options: comprehensive exams, independent study, or thesis. The curriculum is aligned with ASHA standards and includes approaches consistent with best practices in speech-language pathology education and supports effective learning across diverse clinical and educational contexts, interprofessional education (IPE), and simulation-based learning. A 2018 revision added credit hours and updated course titles. Future plans include reducing credit hours, offering electives, and launching an accelerated program.

The program includes 7 TT faculty and 9 clinical educators. Faculty have diverse specializations, including neurogenic disorders, bilingualism, swallowing, stuttering, and AAC. Faculty are active in research, publishing, and presenting nationally. Clinical educators bring extensive field experience and contribute to student supervision and instruction. Faculty development is supported through workshops, conferences, and continuing education, with an average of 58 professional development activities annually.

The SLP graduate program assessment is managed by the CSD Assessment Committee, with data collected via Calipso and reviewed annually. Outcomes are mapped to courses and include clinical competencies, ethical practice, and professional writing. Recent changes streamlined tools and removed redundancies. Future updates will align with competency-based assessment models.

The aspirational program findings for the Speech-Language Pathology (SLP) graduate program at Illinois State University focus on two strategic goals aimed at enhancing program accessibility, flexibility, and competitiveness. First, the department plans to reduce the total credit hours required for the master's degree from 58 to 50, while incorporating more flexible clinical experiences and elective options. This change is intended to better accommodate both traditional and non-traditional students and to allow faculty to offer advanced, specialized coursework. This initiative draws inspiration from peer institutions such as the University of Wisconsin–Madison and the University of Nebraska–Lincoln, which offer streamlined, flexible programs with clinical and non-clinical tracks. Second, the department aims to implement an accelerated BS/MS program that would allow students to complete both degrees in five years. This model, based on successful programs at Saint Louis University and the University of Kansas, would enable undergraduates to begin graduate coursework early, thereby reducing time-to-degree and increasing program appeal. These initiatives are designed to align with evolving student needs and national trends in the field, while also supporting the university's strategic goals related to student success, diversity, and academic innovation.

Responses to recommendations from the previous review included facility upgrades, graduate assistantship advocacy, curriculum integration and assessment, increased support for theses, alumni engagement, library collaboration, and study abroad opportunities. Facility upgrades included renovated classrooms, simulation labs, and pediatric clinics; launched a mobile clinic. Graduate assistantships continue to be a priority and are integrated into grants where appropriate. Ongoing integration of CRLTS and Simucase into the graduate curriculum, as well as assessment of curricular changes remained a focus. The SLP program increased promotion and support for the thesis option resulting in more theses completions. Multiple initiatives, including the PIE grant, CARE mentoring, and CSD4Me outreach, contributed to enhanced engagement and support structures for faculty and students across the program. Alumni engagement was targeted through social media outreach, spotlight campaigns, and mentorship initiatives. The SLP graduate program partnered with Milner Library to integrate information fluency into

curricula. Finally, sustainable, credit-bearing study abroad programs in Belize, Europe, and the Caribbean were created.

The field of speech-language pathology has experienced significant advancements, particularly in the areas of telehealth, interprofessional collaboration, and the increased attention to practices that support broad access to services and effective patient care across varied populations. The COVID-19 pandemic accelerated the adoption of digital learning tools and clinical simulations, reshaping how students are trained. With a projected increase in demand for speech-language pathologists and audiologists, Illinois State University's SLP graduate program remains highly competitive, receiving over 300 applications annually for just 36 available spots. The self-study revealed that the program excels in clinical training, student success, and community engagement. Faculty are well-qualified, actively involved in research, and committed to student mentorship. Students benefit from a wide range of clinical experiences, study abroad opportunities, and interprofessional education. However, the review also identified areas for improvement, including reducing the total credit hours required for graduation, enhancing alumni engagement, and expanding access for nontraditional students.

For the next program review cycle, the Speech-Language Pathology (SLP) graduate program at Illinois State University has outlined several strategic initiatives aimed at enhancing academic quality, accessibility, and student support. Planned curriculum changes include launching a streamlined 50-credit hour program that incorporates elective options and an accelerated track to reduce time-to-degree. Clinical training will be expanded to provide students with more exposure to low-incidence disorders and interdisciplinary simulation experiences. The program also intends to implement competency-based assessment models to better evaluate student learning outcomes. Efforts to strengthen alumni engagement will focus on increasing mentorship and outreach opportunities. Additionally, recruitment strategies will include broadened outreach to a wider range of prospective students, with an emphasis on reducing barriers to access. To support these initiatives, the program will require administrative and financial backing for curriculum revisions, funding for summer instruction, technology upgrades, additional clinical educators and interpreters, and scholarships to support student participation in study abroad programs.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the M.A., M.S. in Speech-Language Pathology program is in Good Standing.

The Academic Planning Committee commended the program faculty and staff for the self-study that demonstrated thoughtful self-reflection, clear alignment with strategic goals and a solid culture of continuous improvement. The self-study provides a thorough overview of the Speech Language Pathology program, covering enrollment, alumni outcomes, demographic representation, accreditation status, licensure pass rates and classified staff data. All stakeholders were engaged in the preparation, and the report notes two concrete improvements: upgraded clinical facilities and the successful negotiation of a span advisor role with the Provost's Office, which was highlighted as a significant win. Overall, the Speech-Language Pathology M.S. program is in good standing, with strong enrollment, high licensure success, solid faculty productivity and a clear roadmap for addressing its identified challenges.

The Committee commends the stability of enrollment during the period of review. The program targets 36 students per cohort and has consistently met or approached that number, with only a modest dip during the COVID19 pandemic. The primary barrier to further growth is limited availability of clinical placement sites; the unit is actively exploring an online hybrid delivery model in partnership with an external entity to expand capacity. Despite the enrollment cap, alumni tracking and donor cultivation have yielded a noticeable increase in funding, and ongoing marketing efforts have kept the program's visibility high.

Student success was identified as a major strength. The unit maintains a well-developed graduate student advisory board, intentional coaching for graduate assistants, and robust cocurricular opportunities such as research projects, independent studies and a master's thesis. Key performance indicators are aligned with both Illinois State University's *Excellence By Design* and the College of Arts and Sciences' strategic plans. Licensure outcomes are exemplary, with Praxis pass rates well above national averages, and alumni tracking shows that over 90% of graduates remain in Illinois, supporting state workforce needs. The reviewers also commended the program's

emphasis on community engagement, which provides diverse clinical experiences for students in all geographic regions.

The Committee commends the program strategic efforts that the program faculty and staff have made to promote linguistic diversity and create a climate that is open, inclusive, and compliant which aligns with national workforce needs and that will support strategies informed by student success data. Nevertheless, the data show a recent decline in students historically under-served in this discipline.

Faculty credentials were judged appropriate for graduate instruction, and scholarly productivity was described as consistent—about one peer-reviewed journal article and three conference presentations per faculty member each year. The self-study provides a deep analysis of faculty diversity using multiple metrics and outlines purposeful recruitment aimed at broadening geographic representation. Participants noted that the faculty’s strong research record presents an opportunity to pursue targeted external grants, which could further support scholarship and hands-on student experiences.

The Committee commends the continued strength of the assessment infrastructure used to support the program. A long-standing Assessment Committee and Advisory Council (15–20 years) oversee a comprehensive plan that utilizes the Calypso system to track competency development, remediation pathways and reporting to accrediting bodies.

The comparator analysis showed that, relative to peer programs, this unit’s niche is its extensive community engagement component and alignment with institutional strategic priorities. The aspirational analysis yielded plans that includes developing a lower-credit, more flexible pathway and an accelerated program, as well as exploring a bilingual specialization to meet the growing demand for multilingual services.

Recommendations from the previous review were addressed comprehensively, with particular commendation for the curriculum-integrated learning outcome work undertaken with the Milner librarian. The Committee appreciated the thorough and well referenced discussion of disciplinary changes that included COVIDd-riven teletherapy expansion, evolving practice management and national workforce statistics.

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, 2033.

Continue to refine your plan for enrollment management. The Committee notes that, consistent with national trends, enrollment in the program remained relatively stable over the period of review. The Committee recommends that the program finalize the online-hybrid partnership to alleviate clinical site constraints that will allow for controlled growth of the program.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should clearly define and communicate the definition of student success and outline plans for the assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The Committee recommends continued periodic review of the program’s curriculum (structure and content) to remain current with changes in the field, including assessing the impact of recent revisions.

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 collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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 A.U.D. IN AUDIOLOGY

Classification of Instructional Programs (CIP) Code: 51.0204
Health Information/Medical Records Administration/Administrator

OVERVIEW

The Doctorate of Audiology (Au.D.) is housed in the Department of Communication Sciences and Disorders within the College of Arts & Sciences at Illinois State University. At the undergraduate level, the department offers a B.S. in Communication Sciences & Disorders. It also offers a CSD minor and contributes to the interdisciplinary Minor in Cognitive Science, allowing students from related majors to engage with foundational CSD coursework. At the graduate level, the department provides two professional degree programs: a Master of Science in Speech-Language Pathology (M.S. SLP) and a Clinical Doctorate in Audiology (Au.D.). Both graduate programs are structured to meet national accreditation standards and include comprehensive clinical training components.

The doctoral program curriculum delivers a rigorous, evidence-based education in audiology, integrating core science courses with specialized clinical preparation. The program requires between 87 and 93 credit hours, depending on whether students elect the comprehensive-exam track or the capstone-project track. All coursework and clinical experiences are designed to meet the accreditation standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The culminating clinical experience for Au.D. graduate student clinicians is the completion of a year-long clinical residency that begins in the summer of the third year and ends in the spring of the fourth year. Upon graduation, students should demonstrate mastery of the clinical competencies necessary for practice as an independent beginning professional in audiology.

Webpage lists: Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association

Enrollment, Fall Census Day, 2018-2025

A.U.D. in Audiology, Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	31	32	31	34	29	28	30	34

Degrees Conferred, Graduating Fiscal Year, 2018-2025

A.U.D. in Audiology, Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Total	5	9	8	2	11	11	6	6

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Illinois State University's Department of Communication Sciences and Disorders (CSD) is housed in the College of Arts and Sciences. The Audiology doctoral program includes 3 tenure-track (TT) faculty, 1 non-tenure track faculty, 4 administrative professionals (clinical educators), and 5 full-time office staff (including clinic support roles). The department structure integrates both academic and clinical functions across the audiology (Au.D.) program. The Au.D. program is accredited by the Council on Academic Accreditation (CAA) of ASHA through

2029. Annual reports confirm compliance. The program also meets Illinois licensure and educator certification requirements, with a 100% Praxis pass rate over three years.

The self-study began in August 2023 and concluded in September 2025. It was led by the Chair, Associate Chair, and Clinic Director, with early orientation support from university assessment leaders. All stakeholders—including tenure-track (TT), non-tenure-track (NTT), clinical faculty, students, alumni, and externship supervisors—were involved. Monthly meetings, surveys, program chats, and external feedback tools were used to gather input. The Associate Chair drafted the report, integrating feedback and data through multiple review cycles.

The CSD program's strategic goals align with University and College strategic priorities, state and national standards (ASHA, CFCC, ISHA, ISBE). All strategic priorities and state and national standards have been mapped across the department curricula and initiatives. The program's goals align with ISU's strategic directions and include:

- Strengthening recruitment and retention through broadened outreach and evidence-based student success strategies.
- Promoting academic excellence and inclusive learning
- Providing evidence-based clinical services
- Expanding interprofessional and community partnerships
- Enhancing facilities and technology

Quality indices include 100% Praxis pass rates, 100% on-time graduation rates, strong job placement, and high retention and student satisfaction. The Au.D. program is a four-year, post-baccalaureate doctoral program requiring 87–93 credit hours. It includes academic coursework, clinical practica, a year-long residency, and a culminating experience (capstone or comprehensive exam). Recent curriculum revisions addressed redundancy, expanded simulation-based learning, and added flexibility in culminating experiences. The curriculum is aligned with ASHA standards and incorporates educational practices that support equitable access to learning, interprofessional education (IPE), and simulation-based learning integrated throughout. Future plans include launching an accelerated program and offering a geriatric specialization.

The program includes 3 TT faculty, 1 NTT faculty, and 4 AP clinical educators. Faculty are nationally recognized for their research, clinical expertise, and leadership in professional organizations. Faculty development is robust, with an average of 58 professional development activities annually. Faculty scholarship includes peer-reviewed publications, national presentations, and grant activity.

The Assessment Committee oversees program-level outcomes. Data are collected via course assessments, clinical evaluations, and stakeholder surveys. Results are reviewed annually and inform curriculum updates. Recent changes include the addition of simulation-based clinical training and comprehensive exams. Future updates will align with competency-based assessment models.

The aspirational program findings from the Au.D. Graduate Program Review at Illinois State University highlight two strategic initiatives aimed at enhancing program accessibility, specialization, and competitiveness. First, the department plans to implement an accelerated 4+3 Au.D. program, allowing students to begin graduate coursework during their senior undergraduate year. This model, inspired by successful implementations at Missouri State University and formerly at Western Michigan University, is designed to reduce time-to-degree, increase program visibility, and attract a more diverse applicant pool. Second, the department aims to establish a Geriatric Specialization Initiative focused on vestibular and cognitive health in older adults. Drawing from models at Washington University and the University of Florida, this specialization would include targeted elective courses and hands-on clinical experiences in a dedicated vestibular lab. Both initiatives are aligned with institutional strategic goals and respond to evolving demands in audiology education and healthcare. To realize these goals, the program will require additional faculty, summer instructional support, and infrastructure investments.

Responses to recommendations from the previous review included facility renovations, graduate assistantship advocacy, curriculum revisions, increased alumni engagement and donor support, library collaboration, expanded interprofessional collaboration, and study abroad opportunities. Facility upgrades included renovated classrooms, simulation labs, and pediatric clinics; launched a mobile clinic. Graduate assistantships continue to be a priority and are integrated into grants where appropriate. Ongoing integration of EDIA and Simucase into the graduate

curriculum, as well as assessment of curricular changes remained a focus. Multiple initiatives, including the PIE grant, CARE mentoring, and CSD4Me outreach, contributed to broadening the applicant pool and strengthening support for faculty and students. Alumni engagement was targeted through social media outreach, spotlight campaigns, and mentorship initiatives. The Au.D. graduate program partnered with Milner Library to integrate information fluency into curricula. Finally, sustainable, credit-bearing study abroad programs in Belize, Europe, and the Caribbean were created.

The field has seen growth in telehealth, simulation, and interdisciplinary care. National trends show increasing demand for audiologists, especially in underserved and aging populations. The program has responded with curricular updates, expanded clinical partnerships, and approaches that prepare students to provide effective care to a wide range of patient needs. The self-study revealed that the program excels in clinical training, student support, and community engagement. Student demographics have become more varied over recent years, while recruitment of additional faculty remains an ongoing priority. Alumni are highly engaged and employed in the field. The program is competitive regionally and nationally, with simulation and interprofessional education as key strengths.

For the next program review cycle, the Audiology (Au.D.) graduate program at Illinois State University has outlined several strategic initiatives aimed at enhancing academic quality, accessibility, and student support. Planned curriculum changes include an accelerated 4+3 Au.D. program, development of a geriatric specialization (vestibular and cognitive health focus), and integration of competency-based assessments. Clinical and interdisciplinary training will be expanded to increase simulation opportunities, collaborate with psychology and social work for social skills training, and expand community partnerships. The program also intends to implement competency-based assessment models to better evaluate student learning outcomes. Efforts to strengthen alumni engagement will focus on increasing mentorship and outreach opportunities. Additionally, recruitment strategies will include expanded outreach to a wider range of prospective students, including non-traditional applicants, to increase access to the program. To support these initiatives, the program will require administrative and financial backing for curriculum revisions, funding for summer instruction, additional faculty and clinical educators, permanent funding for clinical educators, scholarships to support student participation in study abroad programs, and expanded graduate assistantships and fellowships.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the Au.D. in Audiology program is in Good Standing.

The Academic Planning Committee commended the program faculty and staff for submitting self-study that demonstrated depth, clarity and alignment with institutional, college and accreditation priorities. The overview of the academic unit was highlighted for its comprehensive table that maps program goals to the university's strategic plan, and for a richly detailed faculty profile that includes an updated graduate-assistant training and coaching program, strong support for student transfers, and a well-documented partnership with the Milner Library subject librarian. The Committee appreciated the table that clearly demonstrated how information-fluency skills are woven throughout the curriculum.

The self-study process was noted as inclusive and participatory, having begun a year early with input from multiple stakeholder groups. In the academic-program overview, the program's enrollment target of eight to ten students per summer cohort has been consistently met (with only a modest dip during COVID-19), and retention rates have remained near 100% for the past three reported years. The reviewers praised the recent PIE grant that funds for improving access, retention, and completion across student populations. Re-accreditation in 2021 (effective through 2029) and a long list of alumni-engagement activities were also highlighted as strengths.

Facilities have been upgraded substantially: the simulation lab in Fairchild Hall was renovated, a pediatric sensory room added, smart boards installed, and new audiology equipment purchased. Despite these improvements, the panel identified ongoing space constraints including a lack of quiet testing rooms and dedicated research lab space for faculty which could limit future enrollment growth.

The Committee appreciated the clear vision and the breadth of co-curricular offerings (ear-bud labs, clinical teams, open-door policy, simulation classes, national conference subsidies, weekly clinic meetings and grand rounds), but recommends that each activity is clearly mapped onto program outcomes. Key performance indicators were identified, and Praxis pass rates have risen to 100 % over the last three years—an improvement the reviewers noted even though it was not explicitly mentioned in the self-study but appears in the program’s response to prior recommendations. The department’s support for research capstones, community-engagement partnerships (including the 2022 Engagement Award), and interprofessional experiences with nursing and music were all cited as exemplary.

Curricular revisions were praised for their thorough rationale, which links changes to evolving clinical practice, accreditation standards, alumni/employer feedback and national training trends. The revisions follow the ISBE licensure-aligned EDI framework, and a concise summary of these changes is provided in the responses to previous review recommendations. Faculty credentials, scholarly productivity (approximately 1–2 peer-reviewed articles and 2–3 presentations per faculty member annually) and ongoing professional-development participation were all deemed appropriate for program delivery.

The assessment section was generally well-constructed, featuring learning-outcome identification, curriculum mapping and a recent (2022–23) assessment plan. The reviewers confirmed that low Praxis pass rates identified in the prior cycle have been addressed through targeted changes, and they look forward to seeing outcome data in future reviews.

Delivery mode remains primarily face-to-face, with a brief pivot to remote instruction during the pandemic and limited study-abroad participation; the panel suggested clarifying graduate versus undergraduate involvement in those experiences. Comparator analysis was lauded for examining enrollment, curriculum and mission alignment, leading to the identification of ISU’s niche strengths: comprehensive student support for culturally competent practice, faculty-student research collaboration and regional service/outreach. Aspirational plans include an accelerated pathway that could shorten time-to-completion by roughly six months (one semester) and a geriatric specialization concentration—both deemed realistic, manageable and responsive to demographic trends.

The Committee commended the program’s response to the previous review’s recommendations and appreciated the detailed rationales and evidence of implementation, particularly regarding the improvement of Praxis pass rates. Minor disciplinary updates (e.g., AI integration into clinical interventions) were noted as important forward-looking elements. Major findings and subsequent initiatives were presented clearly and align with the evidence gathered throughout the review.

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, 2033.

Continue to refine your plan for enrollment management. The Committee notes that, consistent with national trends, enrollment in the program remained steady over the period of review. We recommend the program faculty and staff consider building on the recent enrollment uptick (Fall 2023) by formalizing a data-driven recruitment dashboard that tracks the impact of the PIE grant.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The Committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including assessing the impact of recent revisions.

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 collaborations with Milner Library. Continue to build on the collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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 BACHELOR OF SCIENCE IN NURSING (B.S.N)

Classification of Instructional Programs (CIP) Code: 51.3801

Registered Nursing/Registered Nurse

OVERVIEW

The Bachelor of Science in Nursing is housed in the Mennonite College of Nursing (MCN) at Illinois State University. The college offers a range of undergraduate, graduate, and post-graduate programs that prepare nurses for diverse roles in today's healthcare environment. At the undergraduate level, MCN provides the Traditional BSN and Accelerated BSN pathways, as well as an online RN-to-BSN option for licensed RNs. Graduate offerings include the Master of Science in Nursing (MSN) with sequences in Nursing Leadership and Management and Family Nurse Practitioner (FNP), along with post-master's certificates in FNP, Psychiatric–Mental Health Nurse Practitioner (PMHNP), and School Nursing. MCN also offers two doctoral degrees—the Doctor of Nursing Practice (DNP) and the PhD in Nursing—supporting advanced clinical practice and research. Across its programs, the College integrates interdisciplinary content in leadership, health systems, public health, and child development, reflecting its commitment to preparing highly skilled and adaptable nursing professionals.

The Bachelor of Science in Nursing (BSN) program at Mennonite College of Nursing (MCN) offers a comprehensive, competency-based curriculum designed to prepare practice-ready, compassionate nurse generalists who can provide high-quality, evidence-based care across diverse populations and settings. Delivered through traditional, accelerated, and RN-to-BSN pathways, the program integrates rigorous didactic instruction, extensive clinical experiences, and high-fidelity simulation within state-of-the-art facilities. Guided by MCN's mission, values, and alignment with the AACN Essentials (2021), the BSN program emphasizes person-centered care, clinical judgment, interprofessional collaboration, and health equity. Structured student success supports—including the Success Plan, ATI content mastery assessments, dedicated academic advising, and the new Senior Student Success Seminar—ensure students are prepared for licensure and professional practice. With consistently strong NCLEX-RN pass rates and deep community partnerships for clinical training, the BSN program equips graduates to enter the nursing workforce as skilled, ethical, and culturally responsive practitioners committed to advancing health for individuals, families, communities, and populations.

Enrollment, Fall Census Day, 2018-2025

Nursing, B.S.N., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Prelicensure BSN traditional sequence	547	569	579	611	645	767	846	901
Prelicensure BSN accelerated sequence	26	27	37	40	36	40	45	41
RN to BSN sequence	53	53	62	60	51	47	47	34
Total	626	649	678	711	732	854	938	976

Degrees Conferred, Graduating Fiscal Year, 2018-2025

Nursing, B.S.N., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Prelicensure BSN sequence	138	148	133	160	143	152	165	199
RN to BSN sequence	21	16	26	33	29	27	31	23
Total	159	164	159	193	172	179	196	222

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

The MCN self-study began in Fall 2022, involving leadership and faculty collaboration. It led to a revised strategic plan, updated program outcomes, and faculty-developed outcomes. Between January and November 2024, MCN revised its mission, vision, and values, incorporating feedback from faculty, alumni, and external stakeholders.

Program curriculum

MCN undergraduate curricula are governed by the MCN College Council, which oversees undergraduate standards, policies, and procedures. There are three Bachelor of Science in Nursing (BSN) sequences, traditional, RN-to-BSN, and accelerated. Each has distinct admission, GPA, and progression requirements. The traditional BSN program admits students as freshmen or junior-year transfers based on GPA, healthcare experience, and a career goals essay. Students must maintain a minimum GPA (2.5 for direct admits, 2.0 during nursing curriculum). Academic dismissal follows poor performance in nursing courses. The program includes two study plans, requires continuous fall-spring enrollment, and mandates reapplication after dismissal or extended absence. Graduation requires completion of all clinical and ISU requirements.

The RN-BSN program is designed for licensed registered nurses with an RN diploma or associate's degree in nursing and a minimum 2.0 GPA. Students earn 34 escrow credits after completing specific courses, which count toward equivalent nursing coursework. The program is fully online and asynchronous. Students must follow an approved plan of study and maintain a 2.0 GPA. Earning a D or F in two nursing courses or repeating a failed course results in dismissal. Reapplication is required after academic dismissal or deviation from the study plan. The program supports flexible learning while ensuring academic rigor and progression toward a BSN degree.

The accelerated BSN program is designed for individuals with a non-nursing bachelor's degree who have completed specific prerequisite courses. Admission requires a minimum 2.5 GPA, though most admitted students have GPAs between 3.23–3.67. The program spans 15 months over four full-time semesters (summer through summer) and requires continuous enrollment. Students must maintain a 2.0 GPA and may be dismissed for repeated poor performance in nursing courses. Reapplication is required after academic dismissal or extended absence. Upon completion, students earn a BSN and meet all clinical and academic requirements for graduation.

Program or academic unit faculty

MCN unit faculty include 26 tenure-track (TT) and 21 non-tenure track (NTT) members. TT faculty hold doctoral degrees and Illinois nursing licenses, with master's degrees in nursing if their doctorate is in another field. NTT faculty are master's-prepared licensed nurses. TT faculty focus on teaching, research, and service, while NTT faculty primarily teach. TT faculty are expected to publish annually and submit grant applications. Many NTT faculty engage in scholarship voluntarily. Faculty composition has broadened, with recent hires bringing a wider range of professional backgrounds and experiences. Faculty assignments and expectations are guided by MCN bylaws and aligned with institutional goals in mind.

Program goals and quality indices

MCN's mission is to prepare nurses who are informed, engaged, and committed to improving health and quality of life for all. Its vision is to be a national leader in preparing nurse leaders who deliver high-quality patient-centered care in diverse clinical contexts. Core values include excellence, ingenuity, human dignity, belonging, integrity, and collaboration—emphasizing empathy, integrity, equity-minded practice, and collaboration. We strive to prepare nursing graduates who readily pass the registered nurse licensure exam (NCLEX-RN), fill positions in healthcare locally and in other underserved areas, and continue involvement with MCN through graduate study, alumni events, and philanthropic contributions.

Student learning outcomes assessment plan and process

The nine BSN program objectives aim to develop nurses who are compassionate caregivers, resource stewards, effective communicators, collaborative team members, lifelong learners, generalists applying evidence-based care, advocates for health equity, empathetic professionals who demonstrate respect for individuals' backgrounds and experiences, and resilient individuals capable of thriving in dynamic healthcare environments. These are assessed following MCN's Plan for College Assessment (PCA, Appendix II) using a variety of data sources, including student exit surveys, competency exams, curriculum recommendation forms completed by faculty each semester, and analysis of evaluative data by the Undergraduate Mennonite Curriculum Committee (UPCC) and Undergraduate Policy Committee (UPC), which are standing committees of MCN's College Council.

Specialized accreditation

MCN's BSN sequences are accredited by the Commission on Collegiate Nursing Education (CCNE), an autonomous arm of the American Association of Colleges of Nursing (AACN). CCNE is an accrediting agency that evaluates the quality and integrity of baccalaureate, graduate, and residency/fellowship programs in nursing.

Responses to recommendations resulting from the previous program review

Recommendation 1: Design and implement strategies for increasing enrollment in the RN to BSN plan of study. Efforts to grow MCN's RN-BSN online program—such as partnerships with 16 community colleges, dual enrollment options, and a shortened 8-week course format—have not increased enrollment as expected. Contributing factors include relaxed hospital hiring standards post-COVID. MCN is now exploring lowering tuition to improve competitiveness in the RN-BSN market.

Recommendation 2: Continue efforts to increase student diversity. Since its last review, MCN received three federal HRSA grants, including a \$2 million award to enhance student support and holistic review processes. These initiatives have expanded participation across the undergraduate program and strengthened pathways into advanced nursing roles.

Recommendation 3: Continue and broaden efforts to increase faculty diversity. MCN has expanded faculty recruitment outreach, including advertising in field-specific venues. Applicant-pool variation remains modest, reflecting national patterns in nursing faculty recruitment.

Recommendation 4: Explore strategies for expanding transcultural nursing experiences. MCN collaborates with the Office of International Engagement to expand study abroad and local transcultural nursing experiences. Clinical partnerships include Community Health Care Clinic for Latine populations. Future opportunities may include placements at a Navajo Reservation in New Mexico with additional clinical placements under consideration in a range of community healthcare settings.

Recommendation 5: Compile and implement an alumni tracking and relations plan.

The recommendation to improve MCN's alumni tracking and relations program has been successful through the work of our MCN events coordinator. These efforts will continue as the College expands and increases the MNAO board membership and social event options intended to engage more alumni. Furthermore, the MNAO will increase the utilization of social media platforms to engage MCN alumni in events and donation campaigns.

Recommendation 6: Continue student learning outcomes assessment. To improve NCLEX-RN success and support growing enrollment, MCN enhanced curriculum alignment with AACN competencies, revised the BSN curriculum, and optimized NUR 390: Senior Success Seminar. ATI resources and exams are used to track outcomes. MCN also updated its assessment plan and is exploring Canvas data collection for future program reviews.

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

Since the last program review, nursing has evolved due to technology, global health crises, and educational innovation. MCN responded by expanding online and hybrid course delivery, enhancing simulation resources, integrating leadership and research into the curriculum, and embedding mental health content. These changes align with emerging practice and education trends.

Major findings of this program review self-study

This self-study has revealed several strengths of MCN, as well as areas for improvement. Strengths include:

- MCN's robust enrollment and growth,
- MCN's state-of-the-art simulation facilities, and
- MCN's high-quality curriculum that exceptionally prepares ISU students for the NCLEX- RN exam and nursing workforce.

Areas of improvement include:

- Maximizing Springfield enrollment,
- Deciphering how to optimally use ATI data to inform curricular and pedagogical practices,
- Deciphering how to continue to provide exceptional support for student success and retention given the increased demand for these services as enrollment grows,
- Deciphering how to fully staff our simulation center to allow clinical simulation to be fully integrated into our undergraduate curriculum, particularly given the changing budget model,
- Determining CCNE's expectations for the RN-BSN program and fulfilling them to maintain accreditation, and
- Addressing healthcare technologies more effectively in the undergraduate curriculum

Initiatives and plans for the next program review cycle

Plans to improve the undergraduate program during the next program review cycle include:

- Adjust to the new budget model by increasing enrollment in nursing courses, matching expenditures to available resources, creating alternative revenue streams, and seeking external funding.
- Continue MCN's reputation as a premier institution of excellence by offering more continuing education to working professionals, develop micro-credential programs, and expand innovative research in partnership with healthcare delivery organizations.
- Determine the ideal combination of full-time and part-time faculty to best meet the needs of the College while allowing for needed flexibility to meet scheduling needs.
- Develop partnerships to allow for innovative clinical sites and schedules.
- Create a plan for physical, human, and fiscal resources to allow for growing enrollment, additional community partnerships and clinical placements with expansion of clinical simulation in the prelicensure program.
- Strengthen faculty recruitment, onboarding, mentoring, and development to support instructional excellence and program sustainability.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the B.S.N. in Nursing program is in Good Standing.

The Academic Planning Committee commends the faculty, staff, and student representatives for producing a thorough self-study that demonstrates extensive collaboration across the college and clear alignment with institutional strategic plans. The self-study was judged to be well-written, evidence-based, and sufficiently comprehensive; no additional follow-up report is required at this time. Overall, the self-study identified a strong instructional capacity, high student- success- metrics, and a commitment to continuous improvement.

Enrollment has risen steadily and intentionally from 609 students in 2017 to 935 in 2024, driven by the opening of an additional Springfield site and a partnership with Memorial Health. The growth has been supported by proportional increases in fulltime and part-time faculty, as well as new simulation facilities. Student diversity mirrors national patterns: the program reports ongoing efforts to address disparities in access to care and to increase participation of underrepresented groups.

Program outcomes are explicitly mapped to American Association of Colleges of Nursing (AACN) core competencies and other national standards. The curriculum includes regular revisions of course objectives, a senior NUR 390 success seminar, and a dedicated education unit for accelerated-BSN students. The self-study documents clear feedback loops: course recommendation forms, semesterly faculty reviews, and periodic outcome analyses are used to inform curricular adjustments.

First-time NCLEX pass rates consistently exceed 99% and are well above state and national averages. Retention and four year graduation rates remain in the high 90% range. Robust support mechanisms include peer tutoring, workshops, a nursing success program, senior capstone seminars, honors participation (approximately 25% of students), and extensive cocurricular opportunities such as transcultural study abroad, community service projects, and professional societies.

The Committee commends the program faculty and staff for the development of the EMPOWER (Effective Mentorship Program Organized to Support the Wellbeing of Diverse Students) program. The program is the College's comprehensive student success initiative that provides mentorship, tutoring, stipends, and scholarship support to students from historically under-served backgrounds. The program pairs each participant with a faculty mentor, offers regular "EMPOWER Your ..." workshops on topics such as cultural competence, financial literacy, and professional development, and supplies modest emergency need stipends that help students stay enrolled when unexpected expenses arise. Since its launch, EMPOWER has been credited with improving retention for first-time students and increasing participation in honors and research activities among minoritized cohorts.

The faculty body comprises both tenure-track (18 in 2017 → 23 in 2024) and non-tenure-track members (fulltime NTT 18 → 30; parttime NTT 37 → 60). Tenure-track faculty are expected to produce roughly one peer-reviewed publication per year; scholarly output is reported for the combined faculty group. Grant activity is strong, with multiple submissions and awards, and professional development participation (CIPD, AIN, DART, Quality Matters) is documented for all instructional staff. The Committee recognizes strong instructional capacity while acknowledging that faculty recruitment is challenged by robust competition from the non-academic market.

Assessment is anchored in the AACN competency framework and includes multiple data sources: licensure exam pass rates, course level recommendation forms, faculty self-studies, and program-wide outcome dashboards. The Committee noted that the assessment plan is a living document with clear mechanisms for feeding results back into curriculum redesign, faculty development, and student support services.

The RNBSN track is delivered entirely online in an asynchronous format and meets the university's definition of distance education. Faculty teaching this program have completed required instructional design training (CIPD, Quality Matters). The self-study also highlights a transcultural nursing experience that provides an international, culturally immersive alternative to traditional clinical placements.

The collaboration with Milner Library and the Nursing Librarian is commendable. We are particularly impressed with the clear information fluency outcomes and integration of embedded librarianship into the curriculum.

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, 2033.

Address the new budgeting model. Align enrollment and resource requests with budget implications, documenting how proposed changes will sustain or increase credit hour generation while supporting student success. The program should integrate its enrollment management plan with the university's credit hour-based budgeting system. The Committee recommends that the department model multiple enrollment scenarios (e.g., status quo, modestly higher admission standards,) and present the projected financial impact to budgeting officials before any policy change is enacted.

Increase clinical site capacity. The Committee supports the program goal to pursue new partnerships (e.g., with regional health systems or the external group used by other programs) to add practicum locations, thereby allowing modest enrollment growth without compromising the capped-site model.

Continue to focus on student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The Committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including assessing the impact of recent revisions.

Continue to expand full-time faculty. Develop a targeted recruitment plan to fill the approved tenure-track and clinical instructor positions needed to support both sequences and reduce reliance on part-time staff.

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 assessment data 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.

Revisit benchmarking. The Committee asks that faculty and staff refine the selection of comparator peer programs by focusing on institutions that share a similar enrollment size, mission, and program structure. Conduct a systematic review of these peers’ best practice models to ensure that any adopted changes are directly relevant and scalable for MCN.

Continue collaborations with Milner Library. Continue to build on the strong existing collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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. Create a coordinated alumni network (e.g., LinkedIn group, annual speaker series, quarterly career outcome survey) and formal advisory mechanisms that link alumni insights to curriculum updates, recruitment, mentorship, networking, and identifying and reducing barriers to access and success so all students have equitable opportunities to thrive. This will keep the program aligned with industry trends, enhance student career pathways, and leverage alumni as a valuable resource for mentorship and outreach.

REVIEW OF THE MASTER OF SCIENCE IN NURSING (M.S.N)

Classification of Instructional Programs (CIP) Code: 51.3801

Registered Nursing/Registered Nurse

OVERVIEW

The Master of Science in Nursing program is housed in the Mennonite College of Nursing (MCN) at Illinois State University. The college offers a range of undergraduate, graduate, and post-graduate programs that prepare nurses for diverse roles in today's healthcare environment. At the undergraduate level, MCN provides the Traditional BSN and Accelerated BSN pathways, as well as an online RN-to-BSN option for licensed RNs. Graduate offerings include the Master of Science in Nursing (MSN) with sequences in Nursing Leadership and Management and Family Nurse Practitioner (FNP), along with post-master's certificates in FNP, Psychiatric–Mental Health Nurse Practitioner (PMHNP), and School Nursing. MCN also offers two doctoral degrees—the Doctor of Nursing Practice (DNP) and the PhD in Nursing—supporting advanced clinical practice and research. Across its programs, the College integrates interdisciplinary content in leadership, health systems, public health, and child development, reflecting its commitment to preparing highly skilled and adaptable nursing professionals.

The Master of Science in Nursing (MSN) program at the Mennonite College of Nursing prepares advanced practice nurses and nurse leaders through two sequences—Family Nurse Practitioner (FNP) and Nursing Leadership and Management (NLM). The FNP track combines online and on-campus coursework with 660 clinical hours; the NLM track is fully online with 360 clinical hours. Both sequences align with the 2021 AACN Essentials and CCNE accreditation standards, emphasizing evidence-based practice, ethical leadership, and interprofessional collaboration. With guaranteed clinical placement for all FNP students and exceptional certification outcomes, including a 100% FNP exam pass rate in 2024, the program equips graduates to deliver high-quality, person-centered care and lead improvement efforts across diverse healthcare settings.

Enrollment, Fall Census Day, 2018-2025

Nursing, M.S.N., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Family Nurse Practitioner sequence	65	63	63	36 (57)	12 (53)	0 (53)	16 (61)	38
Leadership and Management sequence	27	25	26	19 (33)	11 (33)	1 (26)	10 (31)	16
Total	92	88	89	55 (90)	23 (86)	1 (79)	28 (90)	54

Note that until spring of 2025, MCN offered a BSN-to-DNP degree program, with Family Nurse Practitioner (FNP) and Nursing Leadership & Management (NLM) sequences. Because completion of the FNP or NLM coursework is equivalent to an MSN, total enrollment that includes these sequences are reported in the parentheses. In spring of 2025, the BSN-DNP track was eliminated. As of fall of 2025 students holding a BSN who pursue a DNP must first enter the MSN program and then apply to our post-master's DNP program.

Degrees Conferred, Graduating Fiscal Year, 2018-2025

Nursing, M.S.N., Illinois State University

First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Family Nurse Practitioner sequence	23	24	21	23	21	18	17	20
Leadership and Management sequence	7	8	8	7	7	10	8	10
Total	30	32	29	30	28	28	25	30

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

The MCN self-study began in Fall 2022, involving leadership and faculty collaboration. It led to a revised strategic plan, updated program outcomes, and faculty-developed outcomes. Between January and November 2024, MCN revised its mission, vision, and values, incorporating feedback from faculty, alumni, and external stakeholders.

Program curriculum

The graduate catalog entry for MCN's graduate program provides information about both sequences (FNP and NLM), as well as other graduate programs offered through MCN. Admissions requirements for both MSN sequences are:

- a BSN from an accredited program,
- a minimum GPA of 3.0 for the last 60 semester hours of undergraduate coursework,
- evidence of completion of statistics, nursing research, and physical assessment courses,
- a current, unencumbered RN license in Illinois.

The MSN-FNP sequence can be completed on a 2-year (full time) or a 3-year (part time) plan of study. The program is taught partially online with core FNP courses (NUR 401, 405, 407, and 511) taught fully online and FNP support and clinical courses taught on campus. On campus courses include NUR 431, 433, 437, 471, 473, 475, and 477. Students complete 44 credit hours and 660 clinical hours to meet degree requirements. This sequence begins in the fall term. Students follow their designated plan of study outlined upon admission.

The MSN-NLM sequence can be completed on a 2.5-year plan of study (7 semesters). The program is taught fully online with clinical hours at clinical sites. Students complete 34 credit hours and 360 clinical hours to meet degree requirements. This track begins in the fall term. Students follow their designated plan of study outlined upon admission.

Program or academic unit faculty

MCN unit faculty include 26 tenure-track (TT) and 21 non-tenure track (NTT) members. TT faculty hold doctoral degrees and Illinois nursing licenses, with master's degrees in nursing if their doctorate is in another field. NTT faculty are master's-prepared licensed nurses. TT faculty focus on teaching, research, and service, while NTT faculty primarily teach. TT faculty are expected to publish annually and submit grant applications. Many NTT faculty engage in scholarship voluntarily. Faculty composition has broadened in recent years, with recent hires contributing varied professional backgrounds and experiences. Faculty assignments and expectations are guided by MCN bylaws and aligned with institutional goals in mind.

Program goals and quality indices

MCN's mission is to prepare nurses who are informed, engaged, and committed to improving health and quality of life for all. Its vision is to be a national leader in preparing nurse leaders who deliver high-quality, patient-centered care in diverse clinical settings. Core values include excellence, ingenuity, human dignity, belonging, integrity, and collaboration—emphasizing empathy, integrity, patient-centered practice, and collaboration. The MSN-FNP program reviewed in this self-study strives to prepare advanced practice nurses who readily pass the Family Nurse Practitioner Certification Exam either through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Body (AANPCB). The MSN-NLM program reviewed in this self-study strives to prepare advanced practice nurses who enter leadership positions in healthcare facilities and influence public health policy. The SNGC program provides specialized training to RNs who work as school nurses, enabling them to become a licensed Professional Educator. The post-graduate PMHNP program enables licensed family nurse practitioners to become certified to provide psychiatric and mental healthcare. In all cases, our graduates fill positions in healthcare locally and in other underserved areas and thereby expand access to

primary healthcare, and continue involvement with MCN through graduate study, alumni events, and philanthropic contributions.

Student learning outcomes assessment plan and process

The 8 MSN program objectives are to (1) Advocate for compassionate, patient-centered care that effectively meets the needs of individuals and communities (2) Lead and evaluate safe and effective change for improved quality in practice and health care systems; (3) Advance a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system; (4) Apply ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems; (5) Foster and lead collaborative interprofessional care teams to provide individual, family and population-based care; (6) Navigate and integrate services across the healthcare system that promote ethical, cost-effective, and innovative change; (7) Translate evidence into practice within an interprofessional healthcare system; and (8) Use communication and information technology to collaborate with healthcare consumers and providers across the healthcare system. These are assessed following MCN's Plan for College Assessment (PCA, Appendix II) using a variety of data sources, including student exit surveys, competency exams, curriculum recommendation forms completed by faculty each semester, and analysis of evaluative data by the Graduate Program Curriculum Committee (GPCC), a standing committee of MCN's College Council.

Specialized accreditation

MCN's MSN programs are accredited by the Commission on Collegiate Nursing Education (CCNE), an autonomous arm of the American Association of Colleges of Nursing (AACN). CCNE is an accrediting agency that evaluates the quality and integrity of baccalaureate, graduate, and residency/fellowship programs in nursing.

Responses to recommendations resulting from the previous program review

Recommendation 1: Continue to monitor changes in the discipline and profession to identify needs for program changes. The first recommendation to monitor changes in the practice field will be a priority for faculty and leadership at MCN over the next 8 years. Locally, central Illinois struggles to employ enough healthcare providers to provide access to its growing population, and we strive to continue to graduate providers from our MSN programs and certificates that fill these gaps.

Recommendation 2: Continue efforts to increase student diversity. Efforts by the Office of Student Support and marketing teams have broadened student participation within the BSN programs. During the review period, MSN and certificate programs reflected greater variation in student backgrounds compared to the larger graduate student body. MCN's previous HRSA awards supported expanded student support and holistic review processes, and an ANEW grant (2019–2023) supported preparation of primary care advanced practice nurses to practice in rural and underserved settings. The funds were used for graduate students in the FNP sequence between FY 2019-2023. FNP faculty also submitted a proposal for the latest ANEW funding opportunity in 2023 but were not funded. Graduate faculty intend to continue to seek funding to offer more diverse graduate programs and simulation opportunities.

Recommendation 3: Continue and broaden efforts to increase faculty diversity. Recent hiring cycles have brought faculty with a wider range of professional experiences and research foci. Continued efforts will aim to expand applicant pools and strengthen faculty capacity across MCN programs.

Recommendation 4: Explore strategies for expanding program enrollment. MCN will continue to focus on increasing enrollment in the graduate program using digital marketing strategies, traditional strategies, and by offering continuing education programs to practicing nurses. Currently, the greatest constraint on MSN-FNP enrollment is clinical site availability, so we will strive to continue to explore new partnerships that will enable clinical site placement.

Recommendation 5: Compile and implement an alumni tracking and relations plan. The recommendation to improve MCN's alumni tracking and relations program has been successful through the work of our MCN events coordinator. These efforts will continue as the college expands and increases the MNAO board membership and social event options intended to engage more alumni. Furthermore, the MNAO uses social media platforms to engage MCN alumni in events and donation campaigns.

Recommendation 6: Continue student learning outcomes assessment. The sixth recommendation was to continue student learning outcomes assessment, which has been successful. The College will explore the

opportunities to collect electronic data from Canvas report functionality over the next program review period. MCN has also revised the PCA to include faculty outcomes and streamline assessment of student learning.

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

Since the last program review, nursing has evolved due to technology, global health crises, and educational innovation. MCN's graduate programs, which are offered online, either wholly or in part, create access to advanced practice nursing programs, provide opportunity to RNs to integrate leadership into advanced practice, and provide mental healthcare. These changes align with emerging practice and education trends.

Major findings of this program review self-study

This self-study has revealed several strengths of MCN's MSN program, as well as areas for improvement.

Strengths include:

- Exceptional preparation for the Family Nurse Practitioner licensure exam.
- Robust enrollment in the SNGC.
- Robust alignment between course objectives and program outcomes, and between program outcomes and the AACN Essentials.

Areas for improvement include:

- Enrollment in the post-graduate PMHNP certificate.
- Availability of clinical sites for student placement.
- Response rate of exit surveys.

Initiatives and plans for the next program review cycle

Plans to improve the MSN and certificate programs during the next program review cycle include:

1. Adjust to the new budget model while creating alternative revenue streams and increasing enrollment.
2. Determine the ideal combination of full-time and part-time faculty to best meet the needs of the College, specifically the MSN and certificate programs.
3. Develop innovative alternative settings for clinical experiences to maximize available clinical sites.
4. Determine plan for physical, human, and fiscal resources to allow for growing enrollment, additional community partnerships and clinical placements with expansion of clinical simulation in the MSN-FNP program.
5. Strengthen faculty recruitment, mentoring, and development to support high-quality teaching, research, and program sustainability.
6. Identify methods to provoke strong response to exit survey requests.
7. Explore resources required to establish a nurse-led healthcare clinic.
8. Consider expanding the SNGC enrollment by making it available to licensed RNs who are not already working as nurses but who would like to pursue a position as a school nurse.
9. Consider closing the PMHNP post-graduate certificate due to low enrollment.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the M.S.N. in Nursing program is in Good Standing.

The Academic Planning Committee commends the faculty, staff, and student representatives for producing a thorough self-study that demonstrates extensive collaboration across the college, clear alignment with institutional and unit strategic plans, and a well documented evidence base. The self-study was judged to be well written, evidence-based, and sufficiently comprehensive; no additional follow-up report is required at this time.

The program is organized around two graduate sequences—Family Nurse Practitioner (FNP) and Nursing Leadership & Management (NLM). Both are delivered in a hybrid format: core coursework is offered online while

clinical components are taught on campus or at affiliated practice sites. The curriculum aligns closely with the “Excellence By Design” framework and maps explicitly to external professional standards and AACN Essentials, including health equity and social determinants of health competencies. Program outcomes are distinct from those of the BSN and are appropriate for master-level education, with clear objective mapping to each course and a robust feedback loop that informs curriculum revisions.

Enrollment has been managed strategically. Total graduate enrollment grew from 133 students in 2017 to 214 in 2024, with the FNP sequence capped at 24 students per year (reflecting clinical-site capacity) and enrollment remaining steady around 60 ± 5. The NLM sequence enrolls roughly 30 students, with modest fluctuations. The Office of Student Services, which includes fulltime advisors, support staff, and an assistant dean, works closely with EMAS and is heavily involved in recruitment. Advising effectiveness is assessed annually through student exit surveys, and group advising sessions are held each semester.

Student success initiatives received strong kudos. A formal Student Success Team meets biweekly, and a variety of co-curricular activities (book clubs, presentations, RSOs) to nurture equity, diversity, access, and belonging. Retention rates are solid, though a small number of full-time working professionals leave each year; the Committee noted this as an area for further monitoring and potential additional support. Post-graduate certificates (e.g., PMHNP) are offered with individualized plans of study.

Faculty composition has improved over the review period. Tenure-track faculty increased from 18 in 2017 to 23 in 2024, and nontenure-track faculty grew from 18 (fulltime) and 37 (parttime) to 30 fulltime and 60 parttime. All tenure-track faculty hold terminal degrees, while nontenure-track instructors are required to be master-prepared and Illinois-licensed nurses. Faculty are expected to produce at least one peer-reviewed publication per year; scholarly productivity, grant submissions and awards, and professional-development opportunities were all highlighted as strengths. Clinical instruction is limited to faculty who are credentialed FNPs, which constrains staffing but ensures compliance with licensure requirements.

Assessment practices are a particular strength of the program. The assessment plan (referred to as the PCA for all programs except the PhD) was revised for 2023-24 and incorporates both direct measures (exams, clinical performance logs, preceptor evaluations) and indirect measures captured through course-recommendation forms. Data are reviewed regularly by designated Committees, and the results feed directly into curriculum updates, faculty development plans, and student-support strategies.

Both sequences meet the definition of distance-education programs, and all faculty participate in CIPD programming (AIM, DART, Quality Matters). While the transcultural nursing experience is primarily designed for undergraduates, it offers a potential study abroad component that could be adapted for graduate learners.

The comparative program analysis was praised for recognizing the tension between maintaining small, individualized cohorts and pursuing strategic growth. Aspirational-program benchmarking was noted as well-being aligned with the college’s strategic plan, and clear implementation steps were outlined.

The Committee commends the faculty and staff work that resulted in the PROUD and ANEW grant initiatives that support nursing training. Both grants were reported as fully addressed and the associated activities (holistic admissions, tuition-aid scholarships, and workforce-development funding) are now integrated into the program’s recruitment, retention and diversity strategies.

Major findings identified areas for continued improvement: expanding fulltime faculty, increasing clinical site capacity, enhancing simulation resources, and providing additional pedagogical support for faculty. Notably, while many peer programs are shrinking, ISU’s MSN program continues to grow, underscoring its regional relevance. The ensuing initiatives—adjusting to the new credit-hour budgeting model, pursuing targeted enrollment management, and strengthening alumni engagement—are logically derived from the self-study findings and appear actionable.

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, 2033.

Address the new credit-hour budgeting model. Align enrollment and resource requests with budget implications, documenting how proposed changes will sustain or increase credit-hour generation while supporting student success. The program should integrate its enrollment management plan with the university's credit-hour-based budgeting system. The Committee recommends that the department model multiple enrollment scenarios (e.g., status quo, modestly higher admission standards) and present the projected financial impact to budgeting officials before any policy change is enacted.

Increase clinical site capacity. The Committee supports the program goal to pursue new partnerships (e.g., with regional health systems or the external group used by other programs) to add practicum locations, thereby allowing modest enrollment growth without compromising the capped-site model.

Strengthen faculty scholarship and grant support. Continue to encourage peer-reviewed publications, provide structured internal review of grant proposals, and allocate protected time for research and professional development.

Continue to enhance student success and retention. The Committee recommends that the program faculty continue to review and refine their plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). Refine the formal Student Success Team's work to include more systematic tracking of attrition among full-time working professionals and develop additional support services (e.g., flexible clinical scheduling, mentorship). Expand co-curricular activities that promote belonging while ensuring they are realistic for working students. The Committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities.

Continue to review and revise the curriculum. The Committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including assessing the impact of recent revisions. Keep the curriculum mapping to AACN Essentials, health equity, and social determinants of health up to date.

Continue to expand fulltime faculty. Develop a targeted recruitment plan to fill the approved tenure track and clinical instructor positions needed to support both sequences and reduce reliance on parttime staff.

Continue implementing and refining the student learning outcomes assessment plan. The Committee encourages faculty to continue to maintain the robust assessment infrastructure (course-to-outcome mapping, direct measures such as exams and clinical logs) and ensure the feedback loop is documented as a living document that drives curriculum revisions. 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.

Explore additional distance-education quality measures. Verify that all online and hybrid components continue to meet CIPD/Quality Matters standards and consider expanding the transcultural nursing experience or other experiential opportunities that can be delivered remotely for graduate students.

Continue collaborations with Milner Library. Continue to build on the strong existing collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and

maintain resource availability and consider expanding digital resources. 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. Create a coordinated alumni network (e.g., LinkedIn group, annual speaker series, quarterly career outcome survey) and formal advisory mechanisms that link alumni insights to curriculum updates, recruitment, mentorship, networking, and identifying and reducing barriers to access and success so all students have equitable opportunities to thrive. This will keep the program aligned with industry trends, enhance student career pathways, and leverage alumni as a valuable resource for mentorship and outreach.

REVIEW OF THE PH.D. IN NURSING
Classification of Instructional Programs (CIP) Code: 51.3808
Nursing Science

OVERVIEW

The Doctorate in Nursing program is housed in the Mennonite College of Nursing (MCN) at Illinois State University. The college offers a range of undergraduate, graduate, and post-graduate programs that prepare nurses for diverse roles in today's healthcare environment. At the undergraduate level, MCN provides the Traditional BSN and Accelerated BSN pathways, as well as an online RN-to-BSN option for licensed RNs. Graduate offerings include the Master of Science in Nursing (MSN) with sequences in Nursing Leadership and Management and Family Nurse Practitioner (FNP), along with post-master's certificates in FNP, Psychiatric–Mental Health Nurse Practitioner (PMHNP), and School Nursing. MCN also offers two doctoral degrees—the Doctor of Nursing Practice (DNP) and the PhD in Nursing—supporting advanced clinical practice and research. Across its programs, the College integrates interdisciplinary content in leadership, health systems, public health, and child development, reflecting its commitment to preparing highly skilled and adaptable nursing professionals.

The PhD in Nursing program at the Mennonite College of Nursing provides a rigorous, research-focused doctoral education designed to prepare nurse scientists who advance the discipline through original inquiry. The curriculum includes core coursework in nursing science, research methods, statistics, and scholarly dissemination, along with research practica and 15 credit hours of dissertation work grounded in independent, faculty-mentored investigation. Delivered fully online to meet the needs of working nurses, the program emphasizes the development of competencies in theory, research design, data analysis, and interdisciplinary collaboration. Graduates are expected to generate new knowledge that informs practice, education, and health policy, and to assume roles as researchers, educators, and leaders working to improve health outcomes across populations.

Enrollment, Fall Census Day, 2018-2025
Nursing, Ph.D., Illinois State University
First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Nursing (default) sequence	21	16	13	12	9	6	8	2
BSN to Ph.D. sequence					1	2	3	2
Post Master's sequence					3	8	16	21
Total	21	16	13	12	13	16	27	25

Degrees Conferred, Graduating Fiscal Year, 2018-2025
Nursing, Ph.D., Illinois State University
First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Nursing (default) sequence	5	6	5	1	2	1	0	4
BSN to Ph.D. sequence								
Post Master's sequence								
Total	5	6	5	1	2	1	0	4

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

The MCN self-study began in Fall 2022, involving leadership and faculty collaboration. It led to a revised strategic plan, updated program outcomes, and faculty-developed outcomes. Between January and November 2024, MCN revised its mission, vision, and values, incorporating feedback from faculty, alumni, and external stakeholders.

Program curriculum

The graduate catalog entry for MCN's graduate program provides information about all graduate programs offered through MCN. Time to degree largely depends on whether a student is pursuing their PhD full-time or part-time. Curricular exceptions are provided in the PhD program only in rare circumstances. Admissions requirements for the PhD are:

- BSN degree from a CCNE or NLN-accredited program
- An unencumbered RN license
- A minimum grade point average of 3.0 for the last 30 hours of graduate or 60 hours of undergraduate coursework; to include courses in which the student is currently enrolled
- Certified and licensed as an advanced practice nurse (certified nurse practitioner, certified clinical nurse specialist, certified nurse midwife, certified registered nurse anesthetist) or have completed a master's degree program in nursing administration/leadership. Other MSN specialties are also considered.
- A master's level statistics course (or completion within one year of enrolling in the PhD program).

Program or academic unit faculty

MCN PhD faculty include 27 tenure-track (TT) members. TT faculty hold doctoral degrees and Illinois nursing licenses, with master's degrees in nursing if their doctorate is in another field. TT faculty are expected to publish annually and submit grant applications. Recent faculty hires have expanded the range of professional backgrounds and perspectives represented within the College. Faculty assignments and expectations are guided by MCN bylaws and aligned with institutional goals in mind.

Program goals and quality indices

MCN's mission is to prepare nurses who are informed, engaged, and committed to improving health and quality of life for all. Its vision is to be a national leader in preparing nurse leaders who deliver high-quality patient-centered care in diverse practice settings. The PhD program reviewed in this self-study strives to prepare nursing scientists.

Student learning outcomes assessment plan and process

The PhD program objectives are that graduates will:

1. Lead the development of science to advance effective practice, education, and health care policy.
2. Serve the evolving healthcare interests of humankind through the integration of research, teaching, practice, and service.
3. Educate, mentor, and guide the next generation of clinicians, researchers, policymakers, and educators.
4. Lead and collaborate across disciplines to promote scholarship, teaching, mentoring, practice and service.

These are assessed using a variety of data sources, including student exit surveys, curriculum recommendation forms completed by faculty each semester, and analysis of evaluative data by the Graduate Program Curriculum Committee (GPCC), a standing committee of MCN's College Council.

Specialized accreditation

MCN's PhD program is not accredited. The accreditation body that accredits MCN's other programs (CCNE) does not accredit PhD programs.

Responses to recommendations resulting from the previous program review

Recommendation 1: Continue to monitor changes in the discipline and profession to identify needs for program changes. The first recommendation to monitor changes in the practice field will be a priority for faculty and leadership at MCN over the next 8 years. Nationally, there is a shortage of nursing faculty, due to salary differences between doctorally prepared nurses practicing in the field and nursing faculty. Our exit data, while incomplete, confirm this trend. As we transform our PhD program, we will emphasize the importance of entering academia in order to perpetuate the profession, as well as the benefits of working in academia.

Recommendation 2: Continue efforts to increase student diversity. The program broadened its recruitment and support efforts, resulting in enrollment patterns consistent with those of the larger graduate student population. Work by the Office of Student Support and marketing teams has broadened the undergraduate applicant pool, and strong recruitment from MCN's BSN programs continues to support a well-prepared pipeline into the PhD program. Over the review period, The Ph.D. program's enrollment patterns are consistent with those of the broader graduate student population.

Recommendation 3: Continue and broaden efforts to increase faculty diversity Faculty recruitment efforts have broadened applicant pools and brought in hires with varied research expertise and backgrounds. Since the last program review MCN Recent hires have brought varied professional experiences and research specializations. Continued efforts will focus on broadening applicant pools to support MCN's instructional and research needs. This will be a key effort to continue over the next review period to improve research expertise and student support withing MCNs programs.

Recommendation 4: Explore strategies for expanding program enrollment. MCN has focused on increasing enrollment in the graduate program using digital marketing strategies, traditional strategies, and by offering continuing education programs to practicing nurses, with mixed success related to the PhD program. Our forthcoming revisions to the PhD program are likely to enhance enrollment, as long as TT faculty have capacity to mentor PhD students.

Recommendation 5: Compile and implement an alumni tracking and relations plan. The recommendation to improve MCN's alumni tracking and relations program has been successful through the work of our MCN events coordinator. These efforts will continue as the College expands and increases the MNAO board membership and social event options intended to engage more alumni. Furthermore, the MNAO uses social media platforms to engage MCN alumni in events and donation campaigns.

Recommendation 6: Continue student learning outcomes assessment. The sixth recommendation was to continue student learning outcomes assessment, which has been successful to an extent, but still with low response rates. We anticipate the collaboration with Student Affairs to administer a single exit survey will address this problem.

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

Since the last program review, nursing has evolved due to technology, global health crises, and educational innovation. MCN's graduate programs, which are offered online, either wholly or in part, create access to advanced practice nursing programs, provide opportunity to RNs to integrate leadership into advanced practice, and provide mental healthcare. These changes align with emerging practice and education trends.

Major findings of this program review self-study

Observations from this self-study of the PhD program are that we need to update the curriculum to be comparable to other nursing PhD programs and enhance our program's attractiveness. Further, faculty research productivity, which is the foundation of a PhD program, needs to be supported and increased via faculty mentoring and professional development in research, publication support, and grant-writing. Currently, our marketing strategies for the PhD program do not compete with our comparators, so several changes to our website are necessary.

Initiatives and plans for the next program review cycle

Plans to improve the PhD program during the next program review cycle include:

1. Adjust to the new budget model while creating alternative revenue streams and increasing enrollment.

2. Enhance the quality and diversity of the College faculty through recruitment, onboarding, mentoring, and provision of high-quality faculty development opportunities.
3. Identify methods to provoke strong response to exit survey requests.
4. Revamp the website to highlight faculty research and mentorship of PhD students.
5. Revise the PhD curriculum to reflect current and best practices in nursing science education.
6. Begin a Nursing Science undergraduate minor, to serve as a pathway into the PhD program.
7. Begin a Nursing Science Scholar program, to serve as a pathway into the PhD program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the Ph.D. in Nursing program is in Good Standing.

The Academic Planning Committee commends the faculty, staff, and student representatives for producing a self-study that is thorough, evidence-based, and clearly aligned with ISU's mission, values, and the revised AACN Essentials (2021). The self-study was judged to be well written and comprehensive; no additional follow up report is required at this time.

The College of Nursing is organized without departments or schools, a structural feature that influences how programs are administered and should be noted by APC members unfamiliar with this model. Tenure-track (TT) faculty all hold terminal degrees and increased modestly from 18 in 2017 to 23 in 2024, while nontenure-track (NTT) faculty more than doubled (fulltime 18 → 30; parttime 37 → 60). The program does not employ graduate assistants at present, and the few remaining assistantships are held by students from other health-related programs rather than nursing scholars. TT faculty are expected to produce at least one peer-reviewed article per year, and the self-study reports strong grant activity with an SRI in the 83rd percentile. Faculty scholarly productivity is solid, though citation metrics suggest room for improvement.

Advising is delivered through an Office of Student Services that includes fulltime advisors, support staff, and an assistant dean. Advising effectiveness is monitored annually via student exit surveys, and group advising sessions are held each semester. The library section received kudos for an embedded librarian study that demonstrates effective collaboration with university resources.

The self-study process began in Fall 2022 and involved multiple stakeholder groups, including the Graduate Programs Coordinating Committee (GPCC) and the College Council. Although much of the language mirrors previous BSN and MSN self-studies, additional paragraphs address these broader alignments.

Enrollment trends show a recent rebound after an earlier dip: numbers rose from 22 in 2017, fell to a low of 12, and have climbed back to 27 in the most recent year. The Committee notes that the increase coincides with the program's transition from a face-to-face format to fully online delivery, although the self-study does not discuss this shift. The program now concentrates on a post master's sequence; the BSN to PhD track appears to be phased out, leaving TT faculty advising capacity as the primary enrollment constraint. For students historically under-served in higher education, participation is increasing slowly but steadily, and the program has taken intentional steps to foster community and belonging for faculty, staff, and students. The Ph.D. is not accredited because it is designed for research scholars rather than practitioners. Alumni data remain limited, with low response rates to exit surveys; a revised survey has been developed in partnership with Student Affairs and the Career Center.

Student success initiatives are well articulated, yet retention remains a concern. The Committee noted graduation rates ranging from 25% to 67% for very small cohorts, reflecting the challenges faced by full-time working professionals who often cite work-life balance as a reason for departure. The Committee recommends a deeper analysis of attrition drivers and the development of targeted support mechanisms.

Curriculum review is identified as a priority. The current curriculum, described as "over five years old," will be examined by a task force beginning in 2025. The discussion of the EDAB framework suggests that many of

its elements are embedded in dissertation projects rather than core coursework. Questions were raised about the interaction between the program's eighty-year maximum time-to-degree limit and observed attrition, especially for students approaching that deadline.

Faculty scholarly metrics were presented alongside average citation counts and benchmarking data, confirming strong grant performance but indicating potential for increased publication output. The Committee applauds ongoing professional development opportunities and the robust grant submission/award record.

Assessment planning mirrors that of other college programs, with clear program outcomes and mapping to AACN domains. Domains 2 (person-centered care) and 3 (population health) are unchecked, likely reflecting the research-oriented nature of a Ph.D. versus a practice-focused DNP. The assessment appendix is eight years old; the Committee encourages continuation of collaboration with University Assessment Services (UAS) to refresh the plan and ensure that data—whether from formal assessments or exit surveys—drive concrete program improvements.

The Ph.D. is delivered 100% online and therefore meets the definition of distance education. All teaching faculty participate in CIPD quality initiatives (AIM, DART, Quality Matters), though the Committee suggests confirming that these supports remain current. The transition from face-to-face to fully online was not documented in the self study; a recommendation is made to assess the impact of this change on enrollment, student satisfaction, and learning outcomes.

Comparator analysis blends aspirational benchmarking with limited contextual data. The “step 2” portion of the report approximates a comparator analysis, while aspirational targets cite programs such as Mizzou and UIC. The Committee advises clearer separation of comparator (state-based peers) and aspirational (national exemplars) sections to improve benchmarking relevance.

Major findings echo those identified in earlier reviews: the curriculum requires updating, faculty scholarship and grant activity should be further amplified, and program visibility must be enhanced. The initiatives outlined—aggressive recruitment, curricular revision, and expanded grant support—are well aligned with these findings and differ appropriately from those proposed for the MSN program.

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, 2033.

Address the new credit-hour budgeting model. Align enrollment and resource requests with the university's credit-hour-based budgeting system; model several enrollment scenarios (status quo, modestly higher admission standards, targeted growth) and present projected financial impacts to budgeting officials before any policy change. The Committee recommends that the program faculty monitor faculty-to-student advising ratio scenario (e.g., 1 TT advisor per 3–4 students) to ensure the credit-hour increase does not outpace advisory capacity.

Expand research-placement capacity. The Committee recommends the program faculty and staff work to increase formalized partnerships with health-system research labs, community-based research sites, and industry partners that can host dissertation projects.

Strengthen faculty scholarship and grant support. Continue to encourage peer-reviewed publications, provide structured internal review of grant proposals, and allocate protected time for research and professional development. The Committee suggests exploring the creation of a grant writing incubator for faculty-student collaborative proposals (e.g., seed funding for dissertation-related grants).

Continue to enhance student success and retention. Refine the Student Success Team's work to systematically track attrition among full-time working professionals; develop flexible support services (e.g., mentorship, asynchronous coaching); expand co-curricular activities that promote belonging while being realistic for working students.

Continue to review and revise the curriculum. Maintain periodic reviews, assess impact of recent revisions, keep mapping to AACN Essentials, health equity, and social determinants of health up-to-date.

Continue to expand fulltime faculty. Develop a targeted recruitment plan to fill approved tenure-track and clinical instructor positions needed to support both sequences and reduce reliance on parttime staff. Consider prioritizing hires in research intensive specialties that align with the program's emerging focus areas (e.g., health equity, AI in nursing research).

Continue implementing and refining the student learning outcomes assessment plan. Maintain course-to-outcome mapping, direct measures (exams, dissertations), and a living feedback loop that drives curriculum revisions.

Explore additional distance-education quality measures. Verify that all online components continue to meet CIPD/Quality Matters standards; consider expanding the transcultural nursing experience or other remote experiential opportunities for graduate students. The Committee recommends conducting a formal analysis to examine the impact of the transition to a fully online program.

Continue collaborations with Milner Library. Continue to build on the strong existing collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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. Create a coordinated alumni network (e.g., LinkedIn group, annual speaker series, quarterly career outcome survey) and formal advisory mechanisms that link alumni insights to curriculum updates, recruitment, mentorship, networking, and identifying and reducing barriers to access and success so all students have equitable opportunities to thrive. This will keep the program aligned with industry trends, enhance student career pathways, and leverage alumni as a valuable resource for mentorship and outreach.

REVIEW OF THE D.N.P. IN NURSING PRACTICE
Classification of Instructional Programs (CIP) Code: 51.3818
Nursing Practice

OVERVIEW

The Doctor of Nursing Practice (DNP) is housed in the Mennonite College of Nursing (MCN) at Illinois State University. The college offers a range of undergraduate, graduate, and post-graduate programs that prepare nurses for diverse roles in today's healthcare environment. At the undergraduate level, MCN provides the Traditional BSN and Accelerated BSN pathways, as well as an online RN-to-BSN option for licensed RNs. Graduate offerings include the Master of Science in Nursing (MSN) with sequences in Nursing Leadership and Management and Family Nurse Practitioner (FNP), along with post-master's certificates in FNP, Psychiatric–Mental Health Nurse Practitioner (PMHNP), and School Nursing. MCN also offers two doctoral degrees—the Doctor of Nursing Practice (DNP) and the PhD in Nursing—supporting advanced clinical practice and research. Across its programs, the College integrates interdisciplinary content in leadership, health systems, public health, and child development, reflecting its commitment to preparing highly skilled and adaptable nursing professionals.

The Doctor of Nursing Practice (DNP) program at the Mennonite College of Nursing prepares experienced, master's-prepared nurses for advanced leadership and practice roles through a fully online, evidence-based curriculum aligned with the 2021 AACN Essentials. The program requires 34 credit hours and a minimum of 1,000 post-baccalaureate clinical hours, including scholarly project coursework and three clinical residency courses. Designed for working professionals, the DNP emphasizes systems leadership, evidence-based practice, health policy, informatics, population health, and interprofessional collaboration. Students individualize clinical experiences with approved preceptors across diverse healthcare settings, and program outcomes consistently demonstrate strong graduate readiness for organizational leadership and practice change. Accredited by CCNE through 2027, the program maintains a focus on quality, accessibility, and continuous improvement while supporting a student body that is more racially and ethnically diverse than the university's overall graduate population.

Enrollment, Fall Census Day, 2018-2025
Nursing, D.N.P., Illinois State University
First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Family Nurse Practitioner sequence				21	41	53	43	26
Post-Master's sequence				8	14	16	13	14
Leadership and Management sequence				14	22	25	21	16
No subplan	9	14	15	10	2	0	1	0
Total	9	14	15	53	79	94	78	56

Degrees Conferred, Graduating Fiscal Year, 2018-2025
Nursing, D.N.P., Illinois State University
First Majors Only

	2018	2019	2020	2021	2022	2023	2024	2025
Family Nurse Practitioner sequence								1
Post-Master's sequence							3	9
Leadership and Management sequence								
No subplan		5	4	4	4	7	2	

Total		5	4	4	4	7	5	10
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*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2021 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY

Self-study process

The MCN self-study began in Fall 2022, involving leadership and faculty collaboration. It led to a revised strategic plan, updated program outcomes, and faculty-developed outcomes. Between January and November 2024, MCN revised its mission, vision, and values, incorporating feedback from faculty, alumni, and external stakeholders.

Program curriculum

The graduate catalog entry for MCN's graduate program provides information about all graduate programs offered through MCN. Time to degree largely depends on whether a student is pursuing their DNP full-time or part-time. Curricular exceptions are provided in the DNP program only in rare circumstances. Admissions requirements for the DNP program are:

- An MSN degree from a CCNE or NLN-accredited program
- A minimum grade point average of 3.0 for the last 30 hours of graduate or 60 hours of undergraduate coursework; to include courses in which the student is currently enrolled
- Certified and licensed as an advanced practice nurse (certified nurse practitioner, certified clinical nurse specialist, certified nurse midwife, certified registered nurse anesthetist) or have completed a master's degree program in nursing administration/leadership. Other MSN specialties are also considered.
- A graduate level epidemiology course, a graduate level theory course, a graduate level research course, and a master's level statistics course.
- Completion of 640 post-BSN clinical hours. Students who do not meet the prerequisite post-BSN clinical hours are required to register for NUR 560: Advanced Nursing Practice Experience.

Program or academic unit faculty

MCN unit faculty include 26 tenure-track (TT) and 21 non-tenure track (NTT) members. TT faculty hold doctoral degrees and Illinois nursing licenses, with master's degrees in nursing if their doctorate is in another field. NTT faculty are master's-prepared licensed nurses. TT faculty focus on teaching, research, and service, while NTT faculty primarily teaches. TT faculty are expected to publish annually and submit grant applications. Many NTT faculty engage in scholarship voluntarily. Recent faculty hires have expanded the range of professional backgrounds and perspectives represented within the College. Faculty assignments and expectations are guided by MCN bylaws and aligned with institutional goals in mind.

Program goals and quality indices

MCN's mission is to prepare nurses who are informed, engaged, and committed to improving health and quality of life for all. Its vision is to be a national leader in preparing nurse leaders who deliver high-quality, patient-centered care in diverse clinical settings. Core values include excellence, ingenuity, human dignity, belonging, integrity, and collaboration— emphasizing empathy, integrity, patient-centered practice, and collaboration. The DNP program reviewed in this self-study strives to prepare advanced practice nurses who enter leadership positions in healthcare facilities and influence public health policy. Our graduates fill positions in healthcare locally and in other underserved areas and thereby expand access to primary healthcare, and continue involvement with MCN through graduate study, alumni events, and philanthropic contributions.

Student learning outcomes assessment plan and process

The DNP program objectives are that graduates will:

1. Engage in organizational and systems leadership to create practice environments that improve health care outcomes.
2. Participate in evidence-based practice and clinical scholarship to improve health care practice and outcomes.
3. Synthesize scientific, theoretical, and technological data from a variety of disciplines to improve health care systems and health outcomes for individuals and populations.
4. Demonstrate leadership in development of implementation of health policy.
5. Collaborate with intra-professional and interprofessional teams to create change in health care systems

These are assessed following MCN's Plan for College Assessment (PCA, Appendix II) using a variety of data sources, including student exit surveys, competency exams, curriculum recommendation forms completed by faculty each semester, and analysis of evaluative data by the Graduate Program Curriculum Committee (GPCC), a standing committee of MCN's College Council.

Specialized accreditation

MCN's DNP program is accredited by the Commission on Collegiate Nursing Education (CCNE), an autonomous arm of the American Association of Colleges of Nursing (AACN). CCNE is an accrediting agency that evaluates the quality and integrity of baccalaureate, graduate, and residency/fellowship programs in nursing. MCN will seek renewal accreditation in 2027.

Responses to recommendations resulting from the previous program review

Recommendation 1: Continue to monitor changes in the discipline and profession to identify needs for program changes. The first recommendation to monitor changes in the practice field will be a priority for faculty and leadership at MCN over the next 8 years. Locally, central Illinois struggles to employ enough healthcare providers to provide access to its growing population, and we strive to continue to graduate providers from our DNP program that fill these gaps.

Recommendation 2: Continue efforts to increase student diversity. Expanded outreach and recruitment strategies have broadened participation across MCN programs and strengthened pathways into the DNP. Enrollment patterns in the DNP program reflect trends seen in the broader ISU graduate student population.

Recommendation 3: Continue and broaden efforts to increase faculty diversity Faculty recruitment efforts have broadened applicant pools and brought in hires with varied research expertise and backgrounds. Since the last program review MCN Recent hires have brought varied professional experiences and research specializations. Continued efforts will focus on broadening applicant pools to support MCN's instructional and research needs. This will be a key effort to continue over the next review period to improve research expertise and student support withing MCNs programs.

Recommendation 4: Explore strategies for expanding program enrollment. MCN will continue to focus on increasing enrollment in the graduate program using digital marketing strategies, traditional strategies, and by offering continuing education programs to practicing nurses. While DNP enrollment is strong, with the recent switch to only offering an online post-master's DNP, enrollment could continue to grow, as long as TT faculty have capacity to mentor DNP students in their scholarly projects.

Recommendation 5: Compile and implement an alumni tracking and relations plan. The recommendation to improve MCN's alumni tracking and relations program has been successful through the work of our MCN events coordinator. These efforts will continue as the College expands and increases the MNAO board membership and social event options intended to engage more alumni. Furthermore, the MNAO uses social media platforms to engage MCN alumni in events and donation campaigns.

Recommendation 6: Continue student learning outcomes assessment. Since the last program review, the nursing discipline has experienced changes related to technological innovation, global health crises (e.g., pandemics), and evolving educational practices. The COVID-19 pandemic accelerated the integration of telehealth and virtual care, making remote patient monitoring and consultations a routine part of nursing practice. Advances in artificial intelligence, robotics, and smart devices have enhanced clinical decision-making and reduced physical strain on nurses. Nursing education has embraced high-fidelity simulation, virtual reality, and AI-powered learning platforms. Further, curricula now include telehealth competencies and emergency preparedness. The pandemic also exposed gaps in clinical training

and mental health support, prompting institutions, including MCN, to prioritize well-being. Workforce trends show increased demand for advanced practice roles and greater involvement of nurses in public health and policy. Online and hybrid programs have expanded access to nursing education, and there is a growing emphasis on leadership, advocacy, and specialization in areas such as population health and social determinants of health. The DNP program is well positioned to respond to these changes, through online delivery, which provides flexibility in preparing advanced practice nurses for leadership in public health and policy.

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

Since the last program review, nursing has evolved due to technology, global health crises, and educational innovation. MCN's graduate programs, which are offered online, either wholly or in part, create access to advanced practice nursing programs, provide opportunities for RNs to integrate leadership into advanced practice, and provide mental healthcare. These changes align with emerging practice and education trends.

Major findings of this program review self-study

This self-study has revealed several strengths of MCN's DNP program, as well as areas for improvement. Strengths include:

- Robust enrollment, which prepares more advanced practice nurses prepared to fill healthcare positions in underserved areas.
- The DNP program enrolls students with varied professional backgrounds and experiences, contributing to the development of a robust advanced practice nursing workforce.
- Robust alignment between course objectives and program outcomes, and between program outcomes and the AACN Essentials (Table 11, Table 12).
- Flexible, online format, which enables working nurses to pursue the degree.

Areas for improvement include:

- Administration and response rate of exit surveys.
- Use of simulation in the DNP program.
- Ensuring sufficient TT faculty capacity and breadth of expertise to support DNP scholarly projects, which influences enrollment.
- Greater support for local DNP student clinical placements, which would be supported by a nurse-led clinic.

Initiatives and plans for the next program review cycle

Plans to improve the DNP program during the next program review cycle include:

1. Adjust to the new budget model while creating alternative revenue streams and increasing enrollment.
2. Determine the ideal combination of full-time and part-time faculty to best meet the needs of the College, specifically the DNP program.
3. Strengthen faculty recruitment, development, and mentoring to support program quality and sustainability.
4. Identify methods to provoke strong response to exit survey requests.
5. Explore resources required to establish a nurse-led healthcare clinic.
6. Explore the need and feasibility of incorporating immersion sessions into the DNP program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcomes. The Academic Planning Committee, as a result of this review process, has determined that the D.N.P. in Nursing Practice program is in Good Standing.

The discussion highlighted a number of strengths that reinforce this determination and identified a few focal points for future follow-up.

The overview of the academic unit emphasized that the College of Nursing is organized without departments or schools, a structural feature that can affect program delivery and is important for Committee members to understand. Faculty composition has improved over the review period: tenure-track (TT) faculty increased modestly from 18 to 23, and -non-tenure-track (NTT) faculty more than doubled from 18 full-time (37 part-time) to 30 full-time (60 parttime). All TT faculty hold terminal degrees, while NTT instructors are required to possess a master's degree and an Illinois nursing license. Graduate assistantships have declined sharply (from 13 in 2017 to three in 2024) but most of those assistants are from other programs, as the D.N.P. cohort consists largely of practicing nurses who do not require graduate assistant support. Advising is monitored through annual exit survey data and regular group advising sessions each semester, and the library component received particular praise for a published study on an embedded librarian program.

The self-study process began in fall 2022 and was noted for its inclusive, participatory approach that engaged multiple stakeholder groups. The program's assessment plan (referred to as the "PCA") applies to all graduate programs except the Ph.D., providing a consistent framework for evaluating learning outcomes.

Alignment with institutional mission and values was affirmed, and the program's outcomes were revised in December 2023 and February 2024 to reflect the 2021 revisions to the AACN Essentials as well as state nursing standards. Enrollment has remained stable, with a cohort size of 13 in both 2017 and 2024 and typical fluctuations between eight and sixteen students. The Office of Student Services, comprised of full-time advisors, support staff, and an assistant dean, continues to collaborate closely with EMAS on recruitment activities, including a semesterly webinar series aimed at prospective doctoral students. The program is preparing for its next CCNE reaccreditation in 2027; although the D.N.P. does not lead to a specific licensure, it maintains 100% board certification rates among graduates. Exit survey response rates have historically been low, but the most recent instrument shows high graduate satisfaction and indicates that 71% of respondents were employed at the time of graduation. Partnership with Career Services is being expanded to integrate program-level outcomes into an institution-wide graduate outcomes survey.

Student success was recognized as a particular strength. A formal Student Success team meets biweekly, and the program supports numerous- resident student organizations (RSOs) and cocurricular activities such as book clubs and presentations that foster a sense of belonging. Retention has improved markedly, rising from roughly 30% for the summer 2017 cohort to about 70% for the 2019 cohort—a trend that may reflect post COVID recovery. Because D.N.P. students are fulltime working professionals, the Committee suggested a deeper exploration of the reasons some students leave and whether additional supports- could further improve completion rates. Research participation is integral to the degree; each student must produce a scholarly product and present at both the MCN Scholarship Symposium and the Midwest Nursing Research Society annual conference.

Curricular review showed that a 2023 mapping exercise updated course objectives to align with the latest AACN Essentials, including competencies related to health equity and social determinants of health. The BSN-to-D.N.P. pathway was eliminated, leaving only the post-master's D.N.P. option, which streamlines the program structure.

Faculty performance was praised for scholarly productivity, successful grant submissions and awards, and robust professional-development opportunities. The faculty composition notes from the unit overview reinforce these points.

Assessment practices were highlighted as a model of rigor. Program outcomes are uniquely defined, and each course is explicitly mapped to those outcomes. The Committee commended the clear description of feedback loops, detailing who reviews data, how often, and how results inform curriculum or program adjustments. The assessment infrastructure was described as strong, with a recent revision of the assessment plan in 202324. One observation concerned the outcome alignment table, which lacks check marks for AACN Domains 2 (Person Centered Care) and 9 (Professionalism); the Committee asked whether this reflects an intentional omission or a gap to be addressed.

Delivery mode is 100% online. Although a transcultural nursing experience exists, D.N.P. students typically do not participate due to professional time constraints.

The comparator analysis was noted as essentially a repeat of the aspirational review, offering no distinct identification of ISU's niche among peer programs. The Committee recommended a separate, more focused comparator study to clarify how the D.N.P. differentiates itself within the state landscape.

Aspirational projects were described as ambitious and well-aligned with institutional goals. The program is exploring the creation of a nurse-led clinic and an on-campus annual immersion session; both initiatives were praised for their scope and relevance, with the selected benchmark institutions being appropriate peers within Illinois.

All recommendations from the prior program review were reported as addressed, and the language describing changes in the discipline mirrors that used in other nursing self-studies. Major findings and initiatives were consistent with previous reviews, providing a useful onboarding document for the incoming dean. Adjustments to the new credit-hour budgeting model were identified as a driver for upcoming initiatives.

In sum, the Committee found the D.N.P. program to be well-aligned with mission and standards, stable in enrollment, improving in retention, supported by strong faculty and assessment structures, and poised to advance its aspirational goals. The few areas identified for follow-up—clarifying the professionalism and person-centered care alignment, refining the comparator analysis, and probing retention drivers—will be monitored as part of the program's continuous-improvement plan.

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, 2033.

Clarify and map professionalism and person-centered care. Review the AACN Domain 2 (person-centered care) and Domain 9 (professionalism) to determine whether they are intentionally omitted or represent gaps. If needed, integrate explicit learning outcomes and assessment items for these domains into courses or demonstrate how they are addressed at the college level.

Strengthen the use of assessment data for curriculum improvement. Develop a formal feedback loop that translates collected assessment results into concrete curricular revisions, instructional adjustments, or student-support interventions. Document these actions in the next self-study to show how internal data, not just external accreditation requirements, drive change.

Revise the comparator analysis. Conduct a stand-alone benchmark study that identifies peer D.N.P. programs of comparable size, mission, and market niche. Highlight ISU's distinctive strengths (e.g., online delivery, faculty expertise, community partnerships) to articulate a clear program niche.

Expand retention-support strategies for working professionals. Investigate the reasons full-time professional students leave and pilot targeted supports such as flexible scheduling, mentorship pairings, or micro-grant opportunities for scholarly projects. Monitor the impact on retention rates and report findings in the next review.

Advance aspirational projects with clear implementation plans. For the nurse-led clinic and off-campus annual immersion session, assign project leads, develop timelines, outline required resources, and set measurable milestones. Provide periodic progress updates to the Committee and new dean.

Maintain and enhance faculty scholarly activity and professional development. Continue supporting grant writing, publications, and attendance at national conferences. Consider a faculty-mentoring program for newer instructors to sustain productivity and aid succession planning.

Integrate alumni engagement into program improvement. Create a systematic alumni outreach mechanism (e.g., LinkedIn group, annual survey, guest-speaker series) to capture workforce trends and feedback that can inform curriculum updates and career-service collaborations.

Continue collaborations with Milner Library. Continue to build on the strong existing collaboration with your subject librarian on implementing and maintaining information fluency skill development across the curriculum and consider tying them to your assessment plans. Build upon a strong existing relationship to evaluate and maintain resource availability and consider expanding digital resources. 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. Create a coordinated alumni network (e.g., LinkedIn group, annual speaker series, quarterly career outcome survey) and formal advisory mechanisms that link alumni insights to curriculum updates, recruitment, mentorship, networking, and identifying and reducing barriers to access and success so all students have equitable opportunities to thrive. This will keep the program aligned with industry trends, enhance student career pathways, and leverage alumni as a valuable resource for mentorship and outreach.

REVIEW OF THE CENTER FOR INTEGRATED PROFESSIONAL DEVELOPMENT

Classification of Instructional Programs (CIP) Code: 90.1313

Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

OVERVIEW

The Center for Integrated Professional Development (CIPD) is a university-wide research and service center affiliated with the Office of the Provost at Illinois State University. The Center supports faculty, instructional staff, and academic units through professional development, consultation, and partnership focused on evidence-informed teaching, learning, and online education. Its work is central to institutional priorities related to instructional quality, inclusive teaching, and the effective use of educational technologies.

Since its founding in 2005 as the Center for Teaching, Learning, and Technology, the Center has undergone multiple organizational and mission-aligned transformations. Most notably, since the previous program review (2021), CIPD has experienced substantial restructuring in response to evolving institutional needs, including the expansion of online and extended learning, the university's migration to a new learning management system, and lessons learned during and after the COVID-19 pandemic. In 2022, the Center was rebranded as CIPD and reorganized into a co-director model with two primary focus areas: Scholarly Teaching (ST) and Online and Extended Learning (OEL).

CIPD's programming, services, and resources are intentionally aligned with Illinois State University's Framework for Inclusive Teaching Excellence (FITE) and are informed by a scholarly approach to professional learning, including the Center's "Learn-Apply-Study" continuum. Through these efforts, CIPD provides professional development opportunities, instructional consultations, and technical and pedagogical support that serve instructors across all disciplines and instructional modalities.

The Center is staffed primarily by full-time professional staff, including assistant directors, instructional designers, media and systems specialists, and support personnel, and works collaboratively with faculty, academic units, and other campus partners. In addition to its longstanding role in instructional development, CIPD has assumed increased leadership in online course and program development, faculty preparation for online and blended teaching, and institution-wide educational technology initiatives.

EXECUTIVE SUMMARY

The Center for Integrated Professional Development (CIPD) at Illinois State University serves as the institution's hub for professional development in teaching and learning. Reporting to the Office of the Provost, CIPD supports faculty, staff, and graduate instructors through evidence-informed programming, consultations, instructional resources, and educational technology training. This self-study reflects the Center's work from 2021–2025, highlighting accomplishments, challenges, and strategic priorities for the next review cycle.

For clarity, this report is organized into two distinct sections: Scholarly Teaching (ST) and Online and Extended Learning (OEL). Each segment includes its own executive summary, providing a focused overview of the respective team's initiatives, accomplishments, and future priorities.

Scholarly Teaching (ST) Executive Summary

CIPD/ST's mission is to create equitable, inclusive, accessible, and transformative learning experiences for all ISU students by supporting faculty and staff development.

Major Accomplishments

- Anchoring Professional Development in the Framework for Inclusive Teaching Excellence (FITE): Programming consistently reflects all six dimensions of FITE, creating coherence and a shared language for evidence-based, inclusive teaching.

- **Campus-Wide Engagement:** Over 508 programs and events delivered, with 12,400 total attendees and 2,246 unique participants across five years. Opportunities for engagement include programs and events, consultations, and Workshops by Request. We serve faculty, course instructors, and staff from all seven colleges and Academic Affairs, in addition to staff from the Division of Student Affairs, Office of the President, and other campus constituent groups.
- **Strategic Partnerships:** Collaborations with units such as the Dean of Students Office, Center for Civic Engagement, and Student Access and Accommodation Services resulted in signature programs like Reinvent Your Course for Student Success and Redesign Your Course for Civic Engagement. Work with campus units, such as CAUSA, Student Counseling Services, and Student Access and Accommodation Services to coordinate their professional development offerings to support students from underrepresented groups.
- **Institutional Responsiveness:** CIPD led critical transitions, including COVID-19 remote teaching, migration from ReggieNet to Canvas, and development of artificial intelligence (AI) and generative AI teaching resources.
- **External Recognition and Scholarly Leadership:** CIPD resources on AI cited nationally; staff hold leadership roles in POD Network and ISSoTL; awarded the David A. Strand Diversity Achievement Award, the Civil Service Staff Civic Engagement Award, and inducted into the College of Education Hall of Fame. • **Grant Administration:** Managed 84 grants totaling \$106,570 to support instructional innovation and teaching excellence.

Assessment and Impact

Scholarly Teaching revised the assessment plan and created a multi-dimensional assessment strategy focused on reach, impact, and scope. While data collection is consistent, the report notes the need for more systematic analysis and longitudinal measures to capture sustained changes in teaching and student learning outcomes.

Challenges

- **Data Transparency:** Need for improved systems to share metrics and insights with campus partners.
- **Operational Efficiency:** Outdated registration and tracking systems limit scalability.
- **Physical Space:** Current location in Williams Hall lacks collaborative and flexible learning spaces.
- **Organizational Structure:** Dual-team model creates competing missions and uneven workload and resource distribution.

Strategic Priorities for Next Cycle

- **Teaching for Impact:** Support redesigned General Education courses, AI-aware teaching, and experiential learning. Continue to develop programs and resources that support student success.
- **Depth-Oriented Professional Development:** Career-span learning pathways and microcredentials.
- **Partnership Expansion:** Position CIPD as the integrated hub for faculty and student success and continue to enhance existing programs and develop new ones in collaboration with various campus units.
- **Technology-Enabled Efficiency:** Automate registration and tracking; scale asynchronous offerings.
- **Data-Driven Transparency and Continuous Improvement:** Launch a dashboard for real-time professional development metrics and undertake continuous improvement with a revised assessment plan

CIPD remains a cornerstone for supporting instructional excellence at Illinois State University. CIPD/ST's responsiveness to institutional needs, commitment to inclusive teaching, and scholarly contributions position the Center as a leader in faculty development. Continued investment in technology, space, and strategic partnerships will ensure ST's ability to meet evolving challenges and advance the university's mission. Equally important will be supporting our staff in leveraging the strategic plan to enhance and expand high-quality professional development opportunities for faculty and course instructors.

Online and Extended Learning (OEL) Executive Summary

The mission of CIPD/OEL is to support ISU's mission to prepare diverse, engaged, and informed members of society, with particular focus on non-traditional and lifelong learners.

OEL has undergone a major shift in its emphasis and operations during the past 3 years. Prior to 2023, its primary focus was to provide technology training and learning management system (LMS) technical support to individual faculty members and to provide guidance to individual faculty who wished to put their courses online (for their exclusive use). OEL's primary emphasis is now to align with ISU's Strategic Plan to attract, educate, and retain new populations of adult and working professional learners, working with academic colleges, departments, and centers, student affairs, Technology Solutions, Admissions, Undergraduate and Graduate program offices and parties external to the university to develop fully online courses, programs, micro-credentials and services to online students. These entities and activities have not previously been part of CIPD/ST's mission or constituency. The future of OEL will depend largely upon the emphasis and importance of online/distance/digital education by university leadership and the role that OEL is allowed to play. OEL can build up the capacity of the existing academic and academic/ administrative support units to recruit, educate, and retain fully online students, or it can become a standalone division/college/campus that provides the full range of services for fully online students.

Major OEL Accomplishments

NOTE: Prior to mid-2022, OEL was not an autonomous unit within CIPD, so some of the accomplishments of the Scholarly Teaching unit involved personnel that became part of OEL.

- Delivered 524 workshops that were attended by more than 3,800 participants. Evaluation surveys from attendees indicate consistently high satisfaction.
- Performed 665 formally scheduled consultation sessions with faculty members.
- The Sakai-to-Canvas migration was co-led by the Chief Online Learning Officer/Director of OEL.
- During the Sakai-to-Canvas LMS migration, OEL developed and implemented an asynchronous online course "Canvas Fundamentals for Faculty" with 557 voluntary faculty enrollments.
- During the Sakai-to-Canvas LMS migration, OEL provided more than 1,500 troubleshooting sessions to ISU faculty.
- OEL implemented a master/template online course development process involving work-for-hire faculty subject matter experts who work with instructional designers to create ready-to-teach courses and a 3-tiered course evaluation process to make sure that all online master/template courses meet ISU minimum standards and federal guidelines for quality and accessibility. This process creates more consistent quality courses in an average of 1/3 the time that individual faculty typically take to create courses by themselves.
 - OEL developed online Master of Public Health, online MS in Sport Management, and online Bachelor of Business Administration degree programs, an online Special Education certificate program, and a high-volume, multi-section education course.
- OEL developed multiple micro-credentials for Mennonite College of Nursing, the Illinois Center for Specialized Professional Support (College of Education) and the National Board Resource Center (College of Education).
- OEL developed asynchronous online courses for 1) faculty subject matter expert training for online course development, 2) dean/chair/director training for online program development and management and 3) co-authored an online training course for ISU personnel to meet federal web accessibility guidelines and requirements.
- OEL developed the taxonomy for Illinois State University's micro-credentials and badges (Engagement, Knowledge, Skill, and Pathway).
- OEL, in partnership with Technology Solutions Client Services, has restructured learning management system (Canvas) technical support for faculty. Technical issues with Canvas functionality and the development and management of knowledge base (how to) articles are now handled by the Technology Support Center (TSC), while OEL handles training and consultations for pedagogical uses of technology. This provides faculty with wider hours of service and faster support times.
- Members of OEL served on university-wide committees and tasks forces including: 1) Chairing the Excellence by Design Implementation Task Force for "Meeting the Needs and Aspirations of Today's Learners"; 2) Digital Accessibility Committee; 3) Digital Accessibility Training and Resources Sub-Committee; 4) Digital Accessibility Policy Sub-Committee; 5) Higher Learning Commission ISU Accreditation Working Group; 6) Academic Leadership Council.
- Members of OEL served on the Bloomington/Normal Hub of the Illinois Innovation Network (IIN) and served on the IIN Strategic Planning Committee to draft the Strategic Plan.
- Members of OEL serve in international professional positions outside of ISU, including as a Quality Matters Master Facilitator, Master Reviewer, Peer Reviewer for the Higher Learning Commission,

President of the Association for Educational Communications and Technology (AECT) Charitable Foundation, and Executive Secretary of the AECT Board of Directors.

- Members of OEL have taught courses as non-tenure-track faculty for the English, Teaching and Learning, and Honors departments.
- Since 2022, members of OEL have actively engaged as scholars, publishing two books, authoring 6 book chapters and 13 journal articles, and delivering more than 50 presentations at professional conferences

Challenges

- The division of CIPD into two separate units (ST and OEL), each with a different primary focus and constituency, has made it challenging to consistently represent what CIPD is to its constituents (a teaching and learning center for individual faculty or a resource and coordination center for academic programs, administrative units, academic/student support units and workplace learning). Previously shared budget items (e.g., professional development/travel funds) are now exclusively under ST.—OEL's expenses now coming exclusively from the annual allotment from the Provost's Office. OEL relies upon ST for accounting, HR, event management and campus communication initiatives.
- OEL has had four direct report supervisors in 3 ½ years, whose primary duties did not allow for regular interaction with OEL, limiting the ability to advocate for OEL with the Provost.
- Although specifically mentioned in the university's strategic plan, OEL seeks clarity as to whether online education and extended learning is a priority to university leadership.
- OEL's budget has paid all upfront costs for online program development since 2023, yet OEL does not have a stable source of funding. Unlike similar entities at other institutions, OEL does not receive funding from outreach or online student fees and from online course tuition.
- ISU's ability to meet the Strategic Plan's online growth goals is dependent upon scalable online program and micro-credential development, which is dependent upon OEL's team of instructional designers and funding for faculty subject matter experts. In 2025, OEL saw the departure of one of its 2 full-time permanent IDs. Two of the 3 existing IDs have contracts that expire September 30, 2026. It is imperative that these two positions be made permanent, or we will only have one instructional designer for all program and micro-credential development after summer, 2026.
- The Learning Systems Coordinator position became vacant at the end of December. This is the primary OEL full-time position providing "2nd tier" Canvas LMS technical support for faculty (support beyond what Technology Solutions Technical Support Center can offer) and administration of the university's digital badging platform within Canvas. If not filled, this will negatively affect OEL's ability to continue to provide LMS technical support to faculty.

Strategic Priorities for Next Cycle

- Implement ISU Institutional Project 10839 Create online.illinoisstate.edu and Online & Extended Learning Websites. This project will address the university's lack of a web presence for online education and the inability for prospective students and others to get accurate information about programs that ISU offers online and resources and student services for online learners.
- Implement ISU Institutional Project 10740 Improving the Journey for Online and Non-Resident Students. This project will identify the capacity of the university to sustain an increased population of fully online students who do not reside in the greater Bloomington/Normal area, which resources and services currently exist, and which must be developed to promote the retention of online and non-resident students.
 - Implement Online Program Leader Training for college deans, school directors, and department chairs to educate them about the process of developing and implementing fully online programs in their area.
- Increase the number of fully online degrees, certificates and credit/non-credit micro-credentials.
- Create online template courses for targeted general education and high enrollment courses.
- Implement workplace learning initiatives with the McLean County Chamber of Commerce and its members, in partnership with Research & Graduate Studies (Innovation & Strategic Partnerships) and the Illinois Innovation Network.
- Implement the UDOIT accessibility program into Canvas, which allows faculty members to analyze their courses' compliance with Federal Title II requirements for accessibility, and provide training and consultation to faculty in how to mitigate accessibility issues in their courses.

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 Integrated Professional Development to be in Good Standing.

The Committee thanks CIPD staff for delivering a concise, well-organized and forward-looking self-study report. The review highlighted the unique “two-headed” structure of the center that combines a Scholarly-Teaching component with an Online Extended Learning (OEL) component and noted that the report clearly explained this dual arrangement, allowing reviewers to move fluidly between the unified overview and the separate sections for each half. Stakeholder involvement was evident throughout both components; faculty, staff, graduate assistants and external partners were all engaged in the preparation of the self-study.

The report demonstrated strong alignment between the center’s mission, goals and Illinois State University’s “Excellence by Design” strategic plan. Mapping of activities to institutional objectives was clear and thorough, and the historical narrative provided useful context about frequent leadership and staff turnover. The budget section was praised as one of the clearest among recent center reviews, showing that CIPD is primarily institutionally funded with a modest annual contribution (approximately \$155,000) from the Provost’s Office for operations and personnel costs just over a million dollars (roughly \$580,000 for Scholarly Teaching and \$455,000 for OEL).

Comparative analysis showed that CIPD offers the broadest suite of training supports among peer teaching and learning centers in Illinois and at comparable national institutions, including future-academics programming, graphic services and micro-credential development. While the analysis was thoughtful, the Committee noted that it did not fully articulate gaps or opportunities for adopting practices from peers.

Assessment practices were recognized as systematic enough to support short-term adjustments, yet the Committee observed that the data have not been consistently leveraged for mid- and long-term strategic planning. Attendance numbers have declined sharply (from roughly 3,300 in 2021 to about 1,800 in 2022), a trend that may be linked to the 2022 split into two units, reduced incentives, name changes and broader budget constraints; the self-study did not provide a detailed explanation of this decline.

Major findings centered on three interrelated issues: the structural ambiguity created by the dual-head organization, limited physical space that hampers effectiveness, and financial constraints that restrict expansion of online offerings. The Committee agrees with the center’s own recommendation to revisit the structural relationship between the scholarly-teaching and OEL sides, noting that proposals to make OEL a standalone unit have been drafted but not yet funded. Space limitations were identified as an impediment to growth, and the Committee recommends that this need be documented for senior administration. Finally, the \$100,000 annual allocation for OEL is insufficient to support the center’s ambition to broaden online programming; a projected investment of \$1.5–\$2 million was discussed as necessary for sustainable growth.

Accomplishments were extensive and aligned with institutional goals. Highlights include a rapid response to the COVID-19 pivot, development of the Framework for Inclusive Teaching Excellence, organization of the annual teaching and learning symposium, implementation of the DART program for new faculty, creation of a new website, standardization of micro-credential offerings, and a strong record of scholarly output (46 conference presentations and 26 peer-reviewed publications). Staff participation in institutional service was also noteworthy.

Responses to previous recommendations were detailed and specific, demonstrating the center’s commitment to continuous improvement. The Committee commends CIPD for its transparent self-assessment and for articulating clear initiatives to address identified challenges.

In summary, the Committee concludes that CIPD is performing well overall but should work with unit administration to prioritize (1) a formal, multi-year assessment plan that ties data to strategic targets; (2) clarification and possible restructuring of the dual-head governance model; (3) advocacy for permanent physical space; and (4) pursuit of a substantial increase in funding to realize the institution’s strategic plans for expansion of

online program goals. The Committee looks forward to seeing progress on these recommendations in the next review cycle.

Recommendations.

The Academic Planning Committee thanks the CIPD staff for the opportunity to provide input regarding the Center's objectives and outcomes, contributions to student learning, and fiscal sustainability at Illinois State University through consideration of the submitted self-study report. The following Committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with CIPD staff. In the next Center review self-study report, tentatively due October 1, 2029, the Committee asks the Center staff to describe actions taken and results achieved for each recommendation.

Maintain and deepen the Center's contribution to the University's academic mission – First, the Committee encourages the scholarly-teaching unit to keep designing innovative professional-development programs that draw on faculty, staff and graduate-student expertise; as the scholarly-teaching unit evolves into a comprehensive faculty-development hub it should continuously monitor how any reorganization or structural change affects alignment with the university's *Excellence by Design* framework and maintain ongoing dialogue with academic units (especially those that have historically relied on scholarly-teaching for curriculum redesign, future-academics mentorship and graphic-services support) to ensure new offerings remain responsive to emerging teaching and learning needs. Second, the Committee recommends that the Online Extended Learning unit sustain and expand its leadership in online-course design, master-template development and micro-credential production; the OEL team should track how its activities advance *Excellence by Design* goals for online and hybrid instruction, provide quarterly progress updates to the Provost's office, and coordinate closely with the ST unit to avoid duplication while preserving OEL's distinct focus on adult learners, working professionals and universal-design principles.

Develop discipline-specific programming that complements the Center's general services – While CIPD already provides one-on-one consulting and workshops, the Committee urges staff to expand tailored support for individual departments and colleges. The scholarly-teaching team should proactively engage individual departments and colleges, document each unit's pedagogical challenges and co-create tailored workshops or consultation packages. The Committee suggests that instituting a "discipline liaison" role may help to sustain those relationships, boost faculty adoption of evidence-based practices and improve student outcomes, while a campus-wide communication channel such as a quarterly Scholarly Teaching Services Bulletin will raise awareness of these specialty offerings. Likewise, the Online Extended Learning team should consider aligning its online-learning assistance with the needs of specific academic units—particularly those moving flagship courses or programs to fully online delivery—by appointing unit-level "online learning partners" who provide targeted instructional-design support, micro-credential alignment and data-driven evaluation of course effectiveness; publishing brief case studies of successful collaborations will demonstrate impact and encourage broader university participation.

Finalize and operationalize a comprehensive assessment plan – The Committee recognizes the progress made toward a formalized, institution-wide assessment framework but asks that CIPD move from draft to implementation. The Committee recommends that the scholarly-teaching team establish clear and measurable targets for each major activity (e.g., numbers of faculty served, satisfaction scores and documented changes to classroom practice), collecting artifacts and quantitative data on a regular schedule, and explicitly linking the results to strategic decisions about budget allocation, staffing levels and program redesign. The OEL team should create a parallel but distinct assessment plan that captures online-and-hybrid-specific metrics (e.g., course completion rates, learner satisfaction, micro-credential uptake and equity of access), sets concrete targets, gathers evidence from subject-matter experts and instructional designers, and ties findings to decisions on future online offerings, resource distribution and technology investments.

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 2026 through fall 2033. 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 2026, Reviewed 2026-2027 Summaries Published in <i>Academic Plan 2027-2032</i>
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
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 <i>Academic Plan 2028-2033</i>
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
Center of Insurance and Risk Management (Katie School)
Three-year review (progress)
Physics, M.S. [40.0801]
STEM MBA [52.1399]

Self-studies due October 2028, Reviewed 2028-2029 Summaries Published in <i>Academic Plan 2029-2034</i>	
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]	
Milner Library	
Milner Library unit programs	
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	

Self-studies due October 2029, Reviewed 2029-2030 Summaries Published in <i>Academic Plan 2030-2035</i>	
Eight-year review (programs)	
College of Applied Science and Technology	
Computer Science, B.S. [11.0701]	
Computer Science, M.S. [11.0701]	
Computer Systems Technology, B.S. [11.1009]	
Information Systems, B.S. [11.0103]	
Computer Networking, B.S. [11.0901]	
Information Systems, M.S. [11.0103]	
Family and Consumer Sciences, B.A., B.S. [19.0101]	
Fashion Design and Merchandising, B.A., B.S. [19.0901]	
Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]	
Human Development and Family Science, B.A., B.S. [19.0701]	
Interior Design, B.A., B.S. [50.0408]	
Family and Consumer Sciences, M.A., M.S. [19.0101]	
Nutrition, M.S. [51.3101]	
College of Arts and Sciences	
Biochemistry, B.S. [26.0202]	
Business Education, Master of Science (M.S.B.E.) [13.1303]	
Molecular and Cellular Biology, B.S. [26.0406]	
French and Francophone Studies, B.A. [16.0901]	
German, B.A. [16.0501]	
Spanish, B.A. [16.0905]	
Spanish, M.A. [16.0905]	
College of Education	
Low Vision and Blindness, M.S.Ed. [13.1009]	
Teaching and Learning, Ed.D. [13.0301]	
Four-year review (centers)	
Center for Integrated Professional Development	
Three-year review (progress)	
Data Science, B.S. [30.7001]	
Sports Communication, B.A., B.S. [09.0906]	

Self-studies due October 2030, Reviewed 2030-2031 Summaries Published in <i>Academic Plan 2031-2036</i>
Eight-year review (programs)
College of Applied Science and Technology
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
Nutrition, M.S. [51.3101]
College of Arts and Sciences
Economics, B.A., B.S. [45.0601]
Applied Economics, M.A., M.S. [45.0603]
Geography, B.A., B.S. [45.0701]
English Education, M.A., M.S. [23.9999]
History, B.A., B.S. [54.0101]
History, M.A., M.S. [54.0101]
Legal Studies, B.A., B.S. [22.0302]
Political Science, B.A., B.S. [45.1001]
Political Science, M.A., M.S. [45.1001]
Anthropology, B.A., B.S. [45.0201]
Sociology, B.A., B.S. [45.1101]
Anthropology, M.A., M.S. [45.0201]
Sociology, M.A., M.S. [45.1101]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development

Self-studies due October 2031, Reviewed 2031-2032 Summaries Published in <i>Academic Plan 2032-2037</i>
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
Center for Insurance and Risk Management (Katie School)

Self-studies due October 2032, Reviewed 2032-2033 Summaries Published in <i>Academic Plan 2033-2038</i>
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

Self-studies due October 2033, Reviewed 2033-2034 Summaries Published in <i>Academic Plan 2034-2039</i>
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)
Mary and Jean Borg Center for Reading and Literacy
Center for Integrated Professional Development

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.): 2033
Biochemistry, B.S.: 2029
Biological Sciences, B.S.: 2033
Biological Sciences, M.S.: 2033
Biological Sciences, Ph.D.: 2033
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.: 2033
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.: 2033
Data Science, B.S. 2029 (new program progress report), 2034
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.: 2033
 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.: 2033
 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.: 2033
 Nursing, M.S.N.: 2033
 Nursing, Ph.D.: 2033
 Nursing Practice, Doctor of (D.N.P.): 2033
 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.: 2033
 Sports Communication, B.A., B.S. 2029 (new program progress report), 2034
 STEM MBA: 2027 (new program progress report), 2032
 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): 2027, 2031
 Center for Mathematics, Science, and Technology: 2028, 2032
 Center for Integrative Professional Development: 2029, 2033
 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 and Consumer Sciences Teacher Education Online Graduate Certificate	Family and Consumer Sciences, M.A., M.S.
Family Nurse Practitioner Certificate, Post-Master's	Nursing, Master of Science (M.S.N.)
Forensic Accountant Graduate Certificate	Accountancy, M.S.
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
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.
Law and Philosophy Undergraduate Certificate	Philosophy, B.A.

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Latin American and Latino Studies Graduate Certificate	Sociology, M.A., M.S.
Leadership Undergraduate Certificate	Management, B.S.
Library Information Specialist Certificate, Post-Baccalaureate	Teaching and Learning, M.S.
Media and Culture Undergraduate Certificate	Sociology, B.A., B.S.
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.
Queer Studies Undergraduate Certificate	Sociology, B.A., B.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.
Training and Development Graduate Certificate	Technology, M.S.
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
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

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
English, M.A., M.S.	Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate
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
Management, B.S.	Leadership Undergraduate 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, B.A., B.S.	Media and Culture Undergraduate Certificate
Sociology, M.A., M.S.	Latin American and Latino Studies Graduate Certificate 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 Specialist in LBS1 Online 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