ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2023-2028

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 10, 2023

Submitted to the Board of Trustees of Illinois State University
July 28, 2023

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PREFACE

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

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

The Division of Academic Affairs approaches strategic planning as an iterative process that involves setting forth initiatives to be addressed over a five-year period and then annually reviewing those initiatives for changes that may be necessitated by factors internal or external to the University. This practice was first adopted with compilation of *Academic Plan 1973-1978*. In planning documents from that period, the Academic Planning Committee wrote that it "anticipates making an annual revision of the Academic Plan in order that the University may keep clearly in view the direction in which it is headed and the process by which it achieves its goal." Thus, since adoption of the 1973-1978 plan, academic strategic planning at the University has involved annual compilation of a rolling five-year plan. *Academic Plan 2023-2028* is the 50th 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 2023, and summaries of program reviews conducted during the last year.

A NOTE REGARDING COVERAGE YEARS OF MULTI-YEAR STRATEGIC PLANS

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

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ACKNOWLEDGEMENTS

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ILLINOIS STATE UNIVERSITY

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SECTION I

UNIVERSITY PROFILE AND STRATEGIC PLAN

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UNIVERSITY PROFILE

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

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

Academic programs of the University are administered by six colleges: Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. Administration of graduate programs offered by the colleges is coordinated by the Graduate School. The 2022-2023 university catalog describes 78 undergraduate degree programs, 46 master's degree programs, 10 doctoral programs, and 41 graduate certificate programs offered by the University (see Inventory of Academic Programs and Centers in this document for a complete list). The University supports 10 research and service centers recognized by the Illinois Board of Higher Education. University academic and research programs are supported by the services and collections of Milner Library.

Illinois State University offers its academic programs through authority granted by Illinois Board of Higher Education. The University is accredited by the Higher Learning Commission (HLC), one of six regional higher education accrediting bodies recognized by the U.S. Department of Education. HLC last re-affirmed its accreditation of Illinois State University on July 27, 2015, as fully meeting all quality standards of the commission. Illinois State successfully completed the HLC year 4 assurance review during the summer 2019 with no recommended monitoring. In addition, Illinois State University is affiliated with 44 specialized accreditation associations that accredit or otherwise recognize the quality of academic units or plans of study. Approximately 40 percent of the 305 sequences of study offered by Illinois State are recognized by one or more of those professional associations (as of July 1, 2022). 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 2022 the institution enrolled 20,683 students, 87 percent (18,055) of whom were undergraduate students and 13 percent (2,628) of whom were graduate students.

Just over 80 percent of first-time-in-college students entering the University in fall 2021 returned for the fall 2022 semester. Sixty-seven percent of students who enrolled in the University as first-time-in college students in fall 2016 graduated within six years. In Fiscal 2022 the University conferred 5,154 degrees.

In fall 2022 Illinois State University employed 1,426 departmental faculty members (tenure track and non-tenure track), an increase of 52 faculty members from fall 2021. 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.

UNIVERSITY STRATEGIC PLAN

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

A MESSAGE FROM INTERIM PRESIDENT TARHULE

Dear Friends,

I am pleased to present Illinois State University's strategic plan, *Educate • Connect • Elevate: Illinois State - The Strategic Plan for Illinois' First Public University 2018-2023*. It is a practical guide for all units within the University for planning and resource allocation decisions and serves as the guiding document for Illinois State as it charts its future.

This strategic plan also embodies Illinois State's culture of shared governance. Faculty, staff, students, and other campus stakeholders played an active role in developing this document, the title of which emphasizes the University's broad educational reach.

Educate • Connect • Elevate was approved by the Board of Trustees in May 2018 and builds upon the strong foundation that the four iterations of Illinois State's previous strategic plan, *Educating Illinois,* created from 2000 through 2018. At this time, a new strategic plan is in development. The Strategic Planning Task Force has recently completed the consultation phase with students, faculty, staff, and various campus stakeholders and is currently in the plan development phase of the University's new strategic plan. It is anticipated that the new plan will brought to the Board of Trustees for approval in May 2024.

The plan's strategic directions, and the core values they express, are central to the success of the University and its students.

Sincerely,

Aondover Tarhule
Interim President, Illinois State University

INTRODUCTION

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

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

Our plan for the University's next chapter of excellence is based on extensive consultation with campus stake-holders. The plan highlights four Strategic Directions to organize the University's efforts to maintain our strength

and grow where opportunities arise to support student success and contribute to our disciplines, to the state of Illinois, to the nation, and to the world.

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

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

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

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

VISION

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

- Offers premier undergraduate and graduate programs that integrate emerging and innovative ideas with traditional knowledge and methods;

- Generates knowledge through high-quality scholarship (research and creative activities);

- Supports student learning through a seamless integration of curricular and co-curricular activities that actively engage students and broaden their perspectives; and

- Serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens.

MISSION

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

CORE VALUES

Learning and Scholarship

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

Individualized Attention

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

Diversity and Inclusion

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

Civic Engagement

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

Integrity

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

Collaboration

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

Respect

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

STRATEGIC DIRECTIONS, OBJECTIVES, AND ACTIONS

I.   Enhance Strength and Stability

A) Ensure strong enrollment and student success

1. Maintain high-quality academic student profile and increase enrollment of transfer, graduate, international, underrepresented, and non-traditional students

2. Ensure attendance at Illinois State University is affordable and accessible for more students and their families through increasing financial support for student scholarships

3. Increase retention and graduation rates

4. Support quality and the accessibility of graduate programs by increasing the number and value of graduate stipends/assistantships, among other strategies

B) Attract and retain exceptional faculty and staff

1. Increase the competitiveness of faculty and staff salaries

2. Maximize employee growth through learning and professional development opportunities

3. Foster a workplace culture that supports personal and community well-being

C) Strengthen financial position

1. Diversify and augment revenue

2. Explore alternative business models and support structures

3. Enrich the culture of philanthropy

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

1. Review, update, and align university plans with *Educate, Connect, Elevate: Illinois State*

2. Increase collaboration across departments and divisions

3. Leverage data analytics to inform decision-making

4. Optimize space utilization and development to advance the University's mission

5. Ensure a safe and secure physical and virtual environment

II. Foster Innovation

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

1. Develop and support online and distance education programs where pedagogically appropriate and feasible

2. Facilitate the development and growth of interdisciplinary programs

3. Refine processes for the development of new academic programs

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

1. Increase grant-writing activities and administrative support for scholarship

2. Enhance cross-disciplinary research and creative activities

3. Accelerate development and marketing of mission-consistent intellectual property where promising

C) Enhance organizational infrastructure to support innovation and collaboration

1. Create more spaces that encourage collaborative research, teaching, and other learning activities

2. Further integrate curricular and co-curricular programs that prepare students for success

3. Utilize technological solutions that enhance productivity and creativity

III. Nurture Diversity and Inclusion

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

1. Provide access to, and increase awareness of, resources for the recruitment of diverse faculty, staff, and students

2. Increase and promote practices that aid in the retention of diverse faculty, staff, and students that include individuals from all backgrounds

3. Optimize support services for onboarding diverse faculty, staff, and students that include individuals from all backgrounds

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

1. Provide additional professional development toward cultural competency and inclusion

2. Create and invest in spaces that value and capitalize on diversity

3. Increase campus and community awareness of achievements and initiatives that promote diversity and inclusion

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

1. Increase the number of, variety of, and accessibility for students to participate in study abroad and international experiences

2. Increase the number of faculty in international collaboration and exchanges

3. Infuse diverse perspectives into the curriculum, co-curriculum, and other programs and initiatives

4. Increase the number of, and participation in, interdisciplinary studies and programs that explore diversity and global perspectives

IV. Enrich Engagement

A) Foster partnerships offering collaborative and mutually beneficial opportunities

1. Increase opportunities for alumni, community members, and other partners to create enduring connections that promote knowledge and resource sharing

2. Facilitate new partnerships with individuals, businesses, governmental entities, and organizations

3. Sustain and grow existing relationships with external stakeholders

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

1. Create awareness of opportunities for students to engage in research

2. Increase the number and quality of opportunities that engage students in research with faculty

3. Recognize, promote, and encourage civic engagement and service learning

4. Enhance the ability of members of the University community to engage with each other, internal and external resources, and university partners

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

1. Support efforts to assess student career outcomes and placement in graduate and professional school

2. Integrate career development and readiness opportunities throughout the collegiate career

3. Expand and promote opportunities for engagement in professional development

4. Infuse campus culture with opportunities that cultivate students' understanding of, appreciation for, and commitment to, personal and community well-being

5. Enhance student connections with alumni and employer networks

PLANNING AND CONSULTATION PROCESSES

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

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

Academic Advising Council
Academic Senate – Faculty Caucus
Administrative/Professional Council
Admissions Tour Team
Alumni Association
Civil Service Council
College of Applied Science and Technology Council

College of Arts and Sciences Council

College of Business Coordinating Team

College of Education Council

College of Fine Arts Council

Department Chairs/School Directors Council

Diverse Student Group

Graduate Council

Intercollegiate Athletics Leadership Team

Mennonite College of Nursing Leadership Council

Milner Library Faculty and Staff

Student Affairs Council

Student Government Association

Student Leader Council

University Research Council

VP Finance and Planning Leadership Staff

VP Provost/Academic Affairs Leadership Staff/Dean's Council

VP University Advancement Leadership Staff

TASK FORCE MEMBERS

Brian Beam, Executive Director; University Marketing and Communications (co-chair)

Hulda Black, Associate Professor; Marketing (beginning 8/1/17)

Rachel Calhoun, Director; Research, Advancement and Foundation Operations

Sam Catanzaro, Associate Vice President; Academic Administration, Policy, and Faculty Affairs (co-chair)

Febin Chirayath; Student Government Association

Jeff Clark; Chairs and Directors Council

Angela Engel, Director; Planning, Research, and Policy Analysis (co-chair beginning 8/1/17)

Laura Fox, Business Administrative Associate; University Police Department

Paul Garris, Distinguished Professor; Biological Sciences

Ron Gifford, Chair; Administrative/Professional Council

Jamillah Gilbert, Instructional Assistant Professor; Special Education

Rachel Hatch, Assistant Director; Media Relations

Susan Kalter, Chair; Academic Senate

Samantha Lewis, Student Government Association (beginning 8/1/17)

Yongmei Liu, Associate Professor; Management and Quantitative Methods (through 7/31/17)

Dwight Merilatt, Executive Associate Director; Intercollegiate Athletics

Blanca Miller, Assistant Professor; Mennonite College of Nursing

Danielle Miller-Schuster, Assistant Vice President; Student Affairs (co-chair)

Hannah Picciola, Student Government Association

Dean Plumadore; Civil Service Council (beginning 8/1/17)

Ajay Samant, Dean; College of Business, Dean's Council

Jennifer Sharkey, Associate Professor; Milner Library

Sarah Smelser, Professor; School of Art

Amanda Smith, Chair; Civil Service Council (through 7/31/17)

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

Aslihan Spaulding, Professor; Agriculture

Lenford Sutton, Department Chair; Educational Administration and Foundations

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

Ani Yazedjian; Chairs and Directors Council

TASK FORCE STAFF

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

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SECTION II

ACADEMIC AFFAIRS PROGRAMS AND INITIATIVES

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INVENTORY OF ACADEMIC PROGRAMS AND CENTERS

Academic programs and research and service centers at Illinois State University as of July 1, 2022 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, 2023 are listed in the Academic Program and Center Changes 2022-2023 section of this document.***

BACHELOR'S DEGREE PROGRAMS

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

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

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

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

Art, B.A., B.S.
CIP Code: 50.0701
Art 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
Political Communication

Computers Networking, B.S.
CIP Code: 11.0901
Network and Telecommunications Management
(major plan of study)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Information Systems, B.S.
CIP Code: 11.0103
Integration of Enterprise Systems
Systems Development/Analyst
Web Application Development

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

European Studies, B.A.
CIP Code: 05.0106
European Studies (major plan of study)

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

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

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

Geology, B.S.
CIP Code: 40.0601
Earth and Space Science Teacher Education
Geology (major plan of study)

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

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

Human Development and Family Science, B.A., B.S.
CIP Code: 19.0701
Human Development and Family Science
Human Development and Family Science accelerated

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

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

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

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

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

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

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

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

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

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

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

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
Legal Studies (major plan of study)

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

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

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

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

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

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

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)

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

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

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

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

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

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

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
Sociology (major plan of study)

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

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

UNDERGRADUATE MINOR PROGRAMS

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

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

MASTER'S DEGREE PROGRAMS

Accountancy, M.S.
CIP Code: 52.0301
Accountancy (major plan of study)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hydrogeology, M.S.
CIP Code: 40.0699
Hydrogeology (major plan of study)

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

Mathematics, M.S.
CIP Code: 27.0101
Actuarial Science
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

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

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

Spanish, M.A.
CIP Code: 16.0905
Spanish (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)

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

Nursing, Master of Science in
CIP Code: 51.3801
Family Nurse Practitioner
Nursing Systems Administration

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

Reading, 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)

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

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

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

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

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

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

DOCTORAL DEGREE PROGRAMS

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

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

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

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

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

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

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

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

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

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

GRADUATE CERTIFICATE PROGRAMS

NOTE: The number in parentheses following the certificate name is the Classification of Instructional Program (or CIP) code. For more information about CIP codes, see Summaries of 2022-2023 Program Reviews in this document.

Anthropology Geographic Information Systems (GIS) Graduate Certificate (45.0299)
Behavior Intervention Specialist Graduate Certificate (13.1005)
Biology Geographic Information Systems (GIS) Graduate Certificate (26.9999)
Business Analytics Graduate Certificate (52.1301)
Chief School Business Official, Post-Master's Graduate Certificate (13.0499)
Curriculum Adaptation Specialist Graduate Certificate (13.1099)

Data Science: Computer Science Graduate Certificate (11.0899)
Data Scientist: Business Information Systems in Accounting Graduate Certificate (11.0802)
Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate (13.1003)
Dietetic Internship Graduate Certificate (51.3101)
Director of Special Education, Post-Master's Graduate Certificate for (13.0402)
Early Intervention Vision Specialist Graduate Certificate (13.1009)
Family Nurse Practitioner Certificate, Post-Master's (51.3805)
Forensic Accountant Graduate Certificate (42.0117)
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate (13.0409)
Hydrogeology-Geographic Information Systems (GIS) Graduate Certificate (40.0699)
Information Assurance and Security Graduate Certificate (11.1003)
Instructional Technology in World Languages Graduate Certificate (13.1306)
Internet Application Development Graduate Certificate (11.0801)
IS Audit and Control Specialist Graduate Certificate (52.0208)
Library Information Specialist Certificate, Post-Baccalaureate (25.0101)
Multiple Disabilities Specialist Graduate Certificate (13.1007)
Network and Telecommunications Management Graduate Certificate (11.0901)
Organizational Leadership Graduate Certificate (52.0213)
Project Management Graduate Certificate (52.0211)
Psychiatric Mental Health Nurse Practitioner Graduate Certificate (51.3810)
Quality Management and Analytics Graduate Certificate (15.0702)
School Nurse Graduate Certificate (51.3899)
School Psychology, Specialist in (S.S.P.) (42.2805)
School Social Work Graduate Certificate (44.0701)
Social Aspects of Aging Graduate Certificate (30.1101)
STEM Education and Leadership Graduate Certificate (13.1399)
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate (13.0411)
Systems Analyst Graduate Certificate (11.0501)
Teacher Leader Certificate, Post-Baccalaureate (13.0401)
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate (13.1401)
Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in (23.1301)
Technology Specialist Graduate Certificate (13.0501)
Training and Development Graduate Certificate (13.1320)
Transition Specialist Graduate Certificate (13.1019)
Women's, Gender, and Sexuality Studies Graduate Certificate (05.0207)

RESEARCH AND SERVICE CENTERS

As of July 1, 2022, 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, 2022.

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 Teaching, Learning, and Technology (CTLT)

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

Center for the Study of Education Policy (CSEP)

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

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

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

Radio Station WGLT

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

ACADEMIC PROGRAM AND CENTER CHANGES 2022-2023

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2022 and ending June 30, 2023. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

<u>Degree Programs</u>

Marketing Analytics M.S.
Department of Marketing, College of Business
Effective May 22, 2023

Master of Public Health, M.P.H.
Department of Health Sciences, College of Applied Science and Technology
Effective May 22, 2023

<u>Sequences</u>

Advanced Marketing Analytics Accelerated sequence, B.S. in Marketing
College of Business
Effective May 22, 2023

General Computer Science Accelerated sequence, B.S. in Computer Science
College of Applied Science and Technology
Effective May 22, 2023

Healthcare Leadership sequence, B.S. in Health Informatics and Management
College of Applied Science and Technology
Effective May 22, 2023

Literary and Cultural Studies sequence, B.A. in English
College of Arts and Sciences
Effective May 22, 2023

Mathematics Actuarial Science Online sequence, M.S. in Mathematics
College of Arts and Sciences
Effective May 22, 2023

Specialist in LBS Online sequence, B.S.Ed. in Special Education
College of Education
Effective May 22, 2023

<u>Certificates</u>

Specialist in LBS1 Online Graduate Certificate
Department of Special Education, College of Education
Effective May 22, 2023

DISESTABLISHED PLANS OF STUDY OR CENTERS

Degree Programs

European Studies, B.A.
University College
Effective May 22, 2023

Certificates

Teaching of Writing in High School/Middle School Graduate Certificate
Department of English, College of Arts and Sciences
Effective May 22, 2023

NAME CHANGES

Academic Unit

From Department of Management and Quantitative Methods
To Department of Management
College of Business
Effective May 22, 2023

Sequences

Health Informatics and Management, B.S.
From Health Informatics and Management sequence
To Health Informatics sequence
Department of Health Sciences, College of Applied Science and Technology
Effective May 22, 2023

Minors

From Insurance, Minor in
To Risk Management and Insurance, Minor in
Department of Finance, Insurance, and Law
Effective May 22, 2023

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODE CHANGES

M.S. in Accountancy
From 52.0301 to 52.1399
Department of Accounting
Effective May 22, 2023

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, 2022. Specialized accreditations are voluntarily sought and maintained by university faculty. Some specialized accreditations are necessary for graduates to qualify for professional certification or licensure.

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

The tables that follow identify units and plans of study at the University with specialized accreditor affiliations as of June 30, 2022. A separate table is presented for each college. A comprehensive list of specialized accreditation associations with which the University is affiliated follows the tables.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

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

COLLEGE OF ARTS AND SCIENCES

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

COLLEGE OF BUSINESS

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

COLLEGE OF EDUCATION

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

WONSOOK KIM COLLEGE OF FINE ARTS

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

MENNONITE COLLEGE OF NURSING

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

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

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

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

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

Accrediting Council for Collegiate Graphic Communication (ACCGC)

American Association of Family and Consumer Sciences (AAFCS)

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

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

American Council for Construction Education (ACCE)

American Council on the Teaching of Foreign Languages (ACTFL)

American Music Therapy Association (AMTA)

American Psychological Association (APA)

Association for Middle Level Education (AMLE)

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

Association of Technology Management and Applied Engineering (ATMAE)

Association to Advance Collegiate Schools of Business International (AACSB)

Board of Certified Safety Professionals (BCSP)

Commission on Accreditation of Athletic Training Education (CAATE)

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

Commission on Collegiate Nursing Education (CCNE)

Consortium of Undergraduate International Business Education (CUIBE)

Council for Interior Design Accreditation (CIDA)

Council for the Accreditation of Educator Preparation (CAEP)

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

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

Council on Education for Public Health (CEPH)

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

Educational Leadership Constituent Council (ELCC)

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

National Association for the Education of Young Children (NAEYC)

National Association of Schools of Theatre (NAST)

National Association of Schools of Music (NASM)

National Association of Schools of Art and Design (NASAD)

National Association of School Psychologists (NASP)

National Council for Accreditation of Teacher Education (NCATE)

Public Relations Society of America (PRSA)

Sales Education Foundation (SEF)

Society for Human Resource Management (SHRM)

Society of Actuaries (SOA)

University Sales Center Alliance (USCA)

ACADEMIC INITIATIVES

The Division of Academic Affairs held a retreat in February 2021 to identify and set priorities in alignment with the university's strategic plan (Educate. Connect. Elevate), as well as respond to opportunities and challenges highlighted by the pandemic of COVID-19. As a result of a successful retreat in February 2021 for Chairs, Directors, Deans, members of the Academic Senate and faculty and staff who participated in ten working groups prior to the retreat, six broad themes were developed to guide future initiatives in the Division of Academic Affairs.

During the 2022-2023 academic year, the Division of Academic Affairs, guided by these priorities, engaged in strategic planning within the areas of program support and development, graduate education, research and creative scholarship, international programming, online education, civic engagement, and student success. The initiatives below provide more detail about some of the current goals and priorities in the Division related to these areas.

ACADEMIC PROGRAM SUPPORT AND GROWTH

Illinois State University continues to meet the needs of the State's students, families, and employers by developing new programs, hiring new faculty and staff to support programs (existing and new) and improving our institutional infrastructure (e.g., Canvas – new learning management system, Data Portal – streamlined access to internal data sources). The Division of Academic Affairs also continues to explore strategies to effectively fund program development and growth and provide training opportunities for staff and administrators to utilize data more effectively in decision-making.

Meeting the Needs of New Learners in New Ways

To meet the needs of new populations of learners more effectively, Illinois State University is committed to developing more fully online programs to serve adult re-entry learners, working professionals, and others. This goal is accompanied by transitioning our current practice of online courses being independently taught by individual faculty members for their own exclusive use to a more strategic, systematic, and scalable process for program and course development. To meet its goals of increased online programs and enrollments, Illinois State University plans to employ online master course development via partnerships with faculty subject matter experts (who create the course content) and instructional designers (who build and configure the courses and provide consultation to the faculty in online best practices). Consistent with the equity mission of the university, instructional designers will be centralized, allowing them to work will all academic programs that need their services.

Expanding Capacity in the Mennonite College of Nursing

The undergraduate Nursing program at Illinois State University has historically experienced high student demand. However, due to space limitations, specifically in the simulation laboratory, the Mennonite College of Nursing (MCN) typically has accepted around 10% of applicants thereby rejecting otherwise highly qualified students who then attend other institutions or choose other degrees. As a result, discussions have been ongoing at Illinois State over many years about how to increase the simulation lab capacity. Working with the Vice President for Finance and Planning (VPFP), the Dean of MCN, and CannonDesign as consultants, the fiscal model for the nursing simulation laboratory was finalized and robustly vetted. Subsequently, a resolution was approved by the Board of Trustees at their May 7, 2021, meeting to fund construction for a new building, approximately 16,000 square feet, adjacent to the current simulation lab. It will cost approximately $18 million financed by Illinois State University. When fully implemented, the new facility will allow MCN to enroll an additional 400 students. The fiscal plan, which includes a future request to the Board of Trustees for a 15% tuition differential, shows that the new revenue will be sufficient to pay for the cost of the building within a few years.

The Mennonite College of Nursing is also partnering with Memorial Health in Springfield, Illinois to bring Illinois State University's nursing program to the Springfield, Illinois community. Memorial Health has identified a need for more nursing professionals to serve health care needs throughout Central Illinois and has agreed to extend a ten-year, $6 million community benefit grant to Illinois State University to expand the University's nursing program.

As part of this partnership, Memorial Health will sublease approximately 10,000 square feet of space in close proximity to Memorial Health to offer upper-level undergraduate nursing students an opportunity to complete their Bachelor of Science in Nursing degree. When fully implemented, the new location will allow MCN to serve an additional 100 students.

Establishing Leadership and Curriculum for the new College of Engineering and Departments of Electrical and Mechanical Engineering

Following the approval for the creation of a new College of Engineering and Departments of Electrical and Mechanical Engineering by the Illinois State University Board of Trustees in 2021 and the Illinois Board of Higher Education (IBHE) in 2022, the Division of Academic Affairs convened a committee of faculty experts from across campus to develop the curricula for three new undergraduate programs (Bachelor of Science in Electrical Engineering, Bachelor of Science in Mechanical Engineering, and Bachelor of Science in Engineering). The engineering curriculum committee developed these degree programs using a robust feedback process which involved peer review, external review by academic and industrial experts, internal review by an ad-hoc committee of senior Illinois State faculty and academic planning professionals, and review by the University Curriculum Committee and University Senate. Pending approval by the Illinois State University Board of Trustees in May 2023, program proposals will be submitted to IBHE in Summer 2023 in anticipation of enrolling the first cohort of students in Fall 2025. Steady state enrollment in the College is anticipated to be 520 students once the program is fully implemented. The Division successfully conducted a national search for a founding dean for the new college and welcomed Dr. Thomas Keyser to Illinois State University on April 1, 2023. Searches for the Chairs of the Departments of Electrical Engineering and Mechanical Engineering are ongoing and are expected to be completed by Spring 2023.

Establishing a new School of Creative Technologies

A proposal to create a new School of Creative Technologies has been approved by the Academic Senate (March 8, 2023) and Board of Trustees (May 12, 2023). The proposed School of Creative Technologies will elevate a program that includes two interdisciplinary degree programs that have been in place for over two decades into a standalone unit, bringing it into alignment with the structure of the existing schools in the College: School of Music, School of Theatre and Dance, and the Wonsook Kim School of Art. The proposed School is to serve as the administrative and academic structure for current degrees in Creative Technologies, support continued enrollment growth, and attract and retain faculty from a range of disciplines whose scholarly and creative activities will continue to position the unit as a leader in these emerging technologies. The program currently offers bachelor's degrees with three sequences; an accelerated master's degree; and a traditional master's degree. The sequences available to undergraduate students include Game Design; Audio and Music Production; and Interdisciplinary Technologies. The curriculum within these sequences includes topics such as mobile and web apps; computer programming; video and motion graphics; augmented reality / virtual reality, user interface / user experience; and sound design); a sequence in extended reality is forthcoming. The STEM-based curriculum prepares students for career outcomes in occupations such as software engineers and developers, video and audio editors, web content specialists, special effects artists and animators, digital content developers, and marketing and recruitment managers. Enrollment in the Creative Technologies program has a history of steady growth (with 230 students enrolled for Fall 2023) and is projected to reach 400 full-time students. The proposal will be submitted to IBHE in Summer 2023.

Proposed Interdisciplinary Bachelor's Degree Program in Data Science

A proposal for a new interdisciplinary degree program in Data Science has been approved by the Academic Senate (April 14, 2023). The program prepares students with the technical knowledge and computational skills to meet current and future problem solving and analysis of large data sets. The Data Science major is an interdisciplinary major with three core areas of curricula including: 1) mathematics and statistics, 2) information technology and computer science, and 3) an applied sequence for contextual application in an area linked to the future career path of the student. The sequences include 1) Big Data and Computational Intelligence, 2) Business Analytics, 3) Population Health, 4) Social Demographic/Public Policy analytics, and 5) Individualized Plan of Study. Pending approval by the Illinois State University Board of Trustees in May 2023, program proposals will be submitted to IBHE in Summer 2023 in anticipation of enrolling the first cohort of students in Fall 2025. Enrollment is projected at 250 full-time students once the program is fully implemented.

Approval of the Master of Public Health

The new Master of Public Health (MPH) within the Department of Health Sciences has been approved by the Academic Senate, the Board of Trustees, and the Illinois Board of Higher Education (IBHE). The program will be administered by the Department of Health Sciences in the College of Applied Science and Technology. The MPH is an online interdisciplinary degree program designed for students who aspire to work on vital health issues facing the citizens of our country and the world. The Enrollment is projected at 50 part-time and full-time students once the program is fully implemented; the first cohort will enroll in Fall 2023.

Approval of the Master of Science in Marketing Analytics

The new Master of Science program in Marketing Analytics within the Department of Marketing has been approved by the Academic Senate, the Board of Trustees, and the Illinois Board of Higher Education (IBHE). This interdisciplinary degree program is designed to provide students with both broad and deep technical skills in Marketing Analytics as marketing positions continue to evolve into a technical role within an organization. The program will be administered by the Department of Marketing in the College of Business. Enrollment is projected at 40 full-time students once the program is fully implemented; the first cohort will enroll in Fall 2023.

Proposal of the STEM Master of Business Administration

A proposal for a new Master of Business Administration program within the College of Business has been approved by the Academic Senate, the Board of Trustees, and has been submitted to the Illinois Board of Higher Education (IBHE). The proposed STEM Master of Business Administration (M.B.A.) program is a graduate interdisciplinary business degree program with significant STEM (Science, Technology, Engineering, and Mathematics) content. Typically, STEM courses involve business analytics, data analytics, data science, management science, technology and innovation management, statistical modelling, operations analysis, data mining, business forecasting, and quality management. These topics will be offered in the proposed program through accounting, finance, information technology, marketing, supply chain management, and operations management courses. All the above courses are currently offered as part of the existing M.B.A. programs. No new courses need be created, nor will there be any significant change in program structure. The program will be administered by the College of Business. Enrollment is projected at 30 part-time and full-time students once the program is fully implemented; the first cohort will enroll in Fall 2024.

GRADUATE EDUCATION

Over the past academic year, there has been a strategic focus in recruitment and marketing for graduate education. As new graduate programs are approved, a collaborative marketing plan is initiated with internal and external constituents. Data are also evaluated to identify areas of growth in current programs, focusing on the potential for creating online or accelerated master's programs while also considering potential areas of expansion related to certificate programs in an effort to boost growth in graduate enrollment. Professional development opportunities have been offered in the areas of writing support, mental health, and financial literacy. The Graduate School has developed a centralized application system to improve students' experience of applying to programs and continues to explore opportunities for developing a mechanism to provide scholarships based on merit and financial need. Following input from stakeholders, a new strategic plan (2022-2027) was implemented and will guide Graduate School activities for the next 5 years.

Accelerated Master's Degree Programs

Illinois State University continues to support the development of accelerated master's degree programs (aka 4+1 programs). Through such programs the time it takes a student to complete both an undergraduate degree and a master's degree in the student's chosen discipline is reduced. That reduction is possible by allowing undergraduate students to take a limited number of graduate courses and to count up to 12 credit hours or 33%, 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. Such programs benefit the University by retaining its most talented undergraduate students.

Since 2018-2019, nine departments have developed fourteen accelerated programs (e.g., Criminal Justice Sciences, Family and Consumer Sciences, History, Mathematics, English, Creative Technologies, Marketing, Information Technology, and Sociology and Anthropology). Additionally, the Department of Family and Consumer Science, the Department of Politics and Government, the Department of Geography, Geology, and the Environment each have proposed programs that are currently within the curricular approval process.

RESEARCH AND CREATIVE SCHOLARSHIP

This past academic year, there have been dedicated efforts to help scholars emerge from the pressures inflicted on their scholarship by the COVID-19 pandemic. We have a proud tradition in research and creative scholarship as a campus that works in tandem with our proud history as a leader in education. The University will continue to pursue strategies to improve infrastructure to support research and creative scholarship (e.g., adding staff to the Office of Student Research) while also identifying new ways to reward faculty for their scholarly engagement. For example, Research and Sponsored Programs (RSP), the Graduate School, and the Center for Integrated Professional Development have partnered to provide workshops for faculty with several grant writing workshops and writing bootcamps scheduled for Summer 2023. In addition, Research and Sponsored Programs has been working on efficiencies in policies and technology with a new policy on pooled fringe benefits, and technological improvements allowing electronic/digital signatures, more accurate balances, and easier budgeting and monitoring of transactions and effort have been introduced.

Supporting Interdisciplinary Research – The Accelerating Research and Creative Scholarship Program

The Provost has committed over $3M over the next 7 years to support big, bold interdisciplinary research ideas proposed by the teams themselves. The Accelerating Research and Creative Scholarship (ARCS) program was modeled on similar programs at other institutions and incorporated feedback from the campus community. This type of research seeks to solve some of the world's most complicated problems, often termed "wicked problems". The program will provide internal seed funding through a competitive application, allowing faculty teams to transition from dependence on internal support to support by major external funding. The ARCS program will foster innovation of research and creative scholarship activities at Illinois State through greater coordination, alignment, and strategic investments, which will in turn increase competitiveness and transformational potential of applications for external funding. Managing wicked problems requires interdisciplinary approaches and scholars who can think outside of traditional disciplinary boundaries to create transformative solutions. Supporting these teams will amplify the university's core strengths and expertise areas and help Illinois State University to develop a national brand identity and enable Illinois State to impact society in beneficial and transformational ways. Twenty-five teams of faculty/staff/students responded to the initial call for the program, demonstrating interest in and support for such an initiative.

CIVIC ENGAGEMENT

The faculty Appointment, Salary, Promotion, and Tenure policies (ASPT) have been revised to further highlight and recognize faculty for their civic and community engagement activities in teaching, research, and service. The Center for Civic Engagement continues to increase the use of Collaboratory across campus to create a data-informed, public facing-narrative of Illinois State University's community engagement. This public facing platform is used to showcase faculty, unit, and college engagement and identify potential cross-campus and cross-community collaborations, further enhancing Illinois State's impact on student learning and community outcomes.

INTERNATIONALIZATION

The Office of International Engagement has been reorganized to coordinate the full range of international activities for domestic and international students, staff, and faculty. Office staff are engaged in strategic planning that will guide the initiatives to strengthen and expand existing international partnerships, establish new partnerships, and develop a shared institutional understanding of internationalization through a lens of equity, diversity, and inclusiveness. Additionally, the office is developing a comprehensive strategic recruitment plan with an expanded scope that will include a broader array of countries and more graduate and undergraduate degree programs.

SUPPORTING SUCCESS FOR STUDENTS

Student success efforts continue to grow each year. Over the past four years, all colleges have identified or hired a new staff member to manage student success initiatives. Several departments/schools and other academic units have followed suit. This has resulted in student success efforts that are more directly responsive to the needs of students being served by units.

Student Success Think Tank

To ensure there is ongoing communication, limited duplication of services, and strong collaboration, the Student Success Community of Practice (SSCP) was formed this past academic year. The SSCP meets regularly to enhance collaboration and help address challenges. This group is planning the second Student Success Think Tank on May 18, 2023 which will bring together 75 faculty and staff from all divisions to develop an action plan for the campus. Work from this day long interactive session will include a review of accomplishments since the 2019 event, the current status of student success initiatives, HLC Quality Initiative progress; break down divisional silos; identify barriers to degree completion for students; identify barriers for staff in helping students; review achievement/progress/performance gaps; and develop solutions to barriers. The work of this group will guide student success efforts for the next several years.

Canvas – Learning Management System

Beginning in fall 2023, the University will also transition to Canvas as the officially supported Learning Management System (LMS), replacing ReggieNet. ReggieNet, an open-source platform called Sakai, has been the officially supported virtual learning environment for Illinois State's instructors and students for a decade. However, as Sakai's market share shrank in recent years, it received less attention from the third parties which provide educational and productivity software. This resulted in fewer or poorly optimized integrations between ReggieNet and resources like online textbooks or tools like Microsoft Office. In spring 2023, the University concluded a pilot program of Canvas, which included more than 60 faculty members and more than 2,000 unique students. The University also contracted with a company called K16 to assist in the migration of course content from ReggieNet to Canvas, a process which will continue through August 2023 when campus-wide utilization of Canvas will begin.

SUPPORTING SUCCESS FOR FACULTY AND STAFF IN ACADEMIC AFFAIRS

Faculty Diversity Enhancement Program

In FY 23, the Office of the Provost launched the first of five cohorts for its $4.5 million Faculty Diversity Enhancement Program (FDEP). FDEP is aimed at recruiting outstanding new faculty to help diversify disciplinary fields and to recruit and retain faculty who promote equity, diversity, inclusion, and access (EDIA) through their research, teaching, service, and/or mentoring. This collaborative effort will use university general revenue funds, funds from the Office of the Provost, and matching funds from departments, schools, and colleges to support

selected faculty members for a total of three fiscal years. FDEP includes two alternative avenues for funding and supporting candidates' growth and development: Educational Diversity Enhancement Program (EDEP) and Strategic Diversity Enhancement Program (SDEP).

The program's goals are to enrich student experiences in the classroom and through mentoring with faculty members whose knowledge and understanding represent the diversity of our state and nation. It is expected that faculty selected to be a part of this program will advance scholarly and/creative productivity in one or more of the following areas: driving social change; understanding and/or addressing the factors contributing to disparities in disciplines; diversifying disciplinary fields; identifying effective interventions to overcome inequities; and/or informing changes in programs, policies, practices to promote equity, diversity, inclusion and/or access.

The Collaborative on Academic Careers in Higher Education

In Spring 2022, Illinois State University partnered with the Collaborative on Academic Careers in Higher Education (COACHE) based in the Harvard Graduate School of Education to administer our Faculty Job Satisfaction Survey. COACHE helps institutions study the work lives of faculty, assess the academic workplace broadly, and provide data that can support decision-making related to faculty members' professional lives and performance. The COACHE data affords administrators and faculty an opportunity to examine data and explore differences for the overall faculty and across faculty subgroups.

Our institution's survey response rate was 54% of full-time tenure-track and non-tenure track faculty. The results provide great insights into what faculty think about working here. The Preview Report provides an overview of Illinois State University's results, comparisons across faculty ranks, and comparisons with other institutions and includes visual summaries related to each benchmark and responses to consider that can strengthen the work environment.

Based on a review of the results, this past year, a Leadership and Action Team identified the top five themes that we will prioritize as an institution: Appreciation/Recognition, Service, Research, Leadership, and Compensation. Action Team leaders are co-chairing Strategy Workgroups of faculty members per theme to dive deeper into the COACHE data to better interpret results. The survey data can be disaggregated by tenure status, rank, gender, race, and discipline; comparisons are provided of the demographic groups. COACHE also provides robust comparative data in its reporting and analytics, including benchmarking the academic workplace internally and against self-selected peer comparison institutions. This analysis will help the Division of Academic Affairs advance our goal of further diversifying our faculty and is part of our broader faculty recruitment and retention initiatives. Academic Affairs wants to be intentional in learning what is working well and how we can improve our efforts to welcome, recruit, and retain faculty across the diversity spectrum. Next fall, the plan is to facilitate open forums for additional faculty input, followed by establishing recommendations of action plans for institutional change.

Staff Success in Academic Affairs

During Spring 2022, Illinois State University administered a Staff Success Survey to all staff – Academic Affairs, Athletics, Finance and Planning, President's area, Student Affairs, and University Advancement. The overall response rate was approximately 57 percent, with strong representation from all areas. The survey included questions that gauged staff sentiment on Job Satisfaction, Performance and Feedback, Department Engagement, Work Climate, Workload, Professional Development, Employee Recognition, Overall Satisfaction, Remote Work, and Future Employment Plans. The Academic Affairs Staff Success Workgroup has identified the following priorities on which to focus attention: job responsibilities, work-life balance, job performance/evaluation feedback, recognition, and compensation. In the coming year, the workgroup will establish a series of recommendations for implementation.

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 is in the process of hiring leadership 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 2019-2024

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

Our Values:

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

Mission statement:

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

Vision statement:

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

Goals:

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

Strategies:

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

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

Strategies:

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

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

Strategies:

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

IV. Develop and maintain productive relationships with external constituencies.

Strategies:

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

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

COLLEGE OF ARTS AND SCIENCES
STRATEGIC PLAN 2016-2021

Note: the development of a new Strategic Plan for the College of Arts and Sciences is currently underway with a planned release of Spring 2024 in parallel with the institutional plan.

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

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

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

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

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

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

The Planning Process

The Strategic Planning Steering Committee was formed to be representative of all constituencies in the College, with elected representatives from among Department Chairs, tenure-track faculty, students, non- tenure track faculty, Administrative/Professionals, and Civil Service staff. Volunteers from the Emeritus Faculty, Community, and Chicago Advisory Boards also served. The committee worked together to update the existing mission, vision, and values statements in light of *Educating Illinois 2013--2018*, the existing strengths of the College, and the emerging opportunities suggested by local, national, and international trends. Each of these sections was carefully developed with opportunity for input from all constituencies through open forums. The newly defined areas of strategic focus and resulting goals grew out of these discussions. Concrete actions were developed, along with measurable outcomes, to ensure that we could document our progress on each goal.

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

The Strategic Plan Steering Committee

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

MISSION STATEMENT

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

VISION STATEMENT

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

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

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

The pursuit of learning and scholarship advances knowledge, invigorates our curricula, and contributes to society. This includes:
- *a strong liberal arts and sciences tradition* that expands learners' horizons and provides a basis for continual learning;
- *innovation* in the search for new knowledge from diverse thinkers and in the development of curricular programs;
- *dissemination and application* of new knowledge in publication, teaching, and service activities including civic engagement;
- *promotion* of diversity innovations and inclusive curricula throughout the College;
- *on-campus partnerships* that enrich learning opportunities across disciplines and for the entire University;
- *integration* of theory and practice; and
- *academic freedom and responsibility* in creative expression and the uninhibited pursuit of truth and knowledge.

Individualized attention fosters students' development as life-long learners, critical thinkers, and engaged citizens who are knowledgeable in their fields. This includes:
- *faculty-student collaboration* in teaching, learning, and scholarship;
- *proactive and responsive advisement* and other academic services; and
- *co-curricular programs* that enhance the breadth and depth of intellectual and social life.

Diversity of ideas, backgrounds, and approaches to the pursuit of knowledge enriches and promotes the personal and intellectual development of all students, faculty, and staff. This includes:
- *embracing* the strengths of diversity, as arise from age, gender, ethnicity, physical ability, race, religious traditions, sexual orientation, and social class;
- *promoting* international dimensions to learning, research, and creative activity; and
- *encouraging* openness to and civil discussion of diverse views.

Integrity in how we conduct college affairs and in our interactions with students, faculty, and staff. This includes:
- *fostering an environment that promotes collegiality and mutual respect*;
- *participating in shared governance*;
- *accountability* to our stakeholders including fiscal responsibility and dissemination of accomplishments and contributions of students and faculty that enrich the reputation of the college.

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

AREAS OF STRATEGIC FOCUS

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

Strategic Focus 1: Facilitate academic excellence.

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

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

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

Strategic Focus 1: Facilitate academic excellence

Goal 1.1 Develop and maintain rigorous and inclusive academic curricula.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategic Focus 1: Selected Accountability Measures

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

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

Goal 2.1 Enhance communication and collaboration to support academic excellence.

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

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

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

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

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

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

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

Goal 2.3 Enhance physical infrastructure to support academic excellence.

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

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

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

Strategic Focus 2: Selected Accountability Measures

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

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

Goal 3.1 Increase funding from external research grants and contracts.

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

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

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

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

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

Action 3.2.2: Engage in cooperative learning experiences with businesses.

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

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

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

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

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

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

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

Action 3.4.2: Promote use of resources for mentoring of underrepresented groups Action 3.4.3: Provide recognition or awards to departments/faculty/staff who engage in diversity and inclusion training programs

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

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

Strategic Focus 3: Selected Accountability Measures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategic Focus 4: Selected Accountability Measures

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

COLLEGE OF BUSINESS
STRATEGIC PLAN 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 2019-2024

Vision

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

Mission

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

Strategic Plan

Goal 1

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

OBJECTIVES

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

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

Goal 2

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

OBJECTIVES

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

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

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

Goal 3

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

OBJECTIVES

1. Encourage interdisciplinary teaching and research across departments and schools

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

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

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

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

Goal 4

Provide a supportive and engaging graduate student experience

OBJECTIVES

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

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

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

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

Goal 5

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

OBJECTIVES

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

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

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

COLLEGE OF FINE ARTS
STRATEGIC PLAN 2018-2023

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

The Planning Process

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

The Strategic Planning Steering Committee

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

Vison Statement, Mission Statement, and Values Statement

<u>**Vision Statement**</u>

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

<u>**Mission Statement**</u>

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

Values Statement

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

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

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

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

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

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

Areas of Strategic Focus

Strategic Focus 1: *Enrich Academic and Artistic Excellence*
Strategic Focus 2: *Foster a Diverse and Inclusive Environment*
Strategic Focus 3: *Enhance Student Success through Enrollment, Retention, and Civic Engagement*
Strategic Focus 4: *Expand and Promote Research and Creative Scholarship*
Strategic Focus 5: *Improve Teaching and Learning Spaces and Infrastructure*
Strategic Focus 6: *Strengthen Alumni and Friend Engagement and Development*
Strategic Focus 7: *Create a Unified Voice for the College in Print and Social Media Publications*

Strategic Focus 1:
Enrich Academic and Artistic Excellence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Selected Accountability Measures:

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

Strategic Focus 2:
Foster a Diverse and Inclusive Environment

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

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

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

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

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

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

Action 2.2.1: Encourage culturally responsive components across the curriculum.

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

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

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

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

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

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

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

Action 2.4.1: Appoint a College Diversity Liaison.

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

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

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

Action 2.4.5: Evaluate and enhance equal access to facilities.

Selected Accountability Measures

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

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

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

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

Action 3.1.1: Evaluate current admission practices and create best practices for our College to attract and retain a diverse student body.

Action 3.1.2: Increase scholarships and assistantships for exceptionally talented applicants, traditionally underrepresented populations, and graduate students.

Action 3.1.3: Enhance and support curriculum to reflect contemporary practices and inclusive values.

Action 3.1.4: Increase student-alumni relations through the integration of alumni in the recruiting process, as well as the development of mentoring, networking, and collaborative opportunities for current students.

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

Action 3.2.1: Incorporate civic engagement into the curriculum by coordination and collaboration among current and new civic engagement activities.

Action 3.2.2: Increase arts advocacy education.

Action 3.2.3: Increase Fine Arts student engagement throughout the University campus and within the local community.

Selected Accountability Measures

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

Strategic Focus 4:
Expand and Promote Research and Creative Scholarship

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

Action 4.1.1: Continue to pursue private foundation support for research, creative activity, and scholarship.

Action 4.1.2: Encourage new and continuing faculty and staff to utilize the grant-writing resources available through the College.

Action 4.1.3: Increase the number of interdisciplinary and cross-institutional collaborations.

Action 4.1.4: Encourage and support student involvement in formal research endeavors with faculty mentors.

Action 4.1.5: Pursue external funding to support research and creative activity by considering flexible and differential teaching and research loads.

Action 4.1.6: Continue to work with our government relations specialist to promote state and federal creative initiatives and research projects.

Action 4.1.7: Develop strategies with the Director of Development in the College to leverage matching or cost-sharing requirements of external funding agencies.

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

Action 4.2.1: Seek funding for an endowed, merit-based, competitive College Research Fellowship to enable significant research projects distinct from sabbatical periods.

Action 4.2.2: Allocate resources to fund graduate research assistantships in each of the Schools, thus facilitating recruiting opportunities in the areas of academic research.

Action 4.2.3: Increase indirect cost allocations generated by successfully funded research grants and contracts in the College.

Action 4.2.4: Increase Dean's Travel Awards program.

Action 4.2.5: Provide funding for faculty and student participation and presentation at academic and creative conferences.

Action 4.2.6: Fund research and travel for staff and student research and creative activity.

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 5:
Improve Teaching and Learning Spaces and Infrastructure

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

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

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

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

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 6:
Strengthen Alumni and Friend Engagement and Development

Goal 6.1 Promote and enhance the reputation of the College.

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

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

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

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

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

Goal 6.2 Increase stakeholder engagement in the College.

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

Action 6.2.2: Create volunteer opportunities, internships, and mentorships that link alumni, emeritus faculty, students, and parents with arts organizations, businesses, and community members.

Action 6.2.3: Engage academic leaders and faculty in efforts to identify and cultivate donors.

Action 6.2.4: Educate current students and young alumni about the value and importance of philanthropy.

Action 6.2.5: Create greater awareness about volunteer groups within the College, such as Friends of the Arts and the Illinois Shakespeare Festival Society.

Action 6.2.6: Collaborate with all of the Colleges in the University to leverage fine arts events for alumni and community engagement.

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

Action 6.3.1: Increase major gift support through thoughtful and intentional relationship-building that identifies and matches donor passions with College needs and priorities.

Action 6.3.2: Cultivate and steward major gift supporters and prospects through events that enhance community-building and networking opportunities.

Action 6.3.3: Create compelling annual fund programs and appeals, including online crowdfunding initiatives with clear needs, goals, objectives, timelines, and leadership.

Action 6.3.4: Increase annual giving from alumni and community members who identify with fine arts affinity groups, including performing ensembles, studio and visual arts, and outreach programs.

Selected Accountability Measures

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

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

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

Action 7.1.1: Appoint an editor and elect an editorial board.

Action 7.1.2: The editorial board will solicit and commission essays that convey the diverse and lively scholarship of the College, ranging from non-specialist to scholarly essays that generate balanced coverage across the College, targeting each School's active alumni population.

Action 7.1.3: Include distinct sections for alumni news, major upcoming events, current faculty and staff news, current student news, obituaries, donor recognition, and College initiatives.

Action 7.1.4: Distribute the publication in multiple formats.

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

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

Action 7.2.2: Leverage traditional marketing strategies.

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

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

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

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

Selected Accountability Measures

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

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MENNONITE COLLEGE OF NURSING
STRATEGIC PLAN 2018-2023

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

Objective 1: Teaching Our Students with Excellence

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

Objective 2: Strategically Grow Research and Scholarly Works

> Strategic Focus Areas: Reputation; Focus; Technology

Objective 3: Collaborate with Our Community

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

Objective 4: Develop Diverse Clinical Experiences for Our Students

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

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

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

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

MILNER LIBRARY
STRATEGIC PLAN 2021-2026

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

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

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

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

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

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

Strategic Directions #3: Enhance physical and virtual environments for research, teaching, and innovation.
Objectives with Action Steps
A. Work with campus to foster spaces for collaborative research, teaching, innovation, and other learning activities.
    i. Begin developing spaces for Priority Goals #1 (e.g. Academic Success Center), #1.5 (e.g. International Student Salon), and #2 (e.g. Digital Scholarship Center) in the Milner Library Master Plan in consultation with campus partners.
    ii. Create an implementation strategy with campus partners for integrating a faculty success center into Milner.
    iii. Improve collection and educational spaces for Special Collections.
    iv. Advance new/improved collection and educational spaces for Archives.
B. Increase private financial support.
    i. Foster and implement advancement goals that connect to ISU Master Plan, Milner Master Plan, and Capital Budget Request List.
C. Improve accessibility and user experience in both physical and virtual spaces.
    i. Continue to investigate and expand efforts to ensure a comprehensive user-centric experience informed by universal design for spaces, services, and environments.
    ii. Identify new opportunities to ensure accessibility of Milner resources, materials, and physical spaces.
D. Create a formal plan with other colleges that establishes Milner as the central resource for broad-use technology for all students.
    i. Initiate and lead discussions with campus partners about Milner Library investing in and serving as the central resource for broad technology access.
    ii. Identify trends in campus technology needs and tap existing technology specializations to inform and grow Milner's needed and desired technologies.
E. Maintain and enhance physical spaces for the well-being of collections and staff.
    i. Review and regularly update disaster plans.
    ii. Continue to foster the relationship with Environmental Health and Safety to address impending vulnerabilities in environment.
    iii. Finance education on disaster planning.

Strategic Direction #4: Enhance strategic partnerships to increase engagement with campus and the community.
Objectives with Action Steps
A. Establish a plan to identify areas and develop priorities for creating, growing, or reinvesting in collaborations with campus partners.
    i. Partner with Center for Civic Engagement to create service-learning opportunities.
    ii. Foster relationships built on reciprocity to connect with the University and library's expanding DEI efforts.
    iii. Collaborate with campus and community partners on exhibits and other programming.
B. Communicate proactively and consistently internally and externally about library services and collaborative efforts across campus.
    i. Collaborate across library departments to support new and evolving initiatives.

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

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

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

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

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

Objectives with Action Steps

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objectives with Action Steps

A. Increase support for scholarship and research.

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

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

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

B. Expand scholarly communication efforts.

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

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

    iii. Grow and promote the institutional repository.

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

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

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

    ii. Develop and fund strategies to support digital scholarship.

GRADUATE SCHOOL
STRATEGIC PLAN 2018-2023

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

INTRODUCTION

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

A 10 YEAR VISION

In 10-years the Graduate School will:

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

THE PROCESS

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

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

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

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

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

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

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

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

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

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

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

STRATEGIES AND TACTICS

Role of Graduate School

1. Continue to improve the role of the Graduate School in problem-solving, customer service and leadership

   a. Continue to look for ways to serve our constituents. (ongoing)
   b. Seek to enhance customer service to faculty, staff, and students. (ongoing)
   c. Advocate for electronic degree audits to aid faculty staff, and students. (FY 19)
   d. Investigate graduate student payment options to understand the feasibility of graduate students having a different payment schedule with a first payment due after they receive their first GA stipend payment. (FY 21)

2. Advocate for graduate students, student services, and student scholarship and creative activity

   a. Work closely with the graduate student senator to communicate issues relevant to graduate students. (ongoing)
   b. Hold a "Coffee with the Director" event inviting all graduate students to share concerns with the staff on a regular basis. (FY 18)
   c. Develop a plan to best utilize the Graduate Student Advisory Board. (FY 19)

d. Work with Milner Library's Information Use and Fluency Department/Scholarly librarian to develop the "Grow a Researcher" program. (FY 19)
e. Continue to advocate for a second seat on the Academic Senate, which would create representation equal to the percentage of graduate students enrolled at the University. (FY 20)
f. Capitalize on establishing/growing programs that meet the demands of potential students and the job market such as:
i. Accelerated master's degree programs (FY 18)
ii. Online programs (FY 19)
iii. Professional master's degrees (FY 22)
iv. Interdisciplinary/joint programs (FY 22)
g. Investigate low retention rates for doctoral students and determine why students drop out of the program, what point they drop out, and if underrepresented students drop out at a higher rate than others. (FY 21)

3. Maintain standards across campus

a. Work with departments to recruit more applicants to increase the quality of the applicant pool. (FY 18)
b. Review and develop a policy to deal with dual credit courses (300 level) and the lack of standardization for graduate student requirements within them. (FY 18)
c. Revise the Graduate Catalog to ensure degree requirements are detailed for each program. (FY 18)
d. Review and develop a policy to deal with decimalized courses and the lack of curriculum process review with them. (FY 19)
e. Develop an exit survey to determine the quality of the program. (FY 19)
f. Re-implement the first year graduate student survey to assess processes and why they chose ISU. (FY 20)

4. Review and improve the thesis/dissertation process including deadlines and formatting

a. Review the thesis/dissertation process and formatting guidelines in both the Graduate School and the Registrar's Office in order to eliminate inefficiencies. (FY 18)
b. Once thesis and dissertations formatting and inefficiencies are reviewed, adjust dates and deadlines to give students more time to complete the thesis/dissertation. (FY 18)
c. Hold ProQuest drop-in hours to better serve students at the defense stage of the thesis/dissertation. (FY 18)
d. Remove thesis and dissertation proposal approval form submission deadlines to expedite the process. (FY 19)
e. Increase the number of workshops aimed at assisting students with the thesis/dissertation process. (FY 20)
f. Develop new methods of delivering workshops and resources through the coordinator of Outreach. (FY 20)
g. Create an internal research tools certificate for graduate students. (FY 21)
h. Develop an embargo policy for theses/dissertations. (FY 22)
i. Investigate eliminating ProQuest and using the ISU ReD as the repository. (FY 22)

5. Provide recruitment assistance to programs

a. Hold a recruitment workshop for faculty to build skills and learn best practices in recruiting quality graduate students. (FY 18)
b. Create the Graduate School summer fellowship where a faculty member works in the Graduate School to develop recruiting strategies, promotional talking points, marketing materials. (FY 18)

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

Perceptions of the Graduate School and Graduate Programs

6. Integrate across campus the concept that graduate programs add value to the University in terms of prestige and scholarship

    a. Communicate work of graduate students to upper administration on a regular basis. (FY 18)
    b. Continue to seek representation of the Graduate School on key committees and with key stakeholders. (FY 18)
    c. Add dean of the Graduate School to the title of the associate vice president title or the director of the Graduate School to elevate the value of the position and the Graduate School both on campus and across the country. (FY 22)
    d. Enhance promotion of graduate students and their work at ISU including recognizing awards, publications, and presentations (eg #ShareMyThesis). (FY 21)
    e. Gather information and promote the research productivity of faculty who involve graduate students in the research process. (FY 20)
    f. Develop stories for news feeds featuring graduate students. (FY 19)

7. Build on the value faculty members have for graduate education to expand program offerings

    a. Implement the INTO program at the graduate level. (FY 19)
    b. Create a plan to integrate badges, micro degrees (interdisciplinary studies), and stackable certificates. (FY 21)
    c. Build strong graduate programs by reviewing underperforming programs and exploring new programs to meet the changing job market. (FY 22)
    d. Investigate the feasibility of an interdisciplinary degree through stackable certificates or other plans of study. (FY 22)

8. Reposition graduate programs so they get more institutional recognition than they currently receive

    a. Request that each college assign an associate dean within the college the responsibility of graduate education. (FY 18)
    b. Elevate the position of the Graduate School in the minds of upper administration so they are a part of the President's Points of Pride, mentioned in talking points to community groups, etc. (FY 20)
    c. Reinstitute the graduate assistant position within the Graduate School which was lost to budget reductions. The new position would be responsible for marketing including social media, recruitment initiatives, and writing stories of collaboration between students and faculty. (FY 20)
    d. Create a university wide 3 Minute Project/Issue Competition to encompass non-thesis projects. (FY 21)
    e. Develop a marketing plan for the Graduate School that showcases the value of graduate education at ISU including diversity, finances, etc. (FY 22)

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

Graduate Students

9. Advocate that graduate assistants are valuable resources

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

10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.

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

SECTION IV

PROGRAM REVIEWS

SUMMARIES OF 2022-2023 PROGRAM REVIEWS

During academic year 2022-2023, program review self-study reports were submitted by 18 academic programs. Two research or service centers were scheduled for review during the 2022-2023 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 2021-2022 and submitted to the committee in fall 2022. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2022 and continuing through April 2023. In March-April 2023, 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 2022-2023 are listed in the Acknowledgements section of this plan.

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

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

ABOUT CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODES

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

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

REVIEW OF THE B.A., B.S., IN CRIMINAL JUSTICE SCIENCES

Classification of Instruction Programs (CIP) Code: 43.0104
Criminal Justice/Safety Studies

OVERVIEW

The **B.A., B.S., in Criminal Justice Sciences** program at Illinois State University is housed in the Department of Criminal Justice Sciences within the College of Applied Science and Technology. The Department of Criminal Justice Sciences houses two degree programs and a graduate certificate program: a B.A., B.S. in Criminal Justice Sciences, and M.A., M.S in Criminal Justice Sciences. In addition, the department offers a minor in Criminal Justice Sciences.

The B.A., B.S. in Criminal Justice Sciences program is one of the largest undergraduate criminal justice programs in Illinois with an explicit liberal arts and social sciences orientation. Coursework is multidisciplinary, including policing, corrections, courts, and related social and behavioral sciences. The program prepares students for entry-level positions in the justice system as well as for graduate or law school. Students enrolling in the B.A., B.S. in Criminal Justice Sciences select either the general or the accelerated sequence (established in 2020). The last review of the B.A., B.S. in Criminal Justice Sciences program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S., in Criminal Justice Sciences, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Criminal Justice Sciences sequence	480	479	489	505	524	537	551	577
Criminal Justice Sciences accelerated sequence							4	2
Total	480	479	489	505	524	537	555	579

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
B.A., B.S., in Criminal Justice Sciences, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Criminal Justice Sciences sequence	149	170	177	150	152	158	144	140
Criminal Justice Sciences accelerated sequence							1	4
Total	149	170	177	150	152	158	145	144

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

<u>Program goals</u>
Programmatic goals fall into three key areas:
1. Content/Discipline—Knowledge & Skills
2. Communication Skills
3. Critical Inquiry & Problem Solving

Student learning outcomes

1. Content/Discipline—Knowledge & Skills
    a. Fundamental Principles: Students will understand the major fundamental principles and theoretical perspectives of criminology/criminal justice. They will be able to apply these to practical problems and identify relevant policy implications.
    b. Criminal Justice Systems: Students will be knowledgeable about the missions and operations of the major components of criminal justice systems. Students will also be able to identify the historical and international context of criminal justice as practiced in the U.S. today.
    c. Systems and Context: Students will understand important influences—of the criminal justice system on society, and of society on the criminal justice system. They will understand the relevance of race, ethnicity, or minoritized status in this interactive system. Likewise, they will recognize the relevance of political and economic power in policy making, criminal activity, and justice.
    d. Research & Evaluation: Students will be able to apply the principles of empirical social science to the analysis of problems and the evaluation of policy.
    e. Human Behavior: Students will understand the major principles of human behavior in relation to offending, victimization, and responding to crime. This will include an understanding of the justice system response to behavior symptomatic of mental illness.
    f. Professionalism: Students will be exposed to attitudes, values, and habits of professionals in the field of criminal justice with an awareness of ethical behavior and cultural diversity.

2. Communication Skills
    a. Oral & Written Communication: Students will demonstrate proficiency in oral and written communication, including appropriate use of presentation techniques.
    b. Information: Students will be able to acquire, evaluate, and utilize sources of information, including online and archival content. They will be aware of major, official sources of data related to crime and criminal justice.

3. Critical Inquiry & Problem Solving
    a. Students will be able to distinguish "evidence-based" information from false statements and conjecture. Students will be able to conceptualize and define the nature of a problem, acquire and apply scientifically valid information, and assess the quality of proposed solutions.

Program curriculum (2021-2022)

Graduation requirements (Criminal Justice Sciences sequence):
120 credit hours including 51 credit hours for the degree program and 39 credit hours for General Education. The 51 credit hours for the degree program include 45 credit hours of criminal justice sciences courses and 6 credit hours of courses external to the Department of Criminal Justice Sciences.

Graduation requirements (Criminal Justice Sciences accelerated sequence):
120 credit hours including 51 credit hours for the degree program and 39 credit hours for General Education. The 51 credit hours for the degree program include 45 credit hours of criminal justice sciences courses and 6 credit hours of courses external to the Department of Criminal Justice Sciences. At least three courses must be taken for graduate credit.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
14 tenure track faculty members (8 Professors, 2 Associate Professors, and 4 Assistant Professors)
9 non-tenure track faculty members (1 full-time, 8 part-time, totaling 3.8 FTE)
Undergraduate student to faculty ratio: 35 to 1
Undergraduate student to tenure-line faculty ratio: 39 to 1

Specialized accreditation

There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
Describe any changes since the last program review in external factors affecting the academic program. Address changes in the manner in which students in the discipline are taught, professions for which students are trained, the demand for program graduates, and the demand for the program by prospective students.

Of course, the need to pivot quickly and teach online during the COVID epidemic was an external factor that significantly affected our program. Like other departments at Illinois State, we very quickly addressed this need. We anticipate a much greater demand for online delivery of material. We have already addressed that to some degree with a limited number of online classes to help students who work at an internship.

In our field, there has been a growing demand for training in cybersecurity and forensic sciences. Most forensic analysts are laboratory workers who have undergraduate degrees in biology or other "hard" sciences. However, we do offer some minimal course work in this area and hope to expand these offerings once the Forensic Science lab is completed (in progress) and a director is in place.

As for cyber security, this, again, is a highly interdisciplinary field where most of those working in the field come from a background of computer science. However, over time, the gap in research on the "criminology" and "criminal justice" aspects of cybercrime is growing. We have recently hired a new faculty member, Dr. Chris Brewer, who is an expert in cybercrime.

Responses to previous program review recommendations

1. *Continue evaluating the curriculum to ensure its currency with emerging issues in the discipline and its sustainability; issues to be addressed include, but need not be limited to, the number of required credit hours, the balance between required and elective courses, and introduction of specialized instruction through options, concentrations, or sequences.*

2. *Continue working with the Julia N. Visor Academic Center to provide intrusive advisement and services for students either on academic probation or academic warning.* Students on academic probation and academic warning are encouraged to join individual and group sessions with the Criminal Justice Sciences (CJS) Coordinator so they can build upon the Success Plan that was created in Seminar 1 of Project Success. Project Success is a program for students who are on academic probation, which is indicated by a student's cumulative GPA falling beneath the 2.0 threshold. Project Success assists students with the development of a success plan. Students create their own academic, wellness, and social goals to complete in a given semester and they connect with their advisor to brainstorm resources and opportunities to help them reach their goals. In Seminar 1, students gather for a presentation that teaches them about the Project Success program, what they are required to complete, how to access the ReggieNet site, and tips to achieve their individual goals.

3. *Continue efforts to recruit for gender diversity in the student population.* CJS efforts to recruit for gender diversity, including adjusting advertising material, offering courses that specifically address gender in criminal justice professions and the ongoing development of Breaking Barriers (see above) appear to have been successful. As of Fall 2021 we have increased female or female identifying majors by nearly 100.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Male	271	263	269	265	244
Female	218	242	255	272	311
Not disclosed					

4. *Building on the history of strong collaboration with Milner Library faculty, identify goals and strategies for improving library resources and services during the next eight years; among strategies to be considered is development and implementation of a systematic approach to introducing and teaching information literacy skills appropriate to the discipline.* Our assessment coordinator, Dr. Joanne Savage, attended the Information Literacy Workshop. Utilizing the findings of the Library Information Fluency Learning Outcomes report and Dr. Savage's expertise we plan to discuss the following:

- Whether we should modify our learning outcome language or add learning outcomes related to information fluency.
- How we can integrate information fluency skills into our classes, and use the resources provided by the library to do so.

5. *Establish quality indicators for the criminal justice sciences minor and periodically evaluate the minor with respect to those indicators.* Students must complete five CJS courses with a minimum GPA of 2.0 before they are admitted to the minor. Once admitted students must complete an addition 6 credit hours of CJS electives. This is in keeping with Illinois State standards.

6. *Develop and implement a plan for systematically evaluating advisement services and utilizing evaluation results to modify those services if warranted.* CJS administers an annual survey to students who are completing their internships, which is intended to aid in the department's formal assessment of its undergraduate program. The responses to this survey are anonymous. Students respond to a series of questions about their internship experience, their experiences in CJS, and questions measuring our instruction of key learning outcomes. Students can respond to open ended questions about their experiences with CJS by commenting on their advising experiences. We also track data on contacts with the academic advisers and provide an annual assessment of academic advisers on their professional
development.

7. *Continue efforts to recruit and retain faculty from groups historically underrepresented in the discipline.* Since our last program review, we have hired two staff members from historically underrepresented groups (one left CJS for another Illinois State position), three TT faculty members from historically unrepresented groups (one left Illinois State for another institution) and one NTT faculty member from an historically unrepresented group. In addition, we partnered with Latin American and Latino/a Studies on a successful joint hire to begin Fall of 2022 and have successfully secured a search for a joint hire with African American Studies to be conducted in Fall of 2022.

8. *Continue efforts to develop relationships with program graduates, and explore ways to sustain and institutionalize those relationships, through a revamped advisory council or through some other means*. We have not had an advisory board for many years. Most relationships are individually maintained by faculty/staff. Our internship coordinator regularly visits internship sites facilitating increased interaction with alumni in those agencies.

9. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* Since our last program review, we have utilized program assessment to make program improvements and continue to document our processes and practices.

Major findings
We believe our administrative structure, shared governance practices and hiring processes are very strong. Our faculty consists of many, highly-experienced, research- involved individuals and we are making progress in diversifying our faculty and staff. This year we will grow our TT lines by two and our NTT lines by one. We have a plan for continued growth and diversification for the upcoming years. We have made great strides in increasing the number of female students and continue to seek ways to support minoritized students. Advising in CJS is well organized, prompt and successful. We are responsive to student needs and utilize best practices to increase student success. We are struggling with space issues but have plans in place for a renovation that will provide additional office space needed for incoming faculty. We have a longstanding and productive relationship with Milner Library. We regularly review resources, consult with the subject librarian on new materials and have a plan to examine how to implement information fluency initiatives.

We have a well-developed strategic plan, appropriate assessment measures, and utilize assessment data to adjust our curriculum. We are responsive to previous program reviews utilizing that data to improve our structures and processes. As indicated by our introduction of new courses, we continue to monitor and adjust our curriculum to stay current with disciplinary and societal developments. Moreover, we regularly offer online courses and participate in a variety of study abroad programs and civic engagement activities. As indicated by the examination of comparator programs, we provide one of the largest and best undergraduate educations in our field in the state of

Illinois. Our enrollments are strong and demand for our major remains consistently high. We expect that, like the aspirational programs, we will continue to grow as we build and resource our Center for the Study of Crime and Justice (CSCJ) and the forensic laboratory part of the CAST Research and Training Station.

Initiatives and plans
We will discuss the topics of "information fluency" and "source awareness", which has recently become a very serious issue in society but has particular salience for those being educated in the criminal justice field. We will consider adding or modifying learning outcomes related to this issue to our assessment plan and discuss how we might integrate these concepts into our courses.

We will actively pursue paid internships for our students in order to address any real or perceived barriers created by unpaid internships. Our internship coordinator will receive assistance with this important work through departmental and college support for membership in professional organizations and training.

We will identify and seek resources to build and sustain the forensic side of the CAST research and training station. First, we will identify equipment suppliers that are already working with Illinois State and determine if there are resources that we utilize those same companies for to capitalize on existing relationships. Second, we will identify agencies and companies, both locally and nationally, to consider for membership on our advisory board. Importantly, we will include invitations to criminal justice professionals that are decision makers regarding in service trainings for state and local public servants. Third, we will identify possible donors, both individuals and corporate, that have an interest in the development of the lab and seek their support and involvement. Fourth, we will identify those faculty members across campus that may be interested in participating in the program. Because forensic science and criminal investigations are by their very nature interesting and possess characteristics that are visibly easy to market and attract attention, we will develop a process of demonstration to fundraise. Perhaps kick-starter campaigns demonstrating the use of equipment, summer camp type experiences or even an "Evening at the Crime Scene". Finally, we will continue to seek funding for cutting edge equipment through internal AEF TECH requests. Immediate resources needed include part-time administrative assistance, lab coordinator and instructor (approved in Fall 2022) as well as assistance in developing fundraising plans.

We will invigorate, support, and elevate the Center for the Study of Crime and Justice. First, we will create a very brief, yet informative, memo that highlights the expertise of faculty members/center members. Second, we will develop a targeted list of local agencies, NGO's and non-profits and distribute that memo to let them know we are available and what services we can provide. Third, we will collect data from local service agencies to determine which in service trainings are needed in the area. Finally, we will develop those and begin scheduling those trainings. Resources needed include part-time administrative assistant to complete data gathering, agency identification, memo preparation and distribution, scheduling and organization of in-service trainings and a modest honorarium for faculty/center members to conduct trainings and produce white papers.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle (e.g., providing online meeting opportunities and revising marketing materials). This has resulted in a significant enrollment increase over the period of review (from 450 in 2014 to 555 in 2021). We further commend the department faculty for efforts to increase the diversity among its students (e.g., the CJS Leads program and the Breaking Barriers initiative); this has resulted in the percentage of undergraduate students from groups traditionally

underrepresented in the discipline with an increase from 29.6 percent in fall 2015 to 42.3 percent in fall 2021, generally above the University average during the period of review.

The committee commends the program faculty for their multi-faceted activities that support the success of their students. We commend the program's collaboration with the Visor Center to provide intrusive advising and the additional advising provided as part of Project Success to support student retention. We commend the program for supporting students with professional practice experiences. We further commend the program for the creative and varied co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field, network with potential employers, and engage in meaningful civic and community engagement.

The committee commends the faculty for their substantial work during the period of review to revise the curriculum to ensure that the content reflects changes within the discipline (e.g., GIS and cyber offerings). This work included the creation of a new accelerated sequence, eleven new courses, the deletion of one course, and substantial revisions to two courses. We commend the practice of requiring faculty to participate in professional development before delivering their courses online and including assessments to ensure that course learning objectives are met in the alternative format. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum; into courses as well as co-curricular initiatives like Breaking Barriers and CJS Leads. We commend the program faculty for submitting three courses for consideration to meet the university's IDEAS requirement. The committee commends the department for supporting undergraduate student participation in the Honors Program on campus.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes curriculum maps and the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee commends the department for centering Equity, Diversity, and Inclusion as core values in their faculty recruiting practices. We commend the faculty members of the program for their teaching, scholarly, and service contributions to the B.S. in Criminal Justice Sciences. Faculty members are active researchers who publish peer-reviewed journals articles and present at national and international interdisciplinary professional conferences. The program faculty regularly engage in professional development opportunities, as evidenced by being awarded the Center for Teaching, Learning, and Technology's Pathways to Excellence award three times during the period of review. Additionally, we recognize that every faculty member in the program has been actively involved in advising and supporting professional student organizations, demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified other institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives to improve the program at Illinois State (e.g., renovation plans for the new Illinois Forensic Training Center).

Recommendations.
The Academic Planning Committee thanks faculty members of the Department of Criminal Justice Science for the opportunity to provide input regarding the B.S in Criminal Justice Sciences program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Criminal Justice Sciences faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to refine your plan for enrollment management. While the committee commends the program for their growth, we recommend that the program continue to work with Enrollment Management and Academic

Services and the Office of the Provost to refine and implement their plan for student recruitment. We also recommend that the program continue to explore available scholarship opportunities as part of the recruitment plan.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in increasing the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends that the program continue monitoring student retention and graduation rates, particularly examining the difference in time to degree for FTIC and transfer students.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including assessing the impact of recent revisions. We recommend that the program develop a plan to identify quality indicators and metrics to monitor and assess student learning in the associated minors program.

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 and to identify any modifications to the plan faculty may deem necessary.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Continue to refine your plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. We support the program's plans to re-establish an advisory board of stakeholders drawn both from alumni and industry partners (both local and national). These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program, in mentoring students, and in providing employment opportunities for program graduates.

REVIEW OF THE M.A., M.S., IN CRIMINAL JUSTICE SCIENCES

Classification of Instruction Programs (CIP) Code: 43.0104
Criminal Justice/Safety Studies

OVERVIEW

The **M.A., M.S., in Criminal Justice Sciences** program at Illinois State University is housed in the Department of Criminal Justice Sciences within the College of Applied Science and Technology. The Department of Criminal Justice Sciences houses 2 degree programs and a graduate certificate program: a B.A., B.S. in Criminal Justice Sciences, and M.A., M.S in Criminal Justice Sciences. In addition, the department offers a minor in Criminal Justice Sciences. The last review of the M.A., M.S. in Criminal Justice Sciences program occurred in 2014-2015.

Enrollment by Fall Census Day and Degrees Conferred by Graduating Fiscal Year, 2015-2022
M.A., M.S., in Criminal Justice Sciences, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Enrollments	24	28	27	18	24	35	23	26
Degrees	9	15	7	16	6	7	14	12

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The Criminal Justice Science graduate program:

- Is committed to excellence in the preparation of students to become future leaders and engaged citizens in their careers, communities, and the larger society.
- is designed as a student-oriented experience, in which students are given the opportunity to work closely with faculty members on directed projects.
- promotes connections among faculty and students. Students receive individualized mentoring from faculty members on their exit option projects (master's thesis or culminating research experience).
- prepares students to be future leaders in the discipline.
- provides opportunities for student involvement in civic engagement.
- is centered on international justice issues and provides students with opportunities to examine justice issues in a global context.

Student learning outcomes
The main outcomes are:
1. Conduct independent research, master an available body of research-based knowledge, and apply that knowledge to the solution of problems.
2. Be able to explain the major theoretical perspectives of criminology/criminal justice and apply these perspectives to real world problems, circumstances, or situations.
3. Develop an understanding of basic concepts & principles of research methodology and design in order to examine topical questions in criminal justice.
4. Develop an understanding of basic concepts & principles of statistical analysis and apply them to the analysis of criminal justice issues.

Program curriculum (2021-2022)
Graduation requirements

M.A., M.S., in Criminal Justice Sciences thesis option requires 33 credit hours. This includes 9 credit hours of core courses, 18 credit hours of elective courses selected from approved graduate offerings. The thesis option requires a the completion of a thesis (for 6 credit hours).

M.A., M.S., in Criminal Justice Sciences non-thesis option requires 36 credit hours. This includes 12 credit hours of core courses, 24 credit hours of elective courses selected from approved graduate offerings.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
14 tenure track faculty members (8 Professors, 2 Associate Professors, and 4 Assistant Professors)
9 non-tenure track faculty members (1 full-time, 8 part-time, totaling 3.8 FTE)

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
Since the 2014 program review, there has been an increase in the number of fully online graduate programs in Criminal Justice and Criminology. The shift to online education seems to be designated primarily for individuals who are working in criminal justice professions and seeking to advance their education for the purposes of acquiring promotion and advancement. The model has the potential to generate income for programs, but there is an increased level of competition among programs, given that there has been expansion over the past several years.

The method in which individuals who are planning for careers in academia has not changed during the program review period. Most graduate students who are planning to enroll in doctoral programs and seek careers in academia are enrolled in traditional, face-to-face, graduate programs. The demand for preparation for doctoral program continues to be high in our discipline, in part, because there are consistently more Criminal Justice and Criminology academic positions than there are graduating Ph.D. students each year.

Responses to previous program review recommendations

1. *Explore methods of incorporating civic engagement in the program*. We have made great strides to incorporate civic engagement into our program, as outlined in the Student Participation in Civic and Community Engagement Opportunities above. Despite the overlap of our program evaluation period with the COVID-19 lockdown, we have never had more student involvement in civic and community engagement than the present. Students serve via the student organization Alpha Phi Sigma, volunteer with McLean County Reentry Council, and participate in research projects with local justice and health and human service providers in McLean County. All of these endeavors enhance the CJS Department's connections to the local community and our alumni from the program. Regarding the latter, several of the organizational partnerships through which we have provided research services, employ departmental alumni.

2. *Consider strategically expanding the number and frequency of online courses as a means of decreasing time to degree, particularly for part-time students who are practitioners*. At the time of our 2014 program review, the Criminal Justice Sciences (CJS) Department offered no online courses for graduate students. Since that time, we have started to offer a fully online summer elective and several of our courses—both required and elective—have been offered in hybrid or online format. Although the COVID-19 pandemic and the resultant pivot to online offerings at ISU were influential in this change, we now know that it is possible to provide more of courses in a virtual format. We have also received positive feedback, particularly from students who are practitioners in justice and health and human service fields and away from campus.

3. *Continue efforts to develop relationships with program graduates, and explore ways to sustain and institutionalize those relationships, through a revamped advisory council or through some other means*. Since 2014, we have started a departmental alumni group, for whom we maintain contact information. We send a message to all undergraduate and graduate students who are graduating from our program and ask them to provide contact details. We then reach out to the alumni group to periodically announce departmental activities and events. Given that we are celebrating 50 years as a department this year, we anticipate a large homecoming of our alumni. Our attempts to maintain an advisory council were not successful. Overall, we were not able to secure adequate participation. Several years ago, we changed our approach to involve more alumni in departmental activities and events.

4. *Implement a system for tracking and documenting student involvement in research and other scholarly activities*. Student involvement in research and scholarly activity is reported to the CJS Department chair and graduate coordinator. The graduate coordinator maintains an archive of all scholarly activity. We promote faculty and student collaborations on our departmental website and through the CJS Department's social media outlets.

5. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed*. Based on the recommendations from our 2014 Program Review, the graduate coordinator has analyzed student learning outcomes each semester and provided supplemental reports to the Office of the Provost and provided a comprehensive graduate program assessment report during this study period. The current assessment outcomes align to the CJS Strategic Plan for 2022 – 2027. The most recent assessment data for the program indicate that students are meeting or exceeding all established learning outcomes in their required courses, thesis projects, and culminating research experiences.

Major findings
As this program review illustrates, the CJS graduate program is thriving. We are at unprecedented highs with student retention and program quality. We are attracting high-quality students (average GPA of incoming cohort is 3.54). As the self-study report indicates, the curricular change in our program exit options, from comprehensive exams to a culminating research experience research project, has corrected the issue we experienced with time extensions for degree completion. We have also made unprecedented achievements in diversity—in terms of both race and ethnicity and gender—and international enrollments, with student representation at an all-time high. Moreover, our alumni survey data reveal that many students are in prestigious leadership positions in the criminal justice system and academia.

Our program is poised for potential growth—including potential for an online or hybrid degree option to serve the growing needs in the discipline or the addition of a doctoral program to serve the growing number of our own master's students who go on to pursue doctoral education at other universities—expansion is desirable and warranted. We will work to improve and expand our graduate program website, to reflect the best practices of aspirational programs.

Initiatives and plans
Based on the major findings of this self-report study, the department faculty will maintain enrollment targets of high-quality students, maintain strong ties to alumni, continue to provide co-curricular and scholarly opportunities to graduate students. We will also monitor curricular change outcomes and continue our assessment processes and monitor outcomes. In the next program review cycle, we will also engage in the following initiatives: 1) promote and incentivize faculty participation in the graduate program and 2.) enhance the graduate program website to include recruitment materials.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the M.S. in Criminal Justice Sciences to be in <u>Good Standing</u>.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee notes that the program's enrollment during the period covering the program review cycle has fluctuated (from 24 in 2015 to 23 in 2021, with a high of 35 in fall 202 and a low of 18 in 2018). The program indicates that, with current resources, their ideal target is 25 to 30 students. The percentage of graduate students from groups traditionally underrepresented in the discipline has also fluctuated (from 29.2 percent in fall 2015 to 30.4 percent in fall 2020, with a high of 48.1 in fall 2017 and a low of 28.6 in fall 2020). The percentage of students identifying as female has increased from 58.3 percent in fall 2015 to 73.9 percent in fall 2020.

The committee commends the program faculty for their comprehensive efforts to support the success of their graduate students. This includes a graduate assistant orientation program, the use of contracts that communicate clear expectations, individualized training and mentoring, and designated physical spaces for offices and computers. The committee commends the program for the creative and varied co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field, network with potential employers, and engage in meaningful civic and community engagement. The committee commends the program for revising exit options, which has resulted in all their students completing the degree within the specified timeframe during the period of review. The graduate program is designed as a student-oriented experience by providing opportunities for student participation in research opportunities with faculty that has resulted in outcomes that include co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program (examples include work with the National Center for Missing and Exploited Children, Law Enforcement Torch Run, McLean County and Champaign County Jails, YWCA Stepping Stones). Alumni survey results demonstrate strong positive career outcomes for program graduates, many of whom are in leadership positions across a diverse set of occupational contexts (e.g., higher education, the federal government, law enforcement, and health and human services).

The committee notes that the faculty have worked to revise the curriculum during the period of review. This work included the creation of a new undergraduate accelerated sequence designed to feed into the graduate program, revisions to the program exit options (elimination of the comprehensive exam, development of the Culminating Research Experience Project), and the development of two new elective topics for the seminar course (Mental Health, Crime, and Justice & Race, Ethnicity, and Criminal Justice).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes curriculum maps and the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and examples of these changes were specified.

The committee commends the department for centering Equity, Diversity, and Inclusion as core values in their faculty recruiting practices. We commend the faculty members of the program for their teaching, scholarly, and service contributions to the M.S. in Criminal Justice Sciences. Faculty members are active researchers who publish peer-reviewed journals articles and present at national and international interdisciplinary professional conferences. The program faculty regularly engage in professional development opportunities. The committee thanks the program for the analysis of faculty participation in student supervision of thesis projects and independent studies.

The committee appreciates the analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives to improve the program at Illinois State.

Recommendations.

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The Academic Planning Committee thanks faculty members of the Department of Criminal Justice Sciences for the opportunity to provide input regarding the M.S in Criminal Justice Sciences program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Criminal Justice Sciences faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment management. The committee notes that demand for the program remains strong and enrollments are within target levels. The committee encourages the program to continue refining and implementing their plan for student recruitment and retention, including strategies for maintaining high levels of enrollment and success by students from racial and ethnic groups traditionally underrepresented in the program and discipline. Furthermore, the monitoring should contextualize and differentiate AMD versus the M.S. CJS enrollments and student success.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

Continue to review and revise the curriculum. The committee recognizes work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure, including assessing the impact of recent revisions (e.g., why were students struggling with the comprehensive exams, how do outcomes differ for students doing the CREP compared to the thesis, etc.). The committee recommends that the program faculty develop and analyze a curricular map to assess how these issues of equity, diversity, and inclusion are infused across the curriculum. Finally, the committee notes the relatively high proportion of graduates that pursue doctoral degrees and suggests that the program faculty discuss the feasibility and desire for developing its own doctoral program.

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 the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These

activities may become even more important in the years ahead as the program's alumni become more diverse. We recommend that the program reflect upon why the attempts to maintain an advisory council were not successful. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program, in mentoring students, and in providing employment opportunities for program graduates.

Revise the initiatives and plans for the next program review cycle section. The committee recommends that the program faculty expand the scope of this section of the self-study report beyond the findings of the aspirational and comparator analyses. The program should consider their comparative niche relative to other programs and how it can further differentiate itself to enhance recruitment. We ask the program faculty develop initiatives that incorporate other findings from the self-study, including the ongoing changes in the discipline, and strongly suggest that the initiatives are also aligned with the strategic plan.

REVIEW OF THE B.A., B.S., IN ECONOMICS

Classification of Instruction Programs (CIP) Code: 45.0601
Economics, General

OVERVIEW

The **B.A., B.S., in Economics** program at Illinois State University is housed in the Department of Economics within the College of College of Arts and Sciences. The Department of Economics houses two degree programs: a BA., B.S. in Economics and an M.A., M.S in Applied Economics. In addition, the department offers a minor in Economics.

The B.A., B.S. in Economics program prepares students for a variety of careers in the public and private sectors including economic market research, banking and finance, insurance, public administration and planning, and health care management and analysis. The program also prepares students for graduate study in economics and allied disciplines and for law school. Students enrolling in the program select either the general economics or managerial economics sequence. The last review of the B.A., B.S. in Economics program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S., in Economics, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
General Economics sequence	78	62	52	55	64	51	47	57
Managerial Economics sequence	22	16	13	22	32	29	33	30
Total	100	78	65	77	96	80	80	87

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
B.A., B.S., in Economics, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
General Economics sequence		42	22	15	11	24	15	11
Managerial Economics sequence		7	8	7	7	13	12	10
Total	41	49	30	22	18	37	17	21

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

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
The department of economics has identified the following five learning goals, which undergraduate students are expected to achieve at the time of graduation:
1. Gain access to existing knowledge;
2. Display command of existing knowledge;
3. Display ability to draw out existing knowledge;
4. Utilize existing knowledge to explore issues; and

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5. Create new knowledge

Student learning outcomes
Achievement of these learning goals is assessed using the following three student learning outcomes:
- Outcome #1: Understand economic theory and its application to analyze real world problems. This learning outcome is consistent with goals 1 through 4.
- Outcome #2: Utilize quantitative and statistical methods and their applications in analysis of economic issues. This learning outcome is consistent with goals 3 through 5.
- Outcome #3: Display verbal and written communication skills. This learning outcome is consistent with goals 4 and 5.

Program curriculum (2021-2022)

Graduation requirements

B.A., B.S. in Economics (General Economics sequence):
120 credit hours including 35 credit hours for the degree program and 39 credit hours for General Education. The 35 credit hours for the degree program include 15 senior credit hours of economics courses.

B.A., B.S. in Economics (Managerial Economics sequence):
120 credit hours including 47 credit hours for the degree program and 39 credit hours for General Education. The 47 credit hours for the degree program include 15 senior credit hours of economics courses.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
12 tenure track faculty members (8 Professors, 2 Associate Professors, and 2 Assistant Professors)
3 non-tenure track faculty members (2 full-time, 1 part-time, totaling 2.5 FTE)
Undergraduate student to faculty ratio: 7 to 1
Undergraduate student to tenure-line faculty ratio: 8 to 1

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
Demand for economists nationwide remains strong, with a projected 13 percent increase in the number of economist jobs by 2030 for annual projected job openings of 1,600 across the United States. Similarly, the expected return to investing in an economics degree is high. According to the U.S. Bureau of Labor Statistics (BLS), as of May 2021, the mean annual salary for economists nationwide is $120,830. The same BLS report includes four top-paying industries where our graduates typically find employment upon receiving their bachelor's degrees from Illinois State University, as indicated in the 2022 alumni survey. Those industries include (1) legal services, (2) securities, commodity contracts, and other financial investment and related activities, (3) nondepository credit intermediation, and (4) business, professional, labor, political, and similar organizations. Thus, it is not surprising that Illinois, particularly the Chicago-Naperville-Elgin area, is among the top 5 paying states for economists, with an average annual salary of $124,530.

However, competition in the job market for economists is yet to grow fiercer in the coming decade, according to the BLS study. A closer examination of the industries that economists work (U.S. Bureau of Labor Statistics) shows that industries with the largest employment percentage changes during 2020-2030 are those in the professional, scientific, and technical services (with a projected 31.4 percent increase), compared to a moderate increase of 6.7 percent in finance and insurance where many of our graduates find their first employment upon graduation. Coincidentally, this aligns with the feedback from the 2022 alumni survey that many graduates expressed the desire to have taken more econometrics/data analysis courses during their time at Illinois State

University. To better prepare our majors for the future workplace, we will have to take proactive measures to provide appropriate training for our students.

The major changes since the last program review have been the restructuring of principles of eco- nomics, STEM designation for the MS degree program, and teaching modality adaptation due to the Covid crisis. With the support of the Business School, introductory economics as a requirement which was taught as a single one-semester, four-credit course covering both microeconomics and macroeconomics, was converted to a two-semester, six-credit sequence of separate courses in microeconomics and macroeconomics. This significantly altered the teaching credit generated by the department as well as increasing the faculty commitment to staffing introductory economics sections. The actions identified from aspirational programs in the previous section are in the right direction to adapt to the changes in the way students in the discipline are taught, professions for which students are trained, the demand for program graduates, and the demand for the program by prospective students.

The COVID-19 crisis forced a rapid alteration of teaching modalities and strained our system in terms of learning new tools and technologies to make the switch. It imposed differential costs on retooling across the faculty and the investment of time and e ort involved in the transition and had a major detrimental impact on faculty research activities. As we return to the pre-pandemic teaching setting, the challenges arising from the past several years have made us more appreciative of dynamic interactions with students in the classroom. A beneficial byproduct of new teaching modalities during the pandemic was to better equip the faculty with flexible teaching style and make remote teaching more feasible. One potential change the program could consider is to introduce some summer online courses to support earlier student graduation, which could also attract non- full-time students, professionals, and/or adult learners who prefer completing the program at their own pace. This could be examined more in-depth when the department examines the possibility of microcredentials that students could receive from taking a series of courses. These microcredentials are similar to stackable certificates that graduate programs offer but do not lead to a B.A. or B.S. degree. Admittedly, there remains much uncertainty about what we can learn and productively implement going forward.

Finally, we do observe some emerging opportunities for the department in terms of curricular content. The financial economics track within the M.S. program continues to grow, and with an additional faculty member, we could expand our offerings at the graduate level as well as intro- duce courses at the undergraduate level to attract majors. Course offerings covering behavioral economics have become established at most universities of similar or larger size. There has also been a much-increased interest in economic policy as applied to a wide variety of equity issues, e.g., wage and income disparities, as well as climate impacts and globalization trends. At Illinois State University, the Department has an opportunity to contribute significantly to emerging programs in data analysis and engineering management. All these ventures offer substantial payoffs in student enrollment but must be resourced with additional faculty positions to bring these curricular innovations into practice.

Responses to previous program review recommendations
1. *Develop and implement a staffing plan that can be achieved and sustained given resources available directly to the unit or shared with other units in the college; the plan should incorporate efforts to create and fill a position dedicated to student recruitment and advisement, thus freeing the undergraduate program coordinator to focus on curriculum development and assessment; the plan should also include strategies for developing continuity in administrative roles within the department and program and possible augmentation of faculty hiring.* In 2016, the Department named a new Undergraduate Program Director, who has been in the position since, to undertake a rigorous program of assessment and curricular review. The Undergraduate Program Director also serves as the Chair of the Department Curriculum Committee and has overseen more than 20 curriculum proposals during this program review cycle that covered program revisions, course revisions, and new course introductions, and implemented a comprehensive assessment plan including an exit survey. Since 2016, the Undergraduate Program Director has been an important member of the department administration, serving as a liaison between students and the upper administration both at the College and University.

However, efforts to create and fill a position dedicated to student recruitment and advisement, which is done nearly uniformly across the University, have not been materialized. Despite this recommendation being a priority in departmental budget requests and having been re- quested for several consecutive years by the person who was responsible for the departmental budgetary request until FY18, the request had not been approved by the College nor the University. Our current advisement, along with additional ancillary duties taken on by the advisor as

described in Section I.5, is carried out by a full-time NTT who has 75 percent teaching assignment and is under a 9-month contract. With our short-term enrollment target of 150 and the ultimate goal of 300, there will be an increase in the demand for academic advising from the majors, as well as minors. We need a permanent full-time Economics Academic Advisor who can provide year-round advising services to students and work with the Department on recruitment and retention e orts, including a more diverse student population. Working closely with the Admissions, the new Economics Academic Advisor, if hired, will also spearhead these e orts as the chair of the Department Recruitment Committee.

2. *Having created an environment in the department that promotes quality teaching, identify and administer specific, varied, and disaggregated measures for assessing and improving the quality of teaching in the undergraduate program*. We have a two-fold strategy implemented in this regard. One focus is on course assessment of learning to document student mastery of concepts and demonstration of achievement. Our departmental course assessment plan has been updated and uniformly implemented since the last program review. Based on the 2022 alumni survey, 79.5 percent of the respondents agreed that Illinois State University was helpful in the development of their critical thinking ability and thus meeting the program learning goals, which state that undergraduate students are expected to achieve at the time of graduation:
1. Gain access to existing knowledge;
2. Display command of existing knowledge;
3. Display ability to draw out existing knowledge;
4. Utilize existing knowledge to explore issues; and
5. Create new knowledge

Our faculty annual evaluation procedure has been transformed to give a much-increased focus on course content, teaching methods, and student learning, in addition to student evaluations. These evaluations have much less informational content, given the disruptive effects of COVID-19 on teaching modalities and evolving student adaptations and expectations. We take a much more holistic approach to evaluate faculty members' contributions to the improvement of teaching and rely more on external resources such as the Center for Teaching, Learning, and Technology (now known as the Center for Integrated Professional Development) to support faculty members with their instructional needs.

3. *Diversify strategies for student recruitment and enrollment management; out- reach initiatives might include working through the regional recruitment group to attract more new beginning freshmen to the program from feeder high schools*. The Department of Economics used to be a discipline that recruits most of its majors after they were enrolled in college and had taken a principles of economics course. However, in recent years, we have seen a steady rise in FTICs in the majors from 12.2 percent in 2016{2017 to 27.45 percent in 2021{2022, while the fraction of internal transfers declined from 56.1 percent to 39.33 percent during the same period. With increasing the overall enrollment in mind, the Department has implemented several initiatives to encourage more new beginning freshmen to consider majoring in Economics at Illinois State University. Starting in 2019, we worked with the communication team in Admissions to promote the program to admitted students through customized emails. Also, in 2019, we reached out to three local high schools, including University High School, Normal Community, and Normal West high schools, and introduced what our program offers. However, this recruitment strategy did not yield meaningful returns.

We recently obtained a list of feeder high schools from the Admissions Office. We are planning to create an Economics Ambassador program as a recruitment strategy. Sending current students and alumni to their alma maters would be a convincing testimonial, and we are excited about this new recruitment plan. We also contacted University College to collaborate on recruiting undeclared admitted students into the major. Starting in the fall of 2020, we cooperated with the admissions office to award scholarships to admitted students who have declared an interest in majoring in economics. One out of four awardees eventually enrolled in the Department the following year, so was one of the recipients from this most recent recruitment cycle.

The Department also worked with University Marketing and Communications to redesign the program brochure and created two table banners for recruitment events, as well as LinkedIn pro les of alumni for the Department page. In addition, efforts continue to acknowledge high performance in principles of economics courses as an informational signal encouraging students to declare an economics major. Such e orts include having instructors of these principles courses email students who perform well (receiving an A or B) at the end of the semester to ask them to take more Economics courses and consider becoming a major or minor.

4. *Explore ways to minimize negative impacts of General Education (GE) curriculum changes on internal transfer recruitment to the undergraduate economics program, working with faculty in other programs supporting General Education and with the Council on General Education.* We are currently involved in the ongoing university-wide process of updating GE requirements. Our major contribution to GE offerings is ECO 103 which we have shifted the course content to focus on issues surrounding the global economy. This transformation also serves as an elective in the Global Studies minor. Both ECO 103 and 138 have many female students and could potentially be a good source of internal transfer as a minor or add Economics as a second major. The Department will continue to explore opportunities to collaborate with faculty in other programs supporting General Education and with the Council on General Education.

5. *Develop and implement a plan to recruit for gender and racial/ethnic diversity in the student population.* We have worked diligently for several years on the Undergraduate Women in Economics project, which fosters a more inclusive environment for women and other underrepresented groups in the profession. We were chosen to participate in the initial national organizational phase and have seen the continued growth and development of our local student- based chapter. We now have an endowment of $60,000 for our UWE chapter and became a department-sponsored registered student organization in 2022 to guide the future direction of programmatic initiatives. The UWE project is inclusive and welcomes the participation of all students.

6. *Build on successful efforts to expand racial/ethnic diversity among faculty members by continuing to recruit for gender diversity.* While the gender balance is currently unfavorable (only two faculty members, one tenure-track and one non-tenure track, identify as female), this has been the result of exit rather than recruitment. Over the past decade, two tenured female faculty members have resigned. The last time we were authorized to hire (six years ago), we were cognizant of this gender imbalance, and some of our top candidates were female economists. Under-representation of female economists is a widely known issue within our profession (Committee on the Status of Women in the Economics Profession, Proceedings of the National Academy of Sciences (PNAS)). Female economists are in high demand, and, as a result, hiring a female economist is highly competitive. When we are authorized to search for a new tenure-track position, we will try to reverse the impacts of past exits, but it will depend on receiving the level of funding that would attract even more highly qualified candidates, including female economists.

Even though the department is culturally diverse (two-thirds of the tenure-track faculty members in the department were born and educated abroad (China, Greece, Honduras, India, Nepal, Turkey), and age diverse (34 to 89 years old with median age of 50 years old), the Department is aware of having only one Hispanic faculty member and no African American or Black faculty. We hope that the Department will be given the appropriate resources in the future not only to hire more faculty to correct these imbalances but also to be allocated competitive salaries for new tenure-track positions if we are to be competitive with other universities that hire faculty from traditionally underrepresented groups in the economics profession.

7. *Collaborate with the new economics subject specialist at Milner Library to ensure availability of sufficient and appropriate resources and services to support the curriculum and faculty research.* The department has worked with the subject specialist librarian to maintain an optimal set of journal subscriptions and purchase books that are used regularly for scholarship and instruction while examining alternative delivery structures for high-cost subscription journals to per article requests and inter-library loans. We also widely use course reserve services to increase access to instructional textbooks and materials for all students in our department.

8. *Develop a comprehensive policy on internships, working with the Department of Economics advisory board, to address the match between internship opportunities and curriculum strengths.* The Department revised the requirements for internship credit applications in 2016 to add a two-page (single-spaced; one-inch margins) summary where students discuss (1) the intended objectives of the internship; (2) the specific tasks or activities that were assigned, and a description of their responsibilities and how they applied skills and knowledge acquired from economics courses to accomplish each project; and (3) a general reflection on the productivity of undertaking the internship. This allows students to reflect on their internship experience and better appreciate the major that they have chosen at the conclusion of the internship.

Unfortunately, the Economics Advisory Board became inactive during the program review cycle and, thus, was not involved in developing internship opportunities for our students. Students who have earned academic credit for an

approved internship experience typically find internship opportunities through their own network. During the program review, 12 students earned academic credit hours through an internship in companies including Country Financial, Strategic Economic Research, NationaLease, Enterprise Payment Services, Arrive Logistics, Chicago Red Stars, Ace Key Mortgage Services, W.I.T. Capital Management, State Farm, and Lana Unlimited.

Moving forward, we will undertake renewed e orts to pursue these opportunities once the Economics Advisory Board is revived. In addition to off-campus internships, the Department regularly hires at least one qualified student as Undergraduate Teaching Assistant (UTA) to assist faculty members with teaching and sometimes research-related duties. With funding availability and the transition during COVID-19, we have been hiring two UTAs since the fall of 2020. One of their primary responsibilities is to tutor students who are enrolled in 100- level courses, including ECO 101, 102, 103, and 138. These unique experiences provide these students with an opportunity to interact with other students using their academic capabilities and occasionally work with faculty members on research projects. In addition, undergraduate students are sometimes hired by faculty members who obtain research grants to gain valuable hands-on research assistant experience. Several of those students went on to pursue graduate degrees upon graduation. Furthermore, the Department also provides internship programs through the Institute for Regulatory Policy Studies and the Institution for Corruption Studies (2016-2022).

9. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* In July 2015, the Department received the program review summary asking for a systematic assessment plan for the program. Immediately after the initial appointment in 2016, the UPD worked with the Graduate Program Director to initiate a student learning outcome assessment plan for both programs. The initial meeting with the Assistant Director of University Assessment Services took place in January 2016 to understand the expectation of such assessment plans and consult the office on sample plans. In August 2016, the directors and the Department chair met with Associate Provost in a program review follow-up to lay out the detailed plan for submitting revised assessment plans as requested by the previous program review. As agreed at the August meeting, the Department submitted new assessment plans for both undergraduate and graduate programs to the Provost's Office by March 1, 2017, and the faculty began to implement the plans in 2017-2018 and 2018-2019. Finally, a brief assessment report on the implementation of these plans was submitted to the Provost's office by October 1, 2019.

We have updated and strengthened our departmental assessment activities over the past eight years (including developing a refined student learning outcomes assessment plan) and have growing time-series data to exam trends and patterns leading to improvements in course design and student achievement. Since 2019 we have also requested all sections of required undergraduate core courses to better assess program student learning outcomes within cohorts as well as across cohorts. The creation of an inclusive learning physical space (Economics Learning Center) was the result of direct feedback in exit surveys (a component of our program assessment) from our students. Such information is collected every semester, which is then reviewed and summarized by the UPD, presented to, and discussed with the Department Curriculum Committee, and proposals for programmatic changes are presented for discussion and vote in front of the whole department.

10. *Building on elements of the program review self-study, follow-up reports, and actions taken to address these program review recommendations, compile a new strategic plan for the department and its programs.* Unfortunately, there has been no formal progress with codifying and formalizing a new strategic plan since its expiration in 2010. Nevertheless, faculty have been indirectly collecting information on formulating values, objectives, strategies, and actions (described in section III.1.a) to be included in our new strategic plan. During that time period, the department implemented significant curriculum changes, assessment reviews, and academic program re- views, and has learned from the challenges brought by the COVID-19 crisis about strategies to better support student, faculty, and staff success. All these aspects will inform our new strategic plan.

In addition to expected changes in the College of Arts and Sciences and the University's strategic plans, and the change in leadership in the College of Arts and Sciences with a new Dean, we are also currently in a transition of departmental leadership. The Chairperson for the past decade has returned to the faculty, an Interim Chairperson has been appointed, and a new permanent Chairperson will be recruited during the 2022-2023 academic year. With all these changes, it is an opportune time to build a well-structured and forward-looking strategic plan. The Department is committed and excited to start work on revising its strategic plan during the 2022-2023 academic year.

Major findings

One of the main findings of the self-study is the new enrollment trend in recent years. While historically, internal transfers have been the major source of our majors, it has steadily changed during this program review cycle, coinciding with the decline in the overall number of majors in the Department. Even though we do not have data to explain why far fewer current students apply for a minor, to some extent for a major, in economics (relative to previous years), losing tenure-track faculty and insufficient funds to recruit new non-tenure-track faculty with established teaching experience, might have contributed to these declines. Note that ECO 103 is a general education course serving education majors and had an average female ratio of more than 80 percent during this program review cycle. This would be an excellent source for recruiting a more diverse student body for the program. Having faculty who excel in teaching these introductory economics courses would facilitate the recruitment of freshmen students into our minor and, subsequently, our major. Meanwhile, the Department has recognized the recent increase in the number of applications to the program, which may indicate a societal change among college-age students and their parents making informed education investments. This new generation of students and their parents who grew up in the Information Age has become well informed about the value of an Economics degree. For example, information on the returns to an Economics degree becomes readily accessible thanks to the Internet. The Department should turn the challenge of recruiting first-time-in-college students into an opportunity. It would be a collective e ort from the faculty, staff, students, and alumni to promote the program to feeder high schools and engage in additional outreach activities to prospective students. The success of implementing the proposed actions as laid out in the previous sections would require financial support from the University administration and the active involvement of the entire faculty and staff within the Department.

Even though the aspirations described in the self-study report can offer substantial payoffs in student enrollment, they must be resourced with additional faculty positions to bring these curricular innovations into practice. Not having been authorized to hire a tenure-track faculty member for the last six years when the department has already lost three faculty members and, with an upcoming retirement next summer, the department will be down four tenure-track faculty members. At the same time, the department had to commit more faculty to staff introductory economics courses after separating a one-semester, a four-credit course covering both microeconomics and macroeconomics into a two-semester, six-credit sequence of separate courses in microeconomics and macroeconomics, which are required courses for the College of Business and other departments across the university serving approximately 2,000 students per academic year. These changes significantly altered the teaching credit generated by the department and our ability to adopt curriculum changes that would increase student enrollment in both the undergraduate and graduate programs and attract more students from underrepresented populations. Therefore, the Department needs the University to authorize the three tenure-track faculty lines we have already lost due to resignations and retirements and be forward-looking about planning for the expected retirement by the end of the academic year (rather than authorizing a position after the retirement has occurred).

The Department is looking forward to recruiting more faculty from traditionally underrepresented groups in the field, including female colleagues. However, underrepresented faculty are in high demand as economics departments across universities seek to increase gender and racial/ethnic diversity among their faculty members. We are hopeful that the Department will be given the appropriate financial resources to not only hire more tenure-track faculty to correct these imbalances but also be allocated competitive salaries for new tenure-track positions if we are to be competitive with other universities that hire faculty from traditionally underrepresented groups in the economics profession.

This also applies to faculty retention, for which faculty compensation and spousal accommodation are major components. During this program review cycle, three faculty members, two female and one male have resigned due to dual-career issues, as well as more competitive salary offers and more career growth opportunities elsewhere. With alternative employment opportunities for economists in the labor market, the University should consider establishing a formal faculty spousal accommodation policy not only for new hires but also for the existing faculty. The Department is now left with only one tenure-track female faculty. This is not just an issue for this Department but across the campus. As a commitment to providing students and the campus with a thriving, intellectually stimulating educational environment, a talented and diverse faculty is critical, especially in male-dominated fields such as Economics. The lack of female faculty role models has a detrimental impact on our student body. To improve gender imbalance among the majors, recruiting and maintaining a gender-diverse faculty is essential. A

formal university-wide policy will provide the resources required to facilitate the appointment of academic spouses by assisting departments and colleges through matching funds. Furthermore, it is important to address issues of salary com- pression if we are to retain our faculty and recruit more talent in the department, consistent with the University's value of supporting faculty success.

Initiatives and plans

Several initiatives will be undertaken during the next program review cycle to further enhance the effectiveness and reputation of the Economics program.

1. The program will increase recruitment and marketing activities to feeder high schools and potential internal transfers, especially among students from underrepresented groups. This would require considerable support from the University, including new tenure-track lines and a permanent AP position for advising and recruitment, as well as financial support for the initiatives discussed earlier.

2. The program will resume its request for a full-time AP position for advising and recruiting. The current setup does not work well by having a non-tenure-track faculty member under a 9-month contract. To reach our enrollment goal, it is critical to staff an Economics Academic Advisor with a 12-month contract for advising and recruiting, who can fully participate in all Admissions events and assist the Department with various recruiting strategies, especially given the rising interest from first-time-in-college students in the program.

3. The program will explore the opportunities to develop accelerated programs and possibly jointly with related disciplines such as Statistics, Finance, and Political Science. These initiatives will help better place our graduates in the job market and be an effective tool for recruiting FTIC students. In addition, the program also plans to explore the opportunities of off-campus program locations. The success of these initiatives would also require substantial support from the University, including additional instructional staff that new programs would need.

4. Reviving the Economics Advisory Board is one of the priorities for the Department. It would be a helpful resource for feedback on curriculum, recruitment, and professional practice opportunities for all students in the department. To accomplish this plan, we would request additional funding to host events and activities related to the Economics Advisory Board.

5. The program will continue working with industry partners and alumni to remain current with their expectations of program graduates in terms of communication skills, ethical decision- making ability, and professionalism. The program will collaborate with the Economics Advisory Board to provide resources and services that benefit our students through scholarships, leadership development programs, professional development training, and team-building exercises.

6. The program will continue to monitor the needs of employers and skills/admission requirements of graduate programs to prepare students for employment and advanced study. In addition, the program will engage in activities to raise student awareness about potential careers and graduate school paths.

7. The program will continue to review assessment data and revise the curriculum accordingly to enhance student performance. To that end, the program will review and revise the undergraduate assessment plan to better suit the needs of our students and change curricular requirements. To accomplish this goal, the Department will assemble a Program Review, Assessment & Strategic Planning Committee to oversee activities related to assessment.

8. The program will assess the need to update individual courses to address the needs of individuals, families, and communities served by program graduates and to promote equity of diversity, equity, and inclusion.

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

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee commends the program faculty for their in-depth analysis of enrollments during the period of review. We note that the program's enrollment (considering first and second majors combined) during the program review cycle has fluctuated (from 108 in 2015 to 102 in 2021, with a peak of 116 in 2019 and a low of 83 in 2017). The committee notes the department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as female has increased slightly from 15 percent in fall 2015 to 17.5 percent in fall 2021. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has also increased (from 24.2 percent in fall 2015 to 30.0 percent in fall 2021). The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college and external transfers as first and second majors in the program (e.g., recruiting efforts in 100-level and 200-level general education courses, the creation of Checkpoint Charts to assist prospective majors in determining the timing of courses to facilitate on-time graduation, and participation in Open House events). We applaud the planned collaboration with University Marketing to target Chicago-area high school students interested in an Economics major. The committee commends the program for the use of several endowed scholarship funds for retaining students and for exploring ways to use scholarships to support recruitment as well.

The committee commends the program faculty for their efforts to support the success of their students. We applaud the program for designing the multi-purpose Economics Learning Center that promotes active student engagement, fosters collaborative opportunities, and contributes to building stronger peer-to-peer and student-to-faculty interactions. The committee commends the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the varied co-curricular options it provides its students (e.g., the chapter of Undergraduate Women in Economics, the Economic Student Association, and a local chapter of the Omicron Delta Epsilon honor society). We commend the program faculty for supporting opportunities for independent student research through capstone papers and independent studies, which may result in conference presentations and journal publications. We further applaud the program faculty for sponsoring an opportunity for a group of students to attend the Annual American Economic Association Conference on Teaching and Research in Economic Education. The committee commends the program faculty for their support of the Honors program as evidenced by recent work to allow greater access for majors that contributed to increasing participation from 3.8 percent in Fall 2016 to 12.5 percent in Fall 2021.

The committee commends the faculty for their substantial work during the period of review to revise the curriculum to ensure that the content reflects changes within the discipline. This work included splitting ECO 105 into two separate courses (ECO 101 and 102) to allow for more in-depth discussions of core economic concepts. While this change resulted in an overall increase in required credit hours for students in the program, it better supports the program's objectives and provides some majors more flexibility within the curriculum. Program faculty also developed a new ECO 250 course to better prepare students for advanced content in 300-level courses. Other curricular revisions included the addition of more course prerequisite options, the addition of a grade of "C or better" requirement for several prerequisite courses, and the revision of 300-level courses to create 400-level counterparts within the graduate curriculum. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum; into courses as well as co-curricular through their participation in the Undergraduate Women in Economics Challenge initiative. The committee further commends the program faculty for their support of and participation in institutional programs (e.g., General Education and AMALI).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The committee commends the program faculty for developing

and implementing a student exit survey as part of their assessment practices. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Economics. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. The program faculty regularly engage in professional development opportunities, including wide participation of the online course development (DART and AIM) events. Additionally, we recognize that faculty in the program have been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives to improve the program at Illinois State. Actions planned as a result of these analyses include an expansion of recruitment and retention plans within a lens of Equity, Diversity, and Inclusion, and the development of interdisciplinary and accelerated programs and international collaborations.

Follow-up Report.

Develop a new Strategic Plan. The previous program review recommended that the program faculty compile a new strategic plan, however the self-study report indicates that no formal progress had been made to address this recommendation. The committee asks that the faculty engage in strategic planning discussions and develop a new strategic plan for the program. We recognize that both the College of Arts and Sciences and the institution as a whole are currently engaged in strategic planning and that the department's strategic planning will be impacted by these processes. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in an initial report submitted to the Office of the Provost by May 15, 2024 and a finalized strategic plan by May 15, 2025.

Recommendations.
The Academic Planning Committee thanks faculty members of the Department of Economics for the opportunity to provide input regarding the B.A., B.S. program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to refine and implement your plan for enrollment management. As stated above, the committee commends the program faculty for conducting a thorough analysis of enrollment trends. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college and external transfers as first and second majors in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that program faculty continue to identify external student populations for recruitment. The committee encourages the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment by women and students from racial and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. We also recommend that the program continue to explore providing more opportunities, both curricular and co-curricular, for students to participate in civic and community engagement.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure including assessing the impact of recent revisions. The committee expressed concern about the time-to-degree statistics reported in the self-study. While the statistics have seen some improvement over the period of review, we recommend that the program faculty examine the sequencing and prerequisite structure within the curriculum for potential revisions that may accelerate this trend towards improvement. The committee strongly recommends that the faculty continue to explore ways to infused issues of equity, diversity, and inclusion into the program.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. We support the plans to re-activate the Economic Advisory Board. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and provide employment opportunities for program graduates.

REVIEW OF THE M.A., M.S., IN APPLIED ECONOMICS

Classification of Instruction Programs (CIP) Code: 45.0603
Econometrics and Quantitative Economics

OVERVIEW

The **M.A., M.S., in Applied Economics** program at Illinois State University is housed in the Department of Economics within the College of College of Arts and Sciences. The Department of Economics houses two degree programs: a BA., B.S. in Economics and an M.A., M.S in Applied Economics. In addition, the department offers a minor in Economics.

The M.A., M.S. in Applied Economics program emphasizes application of basic economic theory and statistical techniques to solve problems commonly faced by decision makers. Students completing the program are qualified to seek employment as research analysts, managers and management consultants, and professional economists. The program also prepares students interested in pursuing doctoral study in economics or allied disciplines. Students enrolling in the program select the Applied Economics sequence, Electricity, Natural Gas, and Telecommunications Economics (ENGTE) sequence, Financial Economics sequence, Quantitative Economics sequence (established in 2019), or the Applied Community and Economic Development sequence. The last review of the M.A., M.S in Applied Economics program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
M.A., M.S., in Applied Economics, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Applied Economics sequence	16	16	20	17	12	6	6	16
Electricity, Natural Gas, and Telecommunications Economics sequence	4	5	3	2	1	3	3	2
Financial Economics sequence	9	8	10	12	9	10	9	13
Quantitative Economics sequence					3	2	4	2
Applied Community and Economic Development sequence	4	7	7	4	1	2	3	3
Total	33	36	40	35	26	23	25	36

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
M.A., M.S., in Applied Economics, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Applied Economics sequence		4	3	8	8	6	1	2
Electricity, Natural Gas, and Telecommunications Economics sequence		3	2	3	3	1	1	1
Financial Economics sequence		6	5	2	6	3	6	2
Quantitative Economics sequence						1	2	1

Applied Community and Economic Development sequence		3	1	3	3	3	1	0
Total	12	16	11	16	20	14	11	6

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

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
The department of economics has identified the following five learning goals, which graduate students are expected to achieve at the time of graduation:
1. Ability to access existing knowledge in economics;
2. Mastering current economic thought and its policy implications;
3. Critically evaluating scholarly research in economics and related fields;
4. Articulating a research agenda; and
5. Creating/advancing knowledge in economics.

Student learning outcomes
Achievement of these learning goals is assessed using the following three student learning outcomes:
• Outcome #1: Master economic theory and its application to analyze real world problems. This learning outcome is consistent with goals 1 through 4.
• Outcome #2: Master quantitative and statistical methods and their applications in analysis of economic issues. This learning outcome is consistent with goals 3 through 5.
• Outcome #3: Master verbal and written communication skills. This learning outcome is consistent with goals 4 and 5.

Program curriculum (2021-2022)
Graduation requirements

M.A., M.S in Applied Economics (Applied Economics sequence) requires 34 credit hours. This includes 19 credit hours of core courses, 9 credit hours of Economics elective courses. The thesis option requires the completion of a thesis (for 6 credit hours). The non-thesis option requires a further 6 credit hours of coursework.

M.A., M.S in Applied Economics (Electricity, Natural Gas, and Telecommunications Economics sequence) requires 34 credit hours. This includes 19 credit hours of core courses, 15 credit hours of Economics courses.

M.A., M.S in Applied Economics (Financial Economics sequence) requires 34 credit hours. This includes 22 credit hours of core courses, 6 credit hours of Finance courses, and 3 hours of an Economics elective course.

M.A., M.S in Applied Economics (Quantitative Economics sequence) requires 34 credit hours. This includes 22 credit hours of core courses, 12 credit hours of Mathematics courses, and 3 hours of ECO 492.

M.A., M.S in Applied Economics (Applied Community and Economic Development sequence) requires 34 credit hours. This includes 19 credit hours of core courses, 15 credit hours of Applied Community and Economic Development courses. The thesis option requires a further 5-7 credit hours of coursework and an 11-month internship.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
12 tenure track faculty members (8 Professors, 2 Associate Professors, and 2 Assistant Professors)
3 non-tenure track faculty members (2 full-time, 1 part-time, totaling 2.5 FTE)

There are no plans to pursue specialized accreditation at this time.

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

Demand for economists nationwide remains strong, with a projected 13 percent increase in the number of economist jobs by 2030 for annual projected job openings of 1,600 across the United States. Similarly, the expected return to investing in an economics degree is high. According to the U.S. Bureau of Labor Statistics, as of May 2021, the mean annual salary for economists nationwide is $120,830. In Illinois, that number is even higher at $124,530, ranking in the top 5 paying states for economists. As promising as these figures are, the Bureau of Labor Statistics (BLS) identifies that competition for economist jobs has gotten more fierce over time. This competition is due, in large part, to the growing need for advanced skill sets and training that can only be obtained in a graduate economics program. For this reason, the U.S. Department of Labor notes that most roles in this field require a master's degree or higher in economics; among those employed as economists, 26 percent hold only a bachelor's degree, 38 percent hold a master's degree, and 36 percent hold a doctoral degree. These statistics suggest that the labor market has positive prospects for hiring economists and that a master's degree is the norm for more than 70 percent of individuals employed in the field.

A closer examination of the industries that economists work (U.S. Bureau of Labor Statistics) shows that employment opportunities will be the highest for professional, scientific, and technical services (31.4 percent increase) - especially in scientific research development services, where the projected increase is even higher at 45.8 percent|in information (25.1 percent), administration (19 percent), healthcare and social assistance (18.6 percent), but projections show a decline of employment in the Utilities industry by 5.1 percent. This might reflect the decline in the demand for the ENGTE sequence in the last few years, however, our own statistics show that all graduates from the sequence have secured employment upon graduation due to their strong performance during their professional practice. Information from the Institute for Regulatory Policy Studies supports that the demand for ENGTE graduates outstrips the supply, with job postings looking specifically for our graduates every year. For example, the IRPS Executive Director has received at least 12 postings since the start of this calendar year, however, there are not enough graduates from the sequence to meet this demand. Moreover, the State of Illinois passed new legislation, the Climate and Equitable Jobs Act (CEJA), which is expected to increase the demand for graduates - in addition to the nationwide energy transition that will boost demand for energy and regulatory economics professionals in other states. One of the most important aspects, though, is that our alumni are now in positions where we can leverage hiring our graduates into entry-level positions. This suggests that undergraduate students might bene t from an accelerated program since they can invest in only one extra year towards their master's degree and have guaranteed employment.

Further dive into the type of skills required for an economics position (Occupational Information Network (O*NET)) reveals that the top technology skills required for an economist are analytical or scientific software, database management system software, and database user interface and query software skills along with strong critical thinking and mathematics skills. The U.S. Bureau of Labor Statistics explicitly states that "Organizations across many industries use economic analysis and quantitative methods to study and forecast business, sales, and other market trends. Employment demand is expected to be strong for these workers, as organizations increasingly turn to economists to apply analysis of big data to pricing, advertising, and other areas. The increasing complexity of the global economy and a more competitive business environment also are expected to support demand for economists." and "Candidates with a bachelor's degree may qualify for some entry-level economist positions, including jobs with the federal government. A graduate degree is sometimes required for advancement to higher level positions." Thus, demand for individuals with a master's in economics is projected to increase in the next decade, with emphasis on quantitative and analytical skills, especially big data skills. Our program has a strong quantitative component.

Moreover, with annual wages ranging from a low of $62,460 to a median of $105,630 and a high of $193,690 - which are even higher within Illinois at $63,310, $105,980, and $208,000+, respectively| graduates with a master's degree can earn on average almost $40,000 more than individuals who do not hold a graduate degree. This gives a great opportunity for our department to market to undergraduate students such a projected discrete jump in earnings by completing a graduate degree in economics. An accelerated program that allows undergraduate students to complete our master's degree in only one extra year could result in increased enrollments not only for our

undergraduate program, but also for domestic students in our graduate program. Thus, our department has a unique opportunity to contribute significantly to such emerging labor market needs for graduates with robust training in economics and data science (ranging from data mining and engineering to big data analysis and machine learning), if we are to remain competitive. This is the main aspiration of the department for the following years.

There have also been changes in the academic discipline with prospective students selecting master's programs with a shorter time to graduation, with a greater emphasis to marketable skills, and with coursework more closely related to public policy. Based on these changes, we do see some additional emerging opportunities for the department. The Financial Economics sequence within our program continues to grow and, with an additional faculty member, we could expand our offerings at the graduate level as well as introduce courses at the undergraduate level to attract more majors. Course offerings covering behavioral economics have become established at most universities of similar or larger size. There has also been increased interest in economic policy as applied to a wide variety of equity issues (e.g., wage and income disparities) as well as climate impacts and globalization trends. All of these ventures offer substantial payoffs in student enrollment, but must be resourced with additional faculty positions to bring these curricular innovations into practice. The COVID-19 pandemic forced a rapid alteration of teaching modalities and strained our system in terms of learning new tools and technologies to make the switch. There remains much uncertainty about what we can learn and productively implement going forward. However, one common student feedback was the need for greater flexibility to accommodate different learning styles, family situations, and timing for degree completion. One potential change the program could consider is to introduce some summer online courses to support earlier student graduation, which could also attract non-full-time students, professionals, and/or adult learners who prefer completing the program at their own pace. This could be examined more in-depth when the department examines the possibility of a new data science degree, which could be structured in the form of stackable certificates with some of the required courses offered 100 percent online. These are consistent with alumni feedback in exit surveys where the most common comment for improvement of the program was shifting the focus from theory-based to empirical-based skills with emphasis on instruction of different statistical software and on allowing for a data science degree option.

Responses to previous program review recommendations
1. *Develop and implement a plan for enrolling more domestic students in the program, including students self-identifying with groups traditionally underrepresented at the University and in the discipline; one strategy faculty might explore is expanding recruitment of outstanding undergraduate students in economics and allied disciplines at the University and at other Illinois universities interested in the master's as their terminal degree.* Due to changing demographics in the State of Illinois, we strive to attract more domestic qualified students from underrepresented groups who might not be aware of our program or who may not have the financial means to cover schooling costs (tuition in particular). We actively recruit our undergraduate students to continue their studies in our graduate program. Even though three out of ten newly enrolled students have received their undergraduate degree from Illinois State University, we aim at increasing domestic student enrollment. In the past, we visited regional high schools to educate students about the importance of an economics degree and to attract them in our undergraduate program and, subsequently, our graduate program. Unfortunately, this recruitment strategy did not yield significant returns in terms of enrollments gained, so it is unlikely we will continue this strategy. Instead, in 2019 the department decided to visit colleges and universities with bachelor's as their terminal degree to promote our graduate sequences and to discuss employment opportunities upon graduation with a master's in Applied Economics. However, all plans were postponed due to the pandemic. We are excited to resume these recruitment efforts, which we expect to result in higher enrollments (especially our ENGTE sequence) as well as recruit a more diversified group of domestic students.

However, we face additional limitations with recruiting outstanding undergraduate students in our program. Several high performing students in our undergraduate program who express interest in graduate studies come from the Chicago suburbs and prefer enrolling in universities closer to their home residence upon graduation. More importantly, though, our program is in close vicinity to universities with strong, high-ranked economics departments, including the University of Illinois at Urbana-Champaign, University of Illinois at Chicago, Iowa State University, Purdue University, University of Missouri, Washington University in St. Louis, and, of course, University of Chicago, and Northwestern University (which are all ranked in the TFE times or the U.S. News and World Report). These universities have up-to-date, modern facilities, and they provide much more competitive financial aid packages to students enrolling in their programs. Even though we are able to o er graduate assistantships, such offers come with a monthly stipend of less than $500 along with work requirements of 10

hours per week, whereas competitors o er higher monthly stipends for similar work hours or no work requirements in the form scholarships or fellowships. We do not have official data about the number of students and the reasons for selecting a different graduate program, but anecdotal evidence (i.e., informal discussions with graduating senior students) suggest that financial aid packages, quality of infrastructure, and availability of a doctoral degree option are important reasons for their final decision. As an example, just in the last semester, three students admitted to our graduate program declined the offer because they received a more competitive o er at the University of Illinois at Urbana- Champaign. The department believes that there are significant opportunities for enrollment growth in our graduate program (with positive spillovers in undergraduate enrollments as well) by implementing curriculum changes consistent with the Provost's commitment to support internationalization and graduate education. Creating an accelerated economics program, introducing stackable certificates, and a new data science degree are three such opportunities. However, the department will not be able to go too far with accomplishing these goals without a commitment from the University to support our program through investment in necessary tenure-track faculty lines and investments in up-to-date facilities.

Finally, an average of 30 percent of our enrolled graduate students were domestic students, with the majority of them coming from our undergraduate program recruited from the undergraduate courses of Telecommunications Economics and Public Policy, Economics of Energy and Public Policy, and Economics of Regulation and Antitrust. These are specialized courses taught by two tenured faculty members in our department with expertise in public utility economics. More detailed analysis shows that starting in 2017-2018, the number of students in the ENGTE sequence decreased by 60 percent. Even though we cannot know with certainty about the reasons for this decline, it coincides with the period when these courses were taught by faculty that did not focus on these areas of research since one of the two faculty members was on consecutive leaves before subsequently resigning from the University. This was a female faculty member who was actively recruiting for the sequence. With only one faculty member having to teach all the different courses in the graduate sequence (in addition to teaching the relevant undergraduate courses), and non-tenure track faculty covering instructional needs in these courses (who do not have service responsibilities), it was not as possible to continue in-class recruitment of high performing undergraduate students. Despite our requests to replace this position with a new tenure-track hire, such hiring has not been authorized, which partially contributes to the low numbers in the sequence.

2. *Continue efforts to re ne the curriculum to meet student needs and address changes in the discipline by collaborating with the College of Business to improve access to required courses offered by the Department of Finance, Insurance, and Law and by exploring the advantages and disadvantages of fortifying quantitative aspects of the program*. We have completed extensive revisions in our curriculum based on feedback received from graduate student exit surveys. The department decided that completing FIL 404 as a two-credit hour course was not sufficient for meeting the curriculum needs of our students in the Financial Economics sequence. We created a new three-credit hour required course for the sequence (ECO 444 Financial Economics), while maintaining the requirement that students complete MBA 440 from the College of Business. Even though we have also maintained the requirement for an FIL elective for graduate credit, due to staffing problems FIL has experienced (contrary to MBA 440 which is offered in fall, spring, and summer), our department is considering creating an elective within our program to replace the FIL elective. This will be a potential change for the next program review. With respect to the quantitative aspects of the program, the department clarified that a research project (ECO 492) is a graduation requirement for all sequences. We also adjusted the plan of study so that the graduate research methods course is offered at the end of the first year of studies (instead of the last semester of the program) so that students can implement these research strategies to their other courses in addition to having more time to prepare for their culminating graduate research capstone project. We also introduced the Quantitative Economics sequence for students interested in completing more MAT courses as part of their plan of study, partly to support students who want to continue into a doctoral program (which requires a stronger mathematics background) and partly to facilitate students who aim at completing dual master's degrees in Economics and in Mathematics/Applied Statistics/Actuarial Science. Finally, the major change which reflects the strong quantitative and research components of our graduate program is that the M.A., M.S. in Applied Economics received STEM designation in May 2020.

3. *Collaborate with the new economics subject specialist at Milner Library to ensure availability of sufficient and appropriate resources and services to support the curriculum and faculty research*. The department has worked with the subject specialist librarian to maintain an optimal set of journal subscriptions that are used regularly for scholarship and instruction, while examining alternative delivery structures for high-cost subscription journals to

per article requests and inter-library loans. We also widely use course reserve services to increase access to instructional textbooks and materials for all students in our department.

4. *Build on successful efforts to expand racial/ethnic diversity among faculty members by continuing to recruit for gender diversity*. While the gender balance is currently unfavorable (only two faculty members, one tenure-track and one non-tenure track, identify as female), this has been the result of exit rather than recruitment. Over the past decade, two tenured female faculty members have resigned. The last time we were authorized to hire (six years ago), we were cognizant of this gender imbalance, and some of our top candidates were female economists. Under-representation of female economists is a widely known issue within our profession (Committee on the Status of Women in the Economics Profession, Proceedings of the National Academy of Sciences (PNAS)). Female economists are in high demand and, as a result, hiring a female economist is highly competitive. When we are authorized to search for a new tenure-track position, we will try to reverse the impacts of past exits, but it will depend on receiving the level of funding that would attract even more highly qualified candidates, including female economists. Even though the department is culturally diverse (two-thirds of the tenure-track faculty members in the department were born and educated abroad (China, Greece, Honduras, India, Nepal, Turkey)), and age diverse (34 to 89 years old with a median age of 50 years old), the Department is aware of having only one Hispanic faculty member and no African American or Black faculty. We hope that the Department will be given the appropriate resources in the future not only to hire more faculty to correct these imbalances, but also be allocated competitive salaries for new tenure-track positions if we are to be competitive with other universities that hire faculty from traditionally underrepresented groups in the economics profession.

5.*Devise and implement strategies for developing continuity in administrative roles within the program and department*. There are two main administrative roles associated with the M.A., M.S. in Applied Economics program: the Department Chairperson and the Graduate Program Director. The department is bound by University Policy 3.2.13 Administrator Selection and Search Policies and the College of Arts and Sciences Bylaws with regard to the Chairperson's position duration, which is appointed by the Provost. The Department of Economics has had a permanent Chairperson for the last ten years, with an Interim Chairperson appointed for the 2022-2023 academic year starting on July 1, 2022. The Graduate Program Director is elected by the tenure-track faculty members of the department for a renewable three-year term. The department has had the same Director for twelve years (2004-2010, 2014-2018), with the current Director serving since July 2019. Two other related positions are the Executive Director of the Institute for Regulatory Policy Studies, who has been in this role since 1997, and the Director of the Stevenson Center for Community and Economic Development, who has served in this position since 2004.

6. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed*. We have updated and strengthened our departmental assessment activities over the past eight years (including developing a refined student learning outcomes assessment plan) and have growing time-series data to exam trends and patterns leading to improvements in course design and student achievement. Since 2019, we have also been following cohorts of students across all graduate required courses to better assess program student learning outcomes within cohorts as well as across cohorts. Some of the main curriculum changes in the program (e.g., STEM, research opportunities, new sequences, and new courses) and the creation of an inclusive learning physical space (Economics Learning Center) were the results of direct feedback in exit surveys (a component of our program assessment) from our students. Such information is collected every semester, which is then reviewed and summarized by the Graduate Program Director, presented to and discussed with the Department Curriculum Committee, and proposals for programmatic changes are presented for discussion and vote in front of the whole department.

7. *Building on elements of the program review self-study, follow-up report, and actions taken to address these program review recommendations, compile a new strategic plan for the department and its programs*. Unfortunately, there has been no formal progress with codifying and formalizing a new strategic plan since its expiration in 2015. Nevertheless, faculty have been indirectly collecting information on formulating values, objectives, strategies, and actions to be included in our new strategic plan. During that time period the department implemented significant curriculum changes, assessment reviews, and the academic program reviews, and has learned from the challenges brought by the COVID-19 crisis about strategies to better support student, faculty, and staff success. All these aspects will inform our new strategic plan.

In addition to expected changes in the College of Arts and Sciences and the University's strategic plans, and the change in leadership in the College of Arts and Sciences with a new Dean, we are also currently in a transition of departmental leadership. The Chairperson for the past decade has returned to the faculty, an Interim Chairperson has been appointed, and a new permanent Chairperson will be recruited during the 2022-2023 academic year. With all these changes, it is an opportune time to build a well-structured and forward-looking strategic plan. The Department is committed and excited to start work on revising its strategic plan during the 2022-2023 academic year.

Major findings

Despite that there has been an increase in the number of terminal master's degree programs across the United States, and despite that most comparator institutions require less credit hours allowing for degree completion within 12 months, there is continued interest from prospective students in the program as evidenced by significant increases in the number of applications. Enrollments in the program have also remained strong over time (second only to University of Illinois at Urbana- Champaign), despite a decline during the pandemic period. However, we already see a reversal in enrollments with high levels of enrollments in fall 2022, similar to high numbers at the start of the program review period, while maintaining a significantly diverse student population. We continue to maintain high-quality applicants and small class sizes. Despite that we are able to support three-quarters of our enrolled students, the amount of monthly GA stipends is undeniably low. Our students actively contribute to research both in-class and out-of-class with collaborations with program faculty. Post-graduation outcomes (additional master's or doctoral degrees, employment opportunities) have been solid across all sequences, and we look forward to constructing a new alumni survey administered by the department to engage our alumni more with current students and the program. Our faculty is highly productive exceeding average research expectations every year, despite significant time devoted to teaching activities that are not explicitly accounted for in terms of teaching loads (i.e., capstone project, independent study, internship supervision).

We worked on updating, and we continue to improve our assessment plan by expanding the group of courses assessed and constituents from whom we seek feedback. The program is responsive to student needs engaging in continuous improvements in the curriculum to address student and alumni feedback provided through course evaluations and exit surveys. For example, we sought STEM designation for our program based on student feedback. Results from graduate student exit surveys show that more than 90 percent of our graduates are satisfied with meeting the program student learning objectives. Responses to specific aspects of the program reveal that 91.7 percent of our graduates are satisfied with the overall quality of the program. Availability of and access to faculty (95.8 percent), level of academic challenge (93.8 percent), and quality of instruction (91.7 percent) are the top strengths of the program, while adequacy of spaces, facilities, and equipment (77.1 percent) is the lowest scoring aspect of the program (though this is beyond the program's control and financial means unless the University invests in up-to-date facilities to compete with other universities).

Our alumni were also asked to provide qualitative feedback on the most and least satisfactory aspects of the M.A., M.S. in Applied Economics program and whether they would recommend the program to other students. The most satisfying aspect of the program is the accessibility and relationships they build with the graduate faculty, followed by skills accumulated during their graduate assistant position and the graduate research in an applied economics course. The main limitation of the program is the lack of a career fair that would assist students (who do not wish to pursue a doctoral degree) with their placement in the labor market. The most common comment for improvement of the program was shifting the focus from theory-based to empirical-based skills with emphasis on instruction of different statistical software earlier during the curriculum and for a data science degree option (data engineering, data analysis, and machine learning). These recommendations are two initiatives our program plans to address during the next program review cycle.

The program has the opportunity to contribute to emerging labor market needs for economists with strong training in data science as well as to accommodate market demand for graduates from the ENGTE sequence. Even though the aspirations described in the self-study report can offer substantial payoffs in student enrollment, they must be resourced with additional faculty positions to bring these curricular innovations into practice. Not having been authorized to hire a tenure-track faculty member for the last six years when the department has already lost three faculty members and, with an upcoming retirement next summer, the department will be down four tenure- track faculty members. At the same time, the department had to commit more faculty to staffing introductory economics courses after separating a one-semester, four-credit course covering both microeconomics and macroeconomics

into a two-semester, six-credit sequence of separate courses in microeconomics and macroeconomics - which are required courses for the College of Business and other departments across the university serving approximately 2,000 students per academic year. These changes significantly altered the teaching credit generated by the department and our ability to adopt curriculum changes that would result in increases in student enrollment in both the undergraduate and graduate programs and that would attract more students from underrepresented populations. Approval for hiring tenure-track faculty to reach the historical level of 14 tenure-track faculty per year would allow us to (1) create a data science degree and introduce graduate certificates to meet labor market demand, recruit more undergraduate students in our program, and reach out to non-traditional (including adult learners) and underrepresented students in the field; (2) increase enrollments in the Financial Economics sequence and recruit more undergraduate students from the College of Business to our program, especially with the introduction of an accelerated program; and (3) continue offering the ENGTE sequence and increase recruitment of undergraduate students in our graduate program. Therefore, the Department needs the University to authorize the three tenure-track faculty lines we have already lost due to resignations and retirements, and be forward- looking about planning for the expected retirement by the end of the academic year (rather than authorizing a position after the retirement has occurred).

The Department is looking forward to recruiting more faculty from traditionally underrepresented groups in the field, including female and BIPOC colleagues. However, underrepresented faculty are in high demand as economics departments across universities seek to increase gender and racial/ethnic diversity among their faculty members. We are hopeful that the Department will be given the appropriate financial resources to not only hire more tenure-track faculty to correct these imbalances, but also be allocated competitive salaries for new tenure-track positions if we are to be competitive with other universities that hire faculty from traditionally underrepresented groups in the economics profession.

The Department also expects the University to support faculty retention. During the program review cycle, three faculty members (two female and one male) resigned from the department due to more competitive salary offers, dual-career issues, and more career growth opportunities elsewhere. The University should explore strategies not only for faculty spousal accommodations (new hires, existing faculty) but also for addressing salary compression. For example, focusing on institutions with a terminal degree, average salaries in 2021-2022 were $106,013 for an assistant professor, $131,489 for an associate professor, and $148,512 for a full professor (American Economic Association) - these salaries are substantially higher when looking at non-academic positions for Ph.D. degree-holding economists. In comparison, according to IBHE data, average salaries in our department in 2021-2022 were $93,965 for an assistant professor, $98,195 for an associate professor, $117,773 for a full professor. That is, assistant professors in our department are paid $12,049 (11.4 percent), associate professors $33,295 (25.3 percent), and full professors $30,739 (20.7 percent) less than faculty in economics departments that o er B.A., B.S. and M.A., M.S. degrees in economics similar to our department. With alternative employment opportunities for economists in the labor market, the University should be cognizant that the issues of salary compression should be addressed if we are to retain our faculty and recruit more talent in the department, consistent with the University's value of supporting faculty success.

The Department would also require support from the new Director of Online Education about necessary steps to create and accommodate hybrid/online courses related to graduate certificates. Beyond the required online infrastructure to support such an online presence, this endeavor would also require support from the Office of Technology Solutions to maintain up-to-date and professionally designed websites, digital media marketing, and up-to-date access to required statistical software. Our faculty have completed training for designing online courses, but we would be requesting additional support from the new Center for Integrated Professional Development (CIPD), especially their instructional designers, with advice on improving synchronous and asynchronous teaching strategies. Finally, we would collaborate with the Graduate School and University Marketing and Communications to promote and increase the visibility of the new program, the graduate certificates, the accelerated sequence, and the dual master's opportunities to reach out to prospective students that we do not traditionally attract as well as work closely with undergraduate advisors to recruit from programs we traditionally have our undergraduate students completing a minor/major (College of Business, Mathematics).

Initiatives and plans
During the next program review cycle, the faculty will focus on exploring the feasibility of and on appropriate actions to complete the following initiatives to further improve our graduate program:

1. Create a data science degree (from data mining and engineering to big data analysis and machine learning) with emphasis on statistical software analyses and public policy issues with potential interdisciplinary collaborations with other departments and colleges within the University.
2. Introduce an accelerated graduate sequence and collaborate with other programs within the university on dual master's degrees.
3. Explore the feasibility of complementing our traditional master's degree with online stackable graduate certificates as a means to recruit more domestic and non-traditional students to accommodate alternative modes of instruction and provide greater flexibility for program completion.
4. Re-invigorate the Economics Advisory Board and create a department-led Alumni Survey to increase alumni engagement and feedback.
5. Explore opportunities for the creation of a career fair to facilitate student employment and internship opportunities in collaboration with the undergraduate program.
6. Continue utilizing assessment data from core courses, extend the assessment to core sequence courses, review courses for information fluency outcomes, and revise the assessment plan (as necessary) to further ensure that the assessment process remains current and meets student needs.
7. Continue supporting graduate students through graduate assistantships and scholarships, and expand recruitment efforts to international students from a more diverse group of countries, domestic students from within the United States, and students from underrepresented populations by leveraging social media platforms.
8. Continue efforts to recruit faculty from traditionally underrepresented groups in the economics field as hiring opportunities arise.

To successfully achieve these initiatives, the Department would need the following resources from the University:

1. Reauthorize the three tenure-track faculty lines we lost due to resignations and retirements.
2. Allocate competitive salaries for new tenure-track positions to recruit faculty from underrepresented populations.
3. Address salary compression to retain existing faculty.
4. Utilize the University's online and learning management system infrastructures to accommodate hybrid/online courses and graduate certificates.
5. Support from the Graduate School, the new Director of Online Education, the new Center for Integrated Professional Development, University Marketing and Communications, and the Office of Technology Solutions.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Applied Economics to be in <u>Good Standing</u>.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee commends the program faculty for their in-depth analysis of enrollments during the period of review. The committee notes that the program's enrollment during the program review cycle has fluctuated over the period of review (from 33 in 2015 to 25 in 2021, with a high of 40 in fall 2017 and a low of 23 in fall 2020). The self-study report indicates that, with current resources, this enrollment level is below the stated ideal target of 40 students. We recognize that due to traditionally high number of international students in the program, recent enrollment drops are likely related to the impact that the pandemic had on international students' ability to enroll in the program. The committee commends the department faculty for efforts to increase diversity among its students leading to levels of diversity that are higher than what is typical in the discipline (white male dominated). During the period of review the percentage of women enrolled in the program has averaged is 48.5 percent. The percentage of domestic graduate students from groups traditionally underrepresented in the discipline remains low (from 6.1 percent in fall 2015 to 8.7 percent in fall 2020). However, when considering the international students, the

percentages of those identifying as non-white is much higher (increasing from 58.7 percent in 2015 and 76.2 percent in 2021).

The committee commends the program faculty for their comprehensive efforts to support the success of their graduate students. This includes a graduate assistant orientation program, individualized training and mentoring, and formalized procedures for evaluation with clear mechanisms for providing feedback to the students. We applaud the program for designing the multi-purpose Economics Learning Center that promotes active student engagement, fosters collaborative opportunities, and contributes to building stronger peer-to-peer and student-to-faculty interactions. The committee commends the program for the co-curricular options it provides its graduate students including the opportunity to tutor and advise undergraduate students, network with guest speakers, and participate in Applied Econometrics workshops. We commend the department for their support for graduate students who present research at regional conferences (e.g., the annual meeting of the Midwest Economic Association). We commend student-faculty collaborations that have resulted in fifteen peer-reviewed co-authored publications. The committee also notes that students have opportunities to participate in activities that allow them to learn from experts in the field, network with potential employers, and engage in meaningful civic and community engagement (e.g., Applied Community and Economic Development sequence, and Electricity, Natural Gas, and Telecommunications Economics sequence summer internship). Alumni employment and labor market outcomes data reported in the self-study indicate strong outcomes for graduates of the program.

The committee commends the faculty for their substantial work during the period of review to revise the curriculum to ensure that the content reflects changes within the discipline. We commend the program faculty for their successful proposal to change the CIP code for the program to a STEM-eligible designation which more accurately reflects the current curriculum. Other curricular revisions include the introduction of a new capstone project (ECO 492), the development of two new courses (ECO 444 & 443), the introduction of a new sequence in Quantitative Economics designed to prepare students interested in pursuing a doctoral degree, revisions to the structure and content of the Applied Community and Economic Development sequence to better meet student needs, and substantial revisions to a course (ECO 406) to include a more active civic engagement component. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum.

The committee recognizes the faculty members of the program for their scholarly contributions to the M.A., M.S. in Applied Economics. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. The program faculty regularly engage in professional development opportunities, including wide participation of the online course development (DART and AIM) events. Additionally, we recognize that faculty in the program have been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State. Actions planned as a result of these analyses include the development of an accelerated undergraduate sequence that will support undergraduate majors who pursue continuing into the graduate program, potential collaborations and partnerships to develop dual master's degrees, and exploring the potential of developing an online degree option.

Recommendations.
The Academic Planning Committee thanks faculty members of the Department of Economics for the opportunity to provide input regarding the program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program remains strong but enrollments are below target levels. The committee encourages the program to continue refining and

implementing their plan for student recruitment, including strategies for increasing enrollment by students from domestic racial and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The committee recommends that the plan includes mechanisms for continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and provide employment opportunities for program graduates.

REVIEW OF THE B.A., B.S., IN GEOGRAPHY

Classification of Instruction Programs (CIP) Code: 45.0701
Geography

OVERVIEW

The **B.A., B.S., in Geography** program at Illinois State University is housed in the Department of Geography, Geology, and the Environment within the College of Arts and Sciences. The Department houses four degree programs, three minors, and a graduate certificate program: a B.A., B.S. in Geography, B.S., in Geology, a B.S. in Environmental Systems Science and Sustainability, and M.S in Hydrogeology. In addition, the department offers minors in Environmental Studies, Geography, and Geology and a Hydrogeology Geographic Information Systems (GIS) Graduate Certificate Graduate certificate.

The program is designed to prepare students for work as cartographers, planners, location analysts, and geographic information specialists and for enrollment in graduate programs and professional schools. The program offers both a traditional, non-teaching sequence and a sequence that prepares students for licensing to teach geography in elementary and secondary schools. Students enrolling in the program select either the geography sequence or the Geography Social Science Teacher Education sequence. The last review of the B.A., B.S. in Geography program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S., in Geography, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Geography sequence	41	47	57	68	60	49	41	51
Geography Social Science Teacher Education sequence	17	11	19	18	17	25	23	22
Total	58	58	76	86	77	74	64	73

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
B.A., B.S., in Geography, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Geography sequence		17	19	22	18	28	24	12
Geography Social Science Teacher Education sequence		6	2	1	0	3	7	2
Total	21	23	21	23	18	31	31	14

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

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
The current Geography assessment plan consists of five (5) principal goals, as outlined below.
Students graduating with a Bachelor's degree in Geography will:

Goal 1: Understand and have a strong command of fundamental geographical concepts in three areas of thematic geography (human and social, physical, and environmental).

Goal 2: Understand and be proficient in the use of geographical methods and tools.

  Goal 3: Be able to successfully analyze and integrate geographical information, both existing knowledge from all parts of the discipline and empirical information gleaned by correct use of geographical methods, in order to solve real world social and environmental problems.

  Goal 4: Be able to effectively communicate geographical knowledge in a clear and accessible manner.

  Goal 5: Be prepared for success in the workforce and in future study.

Student learning outcomes

Goal 1: Understand and have a strong command of fundamental geographical concepts in three areas of thematic geography (human and social, physical, and environmental). Students will be able to demonstrate basic geographic competency in three thematic areas:

  a) Human and social geography
  b) Physical geography
  c) Environmental geography

Goal 2: Understand and be proficient in the use of geographical methods and tools. Students will be able to demonstrate basic competency in three areas of technical geography:

  a) Reading and representation of spatial phenomena and relationships through map reading, construction, and analysis using latest cartographic and technological principles
  b) Apply Geographic Information Systems technology in geographic problem solving
  c) Utilize statistical methods used in geographic problem solving

Goal 3: Be able to successfully analyze and integrate geographical information, both existing knowledge from all parts of the discipline and empirical information gleaned by correct use of geographical methods, in order to solve real world social and environmental problems. Students will be able to:

  a) conduct geographical research
  b) summarize, synthesize, and critique geographic information

Goal 4: Be able to effectively communicate geographical knowledge in a clear and accessible manner. Students will be able to:

  a) communicate geographic information
  b) link acquired knowledge through the program to action through constructing new knowledge and/or practical geographic solutions

Goal 5: Be prepared for success in the workforce and in future study. Students will be able to:

  a) Search for, identify, and secure appropriate internship or research experience
  b) Conduct oneself in a professional manner in the workplace, and work in teams/collaborate with peers

Program curriculum (2021-2022)

Graduation requirements

B.A., B.S. in Geography (Geography sequence):
120 credit hours including 50 credit hours for the degree program and 39 credit hours for General Education. The 50 credit hours for the degree program include 26 credit hours of geography, geology, and the environmental sciences courses and 18 credit hours of elective geography courses, and one regional geography elective course.

 B.A., B.S. in Geography (Geography Social Science Teacher Education sequence):
120 credit hours including 81 credit hours for the degree program and 39 credit hours for General Education. The 81 credit hours for the degree program include 27 credit hours of geography, geology, and the environmental sciences, one regional geography elective course, 6 credit hours of Geography electives, 26 credit hours of professional education courses, and 15 credit hours of courses external to the Department of Geography, Geology, and the Environment.

Program delivery

The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

15 tenure track faculty members (8 Professors, 4 Associate Professors, and 3 Assistant Professors)
5 non-tenure track faculty members (2 full-time, 3 part-time, totaling 2.3 FTE)
Undergraduate student to faculty ratio: 10 to 1
Undergraduate student to tenure-line faculty ratio: 13 to 1

Specialized accreditation
The Geography Teacher Education Program is accredited by Council for the Accreditation of Educator Preparation (CAEP) which is the University's education accreditation. CAEP accreditation was approved in October 2019, and the next scheduled review will be Fall 2026. The Geography Teacher Education Program is currently approved for licensure of teacher candidates.

There are no plans to pursue additional specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
Evidence of the need for geographers in today's globalized world of nearly 8 billion people is readily evident through a perusal of current events that dominate the news media. At the time of the writing of this report, global events such as territorial disputes, ethnic tension, poverty and income inequalities, social inequities, natural disasters of various types (e.g., droughts, earthquakes, floods), the spread of diseases such as COVID-19, and environmental issues including global climate change all call attention to the important role of Geography and the work of geographers. GPS-enabled mobile devices and interactive web maps, now commonplace in the daily lives of many, are possible through the work of Geographic Information Scientists, many of whom claim Geography as their intellectual field of study.

It is clear to those in the profession that Geography matters, and it can make a difference in the world around us. Yet, public intellectuals, academics from other disciplines, policymakers, and the general public at large may have many misunderstandings about the true nature of the discipline. Arguably, many of these misperceptions about Geography can be traced to the "Old Geography" of yesteryear, where rote memorization of state capitals, countries, and other geographic facts was commonplace in K-12 and college curricula. In fact, it is not uncommon for students to comment on course evaluations about how their perceptions of Geography as a discipline changed upon completion of a college course at Illinois State. A primary challenge for college/university geography programs is to convey the relevance of the "New Geography" to incoming college students and their parents as a vibrant, relevant field of study that may serve as a pathway to a diverse range of careers that address today's global and societal issues. There is evidence that perceptions of Geography may be changing—for example, in 2022, the Department of Homeland Security added Geography and Environmental Studies to its STEM major list.

Employment outlooks and career trends are favorable for geographers today. In its "Occupational Outlook Handbook," the U.S. Department of Labor projects a modest 1 percent growth in jobs for geographers from 2020 to 2030. The same report cited an average annual salary of $85,220 for geographers in 2022. Much of the continued demand for geographers is expected to come in careers related to geospatial technologies, urban planning, and sustainability, which are well-rooted in Geography as an academic discipline. For example, the rise in digital maps has created a demand for cartographers in the workforce, an expected growth of 30 percent from 2017 to 2024. Jobs for urban and regional planners are likewise predicted to increase steadily (7 percent growth from 2020 to 2030), and likely will increase even more rapidly with the recent Infrastructure Investment and Jobs Act that is expected to increase demand in planning careers as infrastructure projects are developed following this federal legislation. The relevance of Geography continually poses new opportunities for how the subject is taught through the Illinois State undergraduate degree, and the discipline continues to evolve at a rapid pace.

Each semester, Geography faculty are well-attuned to adapt the curriculum and other Program activities to reflect these changes. Updates and revisions include relatively minor modifications to existing courses, such as incorporation of current events to illustrate key concepts covered in an introductory world or human geography course, a mock debate class activity based on a current environmental issue in a nature-society geography course, or a visit to an ethnic neighborhood that is undergoing gentrification in an urban geography field course. At times, more drastic action is required, such as the development of entirely new courses to reflect changes in the discipline. For example, since the previous Program Review was completed, a course environmental justice (GEO 326) has been developed to tie into contemporary issues. In addition, a course in qualitative methods and research design (GEO 375/475) also has been proposed, along with two new courses in unmanned aerial systems (UAS) and a

scripting course in Python to reflect the skills needed by today's graduates. Recently, faculty have discussed updates to our "Concentrations in Geography" to reflect on how the discipline of Geography is relevant to societal issues. Courses to recruit students into the major and to expose students to new trends in Geography have also been a focus, such as the Maps and Geographic Reasoning (GEO 138) course which exposes early career students to applications of modern mapping and geospatial technology in the geosciences.

Responses to previous program review recommendations
The previous Program Review, completed in fall 2014, outlined a number of priorities to improve the overall quality of the Geography Program. Here we outline each major priority and address current progress towards each.

1. Continue periodic, systematic review of the curriculum, informed by results of student learning outcomes assessment, and promote coherence across the curriculum by implementing strategies for faculty members to share information regarding course content. In 2015, following the previous program review, Geography faculty conducted a significant review and revision to the Geography curriculum. Changes were made to keep pace with current trends in the discipline, to streamline time to graduation for students, and to refresh the curriculum based on current faculty expertise. Likewise, a significant revision to the student learning outcomes assessment plan was completed in 2018 in order to better match assessment learning outcomes with the revised curriculum, and to improve data collection for more meaningful interpretation of the program's effectiveness. Early in every fall semester, faculty review the outcomes of the assessment report from the previous year as a group with the Geography assessment coordinator. Ensuing discussions about the results of the annual assessment are beneficial for prompting modifications to individual courses or the program in general, as well as developing new strategies for student success in the year ahead.

2. *Develop and implement a process for systematic assessment of the geography and environmental studies minors.* Assessment has focused on the Geography major, and formal assessment methods have not yet been developed for the Geography and Environmental Studies minors. Given the considerable overlap of classes between the major program and the minor, the assessment plan for the major program is an appropriate tool for both. Eventually, we plan to utilize the assessment tool for the new Environmental Systems Science and Sustainability (ESSS) degree, which has overlap with the Environmental Studies, for assessment of the minor.

3. *Develop and implement strategies to encourage participation of all students in the numerous out-of-class experiences offered by the program intended to help students develop professionally; among the approaches to pursue is expanding study abroad opportunities and increasing student participation in them.* The Geography Program has made substantial progress over the past eight years in the number of students involved in out-of-class experiences and high-impact practices. Several measures attest to this growth, some of which are included here. Since 2014, 11 sections of courses with multi-day field trips were offered, including five sections of courses that traveled internationally. Collectively, 105 students participated in these courses. Additionally, 23 of these students were co-authors on journal publications that resulted from projects conducted as part of these field courses. As the number of General Education credit hours offered by Geography has increased substantially in recent years, so has the number of opportunities available to undergraduate students to serve as undergraduate teaching assistants. These experiences are particularly valuable for Geography Teacher Education students as another way to gain classroom experience. The number of students inducted into Gamma Theta Upsilon, the international honor society in geography, has nearly doubled since 2014. Geography faculty continue to organize a vibrant colloquium series for students to interact with professionals in the field, and recent efforts have involved the use of video technology to increase student access to speakers that may otherwise not be available to visit campus. Faculty encouragement of students to remain engaged in such out-of-class experiences will remain important into the future, especially following COVID-19 restrictions that limited student participation in these experiences.

4. *Examine possible reasons for low pass rates by geography teacher education students on state licensing examinations, including curricular factors; then develop and implement strategies for increasing those rates.* The Geography Teacher Education Program is relatively small, with total enrollments between 15 and 20 students over the past five years or so. Therefore, such small overall numbers lead to large shifts in testing outcomes, as expressed by the overall proportion of students that may pass or fail the content exam. Given this reality, it is, as a result, important to also point out other extenuating circumstances that may negatively impact content test scores.

1. The exam scores may reflect multiple fails by a very *small number* of individuals which produces large shifts in students who pass the exams when the scores are expressed as percentages. This problem is further compounded by the fact that students are allowed to take the test more than once, increasing the number of tests and failures, and lowering our scores.

2. Large proportion of our students who enroll in the teacher education programs are *transfer students* who strive to complete the entire curriculum in a significantly compressed time frame. This reality can present a problem for some students, especially when considering the number of subareas that they must demonstrate competencies in.

3. The *material on both exams*, but especially the social science test, is *very broad*. The Geography teacher education test spans five areas (social science foundational skills; social science foundational knowledge; geographic concepts and physical systems; human systems, ecosystems, and resources; and interdependence and geopolitics) that include classes from geography plus politics, economics, sociology, psychology, special education, and history.

Regardless, we take the academic performance and preparation of each of our students very seriously and continuously work to align our curricula with expectations in the professional arena. In 2015, the department prepared a report to the SEPLB Board detailing our efforts to ensure student success; the board accepted our position and required no further action.

The table below shows the pass and fail rates of students in the program for the period between 2010 and 2022. Much work remains to be done as the information shows only modest improvement in student success trends over this 12-year period.

Year	# pass	# fail	Pass rate
2021-22	2	0	100 percent
2020-21	7	0	100 percent
2019-20*	2	5	29 percent
2018-19	3	2	60 percent
2017-18	2	0	100 percent
2016-17	4	1	80 percent
2015-16	3	0	100 percent
Total (2015-2022)	**23**	**8**	**74 percent**
2014-15	5	0	100 percent
2013-14	6	4	60 percent
2012-13	6	4	60 percent
2011-12	10	3	77 percent
2010-11	4	3	57 percent
Total (2010-2014)	**31**	**14**	**69 percent**

*Geography Teacher Education student performance on state content test. *New content test implemented.*

The discussion below includes the various measures that we have taken to monitor student performance in the teacher education program since 2015 and a few ideas for further actions in the future.
Implementation of strategies for increasing rates since 2015:
1. Grade assessment summary: We have conducted detailed analyses of grades obtained by students in each course in our curriculum that aligns with content for each testing subarea, social science foundations (six courses), history common core (two courses), and world geography and contemporary issues (5 courses).
2. Programmatic and course changes: Beginning in 2012, the Geography Teacher Education Program has increased its minimum GPA required for student teaching and be admitted into Gateway 2: Admission to Student Teach from 2.5 to 2.75.
3. Introduction of a new methods course: Beginning fall 2013, GEO 261 (Teaching Social Sciences in a Geographical Context), was introduced into the curriculum and added as a second methods course to address competencies in the social science foundation subarea.
4. Student test preparation as part of GEO 307 (Teaching methods in geography) course and as of spring 2022 through GEO 287 (independent study): Students work with the instructor to complete practice tests and are

mentored on test-taking strategies and study practices. The instructor works with program-related partners on our campus (i.e., history) to provide further area-specific materials to students to help them prepare for the test.

5. Sample test questions purchased for students: Starting in 2019, the department purchased annual subscriptions to Study.com.
6. The Department also purchases sample questions from Pearson for review sessions with students.
7. The Department's teacher education specialist and instructor of our teaching methods courses served as a reviewer for the new Social Science Geography content test (245) as well as a cut-score content test reviewer for ISBE.
8. Mentoring and advising:
    a. Currently, ISBE requires student teachers to pass their content test by the end of their teaching semester. Since 2021, the department has strongly encouraged students to take and pass this test PRIOR to student teaching. This approach gives students time to retake the exam if need be, before the end of student teaching.
    b. As of 2012, students have been advised to complete an endorsement in History or a minor in History to address the performance in the History Common Core.
    c. Each year, the teacher education specialist in the department holds review and study sessions for students to review materials for the content test and help them study.

The following list includes initiatives that are being discussed for implementation in the future to help students pass the content test:

1. Starting spring 2023, we will require geography teacher education majors to take GEO 292A002 which will help them prepare for the content test instead of having them prepare for a traditional internship as they currently do in GEO 292A001. This change will not require any adjustments to the curriculum.
2. Purchase the Pearson geography content practice tests for all students in time for them to take it the semester prior to their student teaching.
3. Explore the potential and viability of hiring a tenure-line faculty member with expertise in geography education.

5. *Explore feasibility of increasing enrollment in the environmental studies minor and establishing an environmental studies major.* A new Environmental Systems Science and Sustainability (ESSS) undergraduate degree offered by the Department that enrolls nearly 100 students each year was launched in 2019, with Geography serving an instrumental role in the new degree. Several Geography faculty members participated in the extensive planning process for the degree beginning in 2015, and geographers have been important contributors since rollout of the new degree in 2019. The Director and Assistant Director for the ESSS degree are both Geography faculty members, one of whom also serves as the internship coordinator for the ESSS Program. Several Geography courses are included in the core curriculum of the ESSS degree, and Geography faculty members routinely mentor ESSS students in their courses and through independent studies, research assistantships, award selections, and graduate school applications.

Enrollments in the Environmental Studies minor by each year since the previous Program Review are displayed in the table below. Overall, the number of students minoring in Environmental Studies grew steadily through 2019, and then declined again by 2020, ending at close to the same number of minors as in 2015. A few reasons explain this trend. First, the new ESSS major launched in 2019 and many students who would have previously minored in Environmental Studies likely opted for the ESSS major instead. Second, the Renewable Energy major at Illinois State, which previously attracted several students to the Environmental Studies minor, removed a requirement for students to declare a minor. Given these developments, the consistency in the number of students that continue to elect to take the Environmental Studies minor seems adequate.

Total number of students enrolled in the Environmental Studies minor, 2015 – 2021

	2015	2016	2017	2018	20ß19	2020	2021
Environmental Studies Minor	39	32	47	51	57	40	41

6. *Explore feasibility of establishing a master's program in geography or environmental studies.* Geography faculty have explored the possibility of a new Master's program in Geography or Environmental Studies, but plans for such graduate programs have not been pursued beyond the early exploratory phase due to various circumstances. Many Geography faculty are closely affiliated with the new ESSS undergraduate degree, which has

required significant effort in the formulation and early implementation of the new degree to ensure its early success along with continued success of the undergraduate Geography program. Geography faculty have explored options for a potential 4 + 1 Geography degree as a potential option for the future as University priorities for future graduate programs continue to evolve. The size of the Geography faculty is relatively small, so future exploration of a new graduate program will carefully consider the potential impacts on existing programs to ensure that faculty are not overextended from their duties serving the undergraduate program.

7. *Work collaboratively with the Milner Library geography specialist to further integrate library resources and services into the curriculum, including formally integrating information literacy instruction in core courses; in making this recommendation, the committee recognizes past challenges the program may have had collaborating with the library due to turnover in library faculty serving the program.* Librarians and archivists are always helpful whenever assistance is requested, and every year the Department hosts our subject librarian at a faculty meeting to provide an overview of Milner Library services. Both the subject librarians and the archivists are also involved in Geography classes. For example, subject librarians created and update a course LibGuide for Dr. Kostelnick's Cartography (GEO 300) course where students can access digital links to statistical data sources, and librarians also support Dr. Budikova's Climatology and Climate Change (GEO 341) with a LibGuide as well. Dr. Orzeck has had students in several of her classes (including GEO 311 and GEO 331) conduct research using archival materials found in both the Dr. Jo Ann Rayfield Archives of Illinois State University and the Milner Library Department of Special Collections. Archivists April Anderson-Zorn and Maureen Brunsdale have met with Dr. Orzeck's students and instructed them on how to look for and engage with the materials in their collections.

Milner Library staff and resources also will be instrumental in Dr. Orzeck's new Qualitative Research Design and Methods course (GEO 375), which intends to teach both traditional information literacy (how to conduct research, how to vet and cite sources for papers, how to identify gaps in the literature), and also critical contemporary information and skills (e.g., how to identify disinformation, what the current political economy of media looks like). Dr. Orzeck also has consulted with librarians, in particular Jennifer Sharkey and Kent Lacombe, as she has gone about developing research projects aimed at promoting and assessing information literacy in General Education classes. Finally, Milner Library also hosts ESRI's ArcGIS software on library computers which is valuable for student access outside of departmental computer labs.

8. *Continue to look to aspirational programs regionally and nationally for guidance in addressing program concerns and initiatives such as student recruitment, diversity of the student body, curriculum design, student participation in cocurricular activities, and consideration of a graduate program in geography or environmental studies.* Geography faculty are active scholars within their respective subdisciplines, and their networks and engagement in many professional organizations are beneficial for infusing new ideas into how we might delivery our program most effectively. Our active colloquium series is also beneficial for program initiatives as visits to campus by invited guests typically provide opportunities for Illinois State faculty to learn about challenges, successes, and strategies in other Geography programs. Since the previous program review, two Geography faculty members have served as external program reviewers at other comparator institutions, and one has served on a national committee evaluating candidate geography programs for the AAG's Award for Program Excellence. Such experiences have provided useful in-depth perspectives for our own program. The Geography Program also is considering the possibility of inviting an external reviewer from an aspirational program at the conclusion of the self-study process.

9. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* Data available from the University and collected by the Department annually continues to provide a wealth of information that is used by faculty to make data-driven decisions for continued improvement of the program. Group review and discussion of the annual assessment report has proven to be a valuable way of identifying areas of the program that work well and need improvement on a formative basis amidst the eight-year program review cycle.

Major findings
A key activity in the Program Review process was discussion among Geography faculty about current Program strengths and weaknesses. Each faculty member was tasked to create an independent list of the top 5 current strengths of the Geography Program, and the top 5 areas for future growth. Each faculty member considered various data sources, survey results from alumni and current students, and their own personal experience in the

compilation of the "Top 5" lists. Once each faculty member developed their lists, they presented them to their colleagues, which stimulated group discussion about current strengths and weaknesses of the Program. It is worthwhile to note that there was a high degree of agreement among faculty members on several strengths and weaknesses, a positive sign for charting a path towards future growth. Key trends in the group's "Top 5" lists are summarized below, in no particular order.

Strengths of Geography Program

Overall Quality of the Program
One of the most important strengths of the Program, and one that faculty and staff are proud of, is the overall quality of the Geography undergraduate experience for Illinois State students. Geography faculty and staff are committed to an exceptional undergraduate degree for students that is rigorous, in-depth, cutting-edge, and spans the breadth of the discipline. The curriculum has been designed with these high-quality indicators in mind, through core and elective courses and a focus on career preparation and capstone experiences that prepare students for graduate school, the job market, and life in general. Several indicators suggest that the program has been successful in this venture. For example, according to College Factual, the Illinois State Geography Program ranks 26th out of a total of 230 programs in the United States. Survey results from current students and alumni similarly confirm this same conclusion. When asked about how satisfied they were with how the Illinois State Geography Program prepared them for their career, 43 out of 48 alumni respondents (90 percent) answered "Very Satisfied" or "Satisfied." Similarly, 15 out of 17 current students (88 percent) responded "Yes" when asked if they thought the Geography Program was preparing them adequately for their future career. In 2016, the Illinois State Geography Program was selected as an Honorable Mention recipient of a prestigious Award for Program Excellence from the American Association of Geographers as a leading undergraduate Geography Program in the country.

Collegiality, Commitment, and Engagement
In addition to being friendly and collegial with one another, Geography faculty members engage students in a positive and friendly manner inside and outside of the classroom. Ours is a Department where students get to know their professors, and professors their students. Along with the relatively small size of the Department, this creates a strong sense of community between faculty members and students, and a highly productive learning environment. Responses from the Department's alumni and student surveys overwhelmingly indicate that students feel a part of the community, and greatly appreciate the fact that they are known by name to their professors. Students frequently mention the passion, enthusiasm, and excitement that faculty have for the discipline in their course feedback at the end of each semester. The resulting sense of community and commitment to the Program by faculty and staff is arguably a major factor in students' positive experiences in the Department, and a significant reason why retention of majors from year to year is very high in Geography. As well, faculty collegiality in the Department has been beneficial for scholarly synergy and collaboration on grants, journal manuscripts, and other projects.

Geography is a broad discipline, spanning many topics across the social sciences, natural sciences, and humanities. The breadth of the discipline can pose challenges to academic departments, and can result in pressure to focus on some subfields of the discipline while marginalizing others. This is not the case with Illinois State Geography, which provides good coverage of the breadth of the discipline despite a relatively small number of faculty members. Faculty research and teaching specialties span diverse areas of the discipline, across many regions of the world, and some faculty members incorporate civic engagement issues in their research. Faculty breadth of expertise provides several benefits to students. Students are exposed to a variety of research methods and techniques that may benefit their careers or graduate studies. Each semester a wide variety of Geography courses are offered in many thematic areas (nature-society, human/cultural, urban, geographic methods, spatial statistics, cartography, GIS, remote sensing) and regions (Africa, Latin America, Middle East). The breadth of the Program means that we can mentor and turnout well-balanced geographers that are equipped to address the increasingly complex challenges of today's world.

Individualized opportunities for students to work one-on-one with faculty members, including research experiences and field trips.
Related to a strong sense of community, students also are highly complementary about the individualized opportunities available to them in the Department. These activities include the opportunity for students to engage in a faculty member's research, or to travel with a small group of fellow students as part of a field trip for a Geography course. Since the previous Program Review, 25 undergraduate Geography students have served as co-

authors on journal publications, accomplishments normally reserved for graduate students in other programs. These experiences provide individualized experiences for students and prepare them for graduate school or research/project-based careers. Opportunities like these are afforded by the relatively small size of the Program, of course, but also by faculty members that value mentoring of undergraduate students.

Career Preparation and Professional Development
The Geography Program is attentive to student success, including through gainful employment upon graduation. For this reason, aspects of career preparation and professional development are infused throughout the Program, beginning with the Career Prep I course that most students will take early in their studies through the Career Prep II course that many students complete in their final semester. The required internship for all non-teaching Geography students remains the cornerstone of career preparation activities, and one that sets students up well for the transition to the workforce following graduation. In some cases, a student internship may lead to permanent employment at a placement site, or the experience may indirectly lead to a permanent position elsewhere. A required internship remains a unique component of the Illinois State Geography Program not found commonly in other programs given the individual attention to students and supervision required by the faculty internship coordinator over the summer months. For over 30 years, Illinois State Geography benefited from the continuity of one internship coordinator, Dr. Michael Sublett. Following Dr. Sublett's retirement in 2015, and since the previous program review, Dr. Rex Rowley has continued the successful tradition and high standards of the Geography internship requirement. Since 2016, 146 Geography majors have completed the internship successfully. The internship continues to yield numerous benefits for students, Illinois State, and dozens of agencies/firms around the state and nation. Also since the previous program review, a new requirement for students is to develop a web portfolio to showcase their work to prospective employers. In addition to these activities, student learning through teaching/research assistantships, field trips, and other high-impact practices are key components to the program that are important experiences for future success.

Healthy Enrollments and Exceptional Retention and Graduation Rates
Student enrollments, retention rates, and graduation rates remain healthy and steady for the Illinois State Geography Program, which is not the case for many Geography programs in the state and nation in recent years. Once a student declares Geography as a major at Illinois State, odds are very favorable that the student will graduate from the Program. Enrollments, retention rates, and graduate rates remained stable amidst the volatility of remote learning in the spring 2020 semester and 2020-2021 academic year, which reflects well on the strength of the Program and commitment by faculty and staff to see students succeed no matter the circumstances.

Attention and Commitment to Diversity, Equity, and Inclusion (DEI)
Geography faculty and staff are committed to issues of diversity, equity, and inclusion to ensure success for all students, and this dedication is noticeable through faculty/staff engagement in various DEI initiatives as well as in the overall culture of the major. Efforts have focused on both DEI initiatives in the Program and Department (e.g., faculty hiring), as well as focused efforts to incorporate DEI into research projects and teaching pedagogy in Geography courses. In 2010, the Geography Program successfully participated in the ALIGNED project sponsored by the American Association of Geographers, the result of which was a toolkit that has helped the Illinois State Geography Program work towards increasing diversity within the major and to create a more inclusive learning environment. Recently, some Geography faculty members participated in the Unlearning Racism in the Geosciences (URGE) program which resulted in an action plan that will be implemented to further guide DEI initiatives.

The Department was an early adopter of a Diversity and Inclusion Committee at the University, in which geographers participate, and the Department's annual climate survey is used to gauge overall feelings of equity and inclusivity by faculty, staff, and students. Geography faculty actively organize and attend departmental sessions on DEI topics. Geography is a discipline that easily offers opportunities for faculty to incorporate diverse voices into their courses, of which many do, such as the Geography of Chicago course that takes students to the Bronzeville and Humboldt Park neighborhoods in Chicago to learn firsthand from local residents and community leaders about the African-American and Puerto Rican experiences in the neighborhoods. In the Environmental Geography of Baja California Sur course, students meet local experts; including marine biologists, not-for-profit leaders, fishermen, merchants, and even street vendors; to learn how they are working to address environmental issues. GEO 331, Social and Cultural Geography will soon be submitted for consideration for IDEAS Designation to fulfill the new Inclusion, Diversity, Equity, and Access in U.S. Society Graduation Requirement.

Some Geography faculty members work with marginalized communities in their research, such as Dr. Foster's research on urban forests in Detroit and Philadelphia, and Dr. Heil's work on racialized barriers to water access in Detroit, Flint, and Central Illinois. Students seem to recognize this attention and commitment to DEI; when alumni were asked in the program review survey to indicate their level of agreement with the following statement: "While a student in the Illinois State Geography program, departmental culture was one in which all students could expect to be treated fairly and thrive regardless of race, ethnicity, nationality, religion, gender, sex, sexual orientation, or ability," 37 out of 45 responded "Strongly Agree," 7 responded "Agree," and 1 responded "Neutral." Geography as a discipline, including the Illinois State Program, remains disproportionately underrepresented by women and persons of color, so much work remains to be done in order to realize outcomes from these DEI efforts.

Strong Commitment to General Education
Geography faculty are very dedicated to contributing toward the General Education mission of the University, and the vast majority of tenured/tenure-track and non-tenure track geographers teach large sections of General Education courses. In fact, the number of faculty teaching General Education courses and overall credit hours has increased substantially since the previous program review. In FY20, the Geography Program averaged 769 total credit hours per tenured/tenure-track faculty member which consistently ranks amongst the highest for any program in the College or University. The number of credit hours generated by Geography faculty members increased beginning in Fall 2015 when the enrollment capacity of many General Education courses in Geography increased significantly to serve growing needs for General Education courses by the University while also increasing visibility of Geography major recruiting efforts by faculty in these courses. Since 2015, Geography faculty members have also offered additional General Education sections of course as an overload when requested by the University to alleviate increased student demand. In addition to serving University enrollment needs and aiding Geography major recruiting efforts, Geography's ramped up presence in General Education courses has provided non-major students with added exposure to cultural diversity and perspectives to global issues such as climate change and sustainability. However, added commitment to large sections of General Education courses has drawbacks as well, such as diminished time for faculty research activities given the added number of students in a large General Education course.

Total and average credit hours, including many for General Education, generated by every tenured or tenure-track (TT) Geography faculty member for fiscal years 2016 – 2021

	FY16	FY17	FY18	FY19	FY20	FY21
TT1	537	1131	- *	720	489	698
TT2	1131	669	1278	807	795	85*
TT3	591	480	794	909	756	- *
TT4	1180	1422	1782	282*	1185	1552**
TT5	279	372	198*	318	366	485
TT6	1433	1703	1359	1023	1791	-
TT7	-	-	-	411	570	369
TT8	-	-	-	-	-	339
Average	859	963	1202	624	769	513

*Sabbatical during fiscal year or Chair duties to cover for sabbatical
**Includes overload additional pay

Total credit hours for General Education courses generated by non-tenure-track (NTT) Geography faculty members for fiscal years 2019 – 2021.

	FY19	FY20	FY21
NTT1	2415	2233	3328
NTT2	1770	0	0
NTT3	1011	2520	2802
Total	5196	4753	6130

Geography's Contributions to Other Programs and Units on Campus
Geography faculty are sought out frequently by other Programs and Units across campus for their research and teaching expertise. Since that last Program Review in 2014, Geography faculty have served on graduate committees in the following Illinois State Programs: Archaeology, Biological Sciences, Hydrogeology, Information

Technology, and Politics and Government. Geography faculty have collaborated on research projects and publications with faculty members from the following Programs: Biological Sciences, Kinesiology and Recreation, Nursing, Sociology and Anthropology, and Technology.

In addition to serving General Education requirements, a number of majors and minors across Colleges include Geography courses as requirements or electives in their curriculum. Courses in GIS and remote sensing are requirements for graduate GIS certificates in Archaeology, Biological Sciences, Hydrogeology, Information Technology. Undergraduate students in Agriculture, History, and Sociology routinely take some of these courses as well. Geography faculty and staff have provided important expertise to the Illinois State campus community in the areas of mapping and GIS as well. For example, every year maps are prepared of Illinois State students and alumni for the Office of the President for use in governmental relations. Geography faculty, staff, and students have assisted Illinois State Admissions, Emergency Management, Facilities Management, and Facilities Planning with mapping and GIS infrastructure tasks and workflows for critical campus operations. Faculty affiliations on campus include the Center for Sustainable Water Futures, Latin American and Latino/a Studies, and the Stevenson Center.

Scholarly Reputation and Productivity of Faculty
Despite very high credit hour teaching loads, geographers in the Department are very active in their scholarship, frequently attending regional, national, or international conferences, symposia, and workshops and publishing their research in top-tier journals or other scholarly outlets. This scholarly activity is not only good for the national and international reputation of the Department and University, but it also fosters linkages between students and the broader discipline of Geography. Active scholarship shapes our course design and the Department's curriculum as a whole, especially areas of the discipline that are changing rapidly. Faculty research also aids our capacity to provide research opportunities to undergraduate students, such as research project assistants, and provides opportunities for students to collaborate with faculty members on conference presentations or journal publications.

Geography's Leadership in the State
In addition to serving Illinois State University, faculty and staff in the Geography Program provide service and leadership to other affiliated entities that advance the discipline of Geography in the state. For example, the Department of Geography, Geology, and the Environment houses the Institute for Geospatial Analysis & Mapping (GEOMAP), an applied Geographic Information Science research unit on campus that provides training, project support, and research opportunities for faculty, staff, and students. GEOMAP provides several direct benefits to students interested in pursuing a career in cartography, GIS, or remote sensing. A portion of external funding for GEOMAP projects directly supports paid student research assistants. Since 2006, over 40 students, mostly from the Geography Program, have served as research assistants for GEOMAP-sponsored projects. GEOMAP projects serve as a valuable "on the job" learning experience for Geography students before entry into graduate school or the job market, while also providing opportunities for faculty to contribute their expertise to applied research.
The Illinois Geographic Alliance (IGA), LLC, serves as important hub to which Geography faculty provide expertise. IGA has been headquartered on the Illinois State campus for over thirty years, and since 2015 has been under the leadership of Illinois State Geography faculty. The IGA serves an important mission of advancing geography education across the state, and also provides many opportunities for Illinois State Geography teaching majors to interface with the professional community of geography educators and teachers in Illinois (many of them Illinois State Geography alumni) through workshops and other professional development opportunities.
The Illinois Geographical Society (IGS) has had a close relationship with the Geography Program for many decades. *The Illinois Geographer*, the official journal of the IGS, has been published at Illinois State since its inception and is currently edited by an Illinois State geographer. Two faculty members currently serve on the IGS Executive Board as well. Jill Thomas, the Geography Program Advisor and, Geography Teacher Education supervisor, has served in important state leadership positions for teaching, including the Illinois Licensure Testing System Committee through the Illinois State Board of Education. The committee was organized to give extensive input, create a new test framework, and outline the content and structure for the Geography Social Science test #245. Thomas also served on the same named committee but for the ILTS Middle Grades (5-8) social science test #204.

Areas of Future Growth for Geography Program

Rebuild Post-Pandemic Culture and Reengagement with Students

An immediate short-term goal for the Illinois State Geography Program is to rebuild some aspects of the Program's culture that were impacted negatively by the COVID-19 pandemic. All Geography courses were offered entirely online from mid-March 2020 through August 2021, which meant that most Geography students were not present on campus for nearly 16 months. Although Geography faculty and staff had much success engaging with students through virtual courses and other activities (e.g., colloquium speakers, Geography Club meetings) over this period, the lack of in-person interactions, both formal and informal, has hampered the broader sense of community that is a hallmark of the Program. Experienced Geography majors often carry and pass down much institutional memory of departmental traditions to newer students, yet this was disrupted during the pandemic and continuation of these traditions has been jeopardized as a result. For example, none of the Program's four field-based courses have been offered since Spring 2020 because of COVID-19-related travel restrictions.

The vast majority of students who have taken one of the Program's field courses have now graduated, which creates a gap in the peer-to-peer experiences that veteran students from these courses may share with newer students as they consider enrollment. Likewise, student opportunities to work closely with faculty on research projects or through independent studies were limited during the period of remote instruction, and current students may not be as aware of such opportunities as campus has reopened. Also, many in-person Geography Club activities were not possible and could not resume fully until recently. Geography faculty and staff recognize that these challenges will not self-correct, and will continue to require intentional interventions in the short term to rebuild aspects of departmental culture and engagement with students.

Teach to a Broader Range of Student Skills
Another challenge that has emerged from the COVID-19 pandemic is the widening performance gap between students in Geography courses, which includes students both in the major and in General Education courses. Understandably, the pandemic has created new challenges that are disproportionate across the Illinois State student population and may have a significant impact on a student's preparation for and/or performance in their courses at Illinois State. The performance gap has been very noticeable in many Geography courses, especially General Education courses that serve a broad spectrum of students. Specific challenges include a wider range of student abilities in specific academic skills such as writing, logical argumentation, and analytical skills, as well as general skills such as time management. The increased range in skills results in additional challenges for faculty members to ensure the success of all students, while also maintaining rigorous standards. As many Geography faculty members have experienced, it is a difficult balance to achieve, and one that demands a greater time commitment by faculty members in large General Education courses especially. It is clear to Geography faculty that the performance gap has been magnified with COVID-19; less clear is the extent to which the gap will persist into the future.

Refocus Student Recruitment Efforts
Another pandemic-related challenge for the short term is to refocus efforts on Geography major recruitment efforts. The lack of in-person interaction with students in General Education courses from March 2020 through August 2021 created limitations for student recruitment into the Geography major. Fortunately, student retention rates and graduation rates have remained high during the pandemic, yet additional efforts will need to be devoted to student recruitment in General Education courses now that in-person instruction has resumed. In addition, a long-term goal is to develop strategies for recruiting top-performing students in these courses to ensure that both quality and quantity are considered in student outreach efforts.

Increase Diversity of Geography Students
As discussed earlier in this report, student demographics in the Geography major overall have trended below national and state averages for women and students from underrepresented groups, despite the continued work of Geography faculty and staff to create a more diverse learning environment. An important challenge for the future remains the implementation of strategies to increase diversity of students in the Geography major, and to do so in a way that will be effective and consistent from year to year. A related challenge will be to understand nuances in available student demographic data, which include "peaks" and "valleys" for some underrepresented groups that may fluctuate from year to year, and any explanations for these fluctuations as new recruiting strategies are developed.

Expand Opportunities in Urban Geography/Planning

Urban geography/planning is a rapidly growing subdiscipline of Geography, yet is an area where we can continue to expand opportunities for student professional development and can leverage further for recruiting purposes into the Geography major as well. The recent addition of faculty expertise in this area with the hiring of Dr. Alec Foster and Dr. Melissa Heil has allowed us to expand our curriculum and course offerings within urban geography/planning. Our goal is for students interested in careers in urban planning to gravitate towards these courses and to the Geography major. However, enrollment in the Urban Studies minor, which is administered in the Department of Geography, Geology, and the Environment as of 2020, remains low (see Table below), which indicates room for future growth in urban geography/planning.

Enrollment totals (top) and degrees conferred (bottom) by minor, 2015 – 2021

Minor Program	2015	2016	2017	2018	2019	2020	2021
Geography	6	4	10	9	10	5	13
Environmental Studies	39	32	47	51	57	40	41
Urban Studies	12	13	12	6	5	4	6
Graduating Sequence	*2015*	*2016*	*2017*	*2018*	*2019*	*2020*	*2021*
Geography	6	4	2	3	2	6	6
Urban Studies	6	2	4	4	4	1	2
Environmental Studies	26	31	19	21	19	28	20

Maintain a Cutting-Edge Curriculum in GIScience and Continue to Lead GIS Instruction on Campus
GIS has become a powerful method of analyzing and visualizing geographic datasets in many academic disciplines. The Geography Program continues to prepare many Geography students interested in pursuing a career in Geographic Information Science (GIScience) through coursework, internships, and project experiences. GIS is a rapidly changing discipline that is highly dependent on technology, and the Geography Program prides itself in ensuring that students are well-versed in both the spatial thinking, concepts, and methods needed for a career in GIS as well as the necessary technical skills through experiences with cutting-edge software and hardware. GIS continues to become more and more technical, requiring a strong understanding of coding skills, and students continue to ask for additional courses that focus on specific software-specific or other technical skills. However, it is a challenge to include all of the technical skills that may be beneficial for every student before they enter the workforce given the wide breadth in GIS-related careers, while also considering efficient use of available instructional capacity especially since many GIS courses require much one-on-one work with students. Relatedly, GIS efforts continue to expand across campus which has created new opportunities for other programs to include GIS in their curricula. With the rise of GIS across many academic units in colleges and universities in recent years, including Illinois State, comes the necessity for Geography, the intellectual home of GIS, to serve as the leader in the implementation of GIS research and education across campus.

In 2020, Illinois State acquired a site license for ESRI software, which has created additional demand for GIS courses and expertise that the Geography Program continues to provide. For example, Agriculture plans to implement a new undergraduate degree sequence in Precision Agriculture that will require GIS courses taught by the Geography Program, and a new undergraduate degree in Data Science may also incorporate GIS courses. The Geography Program expects to see increased requests for instructional seats in GIS courses from other departments on campus in the future, and will need to procure adequate resources (e.g., personnel, computer lab space) to keep up with this demand. A challenge for the Geography Program is to continue to lead the growth of GIS on campus, in our own program and in others, while also doing so within the constraints of available instructional resources and capacity.

Initiatives and plans

The Program Review Self-Study process identified several key initiatives and plans for improving the Illinois State Geography Undergraduate Degree in the years to come, many of them in response to the aforementioned areas of growth identified in the previous section.

Re-Engage Students Following COVID-19 Remote Learning
Geography faculty and staff have started to implement a number of strategies for re-engaging students following COVID-19 restrictions, many of which are now feasible with a return to in-person instruction. One such strategy is a community building session in the Career Preparation I (GEO 204) course early in the Fall 2022 semester where

students were able to interact with faculty members to learn about their research and teaching as to become oriented with co-curricular opportunities and high-impact practices available through the Geography Program. At the time of this writing, a full colloquium speaker series is in preparation, including several in-person speakers who will visit campus and interact with students, as well as a resumption of the Department's annual Alumni Day and GIS Day activities. Recruiting efforts are likewise planned for the Geography of Chicago (GEO 306A22), Geography of Baja California (GEO 306A28), Japan Explorations (GEO 306A26) field courses prior to their offering in Spring and Summer 2023. Geography faculty and staff plan to continue these and other efforts into the future to re-engage with students and to re-build community and opportunities that were disrupted by COVID-19.

Develop Strategies to Address the Performance Gap
Geography faculty and staff, along with our colleagues in Geology, have begun to organize informal discussion sessions to share challenges and strategies for student success related to the performance gap, particularly in 100-level courses. The sessions have been very productive thus far, and many faculty members have instituted new strategies in their courses in the Fall 2022 semester to assist with student success. The Department plans to continue these discussion sessions throughout the academic year as an outlet for instructors to share successful strategies with each other, and we also will look to the Illinois State Center for Integrated Professional Development for additional guidance and support. The Geography Program also plans to review its current curriculum to ensure that skills such as writing, information fluency, logical argumentation, and analytical thinking are covered adequately in Geography core courses for the major. We also will review the current version of the Student Learning Outcomes Assessment plan to consider the addition of assessment metrics for these skills. Financial support from the University will be important here as well.

Since we do not have Graduate Teaching Assistants for any courses in Geography, including large sections at the 100-level, we rely heavily on paid, hourly Undergraduate Teaching Assistants (UTAs) for assistance. These UTAs are especially helpful for assisting students in a large course outside of class, and for ensuring that methods of evaluation in the course include a variety of assignments that may resonate with diverse learners in meaningful ways. Although we recognize the investment in UTAs as essential for students in the course, the faculty member who teaches the course, and the UTA as well, our budget for UTAs has tripled since pre-COVID times and is unsustainable in the future given the greater reliance on UTAs for addressing the performance gap. The number of General Education students that we serve continues to remain very high, and as the sizes of these sections increases so do the challenges for making sure all students stay on track.

Ensure that Geography Remains a Key Role in General Education
Geography's role in General Education is mutually beneficial for the Program and University by serving a large number of Illinois State students who are provided exposure to a major and career path that they might not otherwise consider. Arguably, today's globalized world requires a higher-level understanding and appreciation of different peoples and places while we collectively confront important environmental and social challenges of our times, for which Geography serves an irreplaceable role. Illinois State Geography faculty are passionate in our belief that Geography matters, and every Illinois State student may benefit from the perspectives that Geography courses provide for understanding our complex world today.

A critical objective for the Geography Program is to ensure our integral role in General Education as the program is redesigned for the future. Key here is the continued inclusion of World Geography (GEO 135) and Human Geography (GEO 142) in prominent roles in the new General Education curriculum, as well as the addition of other Geography courses as options for the new General Education requirements. The relevance of Geography to society today as a discipline that transcends the social sciences, natural sciences, and humanities makes it a natural fit for several potentially new General Education categories (e.g., global diversity, sustainability, social justice). Geography faculty look forward to opportunities to contribute to the new General Education program as it is redesigned.

Expand Geography Major Recruitment Efforts, especially to Increase the Number of Freshmen, Women, Students from Underrepresented Groups, High-Achieving Students, and Community College Transfers
The Geography Program plans to revamp and expand Geography major recruitment efforts in the aftermath of remote learning during the COVID-19 pandemic which hampered recruiting efforts in 100-level courses as well as with incoming freshmen and transfer students. Recruitment efforts will especially focus on expanding the number of freshmen, women, students from underrepresented groups, high-achieving students, and community college

transfers in the Illinois State Geography Program. Recruiting will continue to include broad activities such as reviewing and updating our existing recruitment plan, improving the Department website, updating recruiting brochures, participating in campus open houses, and creating videos and other media that highlight Geography courses, faculty research, and other aspects of the Program. In addition, we plan to develop new targeted recruiting strategies. For example, we intend to explore the possibility of developing scholarships for high-achieving freshmen, and to leverage our existing networks with the Illinois Geographic Alliance and contacts at high schools to expand the number of incoming freshmen Geography majors.

New strategies will be implemented to recruit students from diverse backgrounds, such as targeted recruiting through collaboration with affinity groups on campus (e.g., Brown Boots, residence hall floors) that may share a common interest in Geography. Implementation of action items from the URGE report, such as creating a resource map of assets to support students of color at Illinois State, incorporating intentional outreach to registered student organization on campus that focus on students underrepresented in the geosciences, developing safety plans for inclusive field experiences, and proposing improved methods for tracking of student demographic data will also be utilized to support recruiting efforts and to ensure that all students feel welcome in the Program. The Geography Program plans to continue explore additional recruitment strategies for external transfer students from community colleges. The recent success of a new articulation agreement between the Illinois State Geography Program and Lincoln Land Community College is an initiative that may serve as a model for similar agreements with other community colleges in the future. Recruitment from community colleges will be especially important in the future as national trends indicate substantial growth in the number of community college programs that offer courses and an associate's degree in Geography.

The implementation of the Department's new Environmental Systems Science and Sustainability (ESSS) degree provides new opportunities for synergy for the Geography Program, yet also poses issues of overlap that require ongoing attention to ensure the unique identify and continued overall success of both programs. Now that the ESSS Program has been established, continued collaboration with the Geography Program will be beneficial to encourage overlap between aspects of both programs where feasible, while also recognizing the importance of maintaining a separate identify for each Program that is not detrimental to the other. For example, this includes efforts to ensure that the ESSS and Geography curricula are unique despite some similarities in core course requirements, and to ensure that both programs do not compete against each other in student recruitment efforts. To assist in this area, Geography faculty plan to explore the possibility of consulting an external reviewer from another university with established undergraduate programs in both Geography and Environmental Science as we ensure the continued mutual success of both the Geography and ESSS degrees at Illinois State.

Continue to Support Professional Development for Geography Teacher Education Students
Providing continued support for Geography Teacher Education students is another important goal for the future through continued implementation of the initiatives discussed earlier in this report in response to the previous Program Review in order to increase pass rates of students on state licensing examinations and to support student performance in general. In addition, the Geography Teacher Education Program has the benefit of resources and events coordinated by the Illinois Geographic Alliance (IGA) that is also housed in the Department of Geography, Geology, and the Environment. The IGA coordinates numerous professional development activities every year, including summer workshops on various topics related to Geography education and an annual conference under the theme of "Geography Education in the 21st Century." Our goal for the future is to increase the participation of Illinois State Geography Teacher Education students in IGA-sponsored and other professional development activities as students prepare for their teaching careers. Finally, we plan to explore the potential of hiring a new faculty member with expertise in Geography Education to help support the Illinois State Geography Teacher Education Program amidst the growing workload in advising by Jill Thomas who also coordinates Geography Teacher Education and is a University Supervisor as part of her duties.

Expand Opportunities in Urban Geography/Planning
The high demand in urban geography and planning careers along with recent hiring of new Geography faculty with urban and planning expertise creates a fruitful area where we can grow the Geography Program further. We plan to do so by increasing the visibility of urban geography/planning as a career path through the Geography major through enhanced marketing and recruiting efforts, and by increasing the professional development opportunities available to current Geography majors who wish to pursue a career in urban geography/planning. For marketing and recruiting efforts, we plan to develop urban geography/planning-focused recruitment media for use on our

website, in open house recruiting events, and in both Geography courses and related courses in other programs across campus.

Recruitment efforts also will work towards increasing the number of students who complete the Urban Studies minor, which we now advise since 2020, and using the Urban Studies minor as a good pathway to recruit students who may be interested in the Geography major. We also plan to ensure that urban geography/planning courses are included in other programs across campus where relevant. To strengthen the professional development of current Geography students, we plan to create a new concentration in Urban Geography/Planning that will that provide guidance for students as they consider and prepare for different careers paths in urban geography/planning. We also plan to explore options for developing micro-credentials or badges for urban geography/planning at Illinois State.

Expand the GIScience Curriculum as Feasible and Continue to Lead GIS Instruction on Campus
As demand for careers in GIS that employ our Geography graduates remains high, we plan to continue to review our GIS curriculum regularly and explore ways to expand on the number of GIS courses offered whenever feasible to keep up with growth in the field. In some cases, they may require continued updates and revisions to existing courses, while in other cases it may require entirely new courses. For example, we recently proposed two new courses in unmanned aerial systems (UAS; aka "drones") (GEO 212 and GEO 324) and another course in Python scripting (GEO 325) to expand our GIScience curriculum further. GEO 212 was offered for the first time in Spring 2022 while the GEO 325 course will be offered in Spring 2023. We expect to offer all three courses regularly, which will increase student experience with scripting and UAS further, both skills in demand for many GIS career paths. When updates to existing courses or the addition of new courses is not feasible, we will continue to explore other options for ways our students may continue to add to their technical skills. In some cases, this might be best achieved through an independent study or an internship in workplace setting, and these assessments remain important considerations for faculty who advise students with career interests in GIS.

Continued faculty engagement with our alumni and other professionals through conferences and guest speakers is likewise important for staying current trends in the field. The Illinois State Geography Program has led GIS efforts across campus for many years and intends to serve that role into the future as the demand for guidance and GIS instruction from other programs on campus has never been higher. We will continue to explore ways to expand the capacity in existing GIS courses in response to increased demand from other departments and units on campus, assuming that necessary resources (e.g., personnel, computer lab space) to meet the growing demand may be secured. The Geography Program is keenly interested in contributing to the new Data Science undergraduate degree that has been proposed which will be another avenue of growth in the future. We also hope the University will address the issue of undergraduates certificates, currently not recognized, which would allow us to formalize a GIS Certificate that would appear on the transcripts of undergraduate students. Many programs at other universities already have an established GIS Certificate as part of their undergraduate Geography Program, so this recognition is important as we keep pace with other institutions.

Further Integrate Milner Library Services and Resources into the Geography Program
The Geography Program intends to explore additional service and resources provided by Milner Library, such as course LibGuides, textbook affordability programs, and resources that may expand the library's collection of Geography-related materials. The Department of Geography, Geology, and the Environment plans to utilize our Milner Library liaison to coordinate further with Kent LaCombe, Milner Library subject librarian, to develop these and other resources and services for use by Geography faculty, staff, and students. In addition, the Geography Program will explore possible expansion of GIS software available in Milner Library computer labs that is now possible through the ESRI campus site license. Finally, Geography faculty will work closely with the Milner Library subject librarian to develop information fluency skills and competencies that may be incorporated into Geography courses, including the new Qualitative Research Design and Methods course (GEO 375), as well as the Geography assessment plan.

Curriculum Updates and Other Initiatives
In addition to the other initiatives described previously, we plan to address the following prior to the next Program Review:
- Revise our Geography major concentrations that provide guidance for students as they consider career options and prepare their plans of study in the major
- Continue to review course names and update as needed

- Expand course offerings in physical geography
- Encourage faculty to continue sharing content/topics covered in courses to ensure full coverage of the discipline throughout the curriculum.
- Continue to use the annual assessment review to revise aspects of the program as needed in between program review periods
- Explore additional ways to develop student skills in writing, analytical thinking, logical argumentation, and oral presentations
- Revise the current assessment plan to include assessment of information fluency skills and competencies, writing skills, logical argumentation, and analytical skills
- Expand the number of students enrolled in the Environmental Studies and Urban Studies minors, consider efficient methods of assessment for both minors, and review courses that satisfy the minor to ensure inclusion of all relevant Geography courses in these minors
- Increase the number of students nominated for awards, and encourage additional conference participation by students

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

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee commends faculty efforts to grow the program's enrollment. The committee notes that the program's enrollment (considering primary and secondary majors combined) during the period covering the program review cycle increased (from 60 in 2015 to 76 in 2022). The committee notes the department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as female has increased from 18.6 percent in fall 2015 to 24.7 percent in fall 2022. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has fluctuated over the period of review, with an overall increase (from 13.8 percent in fall 2015 to 19.2 percent in fall 2022, reaching a high of 30.3 percent in fall 2017). The committee acknowledges the work faculty have completed regarding recruitment efforts and that this work has been successful in enrolling both first-time-in-college and external transfers as first and second majors in the program (e.g., recruiting efforts in 100-level general education courses, sending personalized letters to high school students enrolled in Advanced Placement in Human Geography courses, sending Illinois State students in the Geography Club to serve as advocates at local community colleges). We applaud the development of an articulation agreement with Lincoln Land Community College to form a streamlined pipeline for students transferring into the program. The committee commends the program for the use of several endowed scholarship funds for retaining students and for exploring ways to use scholarships to support recruitment as well.

The committee commends the program faculty for their efforts to support the success of their students. We commend the program faculty's informal discussions to share challenges and strategies to develop approaches to address student performance gaps in 100-level courses. The committee commends the department's work to raise funds to update and upgrade facilities (both space and equipment) that support student learning and faculty scholarship (in particular the new laboratory for Environmental Analysis). We commend the department for housing the Illinois Geographic Alliance, a grassroots organization of geographic educators dedicated to excellence in teaching within the discipline. The committee commends the program for the creative and varied co-curricular and extra-curricular options (e.g., The ISU Geography Club, Gamma Theta Upsilon Honors Society) it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field both locally and through study abroad programs. The committee commends the advising services provided

to students as they enter the program (both FTIC and transfers), while enrolled, and for those rare few who decide to leave the program.

The committee commends the department for creating a standing Diversity and Inclusion committee. Their work, in conjunction with program faculty, is evidenced by the infusion of equity, diversity, and inclusiveness into both the curriculum (e.g., faculty's actions to review, revise, and refine pedagogical practices and course materials through an EDI lens) and co-curricular activities (e.g., the Geography of Chicago course that takes students to Chicago neighborhoods to meet with local experts and experience the locations directly). The committee notes that the program faculty participated in the ALIGNED (sponsored by the American Association of Geographers) and the Unlearning Racism in the Geosciences (URGE) projects with a goal of creating a more inclusive learning environment. We commend the program faculty for submitting a course for consideration to meet the university's IDEAS requirement.

The committee commends the faculty for their substantial work during the period of review to revise the curriculum to ensure that the content reflects changes within the discipline and evolving workforce demands. This work included revisions to capstone options, the creation of a new Career Preparation course, a reduction in overall required credit hours, the addition of GEO 138 as a requirement, the development of seven new 300-level courses, and an update of four concentrations within the major. We commend the program for its strong support of hands-on field experiences that are incorporated into courses and a required off-campus internship capstone experience. The committee commends the department for the changes made to better facilitate undergraduate student participation in the Honors program on campus. The committee commends the work completed between the department and the subject librarian to infuse learning information fluency skills during the new GEO 375 course. Finally, the committee commends the program faculty for their continued support of Illinois State's General Education program.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to make program changes, and several examples of these changes were specified (e.g., using an analysis of assessment data to inform optimal sizes of introductory courses like GEO 142 and identifying needed faculty expertise for new faculty hires)

The committee recognizes the faculty members of the program for their scholarly contributions to the Department of Geography, Geology, and the Environment to the B.A., B.S. in Geography program. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. We commend the program faculty for their support of student research resulting in 44 student presentations at Illinois State's Research Symposium over the period of review. The program faculty regularly engage in professional development opportunities, including wide participation of the GROWTH Change Team, EDI Leadership Circle, and STEM EDI Taskforce events. Additionally, we recognize that every faculty in the program has been activity involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives to improve the program at Illinois State.

The committee commends the program faculty for being accredited by the Council for Accreditation of Educator Preparation (CAEP) for the Geography Teacher Education Program. Furthermore, we also commend the program faculty for maintaining program standards that meet the Illinois teacher licensure requirements set by the Illinois State Board of Education which makes graduates qualified to teach in all areas of geography in grades 5-12.

Recommendations.
The Academic Planning Committee thanks faculty members of the Department of Geography, Geology, and the Environment for the opportunity to provide input regarding the B.S. in Geography program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of

collaboration with Geography program faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for enrollment management. The committee notes that demand for the program remains strong as reflected by the relatively stable enrollments even during the height of the COVID pandemic. The committee recommends that the program continue to work with Enrollment Management and Academic Services and the Office of the Provost to continue refining and implementing their plan for student recruitment, including determining ideal target levels. We recommend that the program faculty monitor the impact of factors like the new ESSS program, the continued decreased enrollments in the GEO Teacher Education program, and the impact of both the ALIGNED and URGE initiatives.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing strategies for recruiting students from groups who are traditionally underrepresented in the program and discipline to meet their stated targets. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring trends within student retention and time to degree metrics, particularly and address potential inequities that may exist.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field including assessing the impact of recent revisions. The committee recommends that the faculty continue to explore ways to infuse issues of equity, diversity, and inclusion into the program. We recommend that the program develop a plan to identify quality indicators and metrics to monitor and assess student learning in the associated minors program.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee noted that the assessment plan has a heavy reliance on course grades and recommends that the program continue to add more indirect measures to their assessment activities. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

Continue to look externally for aspirational initiatives. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee recommends that the program continue this approach to develop strategies for addressing priority initiatives for the program including student recruitment, student diversity, and participation in co-curricular activities, as well as curricular development. Furthermore, consider how these initiatives could be operationalized including identifying resources needed for success.

REVIEW OF THE B.A., B.S., IN HISTORY

Classification of Instruction Programs (CIP) Code: 54.0101
History

OVERVIEW

The **B.A., B.S., in History** program at Illinois State University is housed in the Department of History within the College of Arts and Sciences. The Department of History houses two degree programs: B.A., B.S. in History, and M.A., M.S in History. In addition, the department offers a minor in History and hosts three interdisciplinary minors (African Studies, African-American Studies, and Urban Studies). The Department of History also contributes to 13 interdisciplinary minors hosted by other campus units (Women's and Gender Studies, Middle East and South Asian Studies, Classical Studies, Latin American and Latino/a Studies, Interdisciplinary Studies, International Studies, Ethnic Studies, Native American Studies, Cinema Studies, Children's Studies, Religious Studies, Civic Engagement and Responsibility, and Peace and Conflict Resolution Studies).

The B.A., B.S. in History program is designed to prepare students for a wide variety of careers, for graduate studies, and for teaching positions in secondary schools. Students enrolling in the program select the History General sequence, History General accelerated sequence (established in 2021), History-Social Sciences Teacher Education sequence, or History-Social Sciences Teacher Education accelerated sequence (established in 2021). The last review of the B.A., B.S. in History program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
M.A., M.S., in Applied Economics, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
History General sequence	138	115	131	155	141	117	109	106
History General accelerated sequence								
History-Social Sciences Teacher Education sequence	239	278	286	297	314	343	382	370
History-Social Sciences Teacher Education accelerated sequence								
Total	377	393	417	452	455	460	491	476

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
M.A., M.S., in Applied Economics, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
History General sequence		46	36	42	45	45	50	40
History General accelerated sequence								
History-Social Sciences Teacher Education sequence		41	32	38	42	49	44	65
History-Social Sciences Teacher Education accelerated sequence								
Total	99	87	68	80	87	94	94	105

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

<p style="text-align:center;">**EXECUTIVE SUMMARY**
PROGRAM REVIEW SELF-STUDY REPORT</p>

Program goals

1. Discuss diverse time periods, peoples, situations, and societies; to perceive past events and issues as they were experienced by people at the time; to comprehend the interplay of change and continuity; to grasp the complexity of historical causation; to appreciate the often tentative nature of judgments about the past; to understand the relationship between geography and history as a matrix of time and place, and as a context for events; and to read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.
2. Conduct original historical research.
3. Communicate historical knowledge and explanations to other people.

Student learning outcomes

Graduating seniors will be able to:

1. Discuss diverse time periods, peoples, situations, and societies; to perceive past events and issues as they were experienced by people at the time; to comprehend the interplay of change and continuity; to grasp the complexity of historical causation; to appreciate the often tentative nature of judgments about the past; to understand the relationship between geography and history as a matrix of time and place, and as a context for events; and to read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.
2. Conduct original historical research. This involves the ability to:
    a. design analytical and historiographically significant research questions
    b. find and analyze primary source evidence
    c. construct an interpretation that answers the questions posed in the project
    d. situate the interpretation in the historiography of the topic being analyzed.
3. Communicate historical knowledge and explanations to other people. This involves the ability to:
    a. present a historical interpretation in a well-organized and logical manner
    b. to follow proper rules of grammar and syntax; and to convey the interpretation in prose that engages the reader

Program curriculum (2021-2022)
Graduation requirements

B.A., B.S. in History (History General sequence): 120 credit hours including 37 credit hours for the degree program and 39 credit hours for General Education. The 37 credit hours for the degree program include 16 credit hours of core History courses and 18 credit hours of history elective courses.

B.A., B.S. in History (History General accelerated sequence): 120 credit hours including 37 credit hours for the degree program and 39 credit hours for General Education. The 37 credit hours for the degree program include 16 credit hours of core History courses and 18 credit hours of history elective courses. At least three courses must be taken for graduate credit.

B.A., B.S. in History (History-Social Sciences Teacher Education sequence): 120 credit hours including 87 credit hours for the degree program and 39 credit hours for General Education. The 87 credit hours for the degree program include 43 credit hours of history courses and 25 credit hours of professional education courses.

B.A., B.S. in History (History-Social Sciences Teacher Education accelerated sequence): 120 credit hours including 87 credit hours for the degree program and 39 credit hours for General Education. The 87 credit hours for the degree program include 44 credit hours of history courses and 28 credit hours of professional education courses. At least three courses must be taken for graduate credit.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
18 tenure track faculty members (8 Professors, 8 Associate Professors, and 2 Assistant Professors)
21 non-tenure track faculty members (5 full-time, 16 part-time, totaling 10.2 FTE)
Undergraduate student to faculty ratio: 19 to 1
Undergraduate student to tenure-line faculty ratio: 30 to 1

Specialized accreditation
The History Teacher Education Program is accredited by Council for the Accreditation of Educator Preparation (CAEP) which is the University's education accreditation. The History Teacher Education Program is currently approved for licensure of teacher candidates. Completion of the History-Social Sciences Education Teacher Certification sequence enables students to apply to the ISBE for Professional Educator License with credentials to teach the social sciences in grades 9-12 and, with an additional endorsement, grades 6-8.

There are no plans to pursue additional specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
With almost all of the TT faculty having received doctorates from prestigious, highly selective graduate programs and all of them deeply engaged in their sub-fields, the History Department is reflective of intellectual trends in the discipline, such as those emphasizing cultural history (including topics directly related to race, class, and gender) and increased interest in Africa, Asia, the Middle East, and Latin America. Also, historical research is now more driven by interdisciplinarity—reflected in the Department's involvement in a significant number of interdisciplinary minors—and is frequently transnational, which the Department reflects by teaching, to cite just a few examples, both undergraduate and graduate courses in the Atlantic World, World Religions, and Global Conflict.

In recent years, historians have also more closely examined pedagogical issues, including especially how history surveys are taught. The American Historical Association, for example, launched a "Tuning Project" to review curricular materials from a wide range of institutions, analyzing, among other issues, how historical skills are taught in 100-level courses and the B.A., B.S. in History relationship between skills and content coverage. Our faculty have closely followed these discussions and we twice invited distinguished historians engaged in this scholarship of teaching and learning to ISU to lead teaching workshops for the Department.

As in all fields, technology (or digital history) has altered the way historians conduct scholarship and teach: documents that once necessitated overseas travel and archival work are now available in our offices, the existence of scholarly virtual reference works has expanded ready access to a wide array of research materials on a variety of topics, and student projects sometimes revolve around archiving and or disseminating historical artifacts for the broader public. One of our faculty members has developed a new course on Digital Methods in Historical Research and many of them also incorporate digital history into their existing courses.

In terms of demand for graduates, a degree in History continues to prepare students for a large number of occupations, for various professional or graduate schools, for lifelong learning, and for thoughtful citizenship in a globalized world. For general History majors, the degree provides them with high-level analytical and communication skills. Employers prize such skills. Indeed, a recent study by the Association of American Colleges and Universities found that 80 percent of employers prefer new college graduates who have an education grounded in the liberal arts. For those pursuing the History-Social Sciences Education sequence, their degree gives them both the content and pedagogical knowledge they need to succeed as secondary school teachers. Demand for well-trained teachers has risen in recent years due to increased retirements on the K-12 level. There is anecdotal evidence of a teacher shortage developing, particularly in the Sun Belt, which would only further increase the demand for our graduates.

Responses to previous program review recommendations

1. *Continue efforts to increase diversity among students with respect to gender and race/ethnicity, in doing so augmenting the strategy of increasing diversity among faculty with other strategies; strategies that might be considered include, but are not limited to, establishing an interdisciplinary sequence within the major, adding courses in non-Western history, and modifying requirements for minors.*

We responded to this recommendation by:
- Developing a program to award recruitment scholarships to students from underrepresented groups who had been admitted to the major. This program was funded at $15,000. After a two-year halt due to lack of funding, the Department resumed the program in FY21 ($10,000) and FY22 ($20,000) and broadened it to include first generation in college students. Another round funded at $15,000 will be implemented in FY23. We also maintained the Harmon recruitment scholarship, which targets incoming freshmen or transfer students from underrepresented groups, and, in FY22, began a pilot program funded at $5,000 to award modest retention scholarships targeted at freshmen who are first generation in college.
- Promoting the development of Native American Studies into a program with its own course designation.
- Adding new courses in non-Western History or in courses related to gender and race: HIS 105 (World History), HIS 285 (History Study Abroad), HIS 328 (Modern Civil Rights Movement), HIS 332 (Environmental History), HIS 334 (Nazi Germany), HIS 350 (Women and Sexuality in Ancient Greece and Rome), HIS 367 (Global Conflict: 1914-1941), and HIS 370 (Cultures of Empire: the British Raj in India); IDS 254 (World Religions).
- Modifying requirements for the minor: we decreased the hours in the minor from 21 to 18 and eliminated required courses by topic area group.
- Creating a Women's History Club.
- Enhancing retention efforts: Devising a list of recommended teaching strategies to minimize DFW rates in lower-division surveys and make DFW rates more consistent across sections; creating HIS 100 to orient freshmen to the Department and University; experimenting with having seniors from HIS 390 serve as Fall semester mentors to students in HIS 100.
- In TT hires, recruiting one woman (T. Soja) and two men (K. Pluymers and N. Kapoor). We also twice successfully retained one African-American faculty member who had received offers from other institutions.
- Revamping the décor of the Department's main floor to be more culturally inclusive and funding a museum quality interactive exhibit highlighting the history of gender and race relations.

2. *Explore options for increasing employment opportunities for graduates of the history-social sciences teacher education sequence, such as preparing students to teach in states with licensing reciprocity agreements with Illinois and preparing students to teach overseas.*
- In response, we revised the required course sequence in History-Social Sciences Education program to include two professional development components: a presentation from ISU Career Services in HIST 390 and a presentation from two high school administrators in HIST 391. We have also promoted study abroad teaching opportunities in England and Taiwan and, most recently, our spring symposium included a session led by alumni who teach abroad entitled, "International Teaching: Voices from the Field."
- This academic year, the Department will pilot a program developed by the College of Education to place student teachers in secondary schools in San Antonio, Texas.

3. *Considering the future direction of the program curriculum and the students the program hopes to enroll, strategically prioritize sub-discipline expertise to be sought in tenure track faculty recruitment during the next program review cycle.*
- The faculty held several meetings devoted to discussing this issue and ranked TT line requests in the following manner:
  1. Early Modern Europe, with a focus on the Atlantic World and/or Environmental history. In addition to filling curricular needs, this request reflected our desire to increase the appeal of our program to students in other disciplines in CAS and increase the diversity of our students (Atlantic World brings together the histories of Africa, Europe, North America, and South America). The request also reflected the growing prominence of environmental history as a sub-field in our discipline. We won approval for this line, conducted a successful search, and the hire began at ISU in August 2018.

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2. History of Science. This request aimed to fill a huge gap in our curriculum and to increase the Department's presence in interdisciplinary research across campus. We won approval for this line, conducted a successful search, and the hire began work at ISU in August 2022.

3. History of Nineteenth-Century Europe. This request reflected our need to offer more courses in this sub-field and serve the interdisciplinary European Studies minor and major. We won approval for this line, conducted a successful search, and the hire began work at ISU in August 2022.

4. *Establish a target enrollment range achievable and sustainable given recent enrollment patterns, factors internal and external to the program and to the University, and anticipated resources available to the department and program.*
   - In 2018, the Chair and the Director of Enrollment Management and Undergraduate Studies analyzed the enrollment history of the program since 1991, national trends in the history major, and the market for secondary school teachers in Illinois. We determined that the maximum enrollment target for the program was around 500 students. We assumed that our TT lines would increase as we approached this number in order to bring our student to faculty ratio more in line with those of both comparator and aspirational programs (for Fall 2021, those ranged from 6:1 to 15:1; our Department's was 22:1). In Fall 2021, the program's enrollment was 493 – right at our target. Unfortunately, our assumption about TT instructional resources proved to be wrong, as our TT lines fell from 24 in 2014 to 22 in Fall 2021.

5. *Develop and implement recruitment and retention strategies to achieve target enrollment, with an emphasis on recruiting and retaining females and students from historically underrepresented groups.*
   - The program faculty has made changes to recruitment and retention strategies for specific efforts to recruit and retain females and students from historically underrepresented groups.
   - The program faculty has made changes to changes to the curriculum, all of which were related to recruitment and retention.
   - The program achieved its target enrollment in Fall 2021.

6. *In response to student feedback solicited via exit surveys, strategize and implement ways to provide additional support for majors not enrolled in the teacher education sequence.*
   - In Spring 2021, we reorganized the responsibilities of our two academic advisors. Prior to 2021, the advisors divided up students alphabetically, which meant that advisement for non-History Education students was the same as for those in the teacher education sequence, even though the History Education program has several TT faculty and an AP position specifically devoted to it. To provide closer support for the non-History Education students, we changed the job duties of one advisor, removing teaching responsibilities to free up time to advise all the History Education students (c. 75 percent of the program) and shifting all the non-History Education majors to the other advisor.

7. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed; ongoing assessment should include systematic review of feedback provided by students in their senior capstone course to identify patterns of student concerns.*
   - We have followed this recommendation.

Major findings
We believe from the process and evidence of the self-study that the program continues to play a central role in the University and the state. Not only are we the largest overall History and largest History-Social Sciences Education program in Illinois, we also provide a significant number of General Education and AMALI seats that help all students, regardless of major, understand global diversity and the complex world in which they live. With high standards for reading and writing, courses in the Department foster skills of oral and written communication and train students to think critically. History courses are central to multiple interdisciplinary minors, including in particular African-American Studies, Native American Studies, and Women's, Gender, and Sexuality Studies, and the Department stands at the forefront of ISU's internationalization efforts. Enrollment in the program has steadily increased since the last program review and the Department has successfully met its enrollment target range – an achievement that is testimony to the excellence of our program and the promotion of it by engaged alumni throughout Illinois.

Our findings also suggest that the major is fundamentally strong, with a solid curriculum for general History majors, quality training for History-Social Sciences Education majors in addition to outreach efforts to enhance the professional development of Illinois teachers, and a growing number of opportunities—from study abroad to internships and co-curricular activities—to complement the excellent instruction provided in the classroom. Surveys of alumni and of seniors reveal a high degree of satisfaction among our advanced students and graduates, who find the program challenging and who rate the quality of instruction very highly.

The core strength of the Department remains its faculty members committed to the scholar-teacher-citizen ideal and its talented staff whose dedication to the unit's students is unsurpassed. Since the last program review, 3 faculty members were tenured and promoted to associate professor and 7 were promoted from associate to full professor. Recent hires in the fields of Early Modern Europe/Environmental History, the History of Science, and the History of Nineteenth-Century Europe have diversified and enriched our curriculum and interdisciplinary work across campus. The 26 volumes published since 2015; the national prominence of faculty as seen in such accomplishments as Fulbright and NEH Fellowships and journal editorships; and the 27 major university and college awards since 2014 for teaching, research, and service all evoke the Department's important contributions to ISU's mission.

We do not foresee any lack of demand for the program as it now exists. Nevertheless, we believe that the Department should encourage faculty to explore ways to incorporate digital history and methods into their courses. Digital history might be connected with public and regional history as a distinct "concentration" within the major – as noted above, exploring the feasibility of such concentrations is an "action" item reflective of our investigation of aspirational programs.

We also are committed to continuing our analysis of how to integrate the teaching of historical knowledge with the teaching of both historical thinking and basic analytical and communication skills. Our attention to this issue derived from our Assessment process and wider discussions within the discipline and has been expressed so far primarily in the guidelines the faculty developed for the instruction of 100-level courses.

Initiatives and plans
Initiative 1: Conduct a thorough review of the curriculum. We have already begun this process by developing guidelines for our survey and core courses and by beginning informal discussions concerning the skills/content debate in the discipline. We now need to embark upon a more formal comprehensive review of our curriculum as part of our exploration of the feasibility of creating "concentrations" in the major and of creating a two-semester capstone course. Such a review would also necessarily inform our choice of tenure-track line priorities (see next initiative).

Initiative 2: Determine the future of the Department through prioritizing tenure track line requests. The TT line decisions the Department makes in the next several years will have profound consequences for its future. This is the case for two main reasons:

- The Department's Fall 2021 student to faculty ratio of 22:1 is significantly larger than that of comparable programs. This ratio is inconsistent with our dedication to provide individualized attention to our students, to teach writing and historical thinking, and to maximizing our students' chances for success. It also poses a significant obstacle to curricular reform. Finally, it means that any faculty leaves – for scholarly, personal, or administrative reasons – distort our course schedule by limiting the electives we can offer, forcing remaining TT and NTT faculty to teach overloads, and requiring the assignment of NTTs to upper-division courses normally taught by TT faculty.

  In short, to maintain its standard of excellence, the Department must have more TT lines – at least five more, to bring our total to 27. Assuming a continued enrollment of around 500 students, a TT faculty of this size would make our student to faculty ratio 18.5:1, a much more appropriate figure than is currently the case. Five additional lines would have a major impact on our possible course offerings and the intellectual climate of the Department, so they would need to be chosen in a strategic manner.

- The Department is facing a generational turnover in its ranks in the near future, as the large cohort hired from c. 1998 to 2004 retires. The faculty need to prioritize the sub-discipline expertise we want in vacated lines, in light of the future direction of the program curriculum and the diverse students we hope to enroll.

Initiative 3: Continue to work on increasing the diversity of our students and faculty. Specifically, we need to increase the share of minority students in the program to over 20 percent and to increase the share of women in the program to over 40 percent. The achievement of these targets would put the Department's student profile on par with other History departments across the United States. Simultaneously, we should continue to work with HR and CAS to follow best practices concerning the recruitment and retention of faculty from underrepresented groups.

Initiative 4: Continue to enhance faculty research productivity. Historical research demands both time and travel funding, as most faculty pursue their research through archival research. For about 50 percent of the TT faculty, this involves international trips. Given the Provost's Office's recent new policy concerning variance funds, the Department will no longer be able to rely on this source of funding for research support, as it has in the past. Something will have to fill that gap – a larger Department permanent bucket for research support, an increase in CAS support, targeted University funding of research in the humanities, and/or continued RERIP funds. In addition, the Department should continue to encourage (and reward in the ASPT process) the pursuit of internal and external grants, to support sabbaticals, to devise efficient teaching assignments, and to "bank" outside-the-classroom instruction (such as supervising graduate Field of Study exams and Master's theses) and above-normal service.

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle, placing the program as the fourth largest in the nation. We note that the program's enrollment increased significantly (from 393 in 2015 to 491 in 2021), which contrasts with national trends that show declining numbers of majors. The program indicates that, with current resources, this enrollment level has resulted in a higher than ideal faculty to student ratio (currently at 22:1) and suggests that the addition of two more tenure track faculty would allow the program to grow to an ideal of 500 majors. The committee commends the department faculty for efforts to increase the diversity among its students. The percentage of students identifying as female has increased from 33.7 percent in fall 2015 to 38.2 percent in fall 2021. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has also increased (from 15.3 percent in fall 2015 to 17.6 percent in fall 2020), getting closer to their target of 20 percent. The committee commends the program for the use of scholarship funds for recruiting and retaining students. The committee acknowledges the work faculty have completed regarding recruitment efforts and that this work has been successful in enrolling both first-time-in-college and external transfer as first and second majors in the program (e.g., recruiting efforts admissions events like Redbird Days, Presidential and University Scholars events, sending hundreds of personalized letters to high school students and teachers, and hosting the Capitol Forum on America's Future).

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee applauds the extensive revamping of the public spaces to include decorative items that reflect a broad and global diversity to foster a more inclusive environment for students, faculty, and staff. The committee commends the program for the creative and varied internships and co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field, participate in civic and community engagement, and network with potential employers. We applaud the program faculty for their support of the annual History-Social Science Education Symposium which regularly attracts not only faculty and students, but also local secondary school teachers. We further commend the program faculty for

their long-standing support of study abroad opportunities to visit diverse international cultures (e.g., summer, semester, and year-long programs in England and Italy). The committee commends the program faculty for their support of the Honors program as evidenced by recent work to allow greater access for majors that contributed to increasing participation from 6.5 percent in Fall 2017 to 11.6 percent in Fall 2021.

The committee commends the faculty for their substantial work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This work included the development of a new one credit course HIS 100 Introduction to History designed to support freshmen as they transition to college and to support their success in the program. Additional curricular work included sequencing revisions to increase preparation for student teaching (as evidenced by a 100 percent pass rate on EdTPA) and removing HIS 200 as a prerequisite for 200- and 300-level courses (providing more scheduling flexibility). We also commend the program faculty for developing an accelerated sequence option for students interested in pursuing graduate studies in History at Illinois State. The committee commends the program faculty for their analysis of the curriculum with respect to DFW rates and the development of recommended strategies to address these rates in a small set of courses. The committee further commends the faculty for the creation of several new courses that further infuse Equity, Diversity, and Inclusion issues into the curriculum (including HIS 328 Modern Civil Rights Movement, HIS 334 Nazi Germany, HIS 367 Global Conflict: 1914-1941, HIS 285 History Study Abroad, HIS 350 Women and Sexuality in Ancient Greece and Rome, and IDS 254 World Religions). The committee further commends the program faculty for their support of and participation in institutional programs (e.g., General Education and AMALI).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in History. Faculty members are active researchers who author books, peer-reviewed journals articles, published monographs, and present at national and international professional conferences. The program faculty regularly engage in professional development opportunities, including wide participation of the GROWTH Change Team and other EDI focused events. Additionally, we recognize that faculty in the program has been activity involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom. The committee commends and congratulates the program faculty for earning Fulbright and NEH Fellowships as well as a wide variety of college and university awards for their teaching, scholarship, and service activities.

The committee commends the program faculty for being accredited by the Council for Accreditation of Educator Preparation (CAEP) for the History Teacher Education Program. Furthermore, we also commend the program faculty for maintaining program standards that meet the Illinois teacher licensure requirements set by the Illinois State Board of Education which makes graduates qualified to teach in all areas of social science in grades 9-12 (and grades 6-8 with additional endorsement).

<u>Follow-up Report</u>.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public universities and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty have prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2024.

<u>Recommendations</u>.

The Academic Planning Committee thanks faculty members of the Department of History for the opportunity to provide input regarding the B.A., B.S. in History program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Department of History faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention, time to degree, and graduation rates. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

Continue to refine your plan for enrollment management. While the committee commends the program for their growth, we recommend that the program continue to work with Enrollment Management and Academic Services and the Office of the Provost to refine and implement their plan for student recruitment. We also recommend that the program continue to explore available scholarship opportunities as part of the recruitment plan.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure including assessing the impact of recent revisions. In particular, we recommend that program faculty consider developing revisions to address "choke points" within the History-Social Sciences Education sequence that may be negatively impacting time to degree for students in that track. The committee recommends that the faculty continue to explore ways to infuse issues of equity, diversity, and inclusion into the program and to continue to explore developing courses that would satisfy the institutional IDEAS requirement.

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 the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in

providing input regarding the program and in mentoring students and provide employment opportunities for program graduates.

REVIEW OF THE M.A., M.S., IN HISTORY

Classification of Instruction Programs (CIP) Code: 54.0101
History

OVERVIEW

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The M.A., M.S. in History program is designed to help students develop skills in analysis and interpretation that are of significant value in government, law, and business careers. Some students in the program elect to pursue a doctorate in history. Many students are secondary school teachers seeking to broaden their content knowledge and strengthen their teaching skills. About half of the students enrolled in the program attend full-time and complete their degree in three or four semesters. The others, many in-service teachers among them, attend part-time and complete the program in three or more years. The last review of the M.A., M.S in History program occurred in 2014-2015.

Enrollment by Fall Census Day and Degrees Conferred by Graduating Fiscal Year, 2015-2022
M.A., M.S., in History, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Enrollments	35	26	31	37	36	36	31	25
Degrees	13	15	12	11	8	11	11	14

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
1. Display knowledge of vital themes and narratives in history at an advanced level of sophistication.
2. Display historical thinking and engage in historical analysis at an advanced level of sophistication.
3. Conduct original historical research with the potential for publication.
4. Display advanced knowledge of the historiography of general topic areas, such as, for example, "late modern Europe."
5. Communicate historical knowledge and explanations to other people with an advanced level of sophistication.

Student learning outcomes
Graduation master's degree students will be able to:
1. Display knowledge of vital themes and narratives in history at an advanced level of sophistication. This involves the ability to:
   a. discuss diverse time periods, peoples, situations, and societies, as well as identify, describe, and apply relevant historical information and details
2. Display historical thinking and engage in historical analysis at an advanced level of sophistication. This involves the ability to:
   a. perceive past events and issues as they were experienced by the people at the time
   b. comprehend the interplay of change and continuity

c. grasp the complexity of historical causation
d. appreciate the tentative nature of judgments about the past
e. recognize the difference between fact and conjecture to read evidence and arguments critically in order to draw conclusions about the past
3. Conduct original historical research with the potential for publication. This involves the ability to:
   a. construct historiographically significant research questions
   b. apply a research methodology and design appropriate to the subject matter
   c. find and analyze primary source evidence construct an interpretation that answers the questions posed in the project.
4. Display advanced knowledge of the historiography of general topic areas, such as, for example, "late modern Europe." This involves:
   a. identifying and understanding the lines of debate within the historiography of a topic, and, when appropriate, situating original research in the context of historiographical debate.
5. Communicate historical knowledge and explanations to other people with an advanced level of sophistication. This involves the ability to:
   a. present a historical interpretation in a well-organized and logical manner
   b. follow proper rules of grammar and syntax
   c. convey the interpretation in prose that engages the reader.

Program curriculum (2021-2022)
Graduation requirements

M.A., M.S. in History requires 30-33 credit hours. The thesis option requires 3 credit hours core course and 21-23 credit hours of History elective courses and the completion of a thesis (for 4-6 credit hours). The field of study option requires a further 6 credit hours of History coursework in place of the thesis.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
18 tenure track faculty members (8 Professors, 8 Associate Professors, and 2 Assistant Professors)
21 non-tenure track faculty members (5 full-time, 16 part-time, totaling 10.2 FTE)

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
With almost all of the TT faculty having received doctorates from prestigious, highly selective graduate programs and all of them deeply engaged in their sub-fields, the History Department is reflective of intellectual trends in the discipline, such as those emphasizing cultural history (including topics directly related to race, class, and gender) and increased interest in Africa, Asia, the Middle East, and Latin America. Also, historical research is now more driven by interdisciplinarity—reflected in the Department's involvement in a significant number of interdisciplinary minors—and is frequently transnational, which the Department reflects by teaching, to cite just a few examples, both undergraduate and graduate courses in the Atlantic World, World Religions, and Global Conflict.

As in all fields, technology (or digital history) has altered the way historians conduct scholarship and teach: documents that once necessitated overseas travel and archival work are now available in our offices, the existence of scholarly virtual reference works has expanded ready access to a wide array of research materials on a variety of topics, and student projects sometimes revolve around archiving and or disseminating historical artifacts for the broader public. One of our faculty members has developed a new course on Digital Methods in Historical Research and many of them also incorporate digital history into their existing courses.

Other trends in the discipline of history that are relevant to the Department's Master's program have not changed a great deal from those that were apparent at the time of the last program review. Specifically, surveys of enrollment

by the American Historical Association found that the national number of history majors declined by about 23 percent from 2013 to 2016 and then declined again by 1.36 percent from 2016 to 2019. Data from IBHE on history enrollment shows a decline from 3347 History students (public and independent institutions) in Fall 2016 to 3171 in Fall 2020. Thus, the pool of potential History Master's students has been in decline the last several years, though it seems to have stabilized more recently.

At the same time, the number of new history Ph.D.s declined by about 15 percent from 2014-2020. The hiring of history tenure-track positions declined sharply after 2009 and has remained fairly stagnant since 2017. Consequently, the American Historical Association has increasingly urged doctoral students to consider careers outside of academia. These trends mean that Master's students have increasingly found themselves competing with recent Ph.D.s for appointments as NTTs and for positions at community colleges public history institutions. They also help explain why many Master's programs now include an option to concentrate on Public History.

Within this larger context of trends in the discipline, demand for the Department's Master's program has remained relatively stable: enrollment in Fall 2015 stood at 35; in Fall 2021 it was 31. This is due to the continuing desire of history and social science secondary school teachers to enhance their professional development by completing a Master's degree; the strong alumni base across the state generated by the popularity of our undergraduate History-Social Sciences Teacher Education program; and the general reputation for excellence that the Department enjoys. We have also benefited from increasing success in attracting international students to the program. Finally, with doctoral programs shrinking in size, talented students wishing to pursue a Ph.D. may be calculating that earning a Master's degree from our Department will enhance their ability to gain entry into a top-tier Ph.D. program. Indeed, several graduates of our program have gained admission to history doctoral programs at institutions such as the University of Michigan, Purdue University, and the University of Minnesota.

Responses to previous program review recommendations
1. *Implement a system for tracking and documenting student involvement in research and other scholarly activities*. We track student involvement in research and other scholarly activities through faculty ASPT reports, which include narratives of faculty activities in all areas of performance, including mentorship of students outside the classroom; Graduate Coordinator records; and records of Department expenditures and scholarship awards.

2. *Continue efforts to increase diversity among students with respect to gender and race/ethnicity; by so doing augmenting strategies for increasing diversity among faculty with other strategies*.
The program faculty reviewed and revised student recruitment and retention strategies and the program curriculum with a focus on student diversity and student inclusiveness.

3. *Establish and implement a systematic plan for tracking alumni and documenting their experiences*.
We enhanced our formal efforts to track alumni by significantly upgrading our presence on social media and assigning one of our APs the task of monitoring its traffic and posting new content. In 2021, we created an Alumni Advisory Board that met three times during the academic year and included, in addition to current faculty in the program, 28 graduates from both the undergraduate and graduate programs who teach throughout Illinois and beyond. The creation of the Alumni Board marks a much-needed improvement in our ability to track trends in alumni activities.

4. *Continue to encourage and support mid-career faculty members seeking promotion to the rank of full professor; strategies to be considered include, but are not limited to travel support and courses releases*. Since 2014, the Department has been able to provide $900 to $1100 in funds for research support for each TT faculty member, primarily in the form of support for travel. The Department has also frequently been able to use variance and SBC funds to enhance this travel allotment beyond the $1100 cap for faculty members who exceed it. Because of the growth in our majors (up by about 26 percent since 2014) and decline in our TT lines (from 24 in Fall 2015 to 22 in Fall 2021), we have not been able to institute a formal program of course releases for associate professors nearing promotion. Nevertheless, since the last program review, seven faculty members have been promoted from associate to full professor.

5. *Investigate ways to improve the out-of-class social and intellectual experience for students*. Since the last program review, we instituted one new out-of-class social experiences for our graduate students (an annual

orientation program, held each August in the week before classes begin) and significantly expanded our annual graduate student reception, held every September.

6. *Explore partnerships with other academic programs at the University to establish interdisciplinary specializations.* This recommendation has informed our hiring of TT faculty since the last program review. Specifically, since 2014 we have made three TT hires:

1. Early Modern Europe, with a focus on the Atlantic World and/or Environmental history. In addition to filling curricular needs, this hire reflected our desire to increase the appeal of our program to students in other disciplines in CAS and increase the diversity of our students (Atlantic World brings together the histories of Africa, Europe, North America, and South America). The hire also reflected the growing prominence of environmental history as a sub-field in our discipline.
2. History of Science. This position aimed to fill a huge gap in our curriculum and to increase the Department's presence in interdisciplinary research across campus. We won approval for this line, conducted a successful search, and the hire began work at Illinois State in August 2022.
3. History of Nineteenth-Century Europe. This hire reflected our need to offer more courses in this sub-field and serve the interdisciplinary European Studies minor and major.

   In addition, in late 2021, the Department joined with other units across CAS to establish a multi-disciplinary initiate focused on research in Science Studies.

7. *Investigate the merits of establishing a student exchange program with doctoral programs at other universities.* The Graduate Committee explored this idea in 2016. An investigation revealed that it would be less likely that a Ph.D. student at the University of Illinois would travel to Illinois State to take a master's level course, unless there was a specific faculty member they wanted to learn from. We concluded that travel would likely go one way – our students heading to Urbana-Champaign – which would deplete the numbers in our seminars and make it less likely that we could maintain three elective seminars per semester, which our students staying at Illinois State would need for time to degree. We therefore decided not to pursue a student exchange program.

8. *Continue to utilize data collected through student learning outcomes assessment to make program improvements and document how that has been addressed; short-term initiatives include, but are not limited to, assessment of HIS 490 and HIS 497 and implementation of clearer guidelines and standards for teaching the courses; ongoing assessment should include systematic review of feedback provided by students in their senior capstone course to identify patterns of student concerns.* We have used the assessment outcomes to guide faculty discussions regarding strategies to improve the teaching of core graduate courses. Upon the recommendation of the Graduate Committee, in consultation with the Assessment Coordinator, the faculty devised instructor guidelines for HIS 496 (Philosophy of History and Historiography) and HIS 497 (Research Seminar) to ensure these courses better met our program goals. These guidelines detail the student learning outcomes desired by the Department and the basic elements that should be included in each course, regardless of the instructor. We also changed the format of the HIS 490 Field of Study exam (FOS).

Major findings
We believe from the process and evidence of the self-study that the program continues to play an important role in the University and the state. Not only are we consistently the largest or second-largest history Master's degree program in Illinois, we also are unique in providing students with two equally rigorous and student-centered paths to completing the program, the thesis and the Field of Study. Surveys of alumni and of exiting graduates reveal a high degree of satisfaction with our program. They overwhelmingly praise the faculty's accessibility and knowledge, the academic challenge of the program, the instruction of critical thinking and communication skills, and the professional and co-curricular opportunities they were given.

The core strength of the Department remains its faculty members committed to the scholar-teacher-citizen ideal and its talented staff whose dedication to the unit's students is unsurpassed. Since the last program review, 3 faculty members were tenured and promoted to associate professor and 7 were promoted from associate to full professor. Recent hires in the fields of Early Modern Europe/Environmental History, the History of Science, and the History of Nineteenth-Century Europe have diversified and enriched our curriculum and interdisciplinary work across campus. The 26 volumes published since 2015; the national prominence of faculty as seen in such accomplishments as Fulbright and NEH Fellowships and journal editorships; and the 27 major university and

college awards since 2014 for teaching, research, and service all evoke the Department's important contributions to Illinois State's mission.

We do not foresee any lack of demand for the program as it now exists. Nevertheless, we believe that the Department should encourage faculty to explore ways to incorporate digital history and methods into their graduate seminars. This is consistent with trends in the discipline and would complement the creation of a Graduate Certificate in Museum Studies/Public History.

We also perceive a need to expand our seminar offerings in non-Western history, something that has been mentioned by students in surveys related to our assessment process. We have offered different iterations of HIS 478 (Topics in Global History) once or twice per year and, as noted above, we added new courses at the 300-level that focus on transnational topics. Three faculty who teach HIS 478 have been on extended medical or scholarly leave, however, which has hampered our ability to offer that course as frequently as we would like. We expect that the successful recruitment of a scholar specializing in the History of Science will mitigate this problem, but to solve it we need our faculty on leave to return to their teaching duties or, failing that, new TT lines to replace them.

Initiatives and plans
Initiative 1: Explore the feasibility of creating a Graduate Certificate in Museum Studies/Public History and the feasibility of offering on-line graduate courses open to secondary school teachers interested in securing a Dual Credit Endorsement in Gen Ed-IAI Courses.

Initiative 2: Determine the future of the Department through prioritizing tenure track line requests. The TT line decisions the Department makes in the next several years will have profound consequences for its future. This is the case for two main reasons:

- The Department's Fall 2021 undergraduate student to faculty ratio of 22:1 is significantly larger than that of comparable programs. This ratio limits our ability to offer a wide variety of graduate seminars, especially in non-Western history, since faculty course offerings necessarily focus on undergraduate electives. The small number of faculty relative to the size of our undergraduate program also means that any faculty leaves – for scholarly, personal, or administrative reasons – further limit our ability to offer graduate seminars covering a diverse array of topics. Finally, the constraints imposed on us by the small size of our faculty would make it difficult to create either a Graduate Certificate in Museum Studies/Public History or on-line graduate courses open to secondary school teachers.

  In short, to maintain the excellence of our graduate program, the Department must have more TT lines – at least five more, to bring our total to 27. Assuming a continued enrollment of around 500 students, a TT faculty of this size would make our student to faculty ratio 18.5:1, a much more appropriate figure than is currently the case. Five additional lines would have a major impact on our possible seminar offerings and the intellectual climate of the Department, so they would need to be chosen in a strategic manner.

- The Department is facing a generational turnover in its ranks in the near future, as the large cohort hired from c. 1998 to 2004 retires. The faculty need to prioritize the sub-discipline expertise we want in vacated lines, in light of the future direction of the program curriculum and the diverse students we hope to enroll.

Initiative 3: Continue to work on increasing the diversity of our students and faculty. Specifically, we need to maintain the share of minority students in the program at over 20 percent and to increase the share of women in the program to closer to 50 percent. The achievement of these targets would put the Department's student profile on par with other Master's programs across the United States. Simultaneously, we should continue to work with HR and CAS to follow best practices concerning the recruitment and retention of faculty from underrepresented groups.

Initiative 4: Continue to enhance faculty research productivity. Historical research demands both time and travel funding, as most faculty pursue their research through archival research. For about 50 percent of the TT faculty, this involves international trips. Given the Provost's Office's recent new policy concerning variance funds, the Department will no longer be able to rely on this source of funding for research support, as it has in the past. Something will have to fill that gap – a larger Department permanent bucket for research support, an increase in CAS support, targeted University funding of research in the humanities and/or continued RERIP funds. In addition, the Department should continue to encourage (and reward in the ASPT process) the pursuit of

internal and external grants, to support sabbaticals, to devise efficient teaching assignments, and to "bank" outside-the-classroom instruction (such as supervising graduate Field of Study exams and Master's theses) and above-normal service.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee notes that the program's enrollment have fallen during the period covering the program review cycle (from 43 in 2014 to 31 in 2021). The program indicates that, with current resources, the ideal range of 35-40. The percentage of students identifying as women has decreased from 45.7 percent in fall 2015 to 29.0 percent in fall 2021. The percentage of students from groups traditionally underrepresented in the discipline has increased (from 5.7 percent in fall 2015 to 9.7 percent in fall 2020). The committee acknowledges the work faculty have completed regarding their recruitment efforts (e.g., sending marketing posters and brochures to nearby colleges and universities and HBCUs, and staffing an information booth at the annual History Education Symposium).

The committee commends the program faculty for their efforts to support the success of their graduate students. We commend the program on its ability to continue to limit enrollments in many of its courses, which is both aligned with the American Historical Association's recommendations and in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for their support of the co-curricular events such as the History-Social Sciences Education Symposium, the International Studies Seminar, and several talks and public lectures. We further commend the department for their financial support of students participating in research trips and professional conferences. The committee also commends the program faculty for identifying and supporting civic engagement opportunities that further support the program's student learning outcomes by fostering a climate of intellectual curiosity and diversity.

The committee notes that the faculty have worked to revise the curriculum during the period of review. This work included the creation of a new undergraduate accelerated sequence designed to feed into the graduate program, revisions to 400-level seminar courses that reduced the number of required credits, revisions to HIS 497 requirements that increased student flexibility aimed at improving time to degree, and revisions to the HIS 490 exam format.

The committee notes that the program faculty have a plan for the assessment of student learning outcomes. While the self-study report notes that the plan has not been revised since the previous program review, the committee notes that the faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes.

The committee recognizes the faculty members of the program for their scholarly contributions to the M.A., M.S. in History. Faculty members are active researchers who author books, peer-reviewed journals articles, published monographs, and present at national and international professional conferences. The program faculty regularly engage in professional development opportunities, including wide participation in the GROWTH Change Team and other EDI focused events. Additionally, we recognize that faculty in the program have been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom. The committee commends and congratulates the program faculty for earning Fulbright and NEH Fellowships as well as a wide variety of college and university awards for their teaching, scholarship, and service activities.

The committee appreciates the analysis of aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State.

Follow-up Report.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public universities and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty has prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2024.

Recommendations.

The Academic Planning Committee thanks faculty members in the Department of History for the opportunity to provide input regarding the M.A., M.S. in History program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for enrollment management. The committee notes that demand for the program remains strong but enrollments are below target levels. The committee acknowledges the work faculty have completed regarding their recruitment efforts. The committee encourages the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program work with the Graduate School, Enrollment Management and Academic Services, and the Office of the Provost to refine and implement their plan for student recruitment.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

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 the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and provide employment opportunities for program graduates.

REVIEW OF THE B.A., B.S., IN LEGAL STUDIES

Classification of Instruction Programs (CIP) Code: 22.0302
Legal Assistant/Paralegal

OVERVIEW

The **B.A., B.S., in Legal Studies** program at Illinois State University is housed in the Department of Politics and Government within the College of Arts and Sciences. The Department of houses three degree programs and a graduate certificate program: a B.A., B.S. in Legal Studies, a B.A. or B.S., in Political Science, and M.S in Political Science. In addition, the department offers a minor in Legal Studies. The department hosts two interdisciplinary minors (Middle Eastern and South Asian Studies, and Peace and Conflict Resolution Studies) and provides a leadership role in the American Democracy Project on campus.

The Legal Studies program prepares students for a career as a paralegal in public and private law offices, corporate law departments, and government agencies. Students learn how lawyers think and how to communicate effectively with both lawyers and laymen. This is the first review of the B.A., B.S. in Legal Studies program.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2015-2022
B.A., B.S. in Legal Studies, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Enrollments	18	32	37	32	32	34	55	57
Degrees		1	7	12	12	8	5	13

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
Illinois State University program's goal is to prepare students for employment as paralegals by developing core competencies in the following areas:
1. Critical thinking
2. General communications
3. Legal research
4. Legal writing
5. Appropriate computer applications
6. Interviewing and investigation
7. An understanding of the paralegal profession and ethical obligations
8. Law office management

Student learning outcomes
The learning objectives for the program are:
1. Develop critical thinking skills
    a. Analyze a problem; identify and evaluate alternative solutions;
    b. Formulate logical solutions to problems; construct logical arguments in support of specific positions; evaluate solutions and arguments;
    c. Determine which areas of law are relevant to a particular situation;
    d. Apply principles of professional ethics to specific factual situations;
    e. Identify interrelationships among cases, statutes, regulations, and other legal authorities; and
    f. Apply recognized legal authority to a specific factual situation
2. Foster general communications skills

       a. Interact effectively with others in the workplace;
       b. Exhibit tact and diplomacy;
       c. Compose and format an appropriate business e-mail; and
       d. Understand the need to ask questions and seek guidance when appropriate.

3. Acquire legal research skills
       a. Prepare and carry out a legal research plan; analyze and categorize key facts in a situation;
       b. Use both print and electronic sources of law to locate applicable statutes, administrative regulations, constitutional provisions, court cases and other primary source materials;
       c. Use both print and electronic sources of law to locate treatises, law review articles, legal encyclopedias, and other secondary source materials that help explain the law;
       d. Read, evaluate and analyze both print and electronic sources of law, and apply them to issues requiring legal analysis;
       e. Properly cite both print and electronic sources of law;
       f. "Cite check" legal sources; and
       g. Identify, locate and appropriately use both print and electronic resources to update and verify the reliability of cited legal authority.

4. Develop legal writing skills
       a. Understand and apply principles of writing and rules of English grammar to all writing tasks;
       b. Write in a style that conveys legal theory in a clear and concise manner;
       c. Read and apply a court opinion to a fact situation;
       d. Report legal research findings in a standard interoffice memorandum or other appropriate format;
       e. Draft client correspondence and legal documents, using proper format and appropriate content; and
       f. Locate and modify standardize forms found in formbooks, pleadings files, form files, or a computer data bank to fit a particular situation.

5. Improve and enhance computer skills in a legal setting
       a. Demonstrate basic Microsoft Windows functions;
       b. Demonstrate word processing program features, including preparing, editing, saving, and retrieving documents;
       c. Describe spreadsheet program features and be able to prepare a basic spreadsheet;
       d. Describe the features of a presentation software program including slide components and graphics and be able to prepare a basic presentation;
       e. Describe the features of computerized litigation support programs;
       f. Describe the features of case management and information management software;
       g. Use e-mail functions; and
       h. Manage information through computerized databases

6. Develop interviewing and investigation skills
       a. Identify witnesses, potential parties to a suit, and experts;
       b. Conduct effective interviews with clients and witnesses; record the interview accurately;
       c. Locate and prepare request documents to obtain information that is commonly maintained by government entities;
       d. Prepare releases and requests to obtain medical, corporate or other non-governmental records; and
       e. Use the Internet to obtain relevant and reliable information pertaining to a given situation.

7. Learn and understand the paralegal profession and ethical obligations
       a. Understand the legal process and the nature of law practice, emphasizing the role of the paralegal in the delivery of legal services;
       b. Understand the ways in which paralegal services are used in the delivery of legal services, including functions and tasks commonly performed by paralegals; the place of the paralegal in the delivery services team;
       c. Understand the respective roles and responsibilities of the members of the legal team;
       d. Understand the legal and ethical principles that guide paralegal conduct, including, but not limited to: unauthorized practice of law and lawyer supervision of non-lawyers; confidentiality and attorney-client privilege; conflicts of interest; competence; advertising and solicitation; handling client funds, legal fees, and related matters such as attorney fee awards and fee agreements; prohibitions relating to fees including fee referrals, fee-splitting and partnerships

between lawyers and non-lawyers; limitations on communications with persons outside law firms, including represented persons, judges, jurors; special rules relating to litigation such as proper courtroom conduct, honesty and candor, frivolous claims, and defenses, sanctions for misconduct; and

    e.   Demonstrate the ability to identify and resolve ethical dilemmas that may be confronted in the workplace.

8.   Acquire law office management skills
    a.   Describe law office billing practices;
    b.   Work effectively as part of a team; and
    c.   Work independently and with a minimal amount of supervision when appropriate.

Program curriculum (2021-2022)
B.A., B.S. in Legal Studies requires 120 credit hours including 40 credit hours for the degree program and 39 credit hours for General Education. The 40 credit hours for the degree program include 21 credit hours of legal studies core courses and 6 credit hours of courses politics core courses, 9 credit hours of legal studies elective courses, and6 credit hours of additional electives.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
16 tenure track faculty members (7 Professors, 7 Associate Professors, and 2 Assistant Professors)
14 non-tenure track faculty members (3 full-time, 11 part-time, totaling 6.3 FTE)
Undergraduate student to faculty ratio: 14 to 1
Undergraduate student to tenure-line faculty ratio: 19 to 1

Specialized accreditation
The Legal Studies B.A./B.S. program is a paralegal education program approved by the American Bar Association (ABA); this is not accreditation, but is an approval by a professional organization.

Changes in the academic discipline, field, societal need, and program demand
The Legal Studies B.A./B.S. program was not in existence at the time of the prior program review.

Responses to previous program review recommendations
The Legal Studies B.A./B.S. program was not in existence at the time of the prior program review.

Major findings
The Legal Studies B.A./B.S. program is in good shape, with substantially increased and increasing enrollment, maintenance of approval from the American Bar Association, and positive feedback from students and alumni. The program has been expanding its curriculum to better meet student needs, to address feedback from recent graduates, and to meet the demands of the employment market in Chicago and elsewhere.

The increasing demand for the program indicates that the program can benefit from a new tenure/tenure-track faculty member. Moreover, the program can even better meet student needs and address changes in the field with the addition of the planned immigration law course and bilingual program option. And, while the program has already addressed the need for a Law Office Technology course, feedback from students indicated that a new approach is warranted for this recently added course, and the new instructor for the Law Office Technology course is currently in the process of improving the approach to the course.

Initiatives and plans
For the Legal Studies B.A./B.S. program, major actions planned to be completed during the next program review cycle are to add a course on immigration law, to begin offering a bilingual program option, to add at least one new tenure/tenure-track instructional assistant professor. No additional resources are expected to be needed to accomplish these actions.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

The Department of Politics and Government houses three degree programs: a B.A., B.S. in Legal Studies, a B.A., B.S. in Political Science, and an M.A., M.S in Political Science. In addition, the department offers minors in Legal Studies and Political Science and coordinates the Middle Eastern and South Asian Studies Interdisciplinary minor. The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks program faculty for their critical reflections about the current state of their program.

The self-study reports that enrollment has been steadily increasing for the B.A., B.S. in Legal Studies program from 13 at its inception in 2014 to 74 (including second majors) in 2021. Furthermore, the program has a strong record of attracting diverse students. At the program outset in 2014, 31 percent of students were from underrepresented groups and 31 percent were women. Both of these percentages have increased over the period of review, with 45 percent of students from underrepresented groups and 76 percent women in 2021. The committee commends the program faculty for their support of students that have resulted in strong graduation rates and times to degree. Of particular note is the development of the Expungement Clinic which provides students with hands-on practical experience and opportunities for civic and community engagement. We note that the program faculty have responded to job market needs through additions to and revisions of the program curriculum. Furthermore, the committee commends the program faculty for their efforts that have resulted in the approval of the program from the American Bar Association (ABA).

While recognizing the B.A., B.S. in Legal Studies program has many strengths, the committee is concerned about many aspects regarding the current state of the program and several of these issues that were highlighted in the self-study. The self-study report is candid in its recognition of the need to further evaluate the program in light of these challenges as well as changes in national and disciplinary trends. Therefore, the Academic Planning Committee flags the B.S. in Legal Studies program for further review. The committee requests that the Department of Politics and Government take the following actions and submit the following reports based on those actions.

Report Due September 1, 2024
Submit to the Academic Planning Committee via the Office of the Provost

Revise the Academic Unit Overview. The committee determined that the Academic Unit overview section of the self-study report was underdeveloped with respect to key pieces of information. We ask that the program faculty revisit this section and provide more details and clarity in the following areas:
  (a) TT: Total FTE ratio: The program review guidelines ask programs to identify the ideal Tenure Track to Total Faculty ratio. The self-study report indicated that the department has no ideal ratio, but that it considers the existing ratios during the period of review to be within the "good range of percentages." The committee asks the program to develop a more objective process to identify this ideal ratio with respect to factors such as the structure of the curriculum, enrollments, and class size (and number of sections offered).
  (b) Graduate Assistants: The committee recommends that the program faculty work with the Graduate School on a procedure for assigning graduate assistant duties to students that allow for the appropriate classification of their assistantship. The committee also asks for a more detailed description of the training and mentoring of graduate students, especially with regards to how they support the program.
  (c) Academic Advising: The committee asks the program to clarify the advising role of the graduate assistant assigned to assist the Director of Enrollment Management and Undergraduate Studies. We further ask the program faculty to describe not only the process used to evaluate advising during the period of review, but also describe the findings of these evaluations (e.g., do the results suggest that students find the advising practices effective).

Articulate the plan for recruitment and enrollment growth. While the committee notes that enrollments in the program have been successful, the committee asks the program faculty to provide more details regarding the plan for student recruitment, including strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline.

Work to revise the assessment plan. The Academic Planning Committee recognizes faculty efforts in developing the assessment plan and alignment map. However, review of the self-study report suggests that further development of the assessment plan is needed. In particular, the plan should include more concrete details with respect to how data are compiled and analyzed. The committee asks that the program collaborate with University Assessment Services on revisions to the program's assessment plan.

Revisit the changes in the academic discipline, field, societal need, and program demand section. The committee recognizes that the instructions include the phrase "describe any changes since the last program review…" and that this is the first review of the program. However, the committee strongly believes the program would benefit from an inspection of how the changes over the period of review would be beneficial to the program faculty. As such, we ask that the program revisit this section of the review, reflect upon changes that have occurred within the discipline during the period of review, report how the program has responded to these changes, and indicate how changes in the discipline have informed initiatives moving forward. As part of this reflection, we recommend that the program faculty incorporate findings from their comparator and aspirational analyses.

Revise the initiatives and plans for the next program review cycle section. The committee asks that the program faculty expand the scope of this section of the self-study report beyond the findings of the aspirational analysis. We ask the program faculty to develop initiatives that incorporate other findings from the self-study and strongly suggest that the initiatives are also aligned with the strategic plan.

REVIEW OF THE B.A., B.S., IN POLITICAL SCIENCE

Classification of Instruction Programs (CIP) Code: 45.1001
Political Science and Government, General

OVERVIEW

The **B.A., B.S., in Political Science** program at Illinois State University is housed in the Department of Politics and Government within the College of Arts and Sciences. The Department of houses three degree programs and a graduate certificate program: a B.A., B.S. in Legal Studies, a B.A. or B.S. in Political Science, and M.S in Political Science. In addition, the department offers a minor in Legal Studies. The department hosts two interdisciplinary minors (Middle Eastern and South Asian Studies, and Peace and Conflict Resolution Studies) and provides a leadership role in the American Democracy Project on campus.

The B.A., B.S. in Political Science program is designed to prepare students for careers in government and non-profit agencies, both public and private international organizations, and government-related positions in the private sector particularly business. The program is also designed to prepare students for graduate studies in political science and allied disciplines and in law. The last review of the B.A., B.S. in Political Science program occurred in 2014-2015.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2015-2022
B.A., B.S. in Political Science, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Enrollments	273	283	329	302	321	310	313	291
Degrees	83	96	81	81	84	76	53	84

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
The Department of Politics and Government at Illinois State University offers a BA and BS in political science in order to promote human knowledge about and skills in the political dimensions of social life.

Student learning outcomes
The learning outcomes for political science undergraduates are:
1. Apply critical thinking to understand and evaluate political ideas, institutions and processes at the local, national, and global levels, and express that analysis both in writing and orally, using a diversity of research methodologies.
2. Articulate their views on a variety of political concerns in a context of respect for academic principles and tolerance for dissenting views.
3. Identify normative issues and make informed and well-reasoned judgments in complex environments.
4. Recognize and explain the dimensions of the significant events, ideas, individuals, social movements, and institutions that have shaped our world.
5. Formulate a critically informed position on participation and citizenship in local, national, and global communities.

Program curriculum (2021-2022)
Graduation requirements

B.A., B.S. in Political Science requires 120 credit hours including 40 credit hours for the degree program and 39 credit hours for General Education. The 40 credit hours for the degree program include 16 credit hours of core

political science courses, 18 credit hours of political science elective courses, and 6 credits of approved courses, some of which are external to the Department of Politics and Government.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
16 tenure track faculty members (7 Professors, 7 Associate Professors, and 2 Assistant Professors)
14 non-tenure track faculty members (3 full-time, 11 part-time, totaling 6.3 FTE)
Undergraduate student to faculty ratio: 14 to 1
Undergraduate student to tenure-line faculty ratio: 19 to 1

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
Since the most recent program review, issues related to diversity, equity, and inclusiveness have become more prominent in politics, and the Political Science B.A./B.S. program has therefore expanded its diversity-related programs and courses, adding the Expungement Clinic and a new course on the right to vote in the United States (POL 308) and with plans to more frequently offer POL 334 (The Politics of Race, Ethnicity, and Inequality). Moreover, reflecting the increased demand for data science training in the job market, the Political Science B.A./B.S. program has added a course POL 309 (Data Analysis and Data Visualization in Political Science) for students interested in expanding their skills in statistical programing and visualization.

The Political Science B.A./B.S. program has also expanded the number of sections of courses that it offers online and, for in-person courses, many Department faculty have offered more online features such as online assignments and meeting with and/or tutoring students through Zoom.

Responses to previous program review recommendations

1. *Identify and administer specific, varied, and disaggregated measures for assessing and improving the quality of teaching in the program.* The Department held a retreat in September 2019 that involved discussion of modifications to performance reviews to better reward and incentivize quality teaching. The Department currently uses a range of measures for assessing the quality of teaching in the program, including multiple-choice student feedback, open-ended student feedback, a contextualized narratives provided by each faculty member indicating information useful for helping the Department assess the quality of teaching including faculty comments on their diversity, equity, and inclusion efforts in their teaching.

2. *Establish quality indicators for minors sponsored by or housed in the department.* The minors of Middle Eastern and South Asian Studies and Peace & Conflict Resolution Studies are Interdisciplinary Studies (IDS) programs housed in the Department but which have their own review process, with the most recent reviews submitted in 2020 and 2018, respectively. Reports are included as Appendices V.1 and V.2.

3. *Maintain gender diversity among students and faculty at or above national averages for the discipline.* The gender diversity of Political Science B.A./B.S. students approximates the gender diversity in political science undergraduates at the national level. For Political Science B.A./B.S. faculty, the Executive Summary Version of the 2018 Diversity and Inclusion Report from the American Political Science Association indicated that the association's U.S.-based membership was 63 percent men and 37 percent women. Corresponding percentages for the Department of Politics and Government among the 16 current tenure/tenure-track faculty that focus on the Political Science B.A./B.S. program are 62.5 percent men and 37.5 percent women, which match the APSA percentages.

4. *Continue work toward retaining faculty across all demographic categories.* For Political Science B.A./B.S. faculty, the July 2020 Data Dashboard Summary Update from the American Political Science Association indicated that the percentage of non-Hispanic White or Euro-American U.S. members of the association was 75 percent in

2019 and 2020, when excluding members who did not disclose their race/ethnicity. Corresponding percentages among current tenure/tenure-track Department of Politics and Government faculty that focus on the Political Science B.A./B.S. program are not available.

5. *Develop and implement strategies for helping students who leave the program transition to other majors at Illinois State.* Following ISU advising guidelines, Political Science B.A./B.S. students who leave the major are advised by representatives of the new major.

6. *Develop and implement a plan for regular and systematic evaluation of advisement services for prospective students, students enrolled in the program, and students choosing to leave the program.* Students enrolled in the Political Science B.A./B.S. program are surveyed about advisement services, in the required course POL 296 (Political Science Professional Development), which is currently offered twice per semester. Additional data about advisement is collected from Political Science B.A./B.S. students in focus groups, currently conducted annually.

7. *Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.* The University Assessment office has collected perceptions of the Political Science B.A./B.S. program from alumni of the Political Science B.A./B.S. program during the program review cycle, and this office has also provided the Department a report on alumni employment outcomes. The Legal Studies B.A./B.S. program conducts surveys of alumni to measure perceptions of the program and alumni success in employment and advanced education, and the Political Science M.A./M.S. program has designed and will be implementing a similar system of communicating with alumni and soliciting perspectives on the program, including a plan to track employment and advanced educational outcomes.

8. *Building on the history of strong collaboration with Milner Library faculty, identify goals and strategies for improving library resources and services during the next eight years; among strategies to be considered is development and implementation of a systematic approach to introducing and teaching information literacy skills appropriate to the discipline, with particular attention to support for students enrolled in POL100 and POL140.* The Department librarian at Milner Library is currently piloting with the Department of Criminal Justice Sciences a program related to this recommendation, and the expectation is that this program or a revised program will subsequently be used with the Department of Politics and Government.

9. *In light of changes in departmental needs and in faculty professional development needs and desires, initiate faculty-wide conversations regarding tenure-line faculty assignments, tenure-line faculty evaluation processes and standards, and strategies for ongoing communication of processes and standards to tenure-line faculty.* The Department of Politics and Government held a retreat in September 2019 that involved discussion of topics that included evaluation processes and standards for tenure/tenure-track faculty. The Department subsequently and accordingly revised its ASPT guidelines, which were approved by the CFSC.

10. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* The Department of Politics and Government conducts an annual review of program assessment. The assessment data have been used for program improvement. For instance, several courses have been added to the curriculum based on data collected through program assessment.

11. *Building on elements of the program review self-study and follow-up reports and incorporating recommendations in this program review outcome, compile a new strategic plan for the department, including actions to be taken to maintain and improve the quality of each academic program administered by the department.* The Department adopted a revised strategic plan in 2016 and in 2021

Major findings
The Political Science B.A./B.S. program has many aspects that are working well. The program provides its students a substantial, diverse, and evolving curriculum, with diverse and award-winning extracurricular activities that receive generous financial support and a required internship that provides students valuable skills and contacts. The program has a faculty that is productive in scholarship and effective in teaching. And the program recognizes achievements of its students, alumni, and faculty.

Areas that can be improved include increasing the graduation rate within four years and developing better methods to ascertain the value-added of the Political Science B.A./B.S. program. Moreover, recently, several faculty in the Political Science B.A./B.S. program have retired and not been replaced, so hiring replacement faculty can improve the breadth of courses offered to students and better meet student needs.

Initiatives and plans
For the Political Science B.A./B.S. program, key plans for the next program review cycle include hiring tenure/tenure-track faculty, expanding the curriculum to include more student training in data science and DEI-related topics, increasing the four-year graduation rate, developing methods to better methods to ascertain the value-added of the Political Science B.A./B.S. program, and implementing a 3+3 program in which Political Science B.A./B.S. students can complete three years of undergraduate work and three years of law school work to earn an undergraduate degree and a law degree.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

The Department of Politics and Government houses three degree programs: a B.A., B.S. in Legal Studies, a B.A., B.S. in Political Science, and an M.A., M.S in Political Science. In addition, the department offers minors in Legal Studies and Political Science and coordinates the Middle Eastern and South Asian Studies Interdisciplinary minor. The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks program faculty for their critical reflections about the current state of their program.

The self-study reports that enrollment for the B.A., B.S. in Political Science program as fluctuated over the period of review (252 students in 2014 and 258 in 2021, with a peak of 292 in 2017). The program has a strong record of attracting diverse students; students from underrepresented groups increased (from 28 percent in 2014 to 37 percent in 2021), as did the number of women in the program (form 42 percent in 2014 to 51 percent in 2021).

The committee commends the program faculty for their support of a wide variety of co-curricular opportunities for students and an increase in participation in the honors program during the period of review. Of particular note is the development of the Expungement Clinic which provides students with hands-on practical experience and opportunities for civic and community engagement. We also commend the program faculty for their support of institutional programs such as General Education, AMALI, and of the new IDEAS.

While recognizing the B.A., B.S. in Political Science program has many strengths, the committee is concerned about many aspects regarding the current state of the program and several of these issues that were highlighted in the self-study. The self-study report is candid in its recognition of the need to further evaluate the program in light of these challenges as well as changes in national and disciplinary trends. Therefore, the Academic Planning Committee flags the B.A., B.S. in Political Science program for further review. The committee requests that the Department of Politics and Government take the following actions and submit the following reports based on those actions.

Report: Due September 1, 2024
Submit to the Academic Planning Committee via the Office of the Provost

Revise the Academic Unit Overview. The committee determined that the Academic Unit overview section of the self-study report was underdeveloped with respect to key pieces of information. We ask that the program faculty revisit this section and provide more details and clarity in the following areas:
  (a) TT: Total FTE ratio: The program review guidelines ask programs to identify the ideal Tenure Track to Total Faculty ratio. The self-study report indicated that the department has no ideal ratio, but that it considers the existing ratios during the period of review to be within the "good range of percentages." The committee asks the program to develop a more objective process to identify this ideal ratio with respect to factors such as the structure of the curriculum, enrollments, and class size (and number of sections offered).

(b) Graduate Assistants: The committee recommends that the program faculty work with the Graduate School on a procedure for assigning graduate assistant duties to students that allow for the appropriate classification of their assistantship. The committee also asks for a more detailed description of the training and mentoring of graduate students, especially with regards to how they support the program.

(c) Academic Advising: The committee asks the program to clarify the advising role of the graduate assistant assigned to assist the Director of Enrollment Management and Undergraduate Studies. We further ask the program faculty to describe not only the process used to evaluate advising during the period of review, but also describe the findings of these evaluations (e.g., do the results suggest that students find the advising practices effective).

Complete a review and evaluation of the curriculum. The self-study report identifies a number of potential initiatives related to the program curriculum, however there is no discussion of the impact of these changes nor plans for any future changes. The committee asks that the program faculty consider these factors as part of a comprehensive review and evaluation of the curricula across all sequences, and to develop a plan for necessary revisions. This should include a review of the course catalog to clearly identify potential hidden pre-requisites and bottleneck courses. We ask that these discussions involve both internal and external stakeholders as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

Develop a plan for student success and retention. The committee asks the program faculty to develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

Comparator and aspirational program analyses. The self-study report provides a brief quantitative analysis of comparator institutions, however, no conclusions or actions are made regarding these comparisons. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee asks that the program to revisit these sections of the self-study and address this section through expanded analyses of comparator and aspirational programs, including aspirational programs nationwide, that could help to develop strategies for addressing priority initiatives for the programs.

Revise the initiatives and plans for the next program review cycle section. The committee asks that the program faculty expand the discussion of each of the initiatives listed in this section of the self-study report. We ask the program faculty to describe plans to implement these initiatives.

REVIEW OF THE M.A., M.S., IN POLITICAL SCIENCE

Classification of Instruction Programs (CIP) Code: 45.1001
Political Science and Government, General

OVERVIEW

The **M.A., M.S., in Political Science** program at Illinois State University is housed in the Department of Politics and Government within the College of Arts and Sciences. The Department of houses X degree programs and a graduate certificate program: a B.A., B.S. in Legal Studies, a B.A. or B.S., in Political Science, and M.S in Political Science. In addition, the department offers a minor in Legal Studies. The department hosts two interdisciplinary minors (Middle Eastern and South Asian Studies, and Peace and Conflict Resolution Studies) and provides a leadership role in the American Democracy Project on campus.

The M.A., M.S. in Political Science program is designed to prepare students for advanced positions with state and local government, domestic and international non-governmental organizations, community-based organizations, and community development agencies. The program is also designed to prepare students for doctoral study in political science and allied disciplines. Students enrolling in the program select the Political Science sequence, Global Politics sequence, Public Service sequence, Applied Community and Economic Development sequence. The last review of the M.A., M.S. in Political Science program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
M.A., M.S. in Political Science, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Political Science sequence	4	4	6	8	8	8	6	10
Global Politics sequence	6	7	8	7	7	6	4	2
Public Service sequence	1	4	4	3	2	2	2	2
Applied Community and Economic Development sequence	15	10	7	7	8	8	8	6
Total	26	25	25	25	25	24	20	20

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
M.A., M.S. in Political Science, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Political Science sequence		2		5	3	1	1	1
Global Politics sequence		3	1	2	2	2	1	2
Public Service sequence		1		3	1	1	1	1
Applied Community and Economic Development sequence		3	6	6	2	3	3	3
Total	11	10	9	14	10	9	8	8

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

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
The Department of Politics and Government at Illinois State University offers a master's degree in Political Science in order to promote knowledge and skills in the areas of scholarship, teaching, and service in and about political life.

Student learning outcomes
Student learning outcomes for the Political Science M.A./M.S. program are:
1. Apply critical thinking to understand and evaluate political ideas, institutions and processes at the local, national, and global levels, and express that analysis both in writing and orally, using a diversity of research methodologies.
2. Articulate their views on a variety of political concerns in a context of respect for academic principles and tolerance for dissenting views.
3. Identify normative issues and make informed and well-reasoned judgments in complex environments.
4. Recognize and explain the dimensions of the significant events, ideas, individuals, social movements, and institutions that have shaped our world.
5. Formulate a critically informed position on participation and citizenship in local, national, and global communities.

Program curriculum (2021-2022)

M.A., M.S. in Political Science (Political Science sequence) requires 32 credit hours. The sequence requires 6 credit hours core course, 12 credit hours of Political Science seminar courses, 8-10 credit hours of elective Political Science courses, and the completion of a thesis (for 4-6 credit hours).

M.A., M.S. in Political Science (Global Politics sequence) requires 32 credit hours. The thesis option requires 12 credit hours core course, 12 credit hours of Political Science seminar courses, 2-4 credit hours of elective Political Science courses, and the completion of a thesis (for 4-6 credit hours). The Comprehensive exam option requires and additional 4-6 course credit hours (in lieu of a thesis) and pass a comprehensive exam.

M.A., M.S. in Political Science (Public Service sequence) requires 32 credit hours. The thesis option requires 12 credit hours core course, 12 credit hours of Political Science seminar courses, 2-4 credit hours of elective Political Science courses, and the completion of a thesis (for 4-6 credit hours). The Comprehensive exam option requires and additional 4-6 course credit hours (in lieu of a thesis) and pass a comprehensive exam.

M.A., M.S. in Political Science (Applied Community and Economic Development sequence) requires 36 credit hours. The thesis option requires 6 credit hours of core courses, and 9 credit hours of Political Science elective courses, the completion of a thesis (for 4 credit hours). The capstone option requires an additional 3 credit hours of Political Science elective coursework and 3 credit hours or graduate research coursework in place of the thesis. Both options also include, 17-18 credit hours of Applied Community and Economic Development courses and an 11-month internship.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
16 tenure track faculty members (7 Professors, 7 Associate Professors, and 2 Assistant Professors)
14 non-tenure track faculty members (3 full-time, 11 part-time, totaling 6.3 FTE)

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

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

Since the most recent program review, the ability to conduct statistical research has become more important in the job market, and the Political Science M.A./M.S. program has added methodology training in the statistical software R to its statistical methodology course (POL 497 Introduction to Research Methodology), with R being a freely available popular software common in job advertisements and in academic articles (https://r4stats.com/articles/popularity/).

Responses to previous program review recommendations

1 .*Identify and administer specific, varied, and disaggregated measures for assessing and improving the quality of teaching in the program.* The Department currently assesses the quality of teaching in the program through varied specific measures that include: student feedback on numeric rating items and open-ended items about each course and instruction in the course, contextualized narratives provided by each faculty member for the end-of-the-year evaluation, and annual student surveys about instruction in the Department as a whole. Additional measures include assessment of student performance on comprehensive exams or theses and ad hoc consideration of student performance on exams and other assessments in courses for the M.A./M.S. program.

2. *Develop and implement a plan to recruit for racial/ethnic diversity among students.* In assisting in recruiting a wider and more diverse set of students, the Department has developed and employed a brochure for the Political Science M.A./M.S. program that is used for recruitment, faculty are asked to recommend suitable undergraduates to the master's program, and the Department has acted to diversify Political Science M.A./M.S. cohorts through the offering of scholarships and the offering courses of particular interest to underrepresented groups and persons interested in diversity, such as POL 417 (Political Cultures) and focused topics courses, such as POL 412 (Topics in American Politics), which in Fall 2018 focused on inequality in the United States. The Department strives to maintain a climate of inclusiveness and, at the orientation to the program, communicates this to incoming Political Science M.A./M.S. students. Moreover, the Department's annual survey of Political Science M.A./M.S. students solicits feedback about the inclusiveness of courses.

3. *Maintain gender and racial/ethnic diversity among faculty at or above national averages for the discipline.* As indicated in Table III.1.e.1 and the associated discussion, percentages for ISU Political Science M.A./M.S. students (46% non-male) were similar by gender to percentages for incoming political science doctoral students who had the United States as a home country, but percentages for ISU Political Science M.A./M.S. students (13% non-White) were not similar by race/ethnicity to percentages for incoming political science doctoral students who had the United States as a home country.

4. *Develop and implement a plan for promoting timely student progress toward graduation; components of the plan should include, but not necessarily be limited to, methods for tracking time-to-degree; methods for proactively working with students near, at, or beyond the six-year time limit; and a plan for evaluating advisement services.* The Department has developed and implemented a plan to track political science M.A./M.S. student completion and time-to-degree, in a spreadsheet that tracks each student who started in the program in Fall 2015 or later, indicating the semesters in residence, the type of outcome (thesis, capstone, comprehensive exam, other exit), the semester of the outcome, and the time-to-degree among students who complete the program. The Director of Graduate Studies works with students near the six-year time limit to promote timely student progress toward graduation. Advisement services are evaluated annually using student feedback on surveys and in focus groups.

5. *Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.* The Political Science M.A./M.S. program has designed and will be implementing a system of communicating with alumni and soliciting perspectives on the program, including a plan to track employment and advanced educational outcomes.

6. *Develop and implement a plan to systematically track student involvement in research, including collaborative research with faculty members, and communication of research results through publications and presentations* The Political Science M.A./M.S. program tracks student involvement in research through faculty narratives and Digital Measures.

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7. *In light of changes in departmental needs and in faculty professional development needs and desires, initiate faculty-wide conversations regarding tenure-line faculty assignments, tenure-line faculty evaluation processes and standards, and strategies for ongoing communication of processes and standards to tenure-line faculty.* The Department held a retreat in September 2019 that involved discussion of modifications to performance reviews to better reward and incentivize quality teaching. The Department currently uses a range of measures for assessing the quality of teaching in the program, including multiple-choice student feedback, open-ended student feedback, a contextualized narratives provided by each faculty member indicating information useful for helping the Department assess the quality of teaching including faculty comments on their diversity, equity, and inclusion efforts in their teaching.

8. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* The Department of Politics and Government conducts an annual review of program assessment.

9. *Building on elements of the program review self-study and follow-up reports and incorporating recommendations in this program review outcome, compile a new strategic plan for the department, including actions to be taken to maintain and improve the quality of each academic program administered by the department.* The Department adopted a revised strategic plan in 2016 and in 2021.

Major findings

The Political Science M.A./M.S. program has many aspects that are working well. The program provides its students a substantial curriculum, with diverse and award-winning extracurricular activities that receive generous financial support. The program has a faculty that is productive in scholarship and effective in teaching. And the program recognizes achievements of its students, alumni, and faculty.

Areas that can be improved include increasing the first-time pass rate for comprehensive examinations, increasing the quality of master's theses, and improving the training of students in research methods.

Initiatives and plans

For the Political Science M.A./M.S. program, key plans for the next program review cycle include hiring tenure/tenure-track faculty, developing methods to increase the first-time pass rate for comprehensive examinations and to increase the quality of master's theses, and improving the training of students in research methods.

Key plans also include building on past practices to increase the recruitment of high-quality applicants, and this goal can be fostered through the accelerated master's program that the Department is currently planning to add, which will permit ISU undergraduates to complete a B.A./B.S. degree and an M.A./M.S. degree in five years.

Moreover, the Political Science M.A./M.S. program plans to investigate offering political science graduate courses and certificates that are relevant for local and other high school teachers and can be used by these teachers for continuing education and building skills and knowledge about the study of politics.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

The Department of Politics and Government houses three degree programs: a B.A., B.S. in Legal Studies, a B.A., B.S. in Political Science, and an M.A., M.S in Political Science. In addition, the department offers minors in Legal Studies and Political Science and coordinates the Middle Eastern and South Asian Studies Interdisciplinary minor. The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks program faculty for their critical reflections about the current state of their program.

The self-study reports that enrollment has been relatively stable for the M.A., M.S. in Political Science program (consistently between 24-25 students which is consistent with their state ideal size). The committee notes that, over the period of review, composition of the students has typical been evenly split between men and women (averaging 46 percent women over the 8 years). In contrast, during the same period, only an average of 13 percent of the

students are from underrepresented groups. The committee does note the program faculty's efforts to infuse Equity, Diversity, and Inclusiveness through revisions to the curriculum and a wide variety of co-curricular opportunities for students in the program. We especially commend the faculty for their support of the Expungement Clinic which provides students with hands-on practical experience and opportunities for civic and community engagement.

While recognizing the M.A., M.S. in Political Science program has many strengths, the committee is concerned about many aspects regarding the current state of the program and several of these issues that were highlighted in the self-study. The self-study report is candid in its recognition of the need to further evaluate the program in light of these challenges as well as changes in national and disciplinary trends. Therefore, the Academic Planning Committee flags the M.A., M.S. in Political Science program for further review. The committee requests that the Department of Politics and Government take the following actions and submit the following reports based on those actions.

Report Due September 1, 2024
Submit to the Academic Planning Committee via the Office of the Provost

Revise the Academic Unit Overview. The committee determined that the Academic Unit overview section of the self-study report was underdeveloped with respect to key pieces of information. We ask that the program faculty revisit this section and provide more details and clarity in the following areas:
   (a) TT: Total FTE ratio: The program review guidelines ask programs to identify the ideal Tenure Track to Total Faculty ratio. The self-study report indicated that the department has no ideal ratio, but that it considers the existing ratios during the period of review to be within the "good range of percentages." The committee asks the program to develop a more objective process to identify this ideal ratio with respect to factors such as the structure of the curriculum, enrollments, and class size (and number of sections offered).
   (b) Graduate Assistants: The committee recommends that the program faculty work with the Graduate School on a procedure for assigning graduate assistant duties to students that allow for the appropriate classification of their assistantship. The committee also asks for a more detailed description of the training and mentoring of graduate students, especially with regards to how they support the program.
   (c) Academic Advising: The committee asks the program to clarify the advising role of the graduate assistant assigned to assist the Director of Enrollment Management and Undergraduate Studies. We further ask the program faculty to describe not only the process used to evaluate advising during the period of review, but also describe the findings of these evaluations (e.g., do the results suggest that students find the advising practices effective).

Complete a review and evaluation of the curriculum. The self-study report identifies a few changes to the curriculum over the period of review, however there is no discussion of the impact of these changes nor plans for any future changes. The committee asks that the program faculty consider these factors as part of a comprehensive review and evaluation of the curriculum. This should include a review of the course catalog to clearly identify potential hidden pre-requisites and bottleneck courses. We ask that these discussions involve both internal and external stakeholders as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

Work to revise the Assessment plan. The Academic Planning Committee recognizes faculty efforts in developing the assessment plan and alignment map. However, review of the self-study report suggests that further development of the assessment plan is needed. In particular, the student learning outcomes appear to be identical to those for the undergraduate program. We ask that the program faculty review and revise to ensure that these outcomes are appropriate for graduate work. The committee asks that the program collaborate with University Assessment Services on revisions to the program's assessment plan.

Develop a plan for student success and retention. The committee asks the program faculty to develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. We further ask that this plan include plans designed to encourage increased student scholarship and civic engagement participation as a mechanism that supports overall student success.

Comparator and aspirational program analyses. The self-study report provides a brief quantitative analysis of comparator institutions, however, no conclusions or actions are made regarding these comparisons. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee asks the program to revisit these sections of the self-study and address this section through expanded analyses of comparator and aspirational programs, including aspirational programs nationwide, that could help to develop strategies for addressing priority initiatives for the programs.

Revise the initiatives and plans for the next program review cycle section. The committee noted that for many of the responses to previous recommendations it was indicated that feedback or data has been collected, but the self-study report does not provide any discussion of what analyses of these collections have found and/or what actions have been planned in response to these findings. We ask that the program faculty provide these descriptions and any planned actions that have resulted. The committee further asks that the program faculty expand the discussion of each of the initiatives listed in this section of the self-study report. We ask the program faculty to describe plans to implement these initiatives.

REVIEW OF THE B.A., B.S., IN ANTHROPOLOGY

Classification of Instruction Programs (CIP) Code: 45.0201
Anthropology, General

OVERVIEW

The **B.A., B.S., in Anthropology** program at Illinois State University is housed in the Department of Sociology and Anthropology within the College of Arts and Sciences. The Department houses four degree programs: a B.A., B.S. in Anthropology, B.A., B.S, in Sociology, M.A., M.S. in Anthropology, and an M.A., M.S in Sociology. In addition, the department offers minors in Anthropology, Gerontology, and Sociology, an Anthropology Geographic Information Systems (GIS) Graduate certificate and a Social Aspects of Aging Graduate Certificate.

The B.A., B.S. in Anthropology program is designed to prepare students for a wide variety of careers in both the non-profit and for-profit sectors and for graduate study. The program offers a holistic liberal arts education that emphasizes critical thinking, data analysis, communication skills, an appreciation for human diversity, and a global perspective. Students enrolling in the **B.A., B.S., in Anthropology** select either the Anthropology sequence or the Anthropology accelerated sequence (established in 2018). The last review of the B.A., B.S. in Anthropology program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S., in Anthropology, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Anthropology sequence	54	53	49	47	55	54	51	50
Anthropology accelerated sequence					1	0	0	1
Total	54	53	49	47	56	54	51	51

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
B.A., B.S., in Anthropology, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Anthropology sequence	17	20	15	17	14	16	14	12
Anthropology accelerated sequence					1	1	0	1
Total	17	20	15	17	15	17	14	13

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
The program goals are that students:
   1) gain an understanding of major issues and theories in each of the four sub-fields of anthropology
   2) be able to develop and complete a research project in one of these subfields
   3) be able to present their results in both an oral and written form that meets disciplinary standards.

Student learning outcomes
The stated learning goals of Illinois State University's Baccalaureate Anthropology Program are to:
1. explain how humans are a species whose biological, linguistic, technological and social behavioral attributes have been shaped by our evolutionary and cultural past;
2. explain the advantages of the holistic approach in anthropological studies;
3. explain the importance of cultural relativism in understanding human behavior;
4. explain how the archaeological record forms and its importance in understanding human behavior;
5. explain the relationship between language and human socio-cultural behavior, past and present;
6. distinguish between scientific, humanistic and pseudo-scientific explanations and understandings of human biology and behavior;
7. demonstrate knowledge of research methods in biological anthropology
8. demonstrate knowledge of research methods in linguistic anthropology
9. demonstrate knowledge of research methods in archaeological analysis
10. demonstrate knowledge of research methods in cultural anthropology
11. demonstrate the ability to formulate, design and conduct an individual research project using an appropriate research methodology that culminates in an acceptable Senior Thesis.

Program curriculum (2021-2022)
Graduation requirements (Anthropology sequence):
120 credit hours including 40 credit hours for the degree program and 39 credit hours for General Education. The 40 credit hours for the degree program include 25 credit hours of core Anthropology courses and 15 credit hours of Anthropology elective courses.

Graduation requirements (Anthropology accelerated sequence):
120 credit hours including 40 credit hours for the degree program and 39 credit hours for General Education. The 40 credit hours for the degree program include 25 credit hours of core Anthropology courses and 15 credit hours of Anthropology elective courses. At least three courses must be taken for graduate credit.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
26 tenure track faculty members (8 Professors, 12 Associate Professors, and 3 Assistant Professors)
3 non-tenure track faculty members (0 full-time, 3 part-time, totaling 2.3 FTE)
Undergraduate student to faculty ratio: 11 to 1
Undergraduate student to tenure-line faculty ratio: 11 to 1

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
The most significant external factor that has impacted the anthropology program since the previous program review has been the COVID-19 Pandemic. The sudden shift to an all-remote teaching and learning environment introduced stresses and strains that we could have never predicted or prepared for. Beyond the basic technological challenges that could largely be addressed via training and innovative technology, the greater challenges were social, mental, and emotional. Students, faculty, and staff faced unprecedented emotional and social challenges that continue today. The level of burnout and exhaustion is palpable, and the resulting impacts are very real have not yet been fully addressed. For students, it has also introduced a pause where more are questioning the value of a four-year degree and the associated debt burden. However, for those that do see a four-year degree as valuable, it has also become very clear that they want and value a residential, in-person learning experience. Returning to in-person classes has been invaluable and has further validated the way we teach and train our students for the future.

The events of the past 3-4 years have also further highlighted the need to help students to envision a future and a career path that is both meaningful and rewarding. However, the demand for anthropology graduates remains strong due to their relevant and high-demand skill sets. In a 2018 survey by the National Association of Colleges

and Employers, the three attributes of college graduates that employers considered most important were written communication, problem-solving and the ability to work in a team. These are the exact skills that are the cornerstone of the anthropology program, and that is increasingly being acknowledged by employers. For example, in 2019 a large multi-national insurance company approached the Dean of the College of Arts and Sciences and specifically requested a meeting with several liberal arts programs within the college, including the Department of Sociology and Anthropology. The message from that meeting (and several subsequent discussions) was that they wanted to hire graduates with our broad liberal arts training specifically, as they found them to have a skill set that was highly desirable and valuable within their organization, more so that even those trained as business majors. Considering those discussions (which were sidelined due to COVID), we have continued with efforts to better prepare our students with the tools to help them to promote their relevance to prospective employers, with a special emphasis on transferable skills such as:

- Data Analytics/Information Management
- Collaborative Project Design
- Problem Solving
- Culturally Responsive Leadership
- Critical Thought and Analyses
- Strategic Thought for Diverse Solutions
- Interpersonal Communication (verbal and written)
- Nuanced Understanding of Diversity and Inclusion

The anthropology program continues to assess and evaluate the changing landscapes of the discipline within the context of the larger institution of higher education.

Responses to previous program review recommendations
Following program review in 2014, there were eight recommendations made for the Anthropology BA/BS program,
which follow below:

1.   Expand efforts to recruit students for whom anthropology is a first choice major; recruitment initiatives might include working with the department advisor, Honors program, and University College to attract internal transfers as well as expanding contacts with feeder high schools to attract new beginning freshmen to the program. In response to the first recommendation, the anthropology program has continued our efforts to work with Enrollment Management and Academic Services, University College, and other programs on issues of recruitment. However, as noted previously, anthropology is a 'found' major, so recruitment efforts aimed at Freshmen are not as effective as those that target existing students or transfer students. As such, we have engaged in more targeted activities that involve outreach to the top five Community Colleges that produce most of our transfers. These colleges include:

- Heartland Community College
- Illinois Central College
- College of DuPage
- Joliet Junior College
- Harper College

These efforts include sharing of various recruitment materials, including social media links and short YouTube videos that can be shared with potential transfer students, as well as conversations with various Community College faculty that teach related courses to help promote our program. In 2018/2019 we worked with both University Marketing Services and the Design Streak Studio (a research based social innovation lag focused on human-centered design and run by senior graphic design majors at Illinois State University), to create new and innovative marketing materials. These included a short video that featured current and former students talking about the value of the anthropology (and sociology) programs, their career paths, and how the program helped them to achieve their goals. Design Streak Studio worked with faculty and students over the course of a semester to create new brochures and posters that reflected the changing fields of anthropology (and sociology) in a way that had stronger resonance with our current and future student body and more clearly reflected the relevance of our programs for our students' visions and aspirations. Finally, in Spring 2022 we held an Open House for local high school students that are taking a sociology course in high school, and this was very well received by the students and will be repeated in the future.

2. Explore opportunities for offering additional courses online, including courses that meet General Education

requirements, as a convenience to students and as a potential means of recruiting students to the major. In 2020, we started to offer ANT 102: Human Origins online largely in response to the pandemic. Although most of our classes have returned to being offered in person, ANT102 has remained a viable and popular on-line course offering as it also meets the General Education requirement and helps students to meet those requirements with greater flexibility. At this time, we are not planning further offerings as fully on-line due to limitations on staffing and also the demands of our students for in-person classes as the priority.

3. *Explore ways to minimize negative impacts of General Education curriculum changes on internal transfer recruitment to the undergraduate anthropology program, working with Department of Sociology and Anthropology faculty, faculty in other social sciences programs supporting General Education, and the Council on General Education.* Pre-requisites have been removed from ANT 102 and ANT 185, these were holdovers from the Inner, Middle, and Outer Core general education format. ANT 105 – People and Food was also added as an SMT general education course. Moving forward, we are anticipating negative impacts to our department with the proposed revision of general education. The new revision will only require one social science course. If this revision goes through, it will likely cause our enrollment to drop due to the fact that our students find anthropology through general education courses. With only one social science required, the vast majority of students at Illinois State University will choose Introduction to Psychology instead of an anthropology course.

4. *Continue to explore new study abroad options and dual-degree programs to expand international opportunities for students.* In response to the fourth recommendation, Anthropology majors are strongly encouraged to complete a study abroad program. To support this, we have a specific scholarship (Nick Maroules Study Abroad Scholarship) that provides $500 to help offset some of the expenses of this program. We give out an average of 3-4 scholarships per year, except for the COVID years where international travel and study abroad we not possible. Some of the more popular opportunities are in Europe, Latin America, Southeast and East Asia, and Australia. However, as most majors find the major later in their academic career, they sometimes do not have time to complete a study abroad experience. To help encourage this opportunity, students have the ability to take courses abroad that meet requirements for general education (this serves students across campus) and the major/minor in Anthropology. This allows students to stay on track to complete their degree on time. Study abroad allows students to observe firsthand a society different from what they are familiar with. It greatly enhances their anthropology major/minor. In 2016, we signed an agreement to establish a dual Master's degree program with the College of International Relations, Nihon University, Japan. However, due in part to the COVID pandemic, we have not been successful in establishing a dual degree program at the undergraduate level.

5. *Continue to increase internship opportunities that help students hone their jobs skills and develop professional networks that can help students access the job market upon graduation.* In response to the fifth recommendation, we continue to expand our internship program, continually increasing the participation level of students and expanding our network of collaborators and partners. The number of students that participate in internships is continually increasing and the network of our partners is also growing through our alumni engagement activities. We also collaborate with the Center for Civic Engagement on a variety of opportunities to expand co-curricular and service-learning opportunities for our students.

6. *Continue work with Milner Library faculty to embed information fluency instruction earlier in the curriculum with a goal of enhancing student performance in the senior capstone experience.* In response to the sixth recommendation, we continue to maintain an exceptional level of collaboration and partnership with Milner Library, most notably the Social Science Specialist Vanette Schwartz. We work with Vanette each year to make changes to our instructional programs and specific elements of support to adapt to the changing needs of our students. As you can see in the discussion of Milner Library in the Department Overview, we work very closely with Vanette on an ongoing basis. For example, a library guide is compiled for each course containing major sources and how to use them. Search strategies are first demonstrated and explained, then practiced by the students using different sources. Students evaluate the results of their searches. The faculty member and Vanette Schwartz work individually with students to guide them in their research and to assess their ability to identify key sources and understand how to locate sources. Following the library sessions, students are often assigned to compile preliminary bibliographies enabling the faculty member to assess the progress of the student's research. Following the library research session, students may request an individual research consultation. During the consultation Vanette Schwartz works with the student to review the progress made on the research, to clarify search techniques or to identify other sources and assist the student in using them.

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7. *Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.* In response to the seventh recommendation, we created an Alumni Advisory Board in Spring 2016 to increase the level of engagement and involvement with our alumni across all four programs. The purpose of the Board is to: (1) promote a public understanding of the unique nature of today's sociology and anthropology degrees; (2) establish and maintain a network of Department of Sociology and Anthropology alumni; (3) foster internships for mentoring of current students and alumni; (4) assist in recruiting high quality students; (5) collaborate with current faculty on creating and hosting public events; (6) assist in development activities to provide economic support for the Department of Sociology and Anthropology. We have also increased our presence on various social media platforms, most notably LinkedIn, where a majority of our alumni (especially those more recent alumni) are active and engaged. We created a special group for Alumni of our programs and membership in that group has been consistently and steadily growing.

8. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* In response to the eighth and final recommendation, program assessment is an iterative and on-going process. We regularly meet with the Assessment Office to discuss our current assessment plans and consider possible options for any adjustments or improvements. In 2019, we started a more directed review and revision process of assessment for both Sociology and Anthropology and had several meetings to discuss our current activities as well as some options for improvements. However, due to the pandemic, that process could not be continued as our time and energy was needed elsewhere. We did approve a new exit survey for both sociology and anthropology undergraduates which will be required in our new Senior Practicum, which will be a six-week seminar for all graduating seniors to help prepare them for the transition to life after Illinois State University. Since participation in previous assessment surveys was always a significant challenge and weakness for our program, making this exit survey a requirement for the Senior Practicum will hopefully help to mediate that challenge.

Major findings
The anthropology program retains many of the strengths that have sustained this program over many decades. Our students all complete a research-oriented senior thesis, regarded as one of the most effective mechanisms to address learning goals that prioritize critical thought, research, analyses, and communication skills. Our students have considerable opportunities for co-curricular experiences that enhance their skills and provide additional credentials and experiences that position them strongly to pursue their future aspirations and career goals. Our program values equity, diversity, and inclusion and continually strives to ensure that we are living those values through our curriculum, scholarship, and service. We acknowledge the changing nature of higher education, and in particular, the changing needs and aspirations of our students. We take an iterative approach to refining and revising our curriculum in a thoughtful manner that supports student success, while at the same time, supports our core values and mission. These elements are all possible because we work from a shared vision that supports the advancement of scholarship and critical thought by empowering students, faculty, and staff as engaged citizens to promote social change in a diverse global community.

Despite these successes, the anthropology program faces many of the same challenges that are facing higher education as a whole. These challenges include a growing lack of access to higher education for socio-economically underprivileged students, growing debt-loads for those who attend a four-year degree program, increasing mental health challenges and lack of access to adequate resources, a declining pool of potential students due to the 'demographic cliff', and increasing questions from students and parents about the value and relevancy of a four-year degree. These are questions and concerns that can't be addressed by any individual program, but rather they require intentional and committed efforts in collaboration with the entire institution. However, the Anthropology program continues to work on a more localized/program scale to address these challenges and formulate potential solutions. For example, our emphasis on diversity, equity, and inclusion work to create a space where all students feel welcome and valued, leading to a program that is increasing in diversity. We have an on-going and iterative process for curriculum review and reform, allowing us to pivot and meet the changing needs of students and the discipline as a whole. We recognize the increasing demand for more applied aspects of our program and have worked to increase our course offerings in these areas but are limited by the current number of Tenure Track faculty.

<u>**Initiatives and plans**</u>

Two main actions will be the focus during the next program review cycle. These include a continued and on-going assessment of our curriculum to remain responsive to student needs and an evolving discipline and adding additional tenure track faculty to meet the needs of current and future students. The primary resources that we need are additional tenure track faculty and an additional physical/biological anthropology lab space to accommodate new faculty and expanded research that would further engage our students. At the current time and with the current number of faculty, we are limited in what additional electives and new General Education courses we can offer. It is commonly the electives and the General Education classes that are the most productive points of recruitment for the major. We also need to continue to work with the General Education program revisions to ensure that our program remains a central pillar in the general education program. As a 'found' major, if students are not exposed to anthropology via the General Education curriculum, we will most certainly see a precipitous drop in our majors due to simple lack of exposure and knowledge about our program and how it can contribute to a diversity of career aspirations.

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

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee notes that the program's enrollment (considering both first and second majors) during the program review cycle remained relatively unchanged (from 67 in 2015 to 65 in 2021, with a high of 74 in fall 2020 and a low of 55 in 2018). The program indicates that, with current resources, the program has the capacity to grow by 20-30 students. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has also increased (from 22.2 percent in fall 2015 to 25.0 percent in fall 2021), generally below the University average during the period of review. The committee commends the department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as female has increased from 59.3 percent in fall 2015 to 63.0 percent in fall 2020. We commend the program for establishing a Student Ambassador Program to assist with recruitment and retention of students. The committee commends the Department for their expanded recruitment efforts that include outreach to high school students through alumni who teach sociology classes (in which they may be introduced to the related discipline of anthropology) in local schools, recruiting efforts in introductory and general education courses, participation in recruitment events (e.g., open houses, Redbird Days, and Presidential, University Scholar days, and tours for local high school students of the department's laboratory facilities), and collaborations with Design Streak Studio and University Marketing Services to develop new marketing materials (brochures, posters, and videos).

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with recommendations from the American Anthropology Association as well as the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee applauds their collaborative development of the Schroeder Hall Commons, a public space to include decorative items that reflect a broad and global diversity to foster a more inclusive environment for students, faculty, and staff. The committee commends the program for the creative and varied co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field and network with potential employers. These include an extensive internship program that provides opportunities for applied experiential learning and academic research within the discipline. Co-curricular opportunities have also been infused into courses offering students the chance to engage in civic and community projects (examples include developing educational materials for exhibits at the local zoo and creating a podcast to present findings from recent research discoveries in paleoanthropology). We commend the program faculty for their support of the Society of Student Anthropologists Club. We further commend the program faculty for their support of study abroad

opportunities to visit other countries and cultures (e.g., Europe, Latin America, Southeast and East Asia) and hope the program will work with the Office of Study Abroad to help (re)launch, fund, and promote additional anthropology-related experiences. The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their substantial work during the period of review to revise the curriculum to ensure that the content reflects changes within the discipline (e.g., moving away from a traditional four-field curriculum model) and to respond to changing student needs (e.g., providing greater flexibility among elective course offerings). This work included the creation of a new accelerated sequence designed to facilitate entry into a master's degree program within the department. The committee also commends the program faculty support of several popular interdisciplinary minor programs (e.g., Food Studies, Latin American and Latino/a Studies, Women, Gender, and Sexuality Studies, and Water Sustainability). Furthermore, the program faculty are commended for inclusion of equity, diversity, and inclusiveness as core principles infused throughout the program curriculum. The committee further commends the program faculty for their support of and participation in institutional programs (e.g., General Education and AMALI).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. We support the program faculty's plan to develop and implement a new exit survey as an indirect method of assessment. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee commends the faculty members of the program for their teaching, scholarly, and service contributions to the B.A., B.S. in Anthropology. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international interdisciplinary professional conferences. The program faculty regularly engage in professional development opportunities. Additionally, we recognize that faculty in the program have been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

Follow-up Report.

Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. In a subsequent follow-up report, the committee asks the faculty to address this section through an expanded analysis of aspirational programs, including aspirational programs nationwide, that could help to develop strategies for addressing priority initiatives faculty have identified for the next review. The committee hopes this exercise will lead to the program creating initiatives and marketing to further differentiate itself from the Sociology program. Studying aspirational programs might also help faculty with the exploration of alternate program delivery methods. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by August 15, 2024.

Recommendations.
The Academic Planning Committee thanks faculty members in the Department of Sociology and Anthropology for the opportunity to provide input regarding the B.A., B.S. in Anthropology program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Anthropology faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program remains strong but enrollments are below target levels. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college and external transfers as first and second majors in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that program faculty continue to identify external student populations for recruitment. We recommend that the program explore opportunities to use scholarships for recruitment in addition to retention of current students. The committee encourages the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates as well as monitoring of time-to-degree and exceptions. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

Continue to review and revise the curriculum. The committee recognizes work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure including assessing the impact of recent revisions. We suggest that the program continue to monitor the impact of the recent changes to the curriculum especially with respect to time-to-degree and other student outcomes.

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 the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to work with their Alumni Advisory Board to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE M.A., M.S., IN ANTHROPOLOGY

Classification of Instruction Programs (CIP) Code: 45. 0210
Anthropology, General

OVERVIEW

The **M.A., M.S., in Anthropology** program at Illinois State University is housed in the Department of Sociology and Anthropology within the College of Arts and Sciences. The Department houses four degree programs: a B.A., B.S. in Anthropology, B.A., B.S, in Sociology, M.A., M.S. in Anthropology, and an M.A., M.S in Sociology. In addition, the department offers minors in Anthropology, Gerontology, and Sociology, an Anthropology Geographic Information Systems (GIS) Graduate certificate and a Social Aspects of Aging Graduate Certificate.

The M.A., M.S., in Anthropology program builds on four-field programs in archaeology, anthropological linguistics, cultural anthropology, and biological anthropology. Students enrolling in the **M.A., M.S., in Anthropology** select either the Anthropology sequence or the Applied Community and Economic Development sequence (established in 2016). The last review of the M.A., M.S. in Anthropology program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
M.A., M.S., in Anthropology, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Anthropology sequence	17	21	18	14	16	16	17	17
Applied Community and Economic Development sequence		3	4	4	6	5	3	4
Total	17	24	22	18	22	21	20	21

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
M.A., MS., in Anthropology, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Anthropology sequence		3	4	8	5	3	4	4
Applied Community and Economic Development sequence				1	2	2	2	4
Total		3	4	9	7	5	6	8

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

<u>**Program goals**</u>
1. Foster excellence in scholarship, teaching and learning, with a particular emphasis on research and experiential learning in anthropology; and,

2. Prepare students to successfully compete for job positions in archaeology, anthropology, and related fields and for admission to highly respected doctoral programs in the fields.

Student learning outcomes
1. Each student will demonstrate the ability to identify a research project, design a research plan to address that project, perform the necessary research, and present the results of the project.
2. Each student will demonstrate competence in anthropological theory as it applies to their specific subdiscipline of anthropology.
3. Each student will demonstrate competence in the subject material pertinent to their specific subdiscipline of anthropology, including the practical application of knowledge in the subdisciplinary material.

Program curriculum (2021-2022)
Graduation requirements

M.A., M.S., in Anthropology (Anthropology sequence) requires 33 credit hours and offers 5 concentrations of course study. These include 27 credit hours of anthropology courses and 6 credit hours of capstone or thesis.

M.A., M.S., in Anthropology (Applied Community and Economic Development sequence) requires 38 credit hours. This includes 9 credit hours of core Anthropology courses, 6-8 credit hours of electives, 6 credit hours of capstone or thesis, and 17 credit hours of Applied Community and Economic Development courses and an 11-month internship.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2022)
26 tenure track faculty members (8 Professors, 12 Associate Professors, and 3 Assistant Professors)
3 non-tenure track faculty members (0 full-time, 3 part-time, totaling 2.3 FTE)

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
There have not been changes in external factors affecting the academic program since the program was established.

Responses to previous program review recommendations
This is the first program review as the M.A., M.S. in Anthropology began in 2014.

Major findings
In the first eight years of M.A./M.S. Anthropology Program, we have added a sequence (ACED) and the Accelerated (4+1) Program. We have met but not exceeded the initial enrollment expectations set out of the program in 2014. Since then, despite the loss of senior faculty members, we have maintained scholarly productivity and continue to recruit good students. While other programs in the state have lost a significant number of students, we have increased our enrollments and they are coming from increasingly diverse backgrounds.

We are interested in continuing to recruit more talented and diverse students and believe that we could easily recruit more students into our ACED program and more international students to our program. Increasing our enrollment would help us to be able to offer graduate-only seminars. We have little room to expand however with current funding and staff. In particular, we require additional GA funds. We can only accept as many students as we have funding to support them. International students require enough support to qualify for a J-1 visa.

Our program is highly flexible and individualized. Qualitative exit interviews with graduates revealed that our strengths lie in the close, supportive relationships our faculty form with graduate students and the individual attention they receive in meeting their individual goals. Identified weaknesses tended to be very specific to individual student pathways and concentrated on individual pieces of information students didn't feel like they

received in orientation. Continuing to develop our graduate student orientation materials and clarifying student expectations and benchmarking should address these weaknesses.

Graduates of the program have been accepted to competitive doctoral programs or have found employment in a number of fields. We believe that a Museum Studies Certificate would provide added value to our degree as well as attracting new students to our program. Our program could benefit from greater institutional budget and support for recruitment and assessment (the funds to send LinkedIn emails advertising the program to all Illinois Anthropology majors, for example).

Finally, continuation and advancement of the graduate program requires financial support for a Graduate Coordinator. Our current compensation (one course release per year and variable additional summer funds) is insufficient for the time required to recruit, advise, enroll, track, assess, and report on graduate students and our alumni.

Initiatives and plans

Based on our findings, faculty will:
- Refine our assessment to include regular (every 3 year) alumni interviews.
- Formalize orientation and review procedures for students including creation of a Program Handbook, implementation of formal first year review, and process to discontinue graduate students who are not making progress toward their degree before the six-year mark.
- Pursue the establishment of a graduate certificate program in Museum Studies in collaboration with this Department of History and other programs as well as hiring a museum studies specialist.
- Better track of the accomplishments of our graduates, through LinkedIn and other tools.

Additional resources needed to accomplish these initiatives include additional faculty lines in anthropology (including joint hires), additional GA support, permanent support for the role of the graduate coordinator, and assistance from the ISU Alumni office including shared data so alumni tracking efforts are not duplicated.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee commends the program faculty for their recruitment efforts that have resulted in strong and steady enrollments over the course of the first years of the program (which began in Fall 2014). Enrollments during the program review cycle stayed relatively constant (from 17 in 2015 to 20 in 2021). The program indicates that, with increased graduate funding, their ideal target is 30 students. The committee commends the department faculty for efforts to increase the diversity among its students. The percentage of graduate students from groups traditionally underrepresented in the discipline has increased (from 17.6 percent in fall 2015 to 40.0 percent in fall 2021). Similarly, the percentage of students identifying as female has increased from 58.8 percent in fall 2015 to 65.0 percent in fall 2021. We commend the program for eliminating the GRE admissions requirements to lower barriers to prospective students and to increase diversity within their applicant pools. The committee commends the work faculty have completed regarding their recruitment efforts (e.g., participation in Graduate School Fairs and Seminars at annual professional meetings, and new promotional brochures, flyers and posters for distribution to regional B.A., B.S. Anthropology programs).

The committee commends the program faculty for their efforts to support the success of their graduate students. Students who are assigned graduate assistantships participate in an orientation led by the Graduate Coordinator (in addition to an orientation by the Graduate School). The program faculty have developed and implemented a

Writing Mentor Workshop program to provide training for graduate students mentoring other students in disciplinary-specific writing. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. Graduate students are invited to attend the departmental brown bag series in which internal and external speakers present their research. We further commend the department for their financial support of students participating in research trips and professional conferences. The committee also commends the program faculty for their identifying and supporting civic engagement opportunities that further support the program's student learning outcomes.

The committee commends the faculty for their work during the period of review to revise the curriculum. This work included the creation of the Applied Community and Economic Development sequence, a non-thesis capstone option, a dual-degree program in Japanese Studies with Nihon University, and program revisions that resulted in reducing the number of required hours from 33 to 30. Furthermore, the program faculty are commended for their commitment to the inclusion of Equity, Diversity, and Inclusiveness as core principles of the program. This is evidenced by the reinvention of the foundational theory course (ANT 461) to have an explicit focus on scholars from under-represented groups, the revision of the methods course (ANT 402) to include a focus on decolonizing ethnography, and the addition of several new courses (e.g., ANT 303 Latin America in Ethnographic Perspective, ANT 343 Food, Place, and Power, ANT 383 Selected Cultures). We also applaud the program faculty for the creation of a new undergraduate accelerated sequence designed to facilitate entry for Illinois State Anthropology majors into this graduate degree program.

The committee commends the faculty members of the program for their teaching, scholarly, and service contributions to the M.A., M.S. in Anthropology. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international interdisciplinary professional conferences. The program faculty regularly engage in professional development opportunities. Additionally, we recognize that faculty in the program have been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State. Actions planned as a result of these analyses include the development of a graduate certificate program in Museum Studies (in collaboration with the Department of History) and clarifying benchmarks for graduate student success to better support time-to-degree completion.

Follow-up Report.

Assessment plan. The Academic Planning Committee recognizes faculty efforts in developing and implementing the assessment. However, the self-study report suggests that the program faculty are in the early stages of implementation of a substantially revised plan. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by May 15, 2024.

Recommendations.
The Academic Planning Committee thanks faculty members of the M.A., M.S. in Anthropology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Anthropology faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for enrollment management. The committee notes that demand for the program remains strong but enrollments are below target levels. The committee acknowledges the work faculty have completed regarding their recruitment efforts. The committee encourages the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program work with the

Graduate School, Enrollment Management and Academic Services, and the Office of the Provost to refine and implementing their plan for student recruitment.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring student retention, particularly examining potential barriers to thesis completions that have contributed to highly variable completion rates and time to degree.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students.

Continue to revise the plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and provide employment opportunities for program graduates.

REVIEW OF THE B.A., B.S., IN SOCIOLOGY

Classification of Instruction Programs (CIP) Code: 45.1101
Sociology, General

OVERVIEW

The **B.A., B.S., in Sociology** program at Illinois State University is housed in the Department of Sociology and Anthropology within the College of Arts and Sciences. The Department houses four degree programs: a B.A., B.S. in Anthropology, B.A., B.S, in Sociology, M.A., M.S. in Anthropology, and an M.A., M.S in Sociology. In addition, the department offers minors in Anthropology, Gerontology, and Sociology, an Anthropology Geographic Information Systems (GIS) Graduate certificate and a Social Aspects of Aging Graduate Certificate. In addition to serving its majors, the undergraduate sociology program makes substantial contributions to the General Education program at Illinois State and to other academic programs at the institution, including interdisciplinary minors.

The B.A., B.S. in Sociology program is designed to prepare students for a wide range of positions in non-governmental organizations and non-profit organizations as well as for graduate training in sociology and allied disciplines. The last review of the B.A., B.S. in Sociology program occurred in 2014-2015.

Enrollment by Fall Census Day and Degrees Conferred by Graduating Fiscal Year, 2015-2022
B.A., B.S., in Sociology, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Enrollments	282	304	271	218	199	191	194	227
Degrees	107	103	66	101	73	75	60	56

*Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2020, fall 2020, and spring 2021.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
Earning an undergraduate degree in Sociology should be intellectually and personally transformational. Through the process of completing their degrees, sociology undergraduate students should learn, critically assess, and have command of:
1. The discipline of sociology and how it contributes to people's understanding of social reality and social life
2. The role of theory in sociology
3. A variety of research methods in sociology
4. Basic concepts in sociology
5. Basic social processes and dynamics in national and global contexts
6. Professional development

Student learning outcomes
1. *The discipline of sociology and how it contributes to people's understanding of social reality and social life, such that students will be able to*:
   a) Explain how sociology both differs from and shares aspects with allied disciplines; and
   b) Apply the sociological imagination and sociological principles and concepts to his/her/their own life and the understanding of specific human societies and of human society in general;
   c) Use sociology to analyze and devise creative solutions to social problems, including through civic engagement;
   d) Recognize that sociology values social justice via individual and collective action to create social change.

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2. *The role of theory in sociology, such that students will be able to*:
    a) Define theory and explain its role in the development of sociological knowledge;
    b) Compare and contrast major theoretical orientations;
    c) Show how theories reflect the historical and cultural contexts in which they were developed;
    d) Apply basic theories or theoretical orientations to understanding human society and social life;
    e) Delineate the reciprocal relationship between theory and research methods
3. *A variety of research methods in sociology, such that students will be able to*:
    a) Identify basic methodological approaches and explain the role of methodology in building sociological knowledge;
    b) Compare and contrast basic methodological approaches for sampling, gathering data and analyzing it;
    c) Design a sociological research study;
    d) Have experience in gathering, analyzing and interpreting data;
    e) Critically assess a variety of data, research reports, texts, discourse, and media, and how they result from social, economic and political processes. Be capable of evaluating logic, argumentation and data.
4. *Basic concepts in sociology, such that students will be able to define, give examples and demonstrate the relevance of: social inequality, race/ethnicity/nationality, social institutions, power, culture, sex and gender, sexuality, socialization, social structures, social class and status, collective behavior/social movements, social stratification, agency, symbolic interaction, social location and conflict theory*.
5. *Basic social processes and dynamics in national and global contexts, so that students will be able to*:
    a) Understand the reciprocal relationship between human agency and social structure and their linkages to social inequality and social justice;
    b) Demonstrate how social change affects social structure and individuals;
    c) Demonstrate how culture and social structure vary across time and place, and how such variations affect social life; and
    d) Identify the interrelationship between social policy and social structure.
6. *Professional development, such that students will be able to*:
    a) Identify, analyze, and apply the ethics of the discipline (including the ASA Code of Ethics);
    b) Practice various modes of sociological discourse;
    c) Utilize effective practices for presenting sociological information and communicating ideas, orally, visually and in writing.
    d) Develop the skills to work in teams of diverse people
    e) Explore the uses of undergraduate and graduate degrees in sociology; and
    f) Analyze the labor market, world of work, and methods (resume/curriculum vitae writing, networking, etc.) for obtaining employment;
    g) Act as global citizens engaged in communities.

Program curriculum (2021-2022)
Graduation requirements

B.A., B.S. in Sociology requires 120 credit hours including 40 credit hours for the degree program and 39 credit hours for General Education. The 40 credit hours for the degree program include 19 credit hours of core Sociology courses and 21 credit hours of Sociology elective courses.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
26 tenure track faculty members (8 Professors, 12 Associate Professors, and 3 Assistant Professors)
3 non-tenure track faculty members (0 full-time, 3 part-time, totaling 2.3 FTE)
Undergraduate student to faculty ratio: 11 to 1
Undergraduate student to tenure-line faculty ratio: 11 to 1

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
Describe any changes since the last program review in external factors affecting the academic program. Address changes in the manner in which students in the discipline are taught, professions for which students are trained, the demand for program graduates, and the demand for the program by prospective students. The most significant external factor that has impacted the sociology since the previous program review has been the COVID-19 Pandemic. The sudden shift to an all-remote teaching and learning environment introduced stresses and strains that we could have never predicted or prepared for. Beyond the basic technological challenges that could largely be addressed via training and innovative technology, the greater challenges were social, mental, and emotional. Students, faculty, and staff faced unprecedented emotional and social challenges that continue today. The level of burnout and exhaustion is palpable, and the resulting impacts are very real have not yet been fully addressed. For students, it has also introduced a pause where more are questioning the value of a four-year degree and the associated debt burden. However, for those that do see a four-year degree as valuable, it has also become very clear that they want and value a residential, in-person learning experience. Returning to in-person classes has been invaluable and has further validated the way we teach and train our students for the future.

The events of the past 3-4 years have also further highlighted the need to help students to envision a future and a career path that is both meaningful and rewarding. However, the demand for sociology graduates remains strong due to their relevant and high-demand skill sets. In a 2018 survey by the National Association of Colleges and Employers, the three attributes of college graduates that employers considered most important were written communication, problem-solving and the ability to work in a team. These are the exact skills that are the cornerstone of the sociology program, and that is increasingly being acknowledged by employers. For example, in 2019 a large multi-national insurance company approached the Dean of the College of Arts and Sciences and specifically requested a meeting with several liberal arts programs within the college, including the Department of Sociology and Anthropology. The message from that meeting (and several subsequent discussions) was that they wanted to hire graduates with our broad liberal arts training specifically, as they found them to have a skill set that was highly desirable and valuable within their organization, more so that even those trained as business majors. Considering those discussions (which were sidelined due to COVID), we have continued with efforts to better prepare our students with the tools to help them to promote their relevance to prospective employers, with a special emphasis on transferable skills such as:
- Data Analytics/Information Management
- Collaborative Project Design
- Problem Solving
- Culturally Responsive Leadership
- Critical Thought and Analyses
- Strategic Thought for Diverse Solutions
- Interpersonal Communication (verbal and written)
- Nuanced Understanding of Diversity and Inclusion

The sociology program continues to assess and evaluate the changing landscapes of the discipline within the context of the larger institution of higher education.

Responses to previous program review recommendations
Following program review in 2014, there were seven recommendations made for the Sociology BA/BS program, which follow below:
1. *Continue working with Enrollment Management and Academic Services to identify and recruit for enrollment targets that are sustainable given resources available to the program and department*. In response to the first recommendation, the Sociology program has continued our efforts to work with Enrollment Management and Academic Services on issues of recruitment. However, as noted previously, Sociology is a 'found' major, so recruitment efforts aimed at Freshmen are not as effective as those that target existing students or transfer students. As such, we have engaged in more targeted activities that involve outreach to the top five Community Colleges that produce most of our transfers. These colleges include:
- Heartland Community College
- Illinois Central College
- College of DuPage
- Joliet Junior College
- Harper College

These efforts include sharing of various recruitment materials, including social media links and short YouTube videos that can be shared with potential transfer students, as well as conversations with various Community College faculty that teach Sociology courses to help promote our program. In 2018/2019 we worked with both University Marketing Services and the Design Streak Studio (a research based social innovation lab focused on human-centered design and run by senior graphic design majors at ISU), to create new and innovative marketing materials. These included a short video that featured current and former students talking about the value of the sociology (and anthropology) programs, their career paths, and how the program helped them to achieve their goals. Design Streak Studio worked with faculty and students over the course of a semester to create new brochures and posters that reflected the changing fields of sociology (and anthropology) in a way that had stronger resonance with our current and future student body and more clearly reflected the relevance of our programs for our students' visions and aspirations. Finally, in Spring 2022 we held an Open House for local high school students that are taking a sociology course in high school, and this was very well received by the students and will be repeated in the future.

2. *Conduct a comprehensive review of the curriculum to determine the appropriate balance between core and elective courses, policies for faculty assignments to them, and courses to be developed and eliminated; the review should also address the rationale for completion of anthropology courses by majors as well as guidance regarding anthropology courses most beneficial for each student.* We consider this to be the most significant recommendation and as such, this is where we, as a department, devoted the majority of our time and effort during this time period. In response to the second recommendation, in 2018 the Sociology program began discussions about our curriculum, points of challenge for our students, and how these all intersected with our learning goals. The first step in this process was a full review and revision of our learning goals, guided heavily by the 2017 American Sociological Association report "The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers and Online Learning". Throughout the year, we had numerous meetings and working sessions that resulted in a fully revised set of learning goals for our BA/BS program in sociology. Following that process, in the Fall of 2019 we embarked on a year-long process to assess and revise the curriculum in response to the new learning goals, the feedback from the 2014 Program Review, and several emerging issues. Sociology 206 had increasingly become a problematic course as it had essentially become a 'gateway' course, often preventing students from moving on in the major. SOC 206 was a pre-requisite for SOC 270, 271, and 275 and had a rather high DWF rate, particularly among minority students, causing students to either repeat it, sometimes multiple times, or for many, they simply changed their major. When a student dropped sociology, they most commonly changed to University Studies, as students were too far along in their time at ISU and changing to most other majors would significantly delay their time to degree. This issue was also noted in the 2014 Program Review and was initially addressed in a response in 2016. However, the challenges remained, and we found these outcomes to be unacceptable and inconsistent with the goals and values of our program.

The review process began with a day-long retreat in the Fall of 2019, facilitated by an external expert that led the faculty in a critical reflection on our learning goals, our values, and our mission as a department. The curriculum review process also coincided with the creation of a new Department Strategic Plan (2020-2025), which helped to guide and inform the sociology program curriculum revision process. Throughout the year numerous meetings were held with the Sociology faculty where we revised our learning goals and mapped our current curriculum. We were one of 120 sociology programs that participated in the American Sociological Association (ASA) Curriculum Mapping Toolkit for Sociology Project in 2019-2020, which aided our department in creating a much more thoughtful and reflective review of the strengths and weaknesses of our curriculum. We also utilized significant data from our peer and aspirational sociology undergraduate programs to assess our curriculum in comparison to other programs across the country. Finally, we utilized the 2017 ASA report "The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning" to inform and guide our discussions to ensure we were following best practices within our discipline.

As a result of the year-long process, SOC 206 was removed altogether and replaced with a new course, SOC 200: Doing Sociology, which retained similar learning outcomes. However, SOC200 is now an elective, and not a required course that limits or impedes progress through the core curriculum. The faculty concluded that the learning objectives are being sufficiently met through other core courses: SOC 270, 271, and 275 as well as writing intensive electives. Freeing up SOC 200 to now be an elective (and not a required course) allows students more flexibility to add another sociology elective, as well as freeing up faculty to teach more electives and to also teach in our core sequence: SOC 270, 271 and 275. All pre-requisites in the core classes were also revised, removing the

various roadblocks and impediments that often-prevented students from completing the required courses in a timely manner, thus reducing time to degree. Overall, these changes reduced the required course hours from 19 to 16 and the major elective hours to 24, allowing students far more flexibility with major electives that suit their academic and career interests.

Several other smaller changes were also instituted because of this year-long curriculum revision process. The two required Anthropology courses were removed as a requirement. We also removed the required to earn a C or better in the core major courses: SOC 106, 170, 271, 275, 300. This has not brought the overall GPA down, but it has allowed students more flexibility when completing the major and time to degree. This also brought the overall credit hours down to 40 from 43.

Together, these changes in the curriculum have brought the Sociology major in line with the vast majority of Sociology majors across the country, especially those at our peer and aspirational institutions. It has also virtually eliminated students having to switch their major to University Studies to complete a degree. It has also reduced the time to degree for student who may find sociology later in their career at ISU. Finally, as of Fall 2022, we are starting to see a noticeable increase in the Sociology major as a result of these curricular changes with 227 majors for Fall 2022.

The Sociology minor was also revised to require 9 of the 18 hours be at the 200 or 300 level. Previously, students could complete the sociology minor with 18 hours of only 100-level coursework. That meant that students could complete the minor without any advanced level coursework, or a student could take all 18 hours at a community college, transfer them to ISU, and have the minor completed. Requiring 9 hours of 200/300 level coursework will provide students with more advanced level coursework in Sociology, and more direct interaction with a diversity of faculty and topics. This same approach instituted in the Anthropology program, which also requires 9 hours of 200/300 level coursework, ensuring parity across the two programs.

In addition to changes to the major and minor curriculums, we have added several new interdisciplinary minors that complement our existing curriculum and provide students with additional skills and knowledge drawn from synergistic fields of study. These interdisciplinary minors help students to synthesize information from two or more plans of study into a comprehensive and impactful plan of study that has sociological principles at its core. We currently have four interdisciplinary minors that are advised by our Director of Student Services (current enrollment is noted in paratheses):
- Food Studies Minor (14)
- Latin American and Latino/a Studies Minor (LALS) (93)
- Women, Gender, and Sexuality Studies Minor (43)
- Water Sustainability Minor (16)

3. *Explore development of additional cocurricular and service-learning opportunities, including, but not limited to, professional practice internships that help prepare students who choose not to pursue sociology as an academic career.* In response to the third recommendation, we continue to expand our internship program, continually increasing the participation level of students and expanding our network of collaborators and partners. In Fall 2019, we offered the first section of SOC 300 (Senior Experience) which required students to have an internship and focused their capstone project on an applied assessment of that co-curricular experience and the application of their skills and knowledge to a real-world context. We continue to offer one section of SOC300 each year that prioritizes the internship experience as an applied form of 'public sociology'. We also collaborate with the Center for Civic Engagement on a variety of opportunities to expand co-curricular and service-learning opportunities for our students.

4. *Develop a faculty hiring plan to guide replacement of faculty members who will likely leave the program during the next program review cycle due to retirement, in doing so engaging department faculty in a discussion of the appropriate balance between breadth and depth of the curriculum.* In response to the fourth recommendation, the Sociology faculty developed a 3-4 year hiring plan and vision, starting in Fall 2017, which has guided our future hiring requests in a manner that was more closely tied to our vision, mission, and our future aspirations. With the conclusion of the successful hiring of each area of expertise on our list in Fall 2020, this same 3-4 year hiring plan and vision was created in Fall 2021 to guide the next round of hires.

5. *With new University Honors program requirements and processes now in place, develop and implement a plan to increase involvement of sociology majors in the Honors program*. In response to the fifth recommendation, we have enhanced our discussions of the honors program with our majors through our advising process. However, as we have previously noted, since the vast majority of our majors do not come to us as Freshmen, the opportunity to add the Honors designation to their program of study once they declare Sociology as a major in their sophomore or junior year is more limited. We will continue to work with the Honors College to explore other ways to increase participation in this program among our majors for the future.

6. *Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.* In response to the sixth recommendation, we created an Alumni Advisory Board in Spring 2016 to increase the level of engagement and involvement with our alumni across all four programs. The purpose of the Board is to: (1) promote a public understanding of the unique nature of today's sociology and anthropology degrees; (2) establish and maintain a network of Department of Sociology and Anthropology alumni; (3) foster internships for mentoring of current students and alumni; (4) assist in recruiting high quality students; (5) collaborate with current faculty on creating and hosting public events; (6) assist in development activities to provide economic support for the Department of Sociology and Anthropology. We have also increased our presence on various social media platforms, most notably LinkedIn, where a majority of our alumni (especially those more recent alumni) are active and engaged. We created a special group for Alumni of our programs and membership in that group has been consistently and steadily growing.

7. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* In response to the seventh and final recommendation, program assessment is an iterative and on-going process. We regularly meet with the Assessment Office to discuss our current assessment plans and consider possible options for any adjustments or improvements. In 2019, we started a more directed review and revision process of assessment for both Sociology and Anthropology and had several meetings to discuss our current activities as well as some options for improvements. However, due to the pandemic, that process could not be continued as our time and energy was needed elsewhere. We did approve a new exit survey for both sociology and anthropology undergraduates which will be required in our new Senior Practicum, which will be a six-week seminar for all graduating seniors to help prepare them for the transition to life after ISU. Since participation in previous assessment surveys was always a significant challenge and weakness for our program, making this exit survey a requirement for the Senior Practicum will hopefully help to mediate that challenge.

Although this was mentioned in the Anthropology BA/BS review, we feel it is also relevant for the Sociology BA/BS, given the impending changes to General Education at ISU.
Explore ways to minimize negative impacts of General Education curriculum changes on internal transfer recruitment to the undergraduate anthropology program, working with Department of Sociology and Anthropology faculty, faculty in other social sciences programs supporting General Education, and the Council on General Education. Pre-requisites have been removed from SOC 108, 220, and 223 these were holdovers from the Inner, Middle, and Outer Core general education format. SOC 195 – Sociology of Popular Culture was also added as a SS general education course. Moving forward, we are anticipating negative impacts to our department with the proposed revision of general education. The new revision will only require one social science course. If this revision goes through, it will likely cause our enrollment to drop due to the fact that our students find sociology through general education courses. With only one social science required, the vast majority of students at ISU will choose Introduction to Psychology instead of a sociology course.

Major findings
The sociology program retains many of the strengths that have sustained this program over many decades. Our students all complete a research-oriented senior thesis, regarded as the 'gold standard' by the American Sociological Association, for learning outcomes. Our students have considerable opportunities for co-curricular experiences that enhance their skills and provide additional credentials and experiences that position them strongly to pursue their future aspirations and career goals. Our program values equity, diversity, and inclusion and continually strives to ensure that we are living those values through our curriculum, scholarship, and service. We acknowledge the changing nature of higher education, and in particular, the changing needs and aspirations of our students. We take an iterative approach to refining and revising our curriculum in a thoughtful manner that supports student success, while at the same time, supports our core values and mission. These elements are all possible

because we work from a shared vision that supports the advancement of scholarship and critical thought by empowering students, faculty, and staff as engaged citizens to promote social change in a diverse global community.

Despite these successes, we also face many of the same challenges that are facing higher education as a whole. These challenges include a growing lack of access to higher education for socio-economically underprivileged students, growing debt-loads for those who attend a four-year degree program, increasing mental health challenges and lack of access to adequate resources, a declining pool of potential students due to the 'demographic cliff', and increasing questions from students and parents about the value and relevancy of a four-year degree. These are questions and concerns that can't be addressed by any individual program, but rather they require intentional and committed efforts in collaboration with the entire institution. However, the sociology program continues to work on a more localized/program scale to address these challenges and formulate potential solutions. For example, our emphasis on diversity, equity, and inclusion work to create a space where all students feel welcome and valued, leading to a program that is increasing in diversity. In fact, the sociology program is already more diverse than the institution as a whole, which is a trend we want to continue to support and advance. We have an on-going and iterative process for curriculum review and reform, allowing us to pivot and meet the changing needs of students and the discipline as a whole. We recognize the increasing demand for more applied aspects of our program and have worked to increase our course offerings in these areas but are limited by the current number of Tenure Track faculty.

Initiatives and plans
Two main actions will be the focus during the next program review cycle. These include a continued and on-going assessment of our curriculum to remain responsive to student needs and an evolving discipline and adding additional tenure track faculty to meet the needs of current and future students. The primary resources that we need are additional tenure track faculty to expanded curriculum offerings and research and co-curricular opportunities that would further engage our students. At the current time and with the current number of faculty, we are limited in what additional electives and new General Education courses we can offer. It is commonly the electives and the General Education classes that are the most productive points of recruitment for the major. We also need to continue to work with the General Education program revisions to ensure that our program remains a central pillar in the general education program. As a 'found' major, if students are not exposed to sociology via the General Education curriculum, we will most certainly see a precipitous drop in our majors due to simple lack of exposure and knowledge about our program and how it can contribute to a diversity of career aspirations.

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee notes that the program's enrollment during the period covering the program review cycle declined significantly (from 282 in 2015 to 194 in 2021). The committee also notes that during this same period students minoring in Sociology increased (from 150 in 2015 to 254 in 2021). The committee commends the department faculty for efforts to increase diversity among its students. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has increased (from 32.6 percent in fall 2015 to 45.0 percent in fall 2020), consistently above the University average during the period of review. The percentage of students identifying as women has decreased from 70.2 percent in fall 2015 to 62.9 percent in fall 2021. We commend the program for establishing a Student Ambassador Program to assist with recruitment and retention of students. The committee commends the Department for their expanded recruitment efforts that include outreach to high school students through alumni who teach sociology classes in local schools, recruiting efforts in introductory and general education courses, participation in recruitment events (e.g., open houses, Redbird Days, and Presidential,

University Scholar days, and tours for local high school students of the department's laboratory facilities), and collaborations with Design Streak Studio and University Marketing Services to develop new marketing materials (brochures, posters, and videos).

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with recommendations from the American Sociological Association as well as the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee applauds their collaborative development of the Schroeder Hall Commons, a public space to include decorative items that reflect a broad and global diversity to foster a more inclusive environment for students, faculty, and staff. We commend the program faculty for the financial support to support the retention of current students, notably the new scholarship fund honoring Dr. Jelks. The committee commends the program for the creative and varied co-curricular options which provide multiple opportunities to participate in activities that allow students to learn from experts in the field and network with potential employers. These include an extensive internship program that provides opportunities for applied experiential learning and academic research within the discipline. Co-curricular opportunities have also been infused into courses offering students the chance to engage in civic and community projects (examples include collaborative projects with the Community Healthcare Center, Habitat 4 Humanity, YWCA of McLean County, and the McLean County Museum of History). We commend the program faculty for their support of the Sociology Club. The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their substantial work during the period of review to revise the curriculum to ensure that the content reflects changes within the discipline (guided by the 2017 American Sociological Association report "The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers and Online Learning") and addresses potential structural barriers that may have impeded student progress through the program. We commend the program faculty for their participation in the American Sociological Association Curriculum Mapping Toolkit for Sociology Project which helped guide their review of the curriculum. This work resulted in a number of changes to the curriculum to realign the program with other benchmark programs. Changes included the development of a new course (SOC 200 Doing Sociology) to replace another course that represented a pinch point in the curriculum, removal of some course pre-requisites, and an overall reduction of required course hours (from 19 to 16). The committee also commends the program faculty for supporting a number of popular interdisciplinary minor programs (e.g., Food Studies, Latin American and Latino/a Studies, Women, Gender, and Sexuality Studies, and Water Sustainability). Furthermore, the program faculty are commended for inclusion of Equity, Diversity, and Inclusiveness as core principles infused throughout the program curriculum. The committee further commends the program faculty for their support of and participation in institutional programs (e.g., General Education and AMALI).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. We support the program faculty's plan to develop and implement a new exit survey as an indirect method of assessment. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee commends the faculty members of the program for their teaching, scholarly, and service contributions to the B.A., B.S. in Sociology. Faculty members are active researchers who publish peer-reviewed journal articles, and present at national and international interdisciplinary professional conferences. The program faculty regularly engage in professional development opportunities. Additionally, we recognize that faculty in the program have been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

Follow-up Report.

Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. In a subsequent follow-up report, the committee asks the faculty to address this section through an expanded analysis of aspirational programs, including nationwide, that could help to develop strategies for addressing priority initiatives faculty have identified for the next review. Studying aspirational programs might also help faculty with the exploration of alternate program delivery methods. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by August 15, 2024.

<u>**Recommendations.**</u>
The Academic Planning Committee thanks faculty members of the B.A., B.S. in Sociology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Sociology faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program remains strong but enrollments are below target levels. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college, external transfer as first and second majors in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that program faculty continue to identify external student populations for recruitment. We recommend that the program explore opportunities to use scholarships for recruitment in addition to retention of current students. The committee encourages the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment of students from racial and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continues monitoring student retention, particularly of students from traditionally underrepresented groups.

Continue to review and revise the curriculum. The committee recognizes work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure including assessing the impact of recent revisions. We strongly suggest that the program continue to monitor the impact of the recent changes to the curriculum especially with respect to time-to-degree, curricular exceptions, and other student outcomes.

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, to continue to utilize information gathered through plan implementation to make program revisions as

necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and provide employment opportunities for program graduates.

REVIEW OF THE M.A., M.S IN SOCIOLOGY

Classification of Instruction Programs (CIP) Code: 45.1101
Sociology, General

OVERVIEW

The **M.A., M.S., in Sociology** program at Illinois State University is housed in the Department of Sociology and Anthropology within the College of Arts and Sciences. The Department houses four degree programs: a B.A., B.S. in Anthropology, B.A., B.S, in Sociology, M.A., M.S. in Anthropology, and an M.A., M.S in Sociology. In addition, the department offers minors in Anthropology, Gerontology, and Sociology, an Anthropology Geographic Information Systems (GIS) Graduate certificate and a Social Aspects of Aging Graduate Certificate.

The M.A., M.S. in Sociology program is designed to provide students with both quantitative and qualitative research skills and in-depth knowledge of theory and substantive areas of sociology. Students enrolling in the program select either the Sociology sequence or the Applied Community and Economic Development sequence (ACED). The last review of the M.A., M.S. in Sociology program occurred in 2014-2015.

Enrollment, Fall Census Day, 2015-2022
M.A., M.S., in Sociology, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Sociology sequence	10	13	14	11	13	13	15	13
Applied Community and Economic Development sequence	5	6	7	6	5	4	7	6
Total	15	19	21	17	18	17	22	19

Degrees Conferred, Graduating Fiscal Year, 2015-2022*
M.A., M.S., in Sociology, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Sociology sequence		4		2	2	2	5	5
Applied Community and Economic Development sequence		5	1	1	3	5	2	2
Total	5	9	1	3	5	7	7	7

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

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals
The Sociology Master's Program at Illinois State University has five principal goals that guide our work. These goals span issues related to recruitment, curriculum, and professional development.
1. To prepare students for professional positions in research, government and non-profit management
2. To prepare students to be savvy consumers of social science literature
3. To train students to be engaged participants in civic and political life in the United States and beyond
4. To promote social justice—socioeconomic equality, anti-racism, gender justice, and environmental sustainability

5. To emphasize diversity in recruitment

Student learning outcomes
The four main program-level student learning outcomes include:
1) preparing students for professional positions in research, government, and non-profit management;
2) preparing students to be savvy consumers of social science literature;
3) training students to become engaged participants in civic and political life in the United States and beyond, and
4) training students to promote social justice.

Program curriculum (2021-2022)
Graduation requirements

M.A., M.S., in Sociology (Sociology sequence) requires 38 credit hours. This includes 13 credit hours of core courses, 9 credit hours of Sociology elective 400-courses, 12 credit hours of additional elective courses, and requires the completion of a thesis (for 4 credit hours).

M.A., M.S., in Sociology (Applied Community and Economic Development sequence) requires 38 credit hours. This includes 9 credit hours of core Sociology courses, 6-8 credit hours of electives, 6 credit hours of capstone or thesis, and 17 credit hours of Applied Community and Economic Development courses and an 11-month internship.

Program delivery
The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)
26 tenure track faculty members (8 Professors, 12 Associate Professors, and 3 Assistant Professors)
3 non-tenure track faculty members (0 full-time, 3 part-time, totaling 2.3 FTE)

Specialized accreditation
There are no plans to pursue specialized accreditation at this time.

Changes in the academic discipline, field, societal need, and program demand
Our student body in the Illinois State Sociology Graduate Program is sufficient at present numbers, to provide assistantships in most of our large section General Education course but not enough to cover all of them even at ten hours per week each. We had robust numbers of serious applicants in the most recent application cycle, and they seem to be continuing to improve. Last year, for example, we had seven serious applicants for two positions in the October 15, 2021 to January 13, 2022 admissions cycle. This year we already have thirteen and we are still two months from the deadline. This bodes well for the numbers in the short term if there are commensurate resources allocated for graduate teaching assistantships. We are not able to recruit students without the offer of full funding for each. The Program Faculty consider it a moral absolute that each student in our M.S./M.A. program in Sociology have funding and that they not be responsible for their tuition.

This moral absolute—that we must ensure that every student in our program has full funding—stems from stagnant pay in the non-profit sector of the economy in recent years. Seeing as how the bulk of our students graduate and go on to work in human and social services and, given that wages in the non-profit segment of this field have been long stagnant, we cannot in good conscience ask them to pay toward their degree, and we must support them, to all extents possible, to not take on debt, and especially not large quantities in pursuit of their degrees.

There is much less emphasis on and much less understanding of the liberal arts, among university administrators, university students and their parents, across institutions of higher education, than in past decades. Instead of an institution of citizen-making; this new university prepares students for easily recognizable narrow professional objectives. This is partially a function of the waning economic power of the middle class in the United States. Families feel insecure, and insecurity doesn't leave a lot of room for the broad and decentralized type of liberal arts education that has historically been the hallmark of higher education in the United States. This means that the

social sciences have to articulate their place in this new professionalized university in a way that resonates with the now dominant ideology that sees higher education is a commodity.

The changes we have implemented and continue to implement—revisiting the curriculum, introducing more electives, seeking partners across campus to establish specialized degree programs, expanding the options for final projects, etc.—are in the spirit of responding pragmatically to this context without sacrificing the zeitgeist of discovery that comes from immersion in "pure" sociology.

Responses to previous program review recommendations
The previous program review document, written in 2014, laid out five areas to work on. The Illinois State Sociology Graduate Program has addressed all five of these recommendations in one way or another since the previous program review in 2014.

1. *Improve assessment by institutionalizing it into the program.* The program faculty have reviewed and revised the program assessment plan.

2. *Improve and formalize our tracking of alumni so as to celebrate their accomplishments.* The program faculty have reviewed and revised the systems and procedures for Alumni Engagement and Tracking.

3. *Reduce time to degree.* The program has taken steps to reduce time to degree. Many of these have come rather recently but are nonetheless now in place. This includes offering a capstone option to students in our MS program as a way to demystify the process, overcome some red tape and ease our students' anxieties about the rigors of the thesis.

4. Hire around Departmental strengths. To the extent that we have been able to, receiving only two hires in Sociology since the previous program review, one of who has a joint appointment, despite enduring at least six retirements (by my count) since that time. doesn't allow for much hiring around strengths. But our two most recent hires, Intan Suwandi (2020) and Jason Whitesel (2017) complement the Department's strengths to be sure. Jason Whitesel complements strengths in feminist sociology and embodiment. Intan Suwandi complements strengths in political and economic sociology, development sociology, and social justice. They are both excellent teachers, scholars with national reputations, and engaged colleagues. The final recommendation was to involve more faculty in teaching graduate seminars. By the end of the academic year every member of our faculty but one will have taught in the graduate program. As the core courses are reduced going forward, an adjustment which is under discussion in the Department, this will allow even more of us to cycle through graduate electives.

Major findings
This Program Review Self-Study offers auspicious news for the Illinois State Sociology Graduate Program. Specifically, the program is in a period of flow—increasing in numbers, increasing in diversity and continuing our strong record of professional placements and achievements in research among our student body.

Enrollments have increased from a low of four in 2018 to a high of 10 this year. This pattern reflects only growth in the M.S. program as numbers for the ACED program are limited by the constraints of the Stevenson Center's capacity and are mostly constant throughout time alternating between two and three depending on funding. In 2018, that cohort of four, was comprised of one M.S. student and three ACED. This year, our cohort of ten is made up of two ACED students and eight M.S. students. This represents a significant increase in enrollments, which creates a more vibrant learning community, builds relationships, and enhances professional development.

Beyond enrollments, the diversity of our cohorts has increased markedly. The underrepresented portion of our first year cohorts grew by 400% between the 2014-2018 period and the 2019-2022 period. This was the product of emphasizing diversity in recruitment and cultivating international networks for prospective students abroad. This shift articulates fully with the broader missions of Illinois State regarding internationalization and diversity.

The Illinois State Sociology Graduate Program worked, in recent years, with Department faculty to move away from a self-conception of program faculty as a generalist program toward a self-conception of program faculty as articulating overlapping clusters of expertise. This has enabled the program to market itself as possessing strengths

in certain areas of the discipline. The advent of this clusters language could be understood as first step toward curricular change organized around specializations.

The Illinois State Sociology Graduate Program, making good on the 2014 Program Review's suggestion to improve tracking of alumni, has created and maintained a database that tracks alumni and current students by cohort. This database enabled much of the quantitative analysis in this report. It has proven a good tool for keeping up-to-date with our alumni and analyzing trends in the program. Further building on the recommendations from the previous program review, assessment procedures were formalized and implemented comprehensively. These include exit interview with fourth-semester students, conversations with teaching assistant supervisors and assessment through the thesis proposal hearing/defense process. These processes have helped us get to know our students better and better document our strengths as a program.

The temperament of recruitment in the Illinois State Sociology Graduate Program has shifted away from a punitive focus on pre-requisites and quantitative measures toward recruitment with a view toward diversity, inclusiveness and engagement. To that end, we stopped requiring the GRE and stopped requiring prerequisite coursework.

Relatedly, the program faculty recent voted to allow M.S. students to complete a capstone as an alternative to the thesis. This will help us address the thesis bottleneck issue, which is reflected in the face that our average time to degree, for what should be a two-year degree, is 2.8 years. Bear in mind the median and mode remain two years to degree and the average is skewed by a few serious laggards. Nevertheless, the thesis is a barrier to timely completion for many students and an alternative option will come as a relief.

The program is well-positioned going forward and will continue to harness the will of the program faculty to institute curricular change. It's important to note that these accomplishments did not occur because our program has been well cultivated by the institution, rather these accomplishments took place despite a general environment characterized by the encroachment of bureaucratic micromanagement, the steady withdrawal of resources, and the demoralization of faculty. Our sustainment into the future depends on a reversal of these tendencies.

Specifically, we would benefit a great deal from two primary resources—a doubling of permanent budget dollars for graduate assistantships and additional tenure track hires to allow for a greater diversity of electives and areas of expertise for thesis advisement, which would also help to fill the void left by the retirement of six sociologists since the last program review (only 1.5 of which have been replaced by a tenure track hire in 2019. The .5 represents a join hire that shares teaching responsibilities with the WGSS program).

The program needs more and more secure funding for graduate assistants. Of the many tasks that the Coordinator has newly absorbed in recent years in the need to connect admitted students to outside funding. This is time-consuming work and deprives the students of the opportunity to have office space in the Department and participate fully in Department life. Depending on the vagaries of Gen Ed funding is not a sustainable way to run a program. This year we didn't learn whether we had received that additional funding until mid-July, which makes it extremely difficult to put it to good use for recruitment purposes. Our program needs permanent budget dollars for graduate assistantships to be twice what they are today—from 65k to 130k—simply to sustain our current numbers.

The program is also straining to effectively supervise all theses, and to provide enough elective courses for students to sustain their interest. This stems from the unprecedented losses of sociology faculty at Illinois State. We have had six retirements since the last program review and have hired only 1.5 tenure track sociologists to replace them. New TT hires in sociology, with a view to sustaining a vibrant, high performing graduate program, are essential.

Initiatives and plans
Despite these successes, there are three key areas in which the ISU Sociology Graduate Program must focus for the next program review cycle. These include continuing to take steps to improve time to degree, build more professional development into the program, and create more opportunities for civic engagement for students in the M.S. program.

Time to degree is a persistent problem. That the program faculty voted in August 2022 to allow the capstone project alternative to the thesis, is a good first start. But the program should also improve training around the thesis

with more content on writing, expectations, time management, deadlines, etc. Along with training around the thesis, professional development more broadly should be integrated into the program of study.

Building out the Pro-Seminar into a 16-week one credit hour course that covers orientation to the faculty but also the dos and don'ts of thesis writing, and the professional world, would allow for this additional necessary content. However, the course would have to count toward the instructor of record's teaching load, which it currently does not, for there to be any incentive to teach it in a more substantive manner. Developing an internship option for M.S. students would help us accomplish more professional development and overcoming the thesis bottleneck at the same time. It would also enhance our contributions to civic engagement. This would also put us on par with the other programs in the state that offer an internship option to all of their students.

Short term curricular reforms should include renaming courses to articulate better with the professionalization of the university. Collapsing two or more required courses and replacing them with substantive applied content would improve the students' experiences in the program and serve their educational needs. Once this is accomplished, reconsidering adopting an accelerated program becomes more realistic.

In the longer term, the Illinois State Sociology Graduate Program should consider developing multiple specializations within its program, or even multiple programs, to capitalize on faculty clusters of expertise. Undertaking this would serve to articulate more clearly to prospective students the connection to the professional field, and it would distinguish our program from among like programs in the state and the region. This could only enhance our recruitment regarding both numbers and quality, and it could give rise to further opportunities for faculty/student collaborative research.

The Illinois State Sociology Graduate Program prepares its students well, and, through our students we contribute locally and across the world. Among our recent graduates are a grant writer at Marcfirst in Normal, a Program Manager at the Illinois Farm Bureau in Bloomington, and a Monitoring and Evaluations Specialist in HIV prevention in South Africa. The Illinois State Sociology Graduate Program is a hub in Central Illinois for global minded, community-focused citizens and an incubator of academic sociologists.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee commends the program faculty for their recruitment efforts that have resulted in strong and steady enrollments over the period of review. Overall, total number of enrolled students during the period have increased (from 15 in 2015 to 22 in 2021). The committee commends the department faculty for efforts to increase the diversity among its students and to continue to promote inclusiveness. The percentage of graduate students from groups traditionally underrepresented in the discipline has increased (from 16.7 percent in fall 2015 to 22.7 percent in fall 2021). Similarly, the percentage of students identifying as either women or non-binary/not disclosed has increased from 55.5 percent in fall 2015 to 68.2 percent in fall 2021. We commend the program for eliminating the GRE admissions requirements to lower barriers to prospective students and to increase diversity within their applicant pools. The committee commends the work faculty have completed regarding their recruitment efforts (e.g., direct networking with sociology faculty at regional institutions with undergraduate sociology degree programs, presenting to advanced Illinois State sociology majors, developing new promotional videos, brochures, flyers and posters, engaging with prospective students via phone and email [especially international students], and developing program identity around clusters of faculty expertise).

The committee commends the program faculty for their efforts to support the success of their graduate students. Students who are assigned graduate assistantships all participate in an orientation led by the Graduate Coordinator (in addition to an orientation by the Graduate School). Students who are awarded graduate assistantships are provided with office space within the department. The program faculty have developed and implemented a Writing Mentor Workshop program to provide training for graduate students mentoring other students in disciplinary-specific writing. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The program faculty strive to create a sense of belonging through activities like hosting a start of the year open house and inviting students to attend the departmental brown bag series in which internal and external speakers present their research. We further commend the department for their financial support of students participating in study abroad (in locations that have included Guatemala, Ukraine, Botswna, Peru, Costa Rica, and many more), research trips and professional conferences (e.g., the Scott Elliott Award). The committee also commends the program faculty for identifying and supporting civic engagement opportunities that further support the program's student learning outcomes.

The committee commends the faculty for their work, during the period of review, in revising the curriculum to provide access to prospective students and remove potential obstacles to success for current students. This work included the creation of several graduate level 400-level courses (which correspond with existing undergraduate 300-level courses), the removal of the GRE admissions requirement, revisions to the pre-requisite structure of the curriculum, and expanding the scope of graduate course options (e.g., counting WGS 490 Feminist Theories and Methodological Issues and other courses in cognate disciplines toward the required 9 hours of 400-level sociology). We commend the program for ongoing discussions of further revisions to continue to address potential barriers (including reducing the number of core required hours to allow for more elective courses, exploring the potential of non-thesis capstone options, and potentially retooling the curriculum to shift towards more of an applied focus).

The committee commends the faculty members for their teaching, scholarly, and service contributions to the M.A., M.S. in Sociology. Faculty members are active researchers who author books, book chapters, peer-reviewed journals articles, and present at national and international interdisciplinary professional conferences. The program faculty regularly engage in professional development opportunities. Additionally, we recognize that faculty in the program have been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

Follow-up Report.

Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. In a subsequent follow-up report, the committee asks the faculty to address this section through an expanded description of the planning for implementation of the actions identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2024.

Recommendations.
The Academic Planning Committee thanks faculty members of the Department of Sociology and Anthropology for the opportunity to provide input regarding the M.A., M.S. in Sociology program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment management. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in reversing a declining trend in size of incoming student cohorts. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that program faculty continue to identify external student populations for recruitment. The committee encourages the program to continue refining and implementing their plan for student recruitment,

including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. Furthermore, we recommend that the program faculty continue to seek additional financial opportunities to support the students in the program (e.g., scholarships and assistantships linked to grant funding).

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. We support the program faculty's analysis and planning of reforms to address issues related to student time-to-degree. The committee recommends continued periodic review of the program structure including assessing the impact of revisions that are implemented (e.g., what has been the impact of removing the prerequisite for social theory and statistics on students who enroll in the program?). We suggest that the program explore the potential of developing an undergraduate accelerated sequence designed to facilitate Illinois State sociology majors to pursue continuing their graduate studies in the program.

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 the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students.

Continue to monitor and revise your plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and provide employment opportunities for program graduates.

REVIEW OF THE ADLAI STEVENSON II CENTER
FOR COMMUNITY AND ECONOMIC DEVELOPMENT

Classification of Instructional Programs (CIP) Code: 90.4506
Research and Service Center: Economics

OVERVIEW

The Adlai Stevenson II Center for Community and Economic Development (the Stevenson Center) at Illinois State University serves communities and organizations around the world, students as they seek the tools for careers in community and economic development, and the related fields of study. The origins of the Stevenson Center date to 1994 with the creation of the first Peace Corps Fellows program in community and economic development in the country through a partnership between Illinois State University and Western Illinois University. The Stevenson Center was officially authorized by the Illinois Board of Higher Education (IBHE) in 2001.

Among the research and service centers at Illinois State University recognized by IBHE, the Stevenson Center is distinctive in its intensive focus on educating students. Graduate students affiliated with the center complete an interdisciplinary Applied Community and Economic Development (ACED) sequence in one of five master's degree programs at the University: anthropology, applied economics, kinesiology and recreation, political science, or sociology. Students admitted to the program have prior experience (at least 1700 hours) of community development experience post-bachelor's. Student's prior development experience could have been with the Peace Corps (Peace Corps Fellows) or other contexts such as AmeriCorps service or volunteerism/paid work for a qualified non-profit or public agency (Applied Community and Economic Development Fellows). As arranged through the Stevenson Center, students are graduate assistants in their first year, and they complete a required professional practice experience the second year. Fellows serve 11 months (35 hours per week) with organizations or communities needing their skills. Most students also complete culminating academic experiences including capstone projects and theses.

The Stevenson Center reports to the Office of the Vice President for Academic Affairs and Provost while closely collaborating with its partner academic units: the Department of Economics, the Department of Politics and Government, the Department of Sociology and Anthropology, and the School of Kinesiology and Recreation. The center has three full-time-equivalent staff persons and 23 faculty affiliates. Work of the center is guided by an internal board comprised of center staff, faculty members from partner academic units, and student representatives.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The process followed by the Stevenson Center to complete its program review self-study built on quantitative and qualitative practices set forth in the assessment plan for the center and routinely implemented by center staff. The center also conducted a focus group with current students and alumni and solicited feedback from the center board, and chairs, directors, and graduate coordinators of affiliated departments/schools.

Accomplishments since the prior program review. Accomplishments of the Stevenson Center since the 2016-2017 program review include strong recruiting cohorts, high retention and completion rates, excellent job placement of graduates, an expansion of host organizations and communities served, modifications to the ACED curriculum, expanded scholarships, continued collaborations with the Criminal Justice Coordinating Council, the Illinois Department of Employment Security, and the Illinois Student Assistance Commission.

Since the last Program Review, 54 graduate students in the Applied Community Economic Development sequence were accepted into the Anthropology, Applied Economics, Kinesiology and Recreation, Political Science, and Sociology M.A. and M.S. degree programs. Considerable effort brings in ideal, mature candidates with one-year service experience post-bachelor's who are self-starters interested in service careers. Beyond the traditional examination of credentials, applicants are required to interview with the Assistant Director; this serves as part assessment, part opportunity to encourage application completion.

Of the students admitted since last Program Review, and with enough time to matriculate, the graduation rate is 79 percent. As a couple students are still wrapping up theses, this number will only increase. Our Fall-to-Fall retention rate is 90 percent. Those that graduated did so in 2.13 years; we are proud of these figures. The reasons why students leave the program are more personal and idiosyncratic than structural; we continually monitor student progress and offer substantial support along the way. In recent feedback surveys, students have applauded Stevenson Center staff on their timeliness, support, empathy, and professionalism.

Graduates of the program have terrific success in the job market. Recent surveys have found 80 percent were employed within 6 months of graduation, 94 percent were either employed (88 percent) or engaged in further training (6 percent) two years after graduation. Each fall, we invite an alum during homecoming week to visit campus and meet with the current cohort. Center faculty try to invite alumni guests who are diverse by area of study, cultural identity, placement experience and employment experiences.

As a requirement of their degree, our students provide service work to organizations, agencies, government bodies, and (more rarely) for-profit companies. These organizations may be large or small and anywhere in the US. Please see Appendix F on page 42 for a complete and diverse listing. We also provide direct service to community partners via classes, capstones, theses, and faculty expertise. For example, Community Project Design and Management (POL/SOC 477) is a required class in the ACED sequence. For the past five spring semesters, this class provided graduate-level applied research skills for: Autism McLean, BN Welcoming, Ecology Action Center, NAACP of Bloomington-Normal, Not in Our Town, Prairie Pride Coalition, and School Street Food Pantry. Each organization receives a report they use to address self-defined organizational and community needs. Faculty affiliated with the Stevenson Center also lent their skills to the Central Illinois Regional Airport, Connect Transit, the Immigration Project, and McLean County government.

The Stevenson Center welcomes former AmeriCorps Members to our Applied Community and Economic Development (ACED) Fellows Program. We also have a partnership that allows some of our current students to serve as AmeriCorps Members during their year on campus and/or their professional practice. A benefit to the students is an end-of-service Segal Education Award from the Corporation for National and Community Service, useful for repaying student loans or for future educational expenses. To date, our AmeriCorps Members have completed 60+ service-years and received education awards totaling over $300,000. Center staff ensure that student work meets AmeriCorps requirements and that all reports to the Corporation for National and Community Service offices in Illinois are accurate, thorough, and matching AmeriCorps goals. We continue to provide this benefit to select graduate students placed with the Center for Civic Engagement, one of many ways we collaborate with other university offices to benefit students.

The core components of Peace Corps Prep Program are meaningful preparation not only for service in Peace Corps but also for employment generally, whether in the US or abroad. Students combine classes with field experiences, develop intercultural competence, take on a leadership role, prepare for professional interviews, and refine their résumés. Building on existing classes and resources, the program is open to students in any major and encourages them to maximize their Illinois State experiences by engaging with the community and thinking globally. Peace Corps Prep students interact with current and returned Peace Corps Volunteers and other service-minded Stevenson Center students and staff. A core group of Prep students started an RSO, Friends for Peace, to actively support each other and raise awareness of these opportunities on campus. To date, 100% of Prep graduates who applied to Peace Corps have been invited to serve. A couple of transfer students cited the Prep program as a reason they chose Illinois State University. We hope some of the Prep students will return as Peace Corps Fellows. Further information on Peace Corps Prep participation is in the following section.

In fall 2020 a credit hour change was made to one of the required classes that frees Economics students from having to repeat material they may already know. As the committee strengthens the interdisciplinary substance of the sequence, instructors for the core classes are interacting regularly and learning from each other.

The Hoon Mok Chung Memorial Scholarships endowment helps reduce the cost of undergraduate study abroad experiences in Asia, Latin America, and the Middle East. To recruit qualified applicants, we regularly attend Study Abroad Fairs and the Study Abroad office sends applicants to us. Before COVID, we awarded 12 scholarships (totaling $12,485) for students to learn abroad in: China, Colombia, Japan, Mexico, Peru, Taiwan, and Turkey. As COVID recedes, we will once again actively support deserving students. Through Peace Corps Prep and this

scholarship, the Stevenson Center is doing its part to expand the number of Illinois State University students studying and serving abroad.

McLean County continues to contract with the Stevenson Center to provide data analysis services to its Criminal Justice Coordinating Council. The base of the project is a continued focus on the ebbs and flows of the jail population. We monitor the total population by age, race, sex, mental health status, length of stay, and charge severity. Since the last Program Review and at the County's request, we put extra focus on mental health issues in the jail, juvenile justice, emerging adults, recidivism, and bail reform. There is a monthly process of analysis, report writing, and report delivery at meetings of local judges, attorneys, law enforcement officers, county officials, and leaders of area non-profits. All this helps the CJCC better manage the flow of cases and persons through the criminal justice system. As in the past, we train graduate students and top-rate undergraduates to do the work. This furthers their education while providing a service of benefit to community partners.

A team of faculty and staff matches unemployment records with workforce training information, reemployment/occupation information, wage records, and education records. Increasingly, the data, our data-matching capabilities, and a web application supply agencies throughout the state (e.g., IBHE, ICCB, IDES, ISAC, ISBE) with the ability to make data-driven decisions. To accomplish this, the Stevenson Center continues to contract with the Illinois Department of Employment Security and the Illinois Student Assistance Commission. The funding pays for two staff, subcontractors, digital infrastructure, servers, and licenses. The total worth of this project to Illinois State now tops $5 million. For Illinois State University's internal benefit, we are now using these data science and analytic talents to assist Enterprise Data and Analytics in the Office of Technology Solutions.

Resources of the center. The Stevenson Center is funded primarily through contracts and grants with external agencies and organizations. These include agreements with partner organizations hosting ACED students, the Illinois Department of Employment Security, McLean County, and Western Illinois University. General Revenue from the University is only 21 percent of our income, budget, or spending; we fund 79 percent of our operations, programs, and initiatives. The administrative revenue from placements with community organizations across the country is the most stable, persistent, and fundamental source of this external revenue. The balance is covered by the University. In the last five years the Stevenson Center portfolio of contracts has generated $3.7 million, including $937,302 for graduate student stipends.

Response to previous program review recommendations. The Academic Planning Committee, at the conclusion of its 2016-2017 review of the Stevenson Center, asked the Center staff focus on four recommendations.

1. *Ensure stability of graduate programs: With the loss of Master's International, our first priority is making sure that our Peace Corps Fellows and ACED Fellows Programs are strong. We will focus on recruitment and placement of Fellows. To that end, we streamlined the new Program Coordinator's job description to attend to only recruitment, placement, and advisement. Recruitment efforts will include efforts to diversify our cohorts and to improve our branding, such that it plays to our strengths. We will continue to adapt the placement process such that it remains effective for students, hosts, and staff while navigating the Affordable Care Act changes. More frequent and deeper contacts with alumni will be integral to both recruitment and placement efforts. Using feedback from students and faculty during the first year, we will continue to build to the ACED sequence in anthropology and in kinesiology and recreation. The Curriculum Committee in consultation with the Executive Committee will determine the best timing for more substantive updates to the ACED sequence curriculum in relation to the other changes the Stevenson Center is navigating at this time. At a minimum, we can explore ways to increase interdisciplinary and applied aspects within the current class structure.*

    At this time, our five programs remain stable despite the complications that arose due to the COVID-19 pandemic. Although the entire 2020-2021 academic year was conducted online, ACED students continued to thrive. There were ample host organization applications and placements were made and completed successfully. On occasion we were unable to recommend a qualified student for admission to one of our (five) programs, but this has never occurred successively. Our recruitment efforts continue to align with recommended best practices. Despite this, our cohort sizes have not been as robust as during previous periods of review. It is believed that the COVID-19 pandemic and the subsequent effects on the overall economy contributed to this.

2. ***Implement Peace Corps Prep:*** *We are working diligently to launch this program in 2016-2017. With encouragement from the Provost's office, we submitted the proposal in December 2015. Now with the program approved, we are engaging with units across campus to tailor the contents for Illinois State. This program will more closely connect our graduate students with undergraduates. We also plan to market our Fellows programs to Peace Corps Prep participants. In May 2016, we applied to Peace Corps for funding to establish a campus recruitment office. Peace Corps notified us of the award (up to five years) at the end of July, and we have started implementation.*

Peace Corps Prep has been implemented. We have updated our Memorandum of Understanding with the Peace Corps for an additional five years. Peace Corps Prep is being marketed heavily by the new Assistant Director and Public Relations Intern through class talks, flyers, and public art. The program continues to draw interested students who could potentially serve as volunteers and then be recruited as ACED or Peace Corps Fellows in the future. Since the program's inception, there have been 76 participants thus far. Of these, 17 received certificates of completion and 5 were invited to become Peace Corps volunteers.

An associated Registered Student Organization (RSO) was created to help Peace Corps Prep participants support one another and organize service opportunities. They call themselves Friends For Peace. To date, they have had over 120 members. They have completed service projects on campus and in the community including a panel of RPCVs that won a Student Involvement Award from the Dean of Student's Office. They also secured funding to sponsor a screening of the documentary film *A Towering Task: The Story of the Peace Corps* at the Normal Theater.

3. ***Raise research profile:*** *While the Stevenson Center faculty, students, and staff engage in applied research, we need to take the next step toward publication. Our board's research committee will create an edited volume of revised capstone papers and theses that informs the community and economic development literature. Further, our role as a connecting point can lead to more opportunities for faculty, students, and staff to contribute to related fields of study.*

Our affiliated faculty engage our students in published research outside of the program. Additionally, many of our students participate each spring in the annual University Research Symposium to present what they have learned through their scholarship. A growing handful of our students present at academic conferences. The Stevenson Center has continued to work with the Criminal Justice Coordinating Council, issuing monthly reports, and there is every indication that this work will expand over the next several years. Since the last Program Review, 21 capstone projects and 11 theses have been completed by ACED students. All of these projects have been uploaded to the university's research database ISU RED.

4. ***Update strategic plan:*** *The Stevenson Center will benefit from using this Program Review process as a starting point for updating our strategic plan. Revisiting our mission and goals with stakeholder feedback will keep us on track, such that priorities and actions align.*

We updated and executed our Strategic Plan in 2018. We also developed a Strategic Plan Map. For full details, please refer to the Strategic Plan section (2.7) of this report.

Major findings of this self-study. On the whole, the Stevenson Center is on a strong footing. Financially, the Stevenson Center continues to generate 79 percent of its annual budget from external sources. More stunning is that, since the last Program Review and from external sources, we facilitated payment of over $937,000 in graduate student stipends. Staff turnover in the past year has been a challenge, but the new staff (Program Coordinator and Assistant Director) are settling into their roles and bring a fresh perspective to, in some cases dated, processes and procedures.

The opportunity to reflect on our accomplishments over the past four years has shown considerable positives in the areas of matriculation, student learning outcome achievement, service to the community, and much more.

Academically, many faculty consider our students to be among their strongest; and the score comparison of pre- and post-test on the learning goals shows we are accomplishing our number one task. The graduation rate across 4 cohorts is 79 percent and will rise pending anticipated graduations this winter. The Center continues to maintain highly positive relationships with its partner departments and has a broad support net for its students.

There is a continued focus on the Center's mission, goals, and objectives as well as on the Strategic Plan so that our efforts are trackable; we seek to promote positive change for all Center stakeholders. The opportunity that Program Review afforded Center Staff to consider comparative and aspirational institutions' programs to our own gives the new and returning staff alike an opportunity to dream and consider expansion opportunities for the future. Similarly, the review has allowed us to take essential time to consider areas of growth and improvement as well. While the staff do believe our program is stable overall, the pandemic and freeze to deployment of Peace Corps Volunteers brought on a new recruitment issue for which we never could have prepared. As a result, we see a need to strongly consider the expansion of our degree offerings to make the program more attractive to prospective students, especially those returning from Peace Corps service. We also want to continue to expand the Peace Corps Prep program as much as possible to create a pipeline of Illinois State undergraduates who return to get a master's degree with us. Since its inception, 17 students have been certified and 5 were invited for Peace Corps Service. As of the writing of this Program Review, there are currently 39 students enrolled in the Peace Corps Prep Program. To expand participation, enrollment is now open throughout the academic year rather than only at the beginning of the semester. The Assistant Director continues to market the program heavily through class talks, tabling events, and public art. We are also utilizing our Public Relations Intern to create marketing materials and expand our social media presence. Center staff have begun the necessary and invigorating process of weaving equity, diversity, and inclusion into all our processes, initiatives, and opportunities. center staff also know that there is considerable work to do regarding EDI initiatives; we outline much of the work we want to continue to do in the next section.

Initiatives for the Next Program Review Cycle. Based on the findings of this study center staff have identified the following initiatives upon which we would like to focus.

Expansion of Degree Offerings
In previous sections we have alluded to a desire to grow our programs by offering additional degree opportunities for our students. Center staff feel that our partnerships with other departments are strong. However, many of our departments are only able to offer us one or two Graduate Assistant slots. We need to increase partnerships to increase overall cohort size. We also want to remain responsive to the interests of our applicant pool. Every program we reviewed in the State and National Comparisons section (2.5) offers more degree program opportunities than we do. We want to remain competitive with these schools (among others) and we also want to remain responsive to the needs of returning Peace Corps Volunteers. According to the Peace Corps Fast Facts webpage, over 40 percent of volunteers are working in education and about 20 percent are working in health. Stevenson Center staff have on-going conversations with staff in the Department of Health Sciences to move forward with the establishment an ACED sequence for the Master of Public Health. Health Sciences originally approached Center staff in Fall of 2020. Our goal is to officially introduce the program in the Fall of 2024. We hope to, at the minimum, explore the opportunity for expansion with at least one more program by the time we next complete Program Review. Other conversations could include: the College of Education, School of Social Work, and programs in Communications and Sustainability/Environmental Science.

Recruitment
As the pandemic ends and because the number of qualified applicants for our programs declined, we see a need to focus more effort and resources on recruitment. Cohort size of 12-13 students has been our 'sweet' spot for many years. Such allows for diversity of the students within cohorts, balance between Peace Corps Fellows and ACED Fellows, balance across disciplines, and appropriate class sizes in the core classes. However, during the period under review, we were only able to achieve cohort sizes of at least 12 students during two academic years. As we move on from the Covid-19 pandemic, we are hopeful that we achieve our desired cohort size.
The Stevenson Center has a recruitment plan and has met with members of the Graduate School to discuss coordinating recruitment efforts. We continue to follow recruitment best practices including individualized outreach and a commitment to respond to queries within 48 hours. We advertise through social media and on the Peace Corps' website. We also hold multiple online information sessions providing prospective students an overview of the program while answering their questions in real time. Additionally, we utilize LinkedIn to contact prospective students that meet our qualifications directly. With the return of in-person events, the Program

Coordinator and Assistant Director plan to attend in-person graduate school fairs, and it is believed that this personal contact will aid in the solicitation of applications.

Looking forward, as we anticipate adding additional degree programs, this will open new pools from which to recruit prospective students. We are also looking to offer more off-campus graduate assistantships during the first year so that more students in each of our current programs can be funded each year. We are hopeful that these efforts will move us again to cohort sizes of 12-13 and beyond.

Equity, Diversity, Inclusion, Belonging and Anti-Racism
As we noted in section 2.6, we have recently integrated the responsibility of EDI related leadership into the Program Coordinator's position. We believed strongly that the institutionalization of these responsibilities would lead to greater accountability and swifter progress toward our goals in this area. So far, that has proven to be true and is also evident considering that many of the items of note in section 2.6 are recent developments and initiatives implemented in the last year. Our major goal for the next couple years is to develop an EDI Strategic Plan. Some of the initiatives we intend to include in the plan and implement over the next couple years include:
- Continued focus on recruiting a diverse applicant pool and cohort of incoming students and prioritizing EDI preparedness as a desired skill in applicants
- Offering professional development and training opportunities for staff and students to increase EDI competency
- Development of inclusive hiring practices
- Altering assessment questionnaires to collect data explicitly related to EDI experience in the program
- Encouraging partnering faculty to consider the careful review of their curricula from an EDI perspective (diversity of material, diversity of author, collaborative/community approach to discussion of EDI issues)
- Offering opportunities for restorative conversations during the Placement Process to reduce tension in the cohort and promote an empathetic worldview

Attention to Physical Space
Conversation about the EDI Strategic Plan has prompted discussion about the physical space at the Stevenson Center. We plan to generate and/or apply for funding to redesign student conference room space to be more mindful of accessibility, considering tenants of universal design, and to support the curation of relevant and inclusive art. We also hope to add interactive technology to the space and update the refrigerator. While these items may seem frivolous, the creation of a functional, accessible, and welcoming space can aid in recruitment and increase use of the space, promoting collaborative learning and the foundation of positive cohort relations.

Data Management and Assessment
Staff turnover and the pandemic caused some disruption to the usual function of the Center, most of which has been overcome in the past year by the introduction of new staff. One such disruption, however, has lingered: the loss of expertise in database management. It has become apparent that current and incoming staff will need to work more diligently to track student and alumni information and to keep it updated. As our current Office Manager prepares for retirement, we hope to recruit a new hire with data management skills and have several projects we hope to achieve in the next four years as it relates to data management including:
- Updating the current database to include relevant academic information (graduation year, thesis title, advisor and committee members, etc.) and contact information (phone number, email address, physical address) for students and alumni
- Updating the current database to include current work information for alumni (organization, position title, location, etc.)
- Creating a listserv of all local host organizations
- Creating a listserv of all local alumni
- Strengthening student feedback data storage and assessment practices
- Revisiting our assessment plan and making appropriate changes based on findings of the last several years
- Improving methods for tracking and celebrating student engagement in scholarship activities

Raise research profile:

Our students and affiliated faculty publish together but we do not track it or publicize it. We will gather this information regularly, track it in our database, and highlight it on the website and in social media. This can aid recruitment and students in meeting their career goals.

Succession Planning

As our current Office Manager prepares for retirement and as our new staff have an opportunity to reflect on their onboarding/training, we have also considered opportunities for thoughtful succession planning and training development. By the next program review, we intend to develop a handbook that includes detailed documentation of important processes, procedures, and appropriately related contact information in order to ensure smoother staff transitions in the future and to increase cross-training in the office.

PROGRAM REVIEW SCHEDULE

The Illinois Administrative Code requires that every academic program and research and service center that a public university has been authorized by the state to offer must be reviewed by that university once every eight years. A summary of each review is to be submitted by the sponsoring university to the Illinois Board of Higher Education (IBHE).

At Illinois State University every degree and certificate program authorized by IBHE is reviewed once every eight years. A separate program review self-study report is prepared for each degree program, while documentation regarding each certificate program is included with the self-study report for the degree program with which the certificate is associated. Every research and service center recognized by IBHE is reviewed once every four years.

This section of the Academic Plan includes schedules for submission of program review self-study reports for academic programs and research and service centers at Illinois State University, from fall 2021 through fall 2028. Two versions of the schedule are presented: one organized by the year in which the self-study report is due and one organized by academic program and center. The two schedules are followed by tables that associate each certificate program offered by the University with its parent academic program, for the purpose of determining when and how program review documentation for each certificate is submitted.

The program review schedules in this section also include the schedule for submission of three-year progress reports for programs and centers newly authorized by IBHE. The Illinois Administrative Code requires compilation and submission of such reports as well. Progress reports are reviewed by the Office of the Provost rather than by the Academic Planning Committee.

The careful reader may notice that, in a few instances, the time between reviews of an academic program is more or less than eight years. Similarly, in a few instances, the time between reviews of a research and service center may be more than four years. Those anomalies result from attempts to equalize, to the extent possible, the number of self-study reports reviewed each year by the Academic Planning Committee so as not to overburden committee members in any one year. In addition, some anomalies may result from requests by academic units to schedule review of all academic programs of their unit in the same year or to coordinate compilation of self-study reports with specialized accreditation processes. All variances from the eight-year rule prescribed in the Illinois Administrative Code are subject to concurrence by IBHE staff.

The schedules that follow are subject to change. Numbers in brackets are Classification of Instructional Programs (CIP) codes. For more information about CIP codes, see "About Classification of Instructional Program (CIP) Codes" in the introduction to Section IV of this document or see https://nces.ed.gov/ipeds/cipcode.

PROGRAM REVIEW SCHEDULE BY YEAR

Self-studies due October 2023, Reviewed 2023-2024 Summaries Published in *Academic Plan 2025-2030*
Eight-year review (programs)
College of Applied Science and Technology
Recreation and Park Administration, B.S. [31.0301]
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. [50.0899]
Creative Technologies, M.S. [50.0899]
Music (Liberal Arts), B.A., B.S. [50.0901]
Music (Performance), Bachelor of (B.M.) [50.0903]
Music, Master of (M.M.) [50.0901]
Theatre, B.A., B.S. [50.0501]
Theatre Studies, M.A., M.S. [50.0501]
Theatre, M.F.A. [50.0501]
Four-year review (centers)
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT
Center for Child Welfare and Adoption Studies
Three-year review (progress)
Computer Science, M.S. [11.0701]

Self-studies due October 2024, Reviewed 2024-2025 Summaries Published in *Academic Plan 2025-2030*
Eight-year review (programs)
College of Arts and Sciences
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. [40.0605]
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]
Social Work, Bachelor of (B.S.W.) [44.0701]
Social Work, Master of (M.S.W.) [44.0701]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy
Three-year review (progress)
Athletic Training, M.A.T [51.0913]
Computer Systems Technology, B.S. {11.1099}
Low Vision and Blindness, M.S. Ed. [13.1009]
Nutrition, M.S. [51.3101]

Self-studies due October 2025, Reviewed 2025-2026 Summaries Published in *Academic Plan 2026-2031*
Eight-year review (programs)
College of Applied Science and Technology
Environmental Health and Sustainability, B.S. [51.2202]
Health Informatics and Management, B.S. [51.0706]
Cybersecurity, B.S. [11.1003]
College of Arts and Sciences
Biological Sciences, B.S. [26.0101]
Biological Sciences, M.S. [26.0101]
Biological Sciences, Ph.D. [26.0101]
Communication Sciences and Disorders, B.S. [51.0204]
Speech-Language Pathology, M.A., M.S. [51.0204]
Audiology, Doctor of (Au.D.) [51.0204]
Mennonite College of Nursing
Nursing, Bachelor of Science (B.S.N.) [51.3801]
Nursing, Master of Science (M.S.N.) [51.3801]
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Nursing, Ph.D. [51.3808]
Four-year review (centers)
Center for Integrated Professional Development
Three-year review (progress)
English Education, M.A., M.S. [23.9999]

Self-studies due October 2026, Reviewed 2026-2027 Summaries Published in *Academic Plan 2027-2032*
Eight-year review (programs)
College of Arts and Sciences
English, B.A., B.S. [23.0101]
English, M.A., M.S. [23.0101]
English Studies, Ph.D. [23.0101]
Mathematics, B.A., B.S. [27.0101]
Mathematics, M.S. [27.0101]
Mathematics Education, Ph.D. [13.1311]
European Studies, B.A. [05.0106]
College of Applied Science and Technology
Exercise Science, B.S. [31.0505]
Physical Education, B.S., B.S.Ed. [13.1314]
Kinesiology and Recreation, M.S. [31.0501]
Health Promotion and Education, B.S., B.S.Ed. [13.1307]
Medical Laboratory Science, B.S. [51.1005]
Occupational Safety and Health [51.2206]
Sustainable and Renewable Energy, B.S. [15.0503]
University-wide Programs
Interdisciplinary Studies, B.A., B.S. [24.0101]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
Center of Insurance and Risk Management (Katie School)
Three-year review (progress)
Marketing Analytics, M.S. [30.7102]
Master of Public Health, M.P.H. [52.2201]

Self-studies due October 2027, Reviewed 2027-2028 Summaries Published in *Academic Plan 2028-2033*
Eight-year review (programs)
College of Arts and Sciences
Chemistry Education, M.C.E., M.S.C.E. [13.1323]
Environmental Systems Science and Sustainability, B.S. [03.0104]
College of Business
Business Education, B.A., B.S., B.S.Ed. [13.1303]
Business Education, Master of Science (M.S.B.E.) [13.1303]
College of Education
Educational Administration, M.S., M.S.Ed. [13.0401]
Educational Administration, Ed.D., Ph.D. [13.0401]
Special Education, B.S.Ed. [13.1001]
Special Education, M.S., M.S.Ed. [13.1001]
Special Education, Ed.D. [13.1001]
Early Childhood Education, B.S., B.S.Ed. [13.1209]
Elementary Education, B.S., B.S.Ed. [13.1202]
Middle Level Teacher Education, B.S., B.S.Ed. [13.1203]
Reading, 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)
Center for Child Welfare and Adoption Studies
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT

Self-studies due October 2028, Reviewed 2028-2029 Summaries Published in *Academic Plan 2029-2034*
Eight-year review (programs)
College of Applied Science and Technology
Agriculture, B.S. [01.0000]
Agriculture, M.S. [01.0000]
Construction Management, B.S. [52.2001]
Engineering Technology, B.S. [15.0000]
Graphic Communications Technology, B.S. [10.0301]
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. [52.1399]
Finance, B.S. [52.0801]
Risk Management and Insurance, B.S. [52.1701]
Business Administration, B.S. [52.0201]
International Business, B.A., B.S. [52.1101]
Management, B.S. [52.1301]
Marketing, B.S. [52.1401]
Business Administration, Master of (MBA) [52.0201]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy

Self-studies due October 2029, Reviewed 2029-2030 Summaries Published in *Academic Plan 2030-2035*
Eight-year review (programs)
College of Applied Science and Technology
Computer Science, B.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]
College of Arts and Sciences
Biochemistry, B.S. [26.0202]
Molecular and Cellular Biology, B.S. [26.0406]
French and Francophone Studies, B.A. [16.0901]
German, B.A. [16.0501]
Spanish, B.A. [16.0905]
Spanish, M.A. [16.0905]
College of Business
Business Administration, Master of (MBA) [52.0201]
Mennonite College of Nursing
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Four-year review (centers)
Center for Integrated Professional Development

Self-studies due October 2030, Reviewed 2030-2031 Summaries Published in *Academic Plan 2031-2036*
Eight-year review (programs)
College of Applied Science and Technology
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
College of Arts and Sciences
Economics, B.A., B.S. [45.0601]
Applied Economics, M.A., M.S. [45.0603]
Geography, B.A., B.S. [45.0701]
History, B.A., B.S. [54.0101]
History, M.A., M.S. [54.0101]
Legal Studies, B.A., B.S. [22.0302]
Political Science, B.A., B.S. [45.1001]
Political Science, M.A., M.S. [45.1001]
Anthropology, B.A., B.S. [45.0201]
Sociology, B.A., B.S. [45.1101]
Anthropology, M.A., M.S. [45.0201]
Sociology, M.A., M.S. [45.1101]
Four-year review (centers)
Center for Insurance and Risk Management (Katie School)
Adlai Stevenson II Center for Community and Economic 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.: 2023
Art, M.A., M.S.: 2023
Art, B.F.A.: 2023
Art, M.F.A.: 2023
Audiology, Doctor of (Aud.D.): 2025
Biochemistry, B.S.: 2029
Biological Sciences, B.S.: 2025
Biological Sciences, M.S.: 2025
Biological Sciences, Ph.D.: 2025
Biological Sciences Teacher Education, B.S.: 2024
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.: 2024
Chemistry, M.S.: 2024
Chemistry Education, M.C.E., M.S.C.E.; 2027
Clinical-Counseling Psychology, M.A., M.S.: 2028
College Student Personnel Administration, M.S.: 2023
Communication, M.A., M.S.: 2024
Communication Sciences and Disorders, B.S.: 2025
Communication Studies, B.A., B.S.: 2023
Computer Science, B.S.: 2029
Computer Science, M.S.: 2023 (new program progress report)
Computer Systems Technology, B.S.: 2024 (new program progress report)
Construction Management, B.S.: 2028
Creative Technologies, B.A., B.S.: 2023
Creative Technologies, M.S.: 2023
Criminal Justice Sciences, B.A., B.S.: 2030
Criminal Justice Sciences, M.A., M.S.: 2030
Cybersecurity, B.S.: 2025
Early Childhood Education, B.S., B.S.Ed.: 2027
Economics, B.A., B.S.: 2030
Educational Administration, M.S., M.S.Ed.: 2027
Educational Administration, Ed.D., Ph.D.: 2027
Elementary Education, B.S., B.S.Ed.: 2027
Engineering Technology, B.S.: 2028
English, B.A.: 2026
English, M.A., M.S.: 2026
English Studies, Ph.D.: 2026

Environmental Health and Sustainability, B.S.: 2025
Environmental Systems Science and Sustainability, B.S.: 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.: 2024
German, B.A., B.S.: 2029
Graphic Communications, B.S.: 2028
Health Promotion and Education, B.S., B.S.Ed.: 2026
Health Informatics and Management, B.S.: 2025
History, B.A., B.S.: 2030
History, M.A., M.S.: 2030
Human Development and Family Science, B.A., B.S.: 2029
Hydrogeology, M.S.: 2024
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.: 2024
Kinesiology and Recreation, M.S.: 2026
Languages, Literatures, and Cultures, M.A.: 2029
Legal Studies, B.A., B.S.: 2030
Low Vision and Blindness, M.S.Ed.: 2024 (new program progress report)
Management, B.S.: 2028
Marketing, B.S.: 2028
Marketing Analytics, M.S.: 2026 (new program progress report)
Mass Media, B.A., B.S.: 2024
Mathematics, B.A., B.S.: 2026
Mathematics, M.S.: 2026
Mathematics Education, Ph.D.: 2026
Medical Laboratory Science, B.S.: 2026
Middle Level Teacher Education, B.S., B.S.Ed.: 2027
Molecular and Cellular Biology, B.S.: 2029
Music, M.M.: 2023
Music (Liberal Arts), B.A., B.S.: 2023
Music Education, B.M.E.: 2027
Music Education, M.M.Ed.: 2027
Music Performance, B.M.: 2023
Network and Telecommunications Management, B.S.: 2029
Nursing, B.S.N.: 2025
Nursing, M.S.N.: 2025
Nursing, Ph.D.: 2025
Nursing Practice, Doctor of (D.N.P.): 2025
Nutrition, M.S.: 2024 (new program progress report)
Occupational Safety and Health, B.S.: 2026
Philosophy, B.A.: 2028
Physical Education, B.S., B.S.Ed.: 2026
Physics, B.S.: 2024
Political Science, B.A., B.S.: 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.: 2024
Public Health, M.P.H.: 2026 (new program progress report)
Reading, M.S.Ed.: 2027
Recreation and Park Administration, B.S.: 2023
Sustainable and Renewable Energy, B.S.: 2026
Risk Management and Insurance, B.S.: 2028
School Psychology, S.S.P.: 2028
School Psychology, Ph.D.: 2028
Social Work, B.S.W.: 2023
Social Work, M.S.W.: 2023
Sociology, B.A., B.S.: 2030
Sociology, M.A., M.S.: 2030
Spanish, B.A.: 2029
Special Education, B.S.Ed.: 2027
Special Education, M.S., M.S.Ed.: 2027
Special Education, Ed.D.: 2027
Speech-Language Pathology, M.A., M.S.: 2025
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.: 2023
Theatre Studies, M.A., M.S.: 2023
Theatre, M.F.A.: 2023
University Studies, B.A., B.S.: 2026

CENTERS

Adlai Stevenson II Center for Community and Economic Development: 2026, 2030
Center for Child Welfare and Adoption Studies: 2023, 2027
Center for Insurance and Risk Management (Katie School): 2026, 2030
Center for Mathematics, Science, and Technology: 2024, 2028
Center for Integrative Professional Development: 2025, 2029
Center for the Study of Education Policy: 2024
Mary and Jean Borg Center for Reading and Literacy: 2023, 2027
Radio Station WGLT: 2023, 2027

CERTIFICATE AND DEGREE PROGRAM ASSOCIATIONS FOR PROGRAM REVIEW

As with degree programs, certificate programs at Illinois State University are scheduled for review once every eight years. However, while academic units submit a comprehensive program review self-study report for each of its degree programs, units are not asked to prepare a comprehensive program review self-study report for each of its certificate programs. Instead, units are asked to provide an update regarding each certificate program as one section of the comprehensive self-study report compiled for the degree program with which the certificate program is associated. Degree and certificate program associations are determined based on common courses and faculty.

Associations of certificate programs and degree programs at Illinois State, for purposes of program review, are set forth in the two tables that follow. The first table identifies the degree program with which each certificate program is associated. The second table identifies the certificate program or programs with which each degree program is associated. Not all degree programs have an associated certificate program.

Certificate Program - Degree Program Associations

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Anthropology Geographic Information Systems (GIS) Graduate Certificate	Anthropology, M.A., M.S.
Behavior Intervention Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Biology Geographic Information Systems (GIS) Graduate Certificate	Biological Sciences, M.S.
Business Analytics Graduate Certificate	Business Administration, MBA
Chief School Business Official, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Curriculum Adaptation Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Data Science: Computer Science Graduate Certificate	Information Systems, M.S.
Data Scientist: Business Information Systems in Accounting Graduate Certificate	Accountancy, M.S.
Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate	Special Education, M.S., M.S.Ed.
Dietetic Internship Graduate Certificate	Nutrition, M.S.
Director of Special Education, Post-Master's Graduate Certificate for	Special Education, Ed.D.
Early Intervention Vision Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Family Nurse Practitioner Certificate, Post-Master's	Nursing, Master of Science (M.S.N.)
Forensic Accountant Graduate Certificate	Accountancy, M.S.
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Hydrogeology Geographic Information Systems (GIS) Graduate Certificate	Hydrogeology, M.S.
Information Assurance and Security Graduate Certificate	Information Systems, M.S.
Instructional Technology in World Languages Graduate Certificate	Languages, Literatures, and Cultures, M.A.
Internet Application Development Graduate Certificate	Information Systems, M.S.
IS Audit and Control Specialist Graduate Certificate	Accountancy, M.S.
Library Information Specialist Certificate, Post-Baccalaureate	Teaching and Learning, M.S.
Multiple Disabilities Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Network and Telecommunications Management Graduate Certificate	Information Systems, M.S.
Organizational Leadership Graduate Certificate	Business Administration, Master of (MBA)
Project Management Graduate Certificate	Technology, M.S.
Psychiatric Mental Nurse Practitioner Graduate Certificate	Nursing, M.S.N.
Quality Management and Analytics Graduate Certificate	Technology, M.S.
School Nurse Graduate Certificate	Nursing, M.S.N.
Social Aspects of Aging Graduate Certificate	Sociology, M.A., M.S.
School Social Work Graduate Certificate	Social Work, M.S.W.
STEM Education and Leadership Graduate Certificate	Technology, M.S.
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Systems Analyst Graduate Certificate	Information Systems, M.S.
Teacher Leader Certificate, Post-Baccalaureate	Educational Administration, M.S., M.S.Ed.
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate	English, M.A., M.S.
Technology Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Training and Development Graduate Certificate	Technology, M.S.
Transition Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Women's, Gender, and Sexuality Studies Graduate Certificate	Sociology, M.A., M.S.

Degree Program – Certificate Program Associations

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
Accountancy, M.S.	Data Scientist: Business Information Systems in Accounting Graduate Certificate Forensic Accountant Graduate Certificate IS Audit and Control Specialist Graduate Certificate
Anthropology, M.A., M.S.	Anthropology Geographic Information Systems (GIS) Graduate Certificate
Biological Sciences, M.S.	Biology Geographic Information Systems (GIS) Graduate Certificate
Business Administration, Master of (MBA)	Business Analytics Graduate Certificate Organizational Leadership Graduate Certificate
Educational Administration, M.S., M.S.Ed.	Teacher Leader Certificate, Post-Baccalaureate
Educational Administration, Ed.D., Ph.D.	Chief School Business Official, Post-Master's Graduate Certificate General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate
English, M.A., M.S.	Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate
Nutrition, M.S.	Dietetic Internship Graduate Certificate

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
Hydrogeology, M.S.	Hydrogeology Geographic Information Systems (GIS) Graduate Certificate
Information Systems, M.S.	Data Science: Computer Science Graduate Certificate Information Assurance and Security Graduate Certificate Internet Application Development Graduate Certificate Network and Telecommunications Management Graduate Certificate Systems Analyst Graduate Certificate
Languages, Literatures, and Cultures, M.A.	Instructional Technology in World Languages Graduate Certificate
Nursing, Master of Science (M.S.N.)	Family Nurse Practitioner Certificate, Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate, Post Master's
Nutrition, M.S.	Distance Dietetic Internship Graduate Certificate
Social Work, M.S.W.	School Social Work Graduate Certificate
Sociology, M.A., M.S.	Social Aspects of Aging Graduate Certificate Women's, Gender, and Sexuality Studies Graduate Certificate
Special Education, M.S., M.S.Ed.	Behavior Intervention Specialist Graduate Certificate Curriculum Adaptation Specialist Graduate Certificate Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate Early Intervention Vision Specialist Graduate Certificate Multiple Disabilities Specialist Graduate Certificate Specialist in LBS1 Online Graduate Certificate Technology Specialist Graduate Certificate Transition Specialist Graduate Certificate
Special Education, Ed.D.	Director of Special Education, Post-Master's Graduate Certificate for
Teaching and Learning, M.S.	Library Information Specialist Certificate, Post-Baccalaureate
Technology, M.S.	Project Management Graduate Certificate Quality Management and Analytics Graduate Certificate STEM Education and Leadership Graduate Certificate Training and Development Graduate Certificate