

Western Illinois University Consolidated Annual Report and Program Review



July 2020



WESTERN
ILLINOIS
UNIVERSITY

Western Illinois University
Consolidated Annual Report and Program Review
Academic Year 2019–2020

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Unit: COLLEGE OF ARTS AND SCIENCES

Degree(s)/Program(s)/Options: (List all.)

Biological Sciences
Chemistry
EAGIS (Meteorology, Geology, Geography/GIS)
English
Environmental Science (E.S. Ph.D.)
Foreign Languages and Literatures
History
Liberal Arts and Sciences
Mathematics and Philosophy
Nursing
Physics
Political Science
Psychology
Sociology and Anthropology

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic

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excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences provides a premier learning experience at the undergraduate and graduate level through the faculty's dedication to excellence in teaching, scholarship, and service. The College presents countless opportunities to enhance students' knowledge and qualifications for employment or advanced studies, and challenges them to become life-long learners and contributing members of society.

Vision — COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is committed to creating a learning community rich in faculty-student collaboration on research and scholarly endeavors, promoting in our students an appreciation of diversity, providing guided experiences through internships, community-based learning and practical experiences, and instilling intellectual agility and the habits of mind and spirit necessary for living a fulfilled life in a rapidly changing world.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Biological Sciences - BS Biology [Botany, Environmental Biology, Medical Sciences, Microbiology, Zoology, and Teacher Education]; BS Clinical Laboratory Science; MS Biology; PBC Zoo and Aquarium Studies
Chemistry - BS Chemistry: Chemistry option, Biochemistry Option, Pharmacy Optionm Teacher Education, Forensic Chemistry; MS Chemistry

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EAGIS (Meteorology, Geology, Geography/GIS) - BS in GIS; B.S. in Geology; B.S. in Meteorology; M.A. in Geography (soon to be M.S. in GIScience & Geoenvironment
English – BA, MA
Environmental Science - E.S. Ph.D.
Foreign Languages and Literatures – B.A. Foreign Languages and Cultures
History – BA, MA
Liberal Arts and Sciences - BaLAS, MaLAS
Mathematics and Philosophy - B. S. Mathematics with Options: Mathematics, Mathematics - Teacher Education, Data Science and Statistics, Actuarial Science; M.S. Mathematics
Nursing - BSN
Physics – BS, MS
Political Science – BA, MA
Psychology - BS Degree Psychology (Psychology, Forensic Psychology Options); MS Degree Psychology (General Experimental Psychology, Clinical/Community Mental Health Options); Specialist Degree in School Psychology
Sociology and Anthropology – Sociology: BA, MA; Anthropology: BA

Student Learning Outcomes

See attached documents from the Academic Units listed above.

Department/School Evaluation

Describe Department/School strengths:

See attached documents from the Academic Units listed above. In addition, for the CAS: Overall strengths include recognized Fulbright Scholars, NSF grant awards and many funded undergraduate research opportunities through appropriated funding, major donor contributions, and extramural research grants, experiential learning opportunities such as Model United Nations and Model Illinois Government external simulations,

Describe Department/School challenges:

See attached documents from the Academic Units listed above. In addition, for the CAS: Overall challenges common to any academic unit at WIU include decreased appropriated funds support, difficulty in using ICR funds to support equipment purchases for faculty and student research purposes, various brick and mortar issues regarding physical space, technology challenges including aging computers.

Identify Department/School opportunities:

See attached documents from the Academic Units listed above. In addition, for the CAS: Overall opportunities include

- A. Using a tripartite model for the CAS presence in the Quad Cities: 1) Professional Programs including investing in the Psychology Major that is currently in its first year of program

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- delivery; 2) Contributing more intentionally to the presence of the Engineering Program in Quad Cities (we have recently begun meeting and working to build on the strengths and synergies to effect a more collaborative partnership between Physics, Mathematics, and Engineering); 3) Review, assess, and make recommendations for our STEAM on the Mississippi programs primarily based in Environmental Science, Biological Sciences, English, and the Liberal Arts and Sciences
- B. Both campuses: increased experiential learning opportunities (Goal 1); determining the goals and delivery of Mathematics 099 and 100 for the 21st century student (Goal 2); having a publicly known commitment to the presence of a unified system for student academic assistance and success - including learning assistant programs and embedded mentoring (Goal 3 below).

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

See attached documents from the Academic Units listed above. In addition, for the CAS: Overall opportunities include:

- 1) Assess and increase co-curricular and experiential learning opportunities, including Internships, Simulations & Modeling and Undergraduate Research
- 2) Review, assess, and make recommendations for Math 099 & Math 100
- 3) Review, assess, and make recommendations for guaranteed support for students' success through a College-wide learning assistant / embedded tutoring program
- 4) Review, assess, and implement plans for a more robust African American Studies program.
- 5) Extend scope of CAS CHATS to include podcasts of (1) social issues and (2) alumni current activities.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

See attached documents from the Academic Units listed above. In addition, for the CAS: Overall opportunities include

- 1) Increase co-curricular experiential learning opportunities, including Internships, Simulations & Modeling and Undergraduate Research
- 2) Make recommendations and implement changes for Math 099 & Math 100
- 3) Make recommendations for guaranteed support for students' success through a College-wide learning assistant / embedded tutoring program.
- 4) Initiate first steps in creating a more robust African American Studies program.
- 5) Extend scope of CAS CHATS to include podcasts of (1) social issues and (2) alumni current activities.

How will you measure your success?

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See attached documents from the Academic Units listed above. In addition, for the CAS: Overall opportunities include: Enrollment increase, retention increase, as well as increased student support and alumni engagement.

Scope of CAS CHATS will increase to include podcasts of (1) social issues and (2) alumni current activities.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
7	80	35	28	165	19	23	3	24

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Unit: Department of Biological Sciences

Degree(s)/Program(s)/Options: (List all.)

BS Biology [Botany, Environmental Biology, Medical Sciences, Microbiology, Zoology, and Teacher Education]
BS Clinical Laboratory Science
MS Biology
PBC Zoo and Aquarium Studies

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community

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engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Biological Sciences

BS Biology Mission Statement – We prepare students for:

- a sound and rigorous foundation in the biological sciences to be successful in their chosen career and/or pursuit of an advanced degree.
- a changing future as knowledge and technology push the boundaries of what is known and possible.
- being informed citizens to influence public policy through research, outreach, and education.

BS Clinical Laboratory Science Mission Statement – We prepare students for:

- a sound and rigorous foundation in the biological sciences to be successful in their chosen career and/or pursuit of an advanced degree.
- working in a clinical laboratory setting and completing their tasks accurately and efficiently.
- being proactive in decision-making processes to be successful in a medical laboratory career.

MS Biology Mission Statement – We prepare students for:

- application of research methods, writing and critical thinking skills, and public speaking to further their education and/or enter the workforce.
- careers in medicine, government, education, and business.

PBC Zoo and Aquarium Studies Mission Statement – We prepare students for:

- zoological and aquarium-related jobs and research-related aspects of captive animal husbandry.

Vision — Department of Biological Sciences

BS Biology Vision Statement – Our degree will be known for:

- the intellectual growth of students and their ability to think critically about information and/or issues they will encounter in their lives.
- students who have a solid understanding of what biological research is, including how it is done well in collaboration with scientists to increase the knowledge available to all.

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- students that are proficient in basic laboratory skills, scientific writing, and can articulate in a manner commensurate with the audience.

BS Clinical Laboratory Science Vision Statement – Our degree will be known for:

- students who can successfully and professionally work in clinical laboratory settings.
- providing a strong education enriched with communication skills so our graduates can contribute meaningfully to health-related care of patients.

MS Biology Vision Statement – Our degree will be known for:

- students possessing critical-thinking skills to conduct original research in the biological sciences.
- providing opportunities to engage in cutting-edge research in molecular and field biology.
- knowledgeable and capable students who are ready for careers in research, industrial biology, education, and public policy upon graduation.

PBC Zoo and Aquarium Studies Vision Statement – Our degree will be known for:

- students with a solid understanding of captive animal husbandry and conservation, and being able to contribute substantially to the care and conservation of animals in captive settings.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

BS Biology Academic Goals

- to provide students with a strong education in the biological sciences with an emphasis on evolution, cellular and molecular biology, ecology, and genetics
- to foster the intellectual growth of our students in lecture, laboratory, and research activities in the biological sciences
- to train students to be proficient in basic laboratory skills, scientific writing, and being articulate in a manner commensurate with the audience

BS Clinical Laboratory Science Academic Goals

- to provide students with a strong foundation of knowledge necessary to be successful in medical laboratory career, while showing compassion for mankind
- to provide students with critical thinking skills in a clinical setting so they can be clear and effective in oral and written communications with healthcare providers, as well as patients and their families

MS Biology Academic Goals – The MS Biology program has two main goals:

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- to provide an environment that fosters intellectual growth and involves students in an understanding of the research methods necessary to conduct original research in the biological sciences.
- to offer a breadth of training in the biological sciences and mastery of specialized knowledge and skills necessary for professional careers or advanced study in the biological sciences.

PBC Zoo and Aquarium Studies Academic Goals – The Post-baccalaureate Certificate Program in Zoo and Aquarium Studies provides:

- detailed knowledge about the biology of special groups of animals often kept in captivity like dolphins, seals, primates, elephants, big cats, canids, birds, fish, reptiles, and amphibians.
- background in the basic concepts and techniques of animal training.
- practical management skills required for working with people, budgets, and time at zoos or aquaria.
- information on policies and regulations that affect the operations of zoos and aquaria.
- practical, hands-on experience working with animals and with the personnel at a zoo or aquarium.
- network of people employed at local zoos and aquaria.
access to available jobs at zoos or aquaria.

Student Learning Outcomes

BS Biology [Botany, Environmental Biology, Medical Sciences, Microbiology, Zoology]

Upon completion of this program, the student will have:

1. developed a broad view of biology that enables him or her to interrelate the various subject matter areas and an in-depth understanding of the molecular, cellular and genetic phenomena common to all forms of life (overall knowledge)
2. become familiar with organisms, how they are constructed, how they function, how they develop, how they are classified, and how they interact with their environment. In this phase of the program, students will have come to realize that at higher levels of organization the evolutionary process has resulted in the enormous diversity of form and function superimposed on the similarity exhibited at lower levels of organization (integration of biological knowledge)

BS Biology [Teacher Education]

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Based on standards established by the National Science Teachers Association, upon completion of the Teacher Education option of this program, the student will be able to:

1. understand the major concepts, principles, theories, laws, and interrelationships of his or her field of licensure and supporting fields as recommended by the National Science Teachers Association
2. understand the central concepts of the supporting disciplines and the supporting role of science-specific technology
3. demonstrate an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students
4. plan multiple lessons using a variety of inquiry approaches that demonstrate his or her knowledge and understanding of how all students learn science
5. include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships, and natural patterns from empirical experiences; applications of science-specific technology are included in the lessons when appropriate
6. design instruction and assessment strategies that confront and address naïve concepts/preconceptions
7. use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities—including laboratory or field settings and applicable instruments and/or technology—to allow access so that all students learn; these strategies are inclusive and motivating for all students
8. develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science-specific technology in order to develop concepts, understand scientific processes, relationships, and natural patterns from empirical experiences; these plans provide for equitable achievement of science literacy for all students
9. plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met; assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated
10. plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within his or her licensure area

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11. design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within his or her subject area science instruction
12. design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies, and procedures that comply with established state and/or national guidelines; ensure safe science activities appropriate for the abilities of all students
13. design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom; emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms
14. collect, organize, analyze, and reflect on diagnostic, formative, and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected
15. provide data to show that P-12 students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science
16. engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner
17. engage in professional development opportunities in his or her content field such as talks, symposiums, research opportunities, or projects within his or her community
18. engage in professional development opportunities such as conferences, research opportunities, or projects within his or her community

In addition to the outcomes listed above, all professional educator licensure programs at Western Illinois University are designed to meet the 2013 Illinois Professional Teaching Standards (IAC 23, Part 25) and are also aligned with the standards established by the Interstate New Teacher Assessment and Support Consortium. These standards can be found at the links below:

https://www.isbe.net/Documents/IL_prof_teaching_stds.pdf

[https://ccsso.org/sites/default/files/2017-](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

[12/2013_INTASC_Learning_Progressions_for_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

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BS Clinical Laboratory Science

Upon completion of this program, the student will be able to:

1. develop a broad view of Biology that enables them to interrelate the various subject matter areas and an in-depth understanding of the molecular, cellular, and genetic phenomena common to all forms of life
2. become familiar with organisms, how they are constructed, how they function, how they develop, how they interact with their environment, and how they interact with pathogens and respond to disease
3. carry out and analyze diagnostic medical tests, understand how test results relate to human health, and learn their role as health care professionals in a clinical setting

MS Biology

Upon completion of this program, the student will be able to:

1. develop mastery of a biological knowledge base in core areas of study including biometrics, ecology, genetics, evolution, physiology, molecular biology, organismal biology, and systematics
2. exhibit the ability to function in a biological research setting

PBC Zoo and Aquarium Studies

Upon completion of this program, the student will be able to:

1. demonstrate an understanding and working knowledge of the practices, performing Biological Studies with zoo animals; demonstrate the importance and practice of animal training for their care in a zoo and aquarium setting
2. understand the importance of and use skills, which support the four goals of the American Association of Zoos & Aquariums (AZA): entertainment, education, conservation, and research

Department/School Evaluation

Describe Department/School strengths:

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- Much of the Department's curriculum involves multiple out-of-classroom academic experiences.
- The Department has a diverse, dynamic faculty that has collectively produced >170 peer-reviewed publications and given >500 presentations at professional meetings, while securing >\$5 million in grant funding. (This is based on data used for our AY18 Program Review.)
- The RISE Program introduces students to research experience, and our students have ample opportunity for independent research with individual faculty at the undergraduate level.

- CLS students are in demand by our affiliated hospitals and are successfully competing for limited seats in those clinical programs.
- All CLS students completing clinical training have passed the BOR certification exam.
- CLS students have had a 100% placement rate at regional hospitals and medical centers upon graduation in recent years.

- Program diversity allows us to attract a large number of graduate students.
- The coursework plan of the MS Biology degree provides a more flexible, yet rigorous, track for students.
- Several of our graduate students have projects affiliated with the Alice L. Kibbe Life Science Research Station.
- In the last ten years, we have had the highest number of Master's students enrolled in our program compared to other state universities. In four of the last ten years, we have conferred the most degrees compared to these institutions. (This is based on data used for our AY18 Program Review.)
- Our graduate students have a great deal of success securing jobs, getting accepted into Ph.D. programs, and getting accepted into medical programs.

- The PBC Zoo and Aquarium Studies curriculum is hands-on and laboratory-based with faculty delivering content in a small class format.
- Courses in our PBC program can also satisfy requirements for the M.S. degree in Biology offered at WIU.
- A growing partnership with the Niabi Zoo in Coal Valley, IL, will provide opportunities for our PBC students.
- Students in the PBC program are satisfied with their experiences and training when entering the job force, and they attain a high level of employment after completing the program.

Describe Department/School challenges:

- A decrease in faculty has made it difficult to provide enough scheduled courses, course sections, and a variety of electives.
- With the large number of majors in the Department, advising is still stretched even with two Academic Advisors
- Aging equipment and facilities threaten our long-term ability to provide quality instruction.
- The 25% reduction of funds for graduate assistantships has made it difficult to provide employment for our Master's students. Availability of graduate assistantships has been a valuable recruiting tool for prospective students. We were barely able to cover all of the labs that needed to be taught this past academic year as a result of this cutback.

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- A major challenge for the CLS program is the absence of a mechanism for paying the tuition demanded by our affiliated hospitals for the 3+1 seniors, as the Department pays ~\$4,000/student to the affiliated hospital. There are two affiliated hospitals, and in turn, a limited number of open seats for clinical training.
- For the MS Biology degree, program diversity is not as substantial as it could be due to several unfilled faculty openings. Too many students leave before finishing their research and either take too long to finish or never finish.
- Since the retirement of Dr. Jeannette Thomas, the PBC Zoo and Aquarium Studies program has declined. Faculty have volunteered to help students in the program finish their degrees and have also taught elective courses needed by the students. However, core courses are currently being taught by adjunct faculty, but none were offered in the 2018-2019 academic year. Dr. Brian Peer was able to teach one of these classes in Fall 2019.

Identify Department/School opportunities:

- One of the greatest strengths of the Department is the hands-on opportunities that our students have, including laboratory components with courses, field trips/experiences that are part of courses and laboratories, and research experiences. The Department should maintain this and expand such opportunities for students, as the budget will allow.
- The Department needs to consider updating technology, as budgets allow, and make an effort to offer more on-line classes for students, especially in the summer.
- The Department needs to make a concerted effort to track progress of students after graduation through surveys and/or social media.
- We really need to critically address the situation of not being able to hire tenure-track faculty due to budget constraints. Consideration for at least two new hires would help the Department provide a better diversity of classes for all of our students, as well as maintain active research programs.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

- One of the greatest strengths of the Department is the hands-on opportunities that our students have, including laboratory components with courses, field trips/experiences that are part of courses and laboratories, and research experiences. The Department will work maintain this and expand such opportunities for students, as the budget and current COVID-19 situation will allow.
- In particular, the Department is planning to start the process in Fall 2020 for a curriculum change in our introductory sequence for majors. We had a number of separate open

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discussions, both in person and then remotely, to review assessment data and consider a modification to our current introductory sequence.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- We plan to offer our courses and research opportunities as best as we can given safety concerns for COVID-19 preparedness.
- The first offering of Cannabis Biology and Production (BOT/HORT 357) will be in the fall. This is a core course in the new Cannabis Production Minor offered by the School of Agriculture, and it will be team-taught by faculty in School of Agriculture (Dr. Shelby Henning) and the Department of Biological Sciences (Prof. Tom Vogel). (Please note that Prof. Tom Vogel retired in Spring 2020 but is returning as an adjunct faculty member for the fall course offering.) This course and the minor will likely serve as a combined initiative for recruiting, retention, and research.
- We will continue conversations about a possible curriculum revision to our introductory sequence for majors.
- We will participate in recruiting activities, such as Discover Western, even if remotely. It may/not be possible to have our Annual Biology Day event due to COVID-19 safety measures, but this has been our signature recruitment event each fall for almost 40 years.

How will you measure your success?

- Annual assessments will be used to measure the performance of our students. We have been examining assessment data from the last few years and will likely revise our introductory courses to better serve our Biology majors.
- The best measure of quality would be the success rate of our graduates in finding employment or admission to post-graduate or professional school. Department faculty have shared through personal correspondence that, in general, our students are doing quite well in their chosen fields.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	≥ 12	#	#	≥ 13	≥ 2	≥ 3	#	≥ 1

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Due to Dean's Office: 07 April 2020
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Unit: Department of Chemistry

Degree(s)/Program(s)/Options: (List all.)

B.S. Chemistry – Chemistry option
B.S. Chemistry – Biochemistry Option
B.S. Chemistry – Pharmacy Option
B.S. Chemistry – Teacher Education
B.S. Forensic Chemistry
M.S. Chemistry

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

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Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

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Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Chemistry

We prepare students for employment and/or the pursuit of advanced degrees by educating them in the fundamental knowledge of chemistry and forensic chemistry, as well as the laboratory techniques and skills that are required in the field of chemistry and forensic chemistry.

Vision — Department of Chemistry

The B.S. Chemistry and B.S. Forensic Chemistry degrees at WIU are certified by the American Chemical Society. Our undergraduate and graduate degrees are known for a focus on hands-on laboratory experiences, experiential learning through mentored independent research projects, which provide opportunities for students to present their research at national conferences and to publish in peer-reviewed journals. We are known for the collaboration of faculty and students across disciplines to foster innovative thinking in analytical chemistry, biochemistry, environmental chemistry, forensic chemistry, geochemistry, material sciences, organic chemistry, pharmacy, engineering, and other related fields.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

B.S. Chemistry – Chemistry option: The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to be a successful professional.

B.S. Chemistry – Biochemistry option: The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to become a successful professional in graduate school or in the biotechnology industry.

B.S. Chemistry – Pharmacy option: The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to be a successful professional in the healthcare workforce.

B.S. Chemistry – Teacher Education: The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to become a successful professional educator at the middle school and/or high school level.

B.S. Forensic Chemistry: The academic goal of the program is to equip students with a fundamental knowledge base, as well as experimental and critical thinking skills to become a successful professional state and national crime labs, in graduate school, or in private industry.

M.S. Chemistry: The academic goal of our graduate program is to provide students with the skills required to succeed in the future study (Ph.D. program) or career (the chemical industry or teaching at community colleges).

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Student Learning Outcomes

B.S. Chemistry – Chemistry option:

- Students will demonstrate mastery of basic concepts of chemistry and ability to apply those concepts to solve problems.
- Students will demonstrate competency in the following areas of lab work: basic measurements skills; qualitative and quantitative analyses using wet chemistry; instrumental methods of chemical analysis; and interpretation of physico-chemical/analytical data.
- Students will also demonstrate good communication skills, both oral and written, and will acquire skills in writing needed for maintaining professional documents, including scientific reports and laboratory observations.

B.S. Chemistry – Biochemistry option:

Students will demonstrate:

- An understanding of fundamental biochemical principles, including the structure/function of biomolecules, metabolic pathways, and regulation of biochemical processes.
- Fundamental laboratory skills and techniques by applying the scientific method to the processes of experimentation and hypothesis testing.
- An understanding of the theory and practice of modern instrumentation in order to apply these to biochemical problems.
- An ability to recognize potential laboratory safety concerns and address them using appropriate techniques.
- An ability to use online databases and bioinformatic sources appropriately, and to be able to read as well as evaluate the primary literature in the field.
- An ability to work responsibly, collaboratively, and ethically on teams in the scientific communities.
- An ability to present scientific information to both scientific and broader audiences in spoken and written form.

B.S. Chemistry – Pharmacy option

- Students will demonstrate mastery of basic concepts of chemistry and ability to apply those concepts to solve problems.
- Students will demonstrate competency in the following areas of lab work: basic measurements skills; qualitative and quantitative analyses using wet chemistry; instrumental methods of chemical analysis; and interpretation of physico-chemical/analytical data.
- Students will also demonstrate good communication skills, both oral and written, and will acquire skills in writing needed for maintaining professional documents, including scientific reports and laboratory observations.

B.S. Chemistry – Teacher Education option:

Upon completion of the program students will:

- understand and articulate the knowledge and practice of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in chemistry.
- understand how students learn and develop scientific knowledge.
- be able to engage students in science learning by setting appropriate goals that are consistent with state and national standards.

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B.S. Forensic Chemistry Students will:

- Analyze information, think critically, and form reasoned conclusions using the process-oriented scientific method to further criminal investigations.
- Comprehend the theoretical knowledge and laboratory skills for employment in crime laboratories as well as the ability to pursue biotechnological, chemical, clinical, food, environmental, and pharmaceutical careers.
- Perform responsible and ethical practices that are essential to the field of forensic science.
- Acquire knowledge in crime scene investigation, evidence collection and preservation, chain of custody, forensic microscopy, forensic chemistry, forensic serology and DNA analysis, forensic toxicology and forensic mass spectrometry.
- Develop competency in the operation and data interpretation for modern instruments used in forensic analysis.
- Gain research experience which can lead to funded trips to state and national scientific conferences and publication of journal articles with faculty.
- Obtain proficiency in written and oral communication for scientific presentation and courtroom testimony.

M.S. Chemistry:

- Students will demonstrate chemistry proficiency in all five disciplines of chemistry: analytical, biochemistry, inorganic, organic, and physical chemistry, with firm foundations in the modern applications of current chemical and scientific theories.
- Students will be able to design, carry out, record and analyze the results of chemical research and be able to use modern instrumentation and classical techniques.
- Students will demonstrate public speaking skills by presenting at least two public seminars prior to their final thesis defense.
- Students will successfully defend their research or internship and submit a final thesis or internship report to the WIU Graduate Office.
-

Department/School Evaluation

Describe Department/School strengths:

- The number of Chemistry and Forensic Chemistry undergraduate majors increased by 17% from fall 2018 to fall 2019. The number of accepted students for fall 2020 is much higher than at this point last year.
- The Department of Chemistry at WIU has an articulation agreement with the University of Illinois-College of Pharmacy wherein UIC-Pharmacy saves seats for our majors and pre-admits them into the Pharm.D. program.

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- The employment statistics for Chemistry/Forensic Chemistry graduates remains high. The percentage of students who graduated with a B.S. in Chemistry or forensic Chemistry that were employed or accepted to Ph.D. programs by the date of their graduation from WIU ranged from 81.8% to 95.2% since 2010.
- Several WIU Forensic Chemistry graduates have been employed at the FBI Crime labs in Quantico VA.
- Forensic Chemistry majors often receive summer internships at one of the nine Illinois State Police Crime labs.
- The Chemistry faculty are research active. They have published 15 journal articles in the past two years in peer reviewed journals of high quality, including one paper in "Nature". Most of the faculty publications list WIU chemistry and forensic chemistry students as co-authors on their publications.
- WIU Chemistry/Forensic Chemistry faculty take students to national research conferences. We have taken students to cities such as New Orleans, San Francisco, Denver, Washington D.C., New York, Philadelphia, San Diego, and many more. The students meet potential employers at these conferences.
- The Department of Chemistry supports a STEM Living Learning Community for its students. The LLC is advertised at Discover Western and SOAR meetings.
- The Women in Science student organization allows students to make network connections with successful alumni scientists, many of whom are CEOs for major companies. These alumni donate funds for Women in Science scholarships for our students.
- RISE@Chemistry program has been growing with an increasing number of student involvement and student scholarships.

Describe Department/School challenges:

- Decreased number of faculty members (due to loss of a Unit B position) resulting with ACE overloads for >90% of Unit A and all of Unit B faculty members. Increased number of majors –most of whom wish to be involved in faculty mentored undergraduate research with insufficient faculty.
- Equipment and Facilities are in desperate need of upgrade or renovation. This makes recruitment difficult.
- Office Manager position – difficult to hire a new office manager due to position shared with Physics.
- We desperately need to hire an analytical chemist to maintain ACS accreditation. Dr. Erica McJimpsey (analytical chemist) is out on compulsory administrative leave – which leaves us very short handed and without an analytical chemist needed for accreditation.

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- Our faculty have aging computers as they are no longer being replaced on a regular basis. The upgrade to later versions of Windows 10 required by Utech further slows down already slow older computers.
- Decreasing budget to support teaching assistants who serve as “instructor of record” for 150 to 200 ACEs per academic year.
- Decreasing budget to support undergraduate instruction and recruitment.

Identify Department/School opportunities:

- We have limited opportunities without additional personnel and budget. Despite their heavy teaching loads, our faculty have received funding for 5 external grants and 5 URC grants to support undergraduate research and travel.
- We raised foundation funds to purchase a new Atomic Absorption Spectrophotometer (~\$28,000) which is needed by summer to meet ACS accreditation requirements.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

We plan to decrease offerings of classes with lower enrollment histories. Specifically we plan to move five courses to every two years and place two courses in the deep freeze. While we are already getting pushback from students who need the courses to graduate in a timely manner, we are endeavoring to make substitutions whenever possible to minimize negative student impact.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Increase “Traveling Seminar” recruitment trips. We added additional regional 2 year community colleges to our mailing list. We send out a list of faculty seminars available to their institution at no cost provided our faculty speaker can speak to students about our programs.
- Increase “Hands-on Lab exercises” for visiting high school science classes. We added additional high schools to our mailing list of available Hands-on Lab exercises developed by our faculty.
- Highlight student research better through social media.
- Our faculty are seeking grant opportunities to fund both additional equipment and student research.

How will you measure your success?

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Enrollment Data

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	7	0	0	38	4	1	1	2

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Unit: [Click or tap here to enter text.](#)

Degree(s)/Program(s)/Options: (List all.)

B.S. in GIS
B.S. in Geology
B.S. in Meteorology
M.A. in Geography (soon to be M.S. in GIScience & Geoenvironment)

Vision, Mission, and Values

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engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Click or tap here to enter text.

To provide a premium undergraduate education in Geographic Information Science, Geology, and Meteorology, leading to well-prepared students who can go on to graduate work in this and other departments, or can seek job opportunities given their high level training in the department.

Vision — Click or tap here to enter text.

The department is known for its application-oriented, hands-on approach to learning that fits the needs of our students, producing well-educated graduates who are capable of working in multiple fields, and applying their knowledge to address real-world spatial problems (social and environmental).

Academic Program Goals and Outcomes

Degree/Program/Option Goals

B.S. in GIS Goals

1. Implement strategies to ensure healthy enrollment increases in the program.
2. Create a premium undergraduate education in Geographic Information Science and increase visibility of the program.
3. Build connections with industry and actively seek internship opportunities for students, thereby enhancing their education with practical experiences.
4. Maintain a robust GIS program by continuously reviewing and updating the curriculum to ensure that students are exposed to and taught the state-of-the-art enterprise techniques and software applications in the marketplace.
5. Faculty will maintain an active research agenda and mentor students in a supportive environment.

B.S. in Geology Goals

1. Increase the number of geology majors.
2. Continue the emphasis on experiential learning by continuing to offer course specific field trips and our capstone field experience course.
3. Build additional connections with industry through faculty and alumni contacts.
4. Keep content current through active faculty and student research and attendance at professional meetings.
5. Maintain a student-centered supportive environment within the program and department.

B.S. in Meteorology Goals

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1. Increase the number of majors.
2. Increase the visibility of the program and its accomplishments.
3. Increase the number of student internships.
4. Remain up to date in both content and equipment.
5. Maintain an active research agenda; active in mentoring students, and creating a supportive environment in the department, the college, and the university.

M.A. in Geography Goals

1. Expose students to professional practice through internships.
2. Provide opportunities for faculty and graduate students to work together on scholarly and other professional endeavors.
3. Promote integrated baccalaureate and Master's degree program.
4. Maintain and strengthen ties to the Peace Corps Fellows program in Community Development.

Student Learning Outcomes

B.S. in GIS Learning Outcomes

Students will demonstrate:

1. The ability to synthesize spatial information and communicate using multiple GIS-related software packages.
2. Research skills through acquisition of fundamental knowledge in the field of GIS.
3. The geographical methods, including the ability to analyze maps and spatial and temporal data to solve problems.
4. Students will demonstrate communication skills necessary for effective oral and written communication, as well as effectively working in groups.

B.S. in Geology Learning Outcomes

Students will demonstrate:

1. The ability to use knowledge and skills to understand and solve geologic problems.
2. Research skills through both classroom and undergraduate research projects.
3. Geoscience methods, including the ability to identify earth materials, read and analyze maps, and to use geologic data to solve real-world problems.
4. The ability to communicate effectively in both oral and written forms, as well as the ability to work in groups.

B.S. in Meteorology Learning Outcomes

Students will demonstrate:

1. The ability to use knowledge and skills in the field of meteorology.
2. The ability to engage in critical communication about meteorological theories, to synthesize ideas from multiple sources, and to conduct independent research.
3. Meteorological methods, including the ability to analyze maps and spatial and temporal data to solve real-world problems.
4. The ability to communicate effectively in both oral and written forms, as well as the ability to work in groups.

M.A. in Geography Learning Outcomes

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1. Students will demonstrate scholarship skills through acquisition of fundamental knowledge in the field of geography.
2. Students will demonstrate complexity of skills necessary to engage in critical discourse about geographical theories, synthesize ideas from multiple resources, and design and conduct independent research.
3. Students will demonstrate geographical methods, including the ability to analyze maps and spatial and temporal data to solve problems.
4. Students will demonstrate communication skills necessary for effective oral and written communication, as well as effectively working in groups.

Department/School Evaluation

Describe Department/School strengths:

1. Maintain a strong commitment to undergraduate research.
2. Our graduates are fully employed immediately after graduation.
3. Our graduates gain acceptance into reputable graduate programs in the United States and Canada.
3. Receives positive feedback from alumni.
4. Support interdisciplinary programs and Honors College.
5. EAGIS and GIS Center serve as the repository of geospatial data for Western Illinois University, the City of Macomb, and regional counties including McDonough County.

Describe Department/School challenges:

1. Collaborating with other academic departments on campus.
2. Working with area school superintendent to connect with high school teachers and students.
3. Increasing the department's presence on social media.
4. Capitalizing on any opportunity that elevates the visibility of the department and its programs.

Identify Department/School opportunities:

1. Collaborating with other academic departments on campus.
2. Working with area school superintendent to connect with high school teachers and students.
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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

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Implementing measures to increase the number of majors for each academic program in the department.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Engage in outreach activities to local and regional high schools.
2. Engage high school teachers by inviting them to campus for professional development workshops.
3. Engage in high profile events to draw attention to the department (working with local, regional, national and international organizations).
4. Implement face-to-face meetings with each major in the fall and spring semester.
5. Assist freshmen early with personalized attention given to their academics and overall well-being.

How will you measure your success?

The number of majors and retention rates in each program.

Faculty/Staff/Student Achievement

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2	13	11	23	20	3	#	#	#

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

1. Continue outreach to teachers in west-central Illinois. Faculty and students are engaging in outreach activities in the classroom (LEJA, CS, BIO and AG), Macomb High School, West Prairie High School, and other community events.
2. Faculty continue to participate in every Discover Western event. In addition, they are available to meet with prospective students/parents-weekdays and weekends.
3. Faculty are building connections with international institutions to promote the department and recruit undergraduate and graduate students.

Retention Initiatives

1. Provide tutorial services to majors during designated times or by appointment and address any concerns a student might have as a major.
2. Create activities that bring students together both socially and academically.
3. Alums are welcome to join faculty and students during social events on campus and off-campus.
4. Invite alums and other professionals to participate in classroom events and share their experience.

Undergraduate/Graduate Research

1. Faculty mentor undergraduates for Undergraduate Research Day.
2. Faculty team up with graduate students to undertake research projects.
3. Department encourages and supports undergraduate and graduate students to present their research at regional and national conferences.

Contributions to the University

1. Faculty serving on university committees.
2. Faculty designing and sharing GIS maps in order to promote the university.

Alumni Success

Jared Streder, a Fall 2019 graduate, received a job offer in December 2019.

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Unit: Department of English

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Arts in English
Option 1: Literature and Languages
Option 2: English – Teacher Education

Master of Arts in English

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Mission — Department of English

We prepare students with the critical reading, writing, research, and rhetorical skills crucial to enter an increasingly dynamic professional world, including academic, corporate, governmental and non-profit contexts. Through our programs and options, our students are prepared for effective middle and high school English Language Arts teaching in diverse classroom settings; for working a variety of careers including community college instructors, professional/technical writers, media content developers, creative consultants, editors, and copywriters; and for pursuing graduate or professional study in programs including literature, professional writing, creative writing, film, law, and library studies

Vision — Department of English

Our degrees will be known for cultivating versatility of critical thinking, reading and writing abilities, clear and effective communication, specialized contributions scholarly discourses and clearly-articulated, versatile, and appropriate professional identities; for cultivating readers and writers with creative and critical abilities grounded in both a diverse historical and formal range of literary and theoretical texts as well as in the rhetorical fundamentals of writing; and for English Language Arts licensure, edTPA assessment, and maintaining excellent teacher placement rates.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Bachelor of Arts in English

Option 1: Literature and Languages

This program's academic goals are to:

1. Expose students to literature from both a variety of genres including fiction, poetry, graphic novels, film, non-fiction, and digital texts and from a wide range of historical experiences, diverse ethnicities and cultures;
2. Provide students with advanced interpretive and theoretical methods to analyze the cultural and historical implications of texts with an emphasis on social justice;
3. Teach students multiple reading practices, writing approaches and research methods that will allow them to respond in a variety of contexts.

Bachelor of Arts in English

Option 2: English – Teacher Education

This program's academic goals are to:

1. Emphasize critical literacy practices for teaching English Language Arts (ELA);

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2. Introduce teacher education candidates to literature across a variety of genres and historical experiences, as well as a range of diverse ethnicities and cultures;
3. Provide teacher education candidates opportunities to become confident and skilled writers in traditional and non-traditional modes;
4. Promote the respect of the diversity of learners through choice and differentiation;
5. Promote the teaching and learning of 21st century literacies including new media;
6. Present strategic processes for teaching reading, writing, speaking, listening, and language skills to meet the diverse needs of students;
7. Develop and apply instructional delivery skills through varied experiences;
8. Promote social justice and democratic approaches to teaching ELA.

Master of Arts in English

This program's academic goals are to:

1. Provide advanced training in critical, theoretical, and rhetorical reading practices and writing approaches;
2. Teach students appropriate research methodologies for English studies;
3. Help students develop professional and intellectual identities;
4. Provide professional experience for careers in teaching, writing and editing.

Student Learning Outcomes

Bachelor of Arts in English

Option 1: Literature and Languages

Students will be able to:

1. demonstrate awareness of English language and literature in different national, historical, social, political, and cultural contexts;
2. create critical, creative, and digital texts in a variety of genres;
3. conduct both primary and secondary research, using a variety of research methods, including textual, archival, qualitative, quantitative, and mixed methods;
4. develop rhetorical, critical, and creative proficiency in responding to a wide variety of texts, including digital texts, film, and new media;
5. apply theoretical frameworks to a variety of texts;
6. adapt reading practices and writing choices based on genre, discipline, and rhetorical situation;
7. apply oral rhetorical concepts in class discussion, reading texts aloud, and presenting to audiences;
8. cultivate independent thinking, originality, imagination, experimentation, problem solving, and risk taking in thought, expression, and intellectual and civic engagement.

Bachelor of Arts in English

Option 2: English – Teacher Education

Based on standards established by the National Council for Teachers of English, upon completion of the Teacher Education option of this program, the student will be able to:

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1. demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts, as well as knowledge of the nature of adolescents as readers;
2. demonstrate knowledge of English language arts subject matter content that specifically includes language and writing, as well as knowledge of adolescents as language users;
3. plan instruction and design assessments for reading and the study of literature to promote learning for all students;
4. plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students;
5. plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs;
6. demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts;
7. be prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as a professional educator.

In addition to the outcomes listed above, all professional educator licensure programs at Western Illinois University are designed to meet the 2013 Illinois Professional Teaching Standards (IAC 23, Part 25) and are also aligned with the standards established by the Interstate New Teacher Assessment and Support Consortium.

Master of Arts in English

Upon completion of this program, the student will be able to:

1. demonstrate the ability to read texts closely and carefully;
2. apply one or more relevant theoretical approaches to texts;
3. write clear, effective, well-styled prose;
4. develop a professional identity;
5. conduct effective scholarly research;
6. contribute to a specialized academic discourse.

Department/School Evaluation

Describe Department/School strengths:

Teaching continues to be an overall strength of the program with engaged and dedicated faculty who excel in and out of the classroom: chairing and serving on exit-option committees, conducting independent studies, and closely mentoring students in the undergraduate program in conducting and presenting scholarship at regional, international or national conferences, and in navigating the graduate school admissions or job application process. Over the last seven years, faculty have won over 10 teaching and mentoring awards: including 6 College of Arts and

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Sciences teaching awards, 1 Provost's Award, and 2 awards from the Centennial Honors College.

The department cultivates and supports a strong, engaged student culture with co-curricular and professional development for students through departmental events, the EGO/STD academic conference, student travel to academic conferences, the development of a student reading room, and multiple publications including a departmental newsletter, creative writing magazine and a textbook featuring student writing from the writing program.

The department features multiple robust and active student organizations which have transformed and shaped student culture on both campuses (Notable examples include Sigma Tau Delta and IDEAS).

The department continues to operate the University Writing Center which provides a vital resource for all university students. In 2019-2020, the UWC expanded its services with instant messaging for quick questions and asynchronous eTutoring (where students are able to submit papers and get written feedback). Furthermore, the UWC was able to quickly and efficiently shift ALL services online during alternative teaching in the Spring of 2020 and was also able to host History and Political Science tutors. The UWC remains a leader in online tutoring and writing support despite 50% reductions to undergraduate student workers and a 25% cut to English graduate assistantships.

The department has continued to serve the larger university through the delivery of a required two-course first year writing sequence, a special pre-Nursing only section of these courses as well as enhance its curriculum and student culture by working collaboratively with African American Studies, Women's Studies, Broadcasting and Journalism, the Centennial Honors College, the First-Year Experience program, and the Liberal Arts and Sciences program.

The department continues to offer both the MA degree at both campuses and has also offered the BA at the Quad Cities campus since 2012.

The English-Teacher Education program continues to comprise a core component of the English major. The program has consistently maintained accreditation and placement rates for graduates are between 90%-95%.

Graduates from both the BA and MA programs also find positions in a wide variety of fields and organizations including academics (instructors, donor relations, and writing centers), corporate (training and development, content manager, product manager, copywriter, quality reviewer and professional writers), and nonprofit/government (chief of staff, development/marketing, community engagement coordinator).

Graduates from both the BA and MA programs continue to find success in pursuing further study. Most students who pursue graduate school admittance receive funded offers to pursue graduate study at the Master's and doctoral level. In recent years, students have been placed in schools such as the University of Oregon, the University of Illinois, the University of Iowa, University of Wisconsin-Milwaukee, Texas A&M University, and University of South Dakota.

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Both the BA and MA programs have had success placing students in a variety of internships, including the Moline Public Library, the Putnam Museum, the Rock Island Public Defender's Office, WQPT (regional PBS affiliate), and the Western Illinois Regional Arts Council.

The department has been successful in its use of various Foundation accounts to increase enrichment opportunities for our students (notable examples include the Fred Ewing and Lola Austin Case Writers Series and the Magliocco Lecture) as well as writing awards (such as the Conger and Mann essay awards, Leland writing awards, and Bruner and Cardell creative writing awards and research awards (in the Mahoney award and the Walker fellowships).

The department has participated in the dual enrollment program at Cambridge High School, offering writing and literature courses every semester since Fall 2017.

Despite increased workloads and diminishing travel funds, the faculty have maintained a high level of scholarly excellence with a significant output of publications and scholarly activity. With the exception of internal grants, all other categories witnessed increased production from 2018 to 2019.

The addition of the applied project exit option has expanded opportunities for professional writing graduate students to develop projects which increase their marketability.

Describe Department/School challenges:

Continuing to staff required writing courses as well as required courses in major options and minors given the reduced staffing levels of the department. We lost 7 Unit B instructors to layoffs and 1 Unit A professor to resignation in 2018-2019.

Program enrollment continues to be a major concern. We have declined from 147 students in Fall 2012 to 71 students in Fall 2019 (a drop of 18 from Fall 2018). While this drop is related to a national decline in the major as well as a decline in enrollment at the university, it remains a concern.

Recruitment needs improvement. With around 80% of our majors coming from already enrolled university students, our major numbers rely heavily on university enrollment which has experienced significant declines over the last several years.

SCH has continued to drop. Since FY 2014, it has dropped 31.6%, which is a larger drop than the College of Arts and Science's average of 25.2%. This drop is partially attributed to reductions in staffing.

Technology in the department is rapidly aging, notably in the computer labs and electronic classrooms which are used to teach writing to students across the university.

Recent losses in funding in graduate assistantship funding has weakened the ability to attract students to the program on both campuses.

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Identify Department/School opportunities:

1. Teacher Shortage in Illinois: The state of Illinois is currently experiencing large deficits in the availability of licensed secondary education teachers. This shortage provides an opportunity for our department to market more explicitly our English education program and its very high placement rate.
2. Retention Efforts: Given the emphasis on retention at Western Illinois University, the department of English can play a major role through the Writing Program and the University Writing Center. The UWC was already able to quickly move all services to an online format in Spring 2020 and even hosted tutors from History, Political Science, and Nursing on our online platform. Furthermore, in Spring 2020, we piloted an intervention program for ENG 100 students who were re-taking the course. We are currently developing an embedded writing tutor program to further assist retention efforts.
3. A 2016-2017 report on the English major from the Association of Departments of English demonstrated that creative writing and writing studies were areas of growth and that many departments were restructuring the traditional English major with tracks and concentrations to meet this growth. To that end, we are exploring a Creative Writing option. Adding a Professional Writing option would be another opportunity but we have not been able to replace critical losses due to resignations and layoffs over the past several years.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

For the next academic year, the department plans to focus on concerted and organized recruitment for the English majors, minors, and graduate students as well as review curriculum and consider revisions or the development of new programs to assist in recruitment. The department also plans to continue advocating for the replacement of vital resources lost in recent years including faculty, graduate assistant funding, undergraduate student worker funding, and upgraded technology in writing labs and classrooms.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Develop recruitment and retention plan for both internal and external recruiting, including data collection, communication, development of financial incentives for students, on and off campus events, etc.
2. Explore the viability and feasibility of adding a Creative Writing Option to the English Major.
3. Undertake a comprehensive review of the English Literatures and Language option curriculum.

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4. Explore converting Professional Writing minor to an online minor.

How will you measure your success?

Success will be measured primarily by completion of these activities and progress toward implementation of any initiatives that are deemed worthy of pursuit. Specific benchmarks for each goal below:

Goal 1:

Development and implementation of assessing our recruiting efforts through data collection, yield rates, entrance interviews for English majors, etc.

Increase in student share of overall enrollment

Goal 2:

If deemed feasible by department, implementation and approval for Fall 2021 semester.

Goal 3:

Development of revision plan or decision to keep current curriculum.

Implementation and approval for Fall 2021 semester

Goal 4:

If deemed feasible by department, development of timeline for implementation

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1	2	8	1	23	2	5	0	2

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Unit: Foreign Languages and Literatures.

Degree(s)/Program(s)/Options: (List all.)

Foreign Languages and Cultures

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — Foreign Languages and Literatures.

The B.A. in Foreign Languages and Cultures encourages and cultivates literary, linguistic and intercultural competence, academic achievement, critical thinking and a broad understanding of global issues. Through a series of courses, which include language, linguistics, literature, culture and pedagogy, and through extra-curricular activities, we prepare students for graduate studies and entrance into the regional, national and international public or private work force.

Vision — Foreign Languages and Literatures.

Our degree will be known for students developing and demonstrating optimal linguistic aptitude, excellent critical reasoning and transcultural competence, all of which prepares students to achieve their career objectives and to perform as responsible actors in an increasingly diverse US and an ever-growing interdependent global society.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Optimal linguistic competence in a foreign language, based on the four linguistic skills – Reading, Writing, listening, and speaking.

Ability to utilize cultural artifacts of a target culture (literature, music, films etc.) as a means to develop critical knowledge skills and transcultural aptitude.

Improvement of literacy and communication skills inside and outside the classroom.

Development of transcultural aptitudes, improving thus cross-cultural understanding, international awareness, and appreciation of one's own culture.

Student Learning Outcomes

Competence in reading, writing, listening and speaking skills in both English and the target language.

Competence to think analytically, critically and aesthetically about literature and other social discourses.

Competence to understand of foreign cultures from both a discursive and pragmatic perspective; including the extensions and transculturation of foreign cultures inside the American culture.

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Competence to act as a globally cultured, diversity-sensitive individual in today's increasingly linguistically and culturally interdependent world community.

Department/School Evaluation

Describe Department/School strengths:

- FLL has a highly qualified and diverse faculty, committed to engaging and attracting students.
- FLL emphasizes experiential learning opportunities for students by offering Study Abroad opportunities and excellent scholarships.
- FLL exhibits increasing racial and ethnic diversity.
- The FLC B.A has one of the the largest number of second majors in the CAS.
- The FLC B.A. has a considerable and increasing number of minors in the CAS.

Describe Department/School challenges:

- FLL needs to fill new positions with specialized, highly published and experienced faculty in order to respond to programmatic needs of the FLC B.A.
- FLL needs to develop more distance learning classes in order to serve and attract non-traditional students.
- The FLC B.A. needs to promote further interdisciplinary cooperation.
- FLL needs to foment the number of its academic presentations and publications.

Identify Department/School opportunities:

Our intention is to find ways to offer as many classes as we can on-line, making it easier for non-traditional students to join our program or attend our classes.

We will continue to promote interdisciplinary cooperation (cross-listed courses and participation in multidepartment programs).

We will increase our recruitment initiatives.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

As explained in the Department opportunities section, we intend to move forward by strengthening our program with more distance learning classes, more interdisciplinary cooperation and with an increase of our recruitment initiatives.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Offering of more distance learning opportunities.
Augmenting of the number of recruitment initiatives.
Stablishing new interdisciplinary cooperation.

How will you measure your success?

Success will be measured by an identifiable increase of online and CODEC classes; an identifiable growth in recruitment initiatives; and the creation of new interdisciplinary programs.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	1	#	#	6#	#	#	#	2

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Unit: History

Degree(s)/Program(s)/Options: (List all.)

B.A. with options in History, History Pre-Law, and History – Teacher Education. M.A. Undergraduate minors in History and Middle Level Social Studies Teaching.

Vision, Mission, and Values

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community, and economic development in our region and well beyond it for the public good.

Mission — History

We prepare students for becoming informed citizens, capable of thinking intelligently about the past and its relevance to the present. In addition, we provide the knowledge and skills they need to pursue graduate and professional study, as well as success in teaching, and a wide array of other careers, including law, business, management, the non-profit sector, and public service.

Vision — History

Our degree will be known as a cornerstone of a liberal arts education, and as the study of the memory of humankind. The knowledge students gain contributes to their understanding of self and society grounded in an appreciation of cultures and traditions that have shaped the past and present.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Students will develop the analytical, perceptual, and communicative skills that will enable them to excel in their chosen vocations. They will further achieve critical awareness and abilities, as well as a recognition of the essential value gained from pursuing greater knowledge.

Student Learning Outcomes

Students will demonstrate a wide knowledge of the past and its relationship to the present, as well an understanding of self and society grounded in an appreciation of cultures and traditions that have shaped the present. Teacher education students will be prepared to excel on state licensure exams.

Department/School Evaluation

Describe Department/School strengths:

The department has a stellar faculty reputation, both in teaching and research. Faculty members are strong contributors to university governance in areas ranging from the faculty senate to University Professionals of Illinois. Students in the department have a high completion rate.

Describe Department/School challenges:

Departures of faculty without replacements have led to gaps in curricular coverage in areas that include, but are not limited to, African-American history and Latin American history. The department also does not have a presence in the university's advertising/recruitment literature.

Identify Department/School opportunities:

Increasing demand for teachers, including in history/social studies, may provide an opportunity

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for increased major recruitment.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

New leadership in the department should enable progress in areas such as expanding recruitment and retention.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Acquiring a department chair who is a historian. Increasing the size of the graduate program. Expanding the department's presence at recruitment opportunities.

How will you measure your success?

Success will be measured by selecting a department chair who is a historian, gauging the numbers of graduate students in the coming year, and measuring the department's in-person or indirect representation at recruitment events.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1	2	0	0	13	4	2		

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Unit: Liberal Arts & Sciences

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Liberal Arts & Sciences
Masters of Liberal Arts & Sciences

Vision, Mission, and Values

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community, and economic development in our region and well beyond it for the public good.

Mission — Liberal Arts & Sciences

By working with students who create their own rigorous degree plans, the Liberal Arts and Sciences Degree prepares them to take initiative in gathering knowledge from different fields of study and to develop the intellectual agility needed to analyze questions using different modes of inquiry. Students will then be able to use this knowledge – and the process they went through in integrating their selected fields of study - to engage with and adapt to a continually changing world.

Through its support for three multidisciplinary programs - African American Studies, Religious Studies, and Women's Studies - the Department of Liberal Arts and Sciences also contributes to WIU's mission to teach leaders who can work with dynamic and diverse communities. These programs' shared mission is to contribute to a body of knowledge that should be an integral part of the education of all students, as it will be central to their work in both their communities and their careers. In all of these fields, we work to create and sustain a learning environment that fosters intellectual development. We value curiosity and depth of knowledge, believing that these are the best routes to academic excellence. We also hope this knowledge will help to create and sustain a just and compassionate human society.

- The mission of the African American Studies Program is to offer courses that focus on historical and contemporary experiences of African Americans – political, legal, social, and cultural - in order to both provide an accurate picture of the Black experience and to help students understand and appreciate that experience.
- The mission of the Religious Studies Program is to help students learn about the history and current state of the world's many and varied religious traditions, introducing them to these religious traditions' approaches to life's existential questions and ordinary realities.
- The mission of the Women's Studies Program is to apply theories of privilege and social justice to women's lives, as well as to examine intersections of race, class, sexuality, and ethnicity. Women's Studies deals with both the personal and the political, as well as the intersections between the two, and as such it is relevant to many occupations, including law, education, and business.

Vision — Liberal Arts & Sciences

Our programs will be known for cultivating self-directed learners with the intellectual agility and range vital to engage and adapt to a continually changing world. Global citizens need to be conversant in the practices and beliefs of the world's great religions, and to understand issues pertaining to race and gender. Our students will be tomorrow's leaders in all fields of human endeavor, including politics, business, law and medicine, having learned how to approach and understand individuals and cultures radically different from their own.

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Academic Program Goals and Outcomes

Degree/Program/Option Goals

LAS graduates will be able to:

- Create their own interdisciplinary major, allowing for flexibility and creativity, structured around two minors in the College of Arts and Sciences
- Explain the basic intellectual perspectives, values, and methodologies of the major areas of the liberal arts and sciences, and apply these to solve theoretical and practical problems
- Engage in comparative, self-directed learning with the intellectual agility that results from sustained participation in multidisciplinary work
- Enter graduate and professional schools prepared to engage in specialized work
- Utilize their understanding of issues relating to race, gender, and religion as they contributing to their communities and countries' work

Student Learning Outcomes

- Students will demonstrate effective written communication skills, including the organization of their ideas and carefully constructed and punctuated sentences.
- Students will demonstrate critical thinking skills, moving beyond summary to synthesis, analysis, and/or interpretation.
- Students will demonstrate integrative learning skills, including the application and synthesis of concepts and ideas from multiple disciplines.

Department/School Evaluation

Describe Department/School strengths:

1. Overall, numbers of BLAS majors have increased since the addition of dedicated LAS faculty members in 2016.
2. The retooling of LAS 195, Introduction to the Liberal Arts and Sciences - which in Spring 2020 was approved for General Education Multicultural credit – has already increased the number of students who take this gateway course for the major. As of 6/1/20, a total of 16 in the Macomb FYE and general sections are registered for F20, as compared to about 4 for the same two sections at the same time last year. This introductory course will take advantage of the current departmental structure to emphasize the multicultural aspects of the three disciplines taught by LAS faculty.
3. Curricular innovation on the part of LAS faculty member Dr. Sarah Haynes has led to a) a new course, ANTH/REL 225, cross-listed with Anthropology and geared towards attracting Anthropology majors into Religious Studies courses and the RS minor; b) the creation of the

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Cannabis and Culture minor, including a core course, REL 180, Religion and Drugs, and a capstone course, LAS 420, that will be housed in the LAS Department.

4. The spring 2018 redefinition of the LAS major to enable students to combine two minors from anywhere in the College of Arts & Sciences, plus a third minor from any college in the university, has allowed students to follow their interests in the humanities, social sciences, or sciences and mathematics in conjunction with other fields.
5. Faculty in the LAS program represent a wide spectrum of research interests, methodological backgrounds, teaching competencies, and pedagogical skills. They have also fulfilled many important service roles in their department, college, and university, as well as in regional, national, and international professional organizations. (and statewide)
6. The addition of a BLAS/MLAS Integrated Baccalaureate and Master's degree program has provided the opportunity for outstanding undergraduates to earn both degrees in five years. This option has facilitated degree completion by WIU students who wish to pursue both their undergraduate and graduate degrees in tandem. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project, internship, or thesis.

Describe Department/School challenges:

1. Lack of familiarity with or understanding of the BLAS degree program among many faculty and advisors.
2. Uncertainty as to the future of the Department and its minor programs due to substantial faculty reductions between 2016 and the present. Academic and mentoring support by African American Studies and Women's Studies faculty is lacking.
3. Need to identify how to assess the BLAS degree in the Quad Cities (not only in Macomb).

Identify Department/School opportunities:

1. Recruitment initiatives by the LAS department chair in Macomb in 2018-2019 helped to create community among LAS majors in Macomb; the success of this effort indicates the potential for future growth if there is sufficient staffing.
2. Student organizations - LASSO in the QC, LASSA in Macomb - have drawn interest from LAS majors in both locations, but have been weaker in Macomb due to the departure of organizing faculty members.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

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Since 2019-2020 was a year of curricular development and redesign, in 2020-2021, faculty will focus on teaching these courses – including LAS 195 and 195Y, ANTH/REL 225, REL 180, and LAS 420 – and providing support for the new Cannabis and Culture minor. These efforts should increase awareness of the LAS Department's majors and minors. We will continue to work closely with the LAS majors on the Macomb and Quad Cities campuses to ensure strong retention, as an expansion of the faculty advising role, and will work to recruit both incoming and transfer students. We will also work with the Peace Corps coordinator in marketing the BLAS Peace Corp emphasis, and

The Self-Studies for both the BLAS and MLAS programs were completed earlier in 2020, but the Program Review was postponed due to the campus closure. This Program Review will also need to take place once campus is fully open and a reviewer who is able and willing to come to campus can be identified.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Create sample degree plans for first-year students for several common paired minors.
2. Familiarize both students and university faculty and staff with the many opportunities presented by the Liberal Arts and Sciences program, both its major and minors, by utilizing both newly-developed or revised courses (LAS 195, REL 180, ANTH/REL 225) to promote them. Encourage the dean and upper administration to support more marketing of the BLAS degree, given its emphasis on creating interdisciplinary majors.
3. Study the possible reclassification of the BLAS degree to a BA degree and determine whether this is advisable.

How will you measure your success?

1. After posting these degree plans on our website, we will work in tandem with advisors to assess their effectiveness and improve them.
2. Next spring and summer, we will evaluate the effectiveness of the new and newly-redesigned courses in bringing in new majors and minors.
3. We will put forward a recommendation on this issue next spring or summer, possibly in conjunction with the results of the Program Review.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	2	6	#	#	#	#	#	#

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Unit: Liberal Arts & Sciences

Degree(s)/Program(s)/Options: (List all.)

MLAS

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Mission — Liberal Arts & Sciences

The MLAS provides advanced general study in the liberal arts and sciences consistent with traditional modes of inquiry in these disciplines. This is an interdisciplinary degree that builds on knowledge acquired at the undergraduate level through advanced, cross-disciplinary analysis of knowledge and the means by which knowledge is acquired and disseminated.

The Master of Liberal Arts and Sciences (MLAS) is for students who need or desire advanced education but do not require a specific specialized content area. This multidisciplinary degree stresses critical thinking, comparative analysis, and connections across disciplines rather than specialization in a fairly small content area. The LAS Program is designed especially for students seeking a Master's degree as an occupational qualification and for those who wish to have a more in-depth inquiry into the liberal arts and sciences. The LAS Program promotes an advanced level of critique, analysis, and comparison. Students also explore the broad questions faced by human beings, as well as the specific means by which individual disciplines in the humanities, social sciences, natural sciences, and mathematics have addressed these questions.

The LAS Program also offers three integrated bachelor's/master's program options for students currently enrolled in the following undergraduate programs at Western: Anthropology, Foreign Languages and Cultures, and Liberal Arts and Sciences.

By working with students who create their own rigorous degree plans, the Master of Liberal Arts and Sciences Degree prepares them to take initiative in gathering knowledge from different fields of study and to develop the intellectual agility needed to analyze questions using different modes of inquiry. Students will then be able to use this knowledge – and the process they went through in integrating their selected fields of study - to engage with and adapt to a continually changing world.

Through the Department of Liberal Arts & Sciences' support for three multidisciplinary programs - African American Studies, Religious Studies, and Women's Studies – graduate students may opt to use an MLAS degree to focus in areas not well-represented in any other degree program. This availability contributes to WIU's mission to teach leaders who can work with dynamic and diverse communities. These programs' shared mission is to contribute to a body of knowledge that should be an integral part of the education of all students, as it will be central to their work in both their communities and their careers. In all of these fields, we work to create and sustain a learning environment that fosters intellectual development. We value curiosity and depth of knowledge, believing that these are the best routes to academic excellence. We also hope this knowledge will help to create and sustain a just and compassionate human society.

- The mission of the African American Studies Program is to offer courses that focus on historical and contemporary experiences of African Americans – political, legal, social, and cultural - in order to both provide an accurate picture of the Black experience and to help students understand and appreciate that experience.
- The mission of the Religious Studies Program is to help students learn about the history and current state of the world's many and varied religious traditions, introducing them to these

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religious traditions' approaches to life's existential questions and ordinary realities.

- The mission of the Women's Studies Program is to apply theories of privilege and social justice to women's lives, as well as to examine intersections of race, class, sexuality, and ethnicity. Women's Studies deals with both the personal and the political, as well as the intersections between the two, and as such it is relevant to many occupations, including law, education, and business.

It should be noted, though, that students who pursue an MLAS degree may have their primary interests in other areas of the liberal arts and sciences, as well as in interdisciplinary post-baccalaureate certificates like those in Community Development and Planning or GIS Analysis.

Vision — Liberal Arts & Sciences

The MLAS program cultivates self-directed learners with the intellectual agility and range vital to engage and adapt to a continually changing world, and the freedom to explore interests in the liberal arts in a way that combines breadth with a focused final project. The MLAS degree structure fosters this vision through a combination of the following elements:

- three required interdisciplinary core courses thematized around "Tradition and Change" with a focus on the philosophy and history of the sciences (LAS 501), the social sciences (LAS 502), and the humanities (LAS 503);
- ample electives (18 credits);
- and the opportunity to pursue one of three different 6 credit exit options: an applied project, an internship, or a traditional thesis.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

MLAS graduates will::

- develop their abilities to read and analyze texts in many genres and to speak and write clearly about these texts;
- study foundational issues within the humanities, social sciences, and sciences;
- identify their often most deeply motivating questions or concerns, and, with the aid of intensive mentoring, explore them through a focused project (a thesis, an applied project, or an internship). Students themselves drive the ways they see and make connections across fields, while faculty can work out of the focus of their expertise to contribute to student learning.

Student Learning Outcomes

Students will demonstrate:

- graduate level writing competence with respect to grammar, punctuation, usage, and mechanics.
- the ability to produce a document that is cohesive and organized around a main question or thesis.

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- the ability to articulate connections between ideas and texts, moving beyond mere regurgitative summary and toward an evaluation and/or analysis of these ideas and texts.

Department/School Evaluation

Describe Department/School strengths:

1. Ability to serve WIU staff members and local community members, including veterans., who seek an interdisciplinary, individualized graduate degree program. The MLAS has served well a number of place-bound and most often non-traditional students who seek a Master's degree or want to develop a particular skill set or work out a question or project. In its earlier years, the MLAS degree was often pursued by someone employed at WIU who works through the courses using their free course option each semester
2. **Increased online presence of required courses 501, 502, and 503.** The core courses in the humanities and the social sciences have been developed in online format, enabling more students access to the program; most recently, this was supplemented by the addition of an online offering of LAS 501 (on the history and philosophy of the sciences) in spring 2019.
3. **The addition of a BA or BLAS/MLAS tracked options** facilitating degree completion by WIU students who wish to pursue both their undergraduate and graduate degrees in tandem. Two are Integrated BA/MLAS programs: one with a Foreign Languages BA, the other with an Anthropology BA. The third is a BLAS/MLAS option.
4. **WIU's Peace Corps Fellows can now pursue an MLAS degree as well.**
5. Faculty in the LAS program represent a wide spectrum of research interests, methodological backgrounds, teaching competencies, and pedagogical skills. They have also fulfilled many important service roles in their department, college, and university, as well as in regional, national, and international professional organizations. (and statewide)
6. The addition of a BLAS/MLAS Integrated Baccalaureate and Master's degree program has provided the opportunity for outstanding undergraduates to earn both degrees in five years. This option has facilitated degree completion by WIU students who wish to pursue both their undergraduate and graduate degrees in tandem. In addition to earning both degrees a year early, the integrated programs may include additional opportunities to participate in a variety of experiential educational activities such as a master's project, internship, or thesis.

Describe Department/School challenges:

1. **Fluctuating numbers of MLAS students, with enrollments now low.** In addition to adding to the uncertainty described above, this makes it extremely likely that the LAS 501, 502, and 503 classes will be under-enrolled, so that those faculty members who teach them will be required to

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teach the course as a tutored study.

2. **A weakened presence of the MLAS program in the Quad Cities**, due to the elimination of the face-to-face component of the program there. The availability of 501, 502, and 503 online should enable some Quad Cities-based students to enroll in the program, but we would need to encourage advising toward this end.

Identify Department/School opportunities:

Increasing enrollment in the Integrated BA/MLAS option with Anthropology and Foreign Language Programs.

Adding the MLAS program as an option for the Quad Cities campus.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The following goals reflect opportunities for promotion and expansion of the availability of the MLAS program, as well as reflection on how to characterize its nature and to offer it most effectively. The evaluation for each of these goals is embedded in the list of ways to work on addressing them.

The Self-Studies for both the BLAS and MLAS programs were completed earlier in 2020, but the Program Review was postponed due to the campus closure. This Program Review will also need to take place once campus is fully open and a reviewer who is able and willing to come to campus can be identified.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. **Better promote the Integrated BA/MLAS option with the Anthropology and Foreign Languages programs.**
 - Meet with faculty and advisors in Anthropology and Foreign Languages to be sure they understand the Integrated BA/MLAS degrees.
 - Provide fliers about the degree options to faculty.
 - Ask Foreign Languages to update its website to mention the Integrated BA/MLAS program.
 - *Goal measurement: having done the above, checking in mid-spring semester to see if faculty in these departments understand the program and have students in mind to invite to apply.*
2. **Explore the possibility of re-listing MLAS as a degree option for the Quad Cities campus.**

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- Explore whether and which faculty in the Quad Cities would like to contribute to the MLAS program once more through advising exit options, if not also teaching some of the core courses in LAS.
 - Identify what barriers might exist to listing MLAS as a degree option in the Quad Cities, given that the core courses are already available online.
 - Investigate how graduate program coordination (e.g., advising) currently works where a graduate program is offered now on both the Macomb and Quad Cities campus.
 - If there is support, take steps to re-implement the MLAS degree as a Quad Cities-listed degree.
 - *Goal measurement: in next year's report, summarize what has been learned through these conversations, and what steps have been taken if support is present.*
- 3. Explore whether the LAS core courses might have opportunities for occasional F2F or video conference conversations, so they can have a seminar dimension to them.**
- Ask faculty who teach LAS 501, 502, and 503 if they seek this option and if it is viable for them
 - Ask students taking these courses in the coming year if they would prefer a F2F or livestreamed seminar format (in general or as an occasional option).
 - *Goal measurement: in next year's report, summarize what was found through these conversations with faculty and staff, and whether classes next year will include these options.*
- 4. Explore possible Integrated BA/MLAS programs with private liberal arts colleges in the region that offer a Religion major.**
- Find out whether faculty members at other higher ed institutions could teach courses with a graduate-level dimension (an equivalent of a G option for an undergraduate course), for purposes of transfer to WIU.
 - Relatedly, find out whether faculty members at other higher ed institutions can ever serve as graduate faculty for specific courses at WIU.
 - If the above are viable, send an emailed proposal to colleagues in Religious Studies at Augustana and Monmouth colleges.
 - *Goal measurement: in next year's report, summarize the results of the above efforts, and whether there is any development toward offering an Integrated Religious Studies BA/MLAS degree with these institutions.*
- 5. Consider changing the name of MLAS to a Master's of Liberal Arts degree—because few explore a sciences option beyond the core course in LAS 501.**
- This would be in conjunction with conversation about whether to change the BLAS degree to a BA degree in the Liberal Arts.
 - If there is support for this change, pursue the paper work to request the change with the IBHE.
 - *Goal measurement: in next year's report, summarize the results of the discussion about a degree name change, and any measures taken to change it.*

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How will you measure your success?

We will put forward a recommendations on these issues next spring or summer, possibly in conjunction with the results of the Program Review. *See also the goal measurements specific to each of the five goals above.*

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	2	#	#	6	#	#	#	#

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Unit: Department of Mathematics and Philosophy

Degree(s)/Program(s)/Options: (List all.)

B. S. Mathematics with Options: Mathematics, Mathematics - Teacher Education, Data Science and Statistics, Actuarial Science
M. S. Mathematics

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

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citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Mathematics and Philosophy

We prepare students for:

- a career of teaching mathematics at the secondary or undergraduate level;
- a statistics career in business, industry, such as data science and statistics, actuarial science;
- a career in government, for example, NSA, FDA, CDC, NASA, DOD;
- success in analytical professions that require strong logical and quantitative skills, such as financial analysts, economists, operations researchers, quality assurance analysts, statisticians, etc.;
- a masters and doctoral degree in mathematics and related fields, such as computer science, economics, statistics, mathematics education;

Furthermore, the Department's mission is:

- To contribute to the extension of the boundaries of knowledge in mathematics, its applications, or its education;
- To contribute to the extension of the boundaries of knowledge in philosophy;
- To contribute to the refinement, preservation, and dissemination of the existing knowledge in mathematics, its applications, or its education;
- To contribute to the promotion, dissemination, and preservation of interest in mathematics, logic and philosophy their applications, and their education;
- To provide professional consulting service, to individuals or organizations soliciting such service, on matters relating to mathematics, its applications, or its education;
- To provide service courses for other programs in the university;
- To provide diagnostic/prescriptive service and instruction with regard to precollege mathematics for students who may need such services or instructions;
- To assess its progress in serving each component of this mission;
- To review, amend, or redefine this mission to react a change in the Department's capabilities or to meet new demands for its services.

Vision — Department of Mathematics and Philosophy

Our degrees will be known for:

- creating a learning community rich in faculty-student interaction on the subject;
- promoting in our students an appreciation of mathematics;
- providing guided experiences through undergraduate research, internships and practical experiences;
- providing a rigorous foundation in pure and applied mathematics and statistics;
- high job placement rate after graduation;
- developing lifelong learners of the subject and contributors to the field of mathematics;

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Academic Program Goals and Outcomes

Degree/Program/Option Goals

B.S. Mathematics

To continue to offer a sufficient variety of courses for our majors;

2. To continue to promote engagement of students in undergraduate research;
3. To promote undergraduate research through technology;
4. To continue to promote internship possibilities for our majors;
5. To maintain class sizes which are conducive to learning and of which WIU is proud, particularly for our majors;
6. To identify and acquire needed and current technology for the students and the faculty;

Student Learning Outcomes

B. S. Mathematics. Students will:

- Demonstrate core knowledge in fundamental mathematical areas of logic, calculus, and linear algebra;
- Demonstrate the ability to think critically and solve complex problems;
- Demonstrate the ability to communicate mathematical ideas clearly, both in writing and orally;
- Demonstrate the qualifications to begin a graduate degree in mathematics, statistics, and related fields;
- Develop an in depth understanding in the option specific areas through content courses.

Department/School Evaluation

Describe Department/School strengths:

- Diverse and talented faculty, with high teaching performance while maintaining active research.
- Development of new options in the major, such as Data Science and Statistics, Actuarial Science.
- Growth in the Department Foundation account due to ongoing communications with our donors, in coordination with the WIU Foundation and Development Office.
- Commitment to regional teacher development.
- Commitment to outreach activities.
- Teacher Education students' strong performance on State Mathematics Content Test.

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- Strong relationships with the department alumni currently teaching mathematics.
- Growth in offering of online courses: we have developed and are able to offer over 12 courses online, and are preparing to deliver 5 more in the near future.
- Increased opportunities for interdisciplinary studies within the mathematics major, through focus areas and providing paths for double majoring.
- Collaboration with other WIU departments and schools, such as Computer Science, Economics and Decision Sciences, Accounting and Finance, Engineering, Education.
- Curriculum responsiveness to the needs of our students, changes in state regulations, and job market.

For our graduate degree:

- Strong emphasis on applied mathematics, with a significant statistics component.
- Preparation of students for the workforce environment.
- Flexibility.
- We attract strong students to our program.
- High graduation rate.
- Success of our graduates in gaining employment in a variety of fields.

Describe Department/School challenges:

- Declining enrollment at both undergraduate and graduate levels.
- Declining appropriated budget, student employment and graduate assistantship budget.
- Lack of funds to regularly update equipment.
- Insufficient institutional financial support for faculty and student travel to professional meetings.
- Limited variety of courses offered as upper division electives.
- Limited opportunities for co-curricular and out-of-classroom academic experiences.
- Length of the graduate program.
- Decline in offering of independent studies.
- Insufficient exposure of graduate students to data science and operations research skills.

Identify Department/School opportunities:

We must invest in newest technologies and software. Our faculty lack simple tools needed for their work.

We must invest in Learning Assistants (and/or other) retention initiatives.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic

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year.

- Publicize new options in Data Science and Statistics and Actuarial Science on web pages, Facebook, etc., and through printed materials.
- Promote our major to science majors as possible double majors.
- Increase faculty involvement in recruiting/outreach efforts.
- Better publicize faculty achievements and professional activities.
- Improve departmental web pages and social media presence.
- Actively pursue visits to local high schools and community colleges.
- Strengthen connections to regional secondary schools, for purposes of curriculum assessment and recruitment.
- Plan to organize more on-campus events for high school students. Consider teaming up with other departments and colleges.
- Continue to improve coordination and cooperation with other programs.
- Continue to discuss, propose, and implement appropriate changes to the curriculum.
- Examine students' reasons for leaving the program and consider possible remedies.
- Review Quad Cities campus Learning Assistant Program for possible adoption to improve retention.
- Identify the areas in need of financial support.
- Encourage faculty to seek external grants.
- Coordinate with Foundation and Development office to maximize the impact of donors' contributions.
- Change the focus course description for the graduate program. Remove the emphasis on special topics courses due to lack of faculty compensation for independent studies.
- Explore the possibility of developing a graduate track for training in data science
- Explore the possibility of creating a graduate machine learning course.
- Investigate possibilities for appropriate internship opportunities, projects, or communication development components appropriate for data science and operations research to include in the curriculum.
- Maintain contact with our alumni in industry and business to explore possible internship and project initiatives which may be of benefit to our students, the department, and the corresponding institutions.
- Enhance already established ties with regional institutions for recruiting prospects.
- Upgrade the department webpage to include more recent information about our alumni, student and faculty achievements, and the academic foundation required for specific areas of employment.
- Reestablish the graduate assistantship budget.
- Perform alumni surveys periodically to maintain a list of alumni professions and exploit this list for enhanced recruitment.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

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1. Launch Master of Science in Teaching Mathematics in Summer 2020.
2. Increase Mathematics course offerings at QC campus to serve the students interested pursuing Mathematics major for the first two years of studies. Consider permanently moving a unit A faculty from Macom to QC campus.
3. Increase the number of mathematics majors to at least 40 and the number of graduate students to atleast 15.
4. Establish and fund Learning Assistant program for some of the Core Mathematics courses to improve retention in the major.
5. Review Mathematics Competency criteria and the contents of MATH 099/100 to better serve students' needs.

How will you measure your success?

All the goals above have measurable outcomes. We will continue to collect data and evaluate results. We'll consider 4 a success when our calculus courses (at least MATH 133 and 134) have two Learning Assistants per section.

For 5 we would like to complete the revision/approval process within a year and be ready to launch the new model in Fall 2021.

Faculty/Staff/Student Achievement

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Unit: School of Nursing

Degree(s)/Program(s)/Options: (List all.)

BSN

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Mission — School of Nursing

The Western Illinois University School of Nursing mission is our obligation to educate future professional nurses who are clinically competent using evidence-based practice as the norm, capable of critical thinking using information and information technology to design and redesign care and care systems, and who are ethically and legally accountable for their actions on a local, national, and global basis.

Vision — School of Nursing

Educating Leaders for Professional Nursing

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Educate students who are capable of passing the National Council of State Boards of Nursing Licensing Exam-RN (NCLEX-RN) on the first attempt. School's annual pass rate of above 80%.

Student Learning Outcomes

1. As a provider of care, the graduate will use building knowledge foundations, critical thinking, decision making, communication, developing values and beliefs, scientific inquiry, promoting transfer and application, and facilitating analysis, synthesis, and evaluation processes to provide ethical, evidence-based, culturally competent, reflective care that incorporates the physical, chemical and biologic, and socioeconomic-cultural dimensions of the total health experience for individuals, families, and aggregates across the life span:
 - a. performs assessment appropriately;
 - b. accurately analyzes assessment data;
 - c. plans appropriate interventions and outcomes;
 - d. incorporates evidence-based care principles in plan;
 - e. demonstrates appropriate interventions;
 - f. adapts care/interventions to address ethical and cultural concerns;
 - g. evaluates client care outcome;
 - h. modifies plan of care based on evaluation of outcomes, if needed;
 - i. communicates accurately in oral and written form.

2. As a leader of care, the graduate will facilitate leadership through collaboration, inquiry, and advocacy to design, redesign, and coordinate safe, cost effective quality care for individuals, families and aggregates across the life span:
 - a. demonstrates appropriate coordination, delegation, and supervision of nursing care in a variety of settings;
 - b. designs and evaluates safe, effective, quality care for individuals,

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- c. families and aggregates;
 - d. advocates for clients through collaboration with the interdisciplinary health care;
 - e. utilizes research to promote leadership in nursing at a local, national, and global level.
3. As a member of the profession, the graduate will enact professional behaviors that communicate respect for their own and others values, role development, commitment of lifelong learning, promotion of social justice, and preparation for graduate education:
 - a. demonstrates the use of professional nursing standards;
 - b. communicates respectfully in a clear, relevant manner in oral, nonverbal, and written modes;
 - c. demonstrates commitment to ongoing professional learning activities;
 - d. promotes social justice through service activities;
 - e. utilizes research to increase knowledge development in professional nursing.

Department/School Evaluation

Describe Department/School strengths:

1. Strong curriculum updated annually
 - a. decreasing attrition rate from junior to senior year
2. NCLEX pass rate for 2019= 91%
3. Program is well known in area health care agencies

Describe Department/School challenges:

1. Not enough faculty for clinical offerings
2. Not enough classroom space dedicated to nursing
 - a. Half of existing classroom space not configured to active learning
3. Limited office space for faculty
4. Not enough clinical placements within the region for our students
 - a. Not enough money in the budget to purchase the simulations needed to fill clinical hours (approximately \$30,000)

Identify Department/School opportunities:

1. Update RN-BSN Curriculum to make more attractive to completion students
2. Work within the community to bring services/screenings to community members

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3. Demonstrate entire School of Nursing teamwork to get the classes and clinicals delivered to nursing students
4. Begin approval process through Graduate Council and IBHE for the MSN

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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

1. Admit a class of juniors + 48 new students.
2. Submit proposal for the MSN program to Graduate Council and to IBHE.
3. Would like to hire more clinical faculty.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
2. The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.
3. The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.
4. The program is effective in fulfilling its mission and goals by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

The following would be part of the larger evaluation but we would pay special attention to:

- a. Assist with recruiting at different venues with the assistance of admissions.
- b. Increase the use of student learning programs to continue to reduce attrition.
- c. Plan the MSN curriculum, seeking Graduate Council approval and IBHE approval.
 1. Hiring MSN faculty for FY 22.
- d. Plan study abroad to either Ireland or England.
- e. Maintain NCLEX pass rate at or above 80%.

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A copy of the FY 20 completed evaluation plan will be available at the end of May 2020. A copy of the FY 19 completed evaluation plan is available upon request.

How will you measure your success?

1. An increase in the nursing majors and in pre-nursing.
2. Decrease student attrition.
3. Have MSN program ready to admit students.
4. Take students to either Ireland or England
5. Monitor NCLEX pass rates.

The above standards that the School of Nursing evaluates would include these measures as well as the usual measurement of students learning found in Standard 4.

The Annual Assessment of Learning Outcomes is available on request.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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0	0	5	0	2	0	0	0	0

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Unit: Department of Physics

Degree(s)/Program(s)/Options: (List all.)

BS Physics (Option A: Standard Physics, Option B: Engineering Physics, Option C: Science/Physics-Teacher Education), Pre-Engineering 2+2 transfer Program, Integrated BS+MS in Physics, and MS Physics

Vision, Mission, and Values

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citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Physics

To provide students with a high-quality undergraduate and graduate (at the master's level) education that allows them to acquire the knowledge and skills needed to successfully pursue immediate employment or further study in physics or a related field.

Vision — Department of Physics

Our degree will be known for the well-rounded preparation it offers to the students to demonstrate significant leadership potential during their immediate employment after graduation or in their further study of physics or a related field at the master's or doctoral level.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

BS: Our students, who are completing a BS in Physics, will acquire and demonstrate knowledge of the basic concepts of physics and related experimental, mathematical, and computational skills, will demonstrate the ability to apply these concepts and skills to the solution of real-world problems in physics, and as a result will be well-prepared for immediate employment or further study they intend to pursue.

MS: Our students, who are completing the master's program in physics, will acquire and demonstrate knowledge of the basic core of theoretical, experimental, and computational physics and the ability to apply their knowledge and skills to the solution of real-world physics problems, and as a result will be well-prepared for immediate employment or further advanced study they intend to pursue.

Student Learning Outcomes

BS: 1) Students will demonstrate mastery of the basic concepts of physics and the ability to apply those concepts to the solution of real-world physics problems.

2) Students will demonstrate competency in the following physics laboratory skills: the use of basic physical and electronic measuring instruments, error analysis, design and construction of moderately complex electronic circuits, and graphical analysis of physical data.

3) Students will demonstrate competency in the following classes of computer applications to analyze and communicate physics concepts and data: Microsoft Office products, mathematical typesetting tools, drawing programs, programs for graphing and regression analysis of numerical data, mathematical processors (Mathematica/Maple/MATLAB), and integrated development environments for the development of codes using modern structured programming languages for

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data acquisition or data analysis.

4) Students will demonstrate competency in the use of the following mathematical physics skills in the solution of physics problems: calculus, vector algebra and calculus, ordinary differential equations and boundary-value problems using Partial differential equations.

MS: 1) Students will demonstrate mastery of the basic core of theoretical physics and the ability to apply their theoretical knowledge to the solution of physics problems. The core includes Classical Mechanics, Electromagnetic Fields, and Quantum Mechanics.

2) Students will demonstrate mastery of Mathematical Methods of Physics, which includes student competency in the use of vector calculus, ordinary and partial differential equations, special functions, linear algebra and matrix manipulations, and complex analysis as they relate to the core areas of theoretical physics.

3) Students will demonstrate competency in one or more areas of experimental physics, including:

- (a) Basic Measurement Skills
- (b) Analog and Digital Electronics and Instrumentation
- (c) Computer Interfacing
- (d) Computerized Data Collection and Analysis
- (e) Optical Instrumentation
- (f) Vacuum/Cryogenic Technology
- (g) Introductory Physics Laboratory Supervision

4) Students will demonstrate competency in one or more of the following areas of computational physics: (i) Spreadsheets, Data Processing, Graphing, and Curve Fitting, (ii) Programming Languages, and (iii) Mathematical Processors.

Department/School Evaluation

Describe Department/School strengths:

1. Nationally top-ranked MS program with the largest number of total and women graduates among MS only institutions (2015-2017, American Physical Society).
2. Strong BS and MS programs for students interested in pursuing higher degrees in Physics.
3. Strong research programs in a broader area of Atomic, Molecular, and Optical Physics.
4. Strong student engagement in experiential learning activities such as research projects, demonstrations show, other recruitment and outreach activities, and K-12 robotics team mentoring.

Describe Department/School challenges:

1. Department of Physics is currently severely understaffed to continue to run nationally competitive BS and MS programs effectively. Our recent success with the MS program is

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impressive; however, it is not sustainable due to the current staffing levels. Several courses in the frontier areas of physics had to be canceled in recent times, which has a lasting negative impact not only on the MS program but it also limits the competitiveness of the BS program.

2. Experimental research infrastructure and instructional laboratory infrastructure is dated and needs to be updated and modernized.
3. Department of Physics mainly consists of tenured Associate or Full professors and two administrators. Besides, there is an intense administrative workload to efficiently and effectively manage our MS program. This has left every one of the current members of the department with severe overload. Looking into the future, this leaves us with very little wiggle-room in terms of time and resources available for implementation of curricular innovation and modernization despite the desire, knowhow, and awareness of the national-level trends.
4. A majority of physics graduates, nationally, enter the industrial or government workforce; our current programs fall short of adequately preparing our students to meet their immediate needs upon graduation for employment at these avenues. We do a great job of making them ready for higher studies in Physics. We will need to bring marketable new programs and courses to impart a new set of advanced skills valued by the employers. It requires strategic hiring to enhance our current strengths and to add more opportunities to attract students.
5. One of the significant challenges facing our BS program is the retention of students. We get a good number of students entering the program; however, they move onto other disciplines. We have identified several reasons for this trend and are working towards addressing this challenge on a variety of fronts.

Identify Department/School opportunities:

1. Department has identified opportunities for curricular and programmatic collaboration with the QC engineering program.
2. We have the expertise in Materials Science area. We completed a feasibility study for creating a new option in Materials Science, which would be the only program of its kind in the state of Illinois, and are moving towards implementing this option in collaboration with Department of Chemistry within the next year.
3. We modified our Physics Minor to allow students to garner knowledge of the modern trends in Physics. We are moving towards implementing a General Physics minor that would focus more on conceptual and laboratory skills and less on mathematical skills. The goal is to appeal to students from a large class of disciplines such as the social, biological, environmental, and economic sciences, and engineering technology.
4. Department of Physics has identified several opportunities and is working on feasibility studies to establish modernized and marketable new programs. The programs include: “Entrepreneurship and Innovation in Physics” (in collaboration with CBT), “Science and Policy” (in collaboration with Political Science), “Game Development” (in collaboration with Mathematics, Computer Science, and Art), Computational Physics, and Data Science for Physics.
5. The current scarcity of Physics teachers in our geographical area could be an excellent opportunity for our program if we can to identify reasons for non-interest among the incoming students towards teaching as a valuable career and address them effectively through curricular innovation.

Department/School Plans, Goals, and Metrics

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Describe the Department's/School's plans for moving forward in the next academic year.

1. Establish the Materials Science option and keep track of interest among prospects and incoming students.
2. Complete feasibility studies on several new collaborative programs mentioned earlier. Identify future needs of the department to establish viable new programs that can bring value to the university and the region.
3. Understand the high-school science teacher (particularly physics) shortage, identify the needs, challenges, and best pathways to meet those needs. This will be carried out in collaboration with the Secondary Science Education Program Coordinator.
4. Department of Physics has been a leader in establishing the Learning Assistant (LA) program on the WIUQC campus in collaboration with a Mathematics faculty. Learning assistants are students about a year ahead of the students they are helping. They participate in the class and problem-solving session to identify areas where students struggle and offer help from their experience of having gone through materials very recently. Within the last year, Department of Physics started implementing the LA program on the Macomb campus. The future goal for this effort is to enhance its reach so as to offer help to the students in the entry-level physics classes to ensure a deeper level of learning, confidence building, and problem-solving skill development. These efforts could positively impact our retention numbers. Comparison of student performance data over the past few years and after the implementation of the LA program will be a useful metric to gauge the effectiveness and impact of the efforts.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Completely implement the “Materials Science” option.
2. Implement a new “Conceptual General Physics Minor” for students that traditionally do not choose Physics as a minor, due to the higher-level of mathematics requirement in a majority of physics classes, but could benefit from it significantly.
3. Enhance the participation of the Physics department in the STEM and career-related activities/fairs in the high-schools of the region to increase the effectiveness of our recruitment efforts.
4. Enhance the participation of the local community in the outreach activities of the department, such as the astronomical sky-viewing, science demonstrations show, international day of light hands-on exhibition, public lectures, and other events.
5. Identify the future needs of the department in terms of the amount of funds and the number of new faculty positions needed to establish new programs for national and international competitiveness.
6. There has been a significant decrease in the number of transfer students entering the physics program within the last several years. Identify the reasons behind this decline and take concrete steps to reverse this trend.

How will you measure your success?

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The already established assessment instruments for the assessment of student learning will be enhanced to incorporate new curricular programs. With regards to the other projects or specific tasks that the department will be, participating in, their impact will be carefully measured by keeping track of data on participation by the students and by the general public to the extent possible. This data will be analyzed and compared with historical data. For detailed studies carried out, reports will be generated and shared with the administration and broader university community. The reports will be used for designing future goals and projects to be taken up by the department.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	3	0	3	11	1	2	#	5

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Unit: Political Science

Degree(s)/Program(s)/Options: (List all.)

B.A. Options in American Politics, International Relations/Comparative Politics, Public Policy/Administration, Pre-Law, as well as general major. M.A. options in American Politics, International Relations/Comparative Politics, Public Policy/Administration. Undergraduate minors in Political Science, Global Politics, and Public Administration/Public Service

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integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Political Science

We prepare students to be effective leaders in their professions as well as nurturing them to be thoughtful and engaged citizens. Students will be given the opportunity to acquire the knowledge and skills that are transferrable across public and private sector career paths in a close-knit and student-centered learning environment. We aim to provide students with a well-rounded, yet specialized, education that will help them thrive in and shape an ever-changing world.

Vision — Political Science

Our degree will be known for the preparation and engagement of our graduates. They will be professionals equipped to be resourceful and intellectually flexible in careers in the public and private sectors, including, law, public administration, public policy, international diplomacy, urban and regional planning, management, consulting, and political campaigns.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Students will exhibit knowledge of central theories, concepts, findings, and practices of political science and how they can address real-world issues. As such, they will develop a sophisticated understanding of the viewpoints of a variety of political actors in the United States and throughout the world. They will also be prepared for graduate study in political science, law, or related fields. Students will participate in hands-on experiential learning activities both inside and outside the classroom that will provide them with relevant knowledge and skills required for their lives as professionals and citizens. Department faculty will be deeply involved in guiding students to meet their academic and career goals.

Student Learning Outcomes

Students will demonstrate advanced knowledge of the sub-fields of political science – American politics, comparative politics, international relations, public administration and policy, and political theory, as well as developing competence in research methods in political science. Furthermore, they will develop analytical and critical reading skills, as well as the ability to speak and write clearly and persuasively.

Department/School Evaluation

Describe Department/School strengths:

Faculty have won many Provost's excellence awards in recent years. The department has a strong commitment to experiential learning inside and outside the classroom. Faculty are

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committed to mentoring students during their time at Western and beyond as they enter the workforce. The department is committed to the dual enrollment program, offering Political Science 122 at Macomb High School in Fall '19 and Fall '20, as well as creating a special zoom section for students at rural high schools for Fall '20. Faculty have worked closely with the Honors College to enhance their curricular offerings. Examples include recent course offerings, such as "The Democracy Game," "Citizen Politics," and "Inside State Government." Similarly, faculty offer cross-listed courses that enhance the offerings in related departments, including Political Psychology (Pols/Psych 308), and Race and Ethnicity in American Politics (Pols/AAS 311). Faculty maintain a strong community outreach presence, through presentations, LIFE classes, and media appearances.

Describe Department/School challenges:

We have lost faculty in recent years do to layoffs/departures. The most damaging was the loss of our pre-law specialist. Nearly half of our majors are in the pre-law emphasis, and losing this person has made it harder to retain students and offer them the full curriculum. Relatedly, it has hampered our experiential learning efforts, particularly related to fielding the mock trial team.

Identify Department/School opportunities:

High levels of engagement in the 2020 presidential election, as well as enhanced interest in the performance/functioning of the political and governmental systems at all levels should allow us to attract more students to our courses, and heighten the appeal of majoring/minoring in political science. Further, these trends should increase demand for community/media outreach and bolster recruitment possibilities.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

We will continue outreach efforts and initiatives to recruit and retain students.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Expand dual enrollment offerings, provide major on-line as an option for students, expand experiential learning opportunities.

How will you measure your success?

Number of dual enrollment courses offered, approval for on-line major, number of students with access to experiential learning opportunities.

Faculty/Staff/Student Achievement

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2	4	0	0	4	1	2	1	2

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Unit: Department of Psychology

Degree(s)/Program(s)/Options: (List all.)

B.S. Degree Psychology (Psychology, Forensic Psychology Options); M.S. Degree Psychology (General Experimental Psychology, Clinical/Community Mental Health Options); Specialist Degree in School Psychology

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citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Psychology

We prepare students for functioning in a complex world as thoughtful, knowledgeable, and conscientious professionals in their chosen career fields.

Vision — Department of Psychology

Our degree will be known for connecting students to experiential opportunities; such as internships, field experiences, research collaborations and leadership positions; that enable them to put classroom knowledge into practice.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

B.S. Degree Psychology (Psychology, Forensic Psychology Options):

Promote and recruit students to new and developing programs, such as forensic psychology, neuroscience, and mental health

Strengthen our reach by improving upon the departmental website and social media presence

Deepen and broaden the opportunities for students to participate in relevant applied experiences, such as Field Experience and Hotline

Expand upon a careers/career development informational initiative

M.S. Degree Psychology (General Experimental Psychology, Clinical Community Mental Health Options):

General Experimental Psychology Option:

Increase the number and diversity of our applicants

Strengthen assessment measures used to gauge student learning at the graduate level

Increase the number and quality of independent research projects completed by first year students

Enhance degree completion rates within the expected two year period

Develop formal tracking systems of alumni

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Clinical/Community Mental Health Option:

Continue promoting licensure opportunities for our graduates at the Illinois state level

Seek external and privately funded assistantships for our students

Specialist Degree in School Psychology:

Increase the number of qualified applicants

Increase the ethnic diversity of applicants

Continue developing dedicated funding sources for purchase of test kits in assessment courses

Student Learning Outcomes

B.S. Degree in Psychology (Psychology, Forensic Psychology Options)

Students will demonstrate an appropriate knowledge base in psychology

Students will demonstrate appropriate scientific inquiry and critical thinking skills

Students will demonstrate appropriate ethical and social responsibility skills

Students will demonstrate appropriate communication skills

M.S. Degree (General Experimental Psychology, Clinical/Community Mental Health Options)

General Experimental Psychology Option:

Students will have a broad knowledge of the subfields of experimental psychology

Students will have specialized knowledge of statistical techniques and research methods available for executing and interpreting research results

Students will demonstrate skill in formal public speaking and informal classroom discussions

Students will demonstrate skill in written expression of ideas

Students will have the ability to engage in original research

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Clinical/Community Mental Health Option:

Students will demonstrate skill in gathering and integrating clinically relevant information using a variety of sources and procedures including clinical interviews and formal assessment instruments

Students will demonstrate skill in developing clear, theoretically consistent formulations of client functioning, and deriving and implementing treatment plans based upon these formulations

Students will form an integrated and professional clinical identity

Specialist in School Psychology:

Students will demonstrate knowledge of data-based decision-making and accountability

Students will demonstrate appreciation of consultation and collaboration

Students will demonstrate competence in intervention and instructional support

Students will demonstrate competent intervention with mental health services to develop social and life skills

Students will demonstrate motivation to engage in school-wide practices to promote learning

Students will demonstrate knowledge about preventive and responsive services

Students will demonstrate knowledge of family-school collaboration services

Students will demonstrate appreciation for diversity in development and learning

Students will demonstrate competence in research and program evaluation

Students will demonstrate understanding of legal, ethical, and professional practice

Department/School Evaluation

Describe Department/School strengths:

The strengths of this department include: strong student interest in our undergraduate programs; mature graduate programs that regularly contribute to professional programs in the region and

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state; a new Psychology major at the QC campus that is drawing much attention; a strong commitment to faculty/student research collaboration; solid productivity in scholarship, and dedicated department-specific donors.

Describe Department/School challenges:

The primary challenge for the Department of Psychology is properly staffing our programs – the Specialist in School Psychology, M.S. in Clinical/Community Mental Health, and B.S. Forensic Psychology Option, in particular. We have also been challenged with ongoing efforts to deliver career-related information to our students through multiple media; efforts to maintain adequate numbers of graduate assistantships; and efforts to establish stable funding sources for supporting costly expenses associated with educational materials (e.g., test kits for graduate programs). Additionally, we are always seeking better ways to recruit and retain students.

Identify Department/School opportunities:

One private funding opportunity that has never come to full fruition is a proposed major donation from a benefactor in Florida. We are also building on the opportunity to reach more students using social media, such as a YouTube channel initially developed two years ago. Our primary opportunity for growth derives from our new B.S. Psychology major established at the QC campus.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

In the next academic year, we will continue to focus on expanding the number of external graduate assistantships, and building on our electronic outreach mechanisms (website, facebook, YouTube)

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Expand the number of external graduate assistantships, expand the number of off-campus recruiting-related visits, and successfully host the annual ILLOWA undergraduate psychology student research conference.

How will you measure your success?

(a) Compare number of external GAs in FY20 to those in FY21; (b) compare number of off-campus recruiting related visits in FY20 to those in FY21; (c) track number of students participating in ILLOWA 2021 at the WIU campus.

Faculty/Staff/Student Achievement

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0	23	0	0	31	3	1	0	4

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Unit: Department of Sociology and Anthropology

Degree(s)/Program(s)/Options: (List all.)

BA in Anthropology
BA in Sociology
MA in Sociology
Integrated BA/MA (Anthropology/LAS)
Integrated BA/MA (Anthropology/Museum Studies)
Integrated BA/MA (Sociology)
Minor in Anthropology
Minor in Sociology

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Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise (EVEN THOSE WHO DO NOT SHOW PROMISE AS WELL) and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

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Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes DOMESTIC AND GLOBAL citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

ANTHROPOLOGY BA Program

To produce graduates who possess a greater understanding of human, biological and cultural diversity and acquire skills to successfully navigate a rapidly changing global environment.

SOCIOLOGY BA Program

In a globalized and ever-changing world, students need to be prepared to identify, analyze, and problem-solve change, conflict, and diverse relationships. The Sociology major at Western Illinois University provides students with these transferable skills, which are equally desired by contemporary employers as well as the admissions committees of graduate and professional schools. Sociology students will develop proficiencies in: the analysis of the impacts of diversity, difference and inequalities on social behavior, relative life chances, and social justice; effectively communicating complex ideas, issues, or concerns in ways that promote problem-solving and community building; the structural analysis of cultural and social systems and social relations; and data collection methodologies and forms of analysis for data driven decision-making. All students will be provided opportunities to demonstrate their mastery of these proficiencies through application in local/regional/national/global contexts as engaged citizens.

SOCIOLOGY MA Program

Drawing on our long history of success, the Master of Arts program in Sociology at WIU strives to be recognized as the leading general M.A. program in Sociology.

Vision —

ANTHROPOLOGY BA Program

The bachelor's degree in anthropology prepares students in a range of professional fields such as law, social work, international economic development, business, public administration, health care, forensic science, human rights advocacy, and other human service professions. Local schools, the National Park Service, consultants, and museums also offer employment opportunities for these students. This program presents theoretical and practical foundation for graduate studies in anthropology and archaeology.

SOCIOLOGY BA Program

The Sociology Program will be known for producing well-educated students who are prepared to enter a range of professional fields such as personnel, business and industry, survey research, public opinion polling, marketing and advertising research, government or nonprofit agencies, human services, hospitals or health care organizations and for graduate studies in sociology and other disciplines. The program will also be known for providing students with an excellent background for careers in enforcement, counseling, and social work.

SOCIOLOGY MA Program

The Master of Arts program in Sociology provides students with: the skills that make them highly

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desirable employees in their field of choice; the knowledge, training, and pedagogical tools to pursue careers at community colleges (teaching and administration); and a rigorous foundation to pursue further advanced study in Ph.D. and professional programs.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

ANTHROPOLOGY BA Program Goals

1. Train students to understand human behavior and social problems from a holistic perspective.
2. Enable students to understand the link between human biological diversity and evolutionary adaptation.
3. Ensure that students understand human diversity as an adaptation to different environments.
4. Train students to apply the holistic approach of anthropology to problems, issues, and opportunities.

SOCIOLOGY BA Program Goals

1. Train students to analyze the impacts of diversity.
2. Enable students to develop proficiencies in difference and inequalities on social behavior and relative life chances.
3. Enable students to effectively communicate complex ideas, issues, or concerns in ways that promote problem solving and community building.
4. Train students to understand the structural analysis of cultural and social systems and social relations.
5. Enable students to develop proficiencies in data collection methodologies and forms of analysis for data driven decision-making.

SOCIOLOGY MA Program Goals

1. Promote the development of the professional skills that associated with the expression of the sociological perspective
2. Promote the application of the sociological perspective in the local community or through public outreach
3. Promote increased cultural competency through the exploration of the relationship between social structure, social action, social categories, and the diversity of human experience
4. Promote a commitment to social justice

Student Learning Outcomes

ANTHROPOLOGY BA Program Learning Outcomes

1. Identify the economic, political, and cultural bases of social inequality and the factors that affect social mobility.

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2. Compare and contrast environmental issues and cultural adaptations around the globe.
3. Compare and contrast basic theoretical orientations and demonstrate an understanding of how basic theoretical orientations can be applied to different cultures.

SOCIOLOGY BA Program Learning Outcomes

1. Identify the economic, political, and cultural bases of social inequality and the factors, which affect social mobility (social stratification/mobility).
2. Recognize and apply the rules of scientific method to the study of social phenomena (research methods /statistics).
3. Compare and contrast basic theoretical orientations in sociology and demonstrate an understanding of how basic theoretical orientations can be applied to different aspects of social reality (theory).

SOCIOLOGY MA Program Learning Outcomes

Students completing the Master of Arts in Sociology at Western Illinois University will have:

1. A critical foundation in social science research techniques
2. An in-depth understanding of sociological theories
3. Familiarity with various teaching philosophies and strategies; and an
4. Increased substantive knowledge in areas of the discipline supported by faculty research and specialization.

Accordingly, graduates of the Master of Arts program in Sociology, will be able to:

1. Apply their sociological perspectives and associated skills in their field of choice;
2. Express their knowledge, training, and perspective in meaningful ways; and
3. Identify the added value of their Master of Arts degree in Sociology and the manner in which it has impacted their educational, personal, or career goals and/or opportunities.

Department/School Evaluation

Describe Department/School strengths:

ANTHROPOLOGY BA Program Strengths

- Anthropology majors at WIU receive a comprehensive education in the four fields that comprise anthropology. Majors are required to complete two introductory-level anthropology courses, a methodology course, a theory course, a linguistic anthropology course, as well as one of several courses focusing on world cultures.
- In their junior and senior years, students may choose to focus on one or more fields of anthropology, including:
 - cultural anthropology
 - linguistic anthropology
 - biological anthropology
 - archaeology
- Students have the option to major or minor in Anthropology in the classroom, online, or in a combination of both formats. Our program offers coursework in all four subfields of anthropology: cultural anthropology, archaeology, biological anthropology, and linguistic anthropology.
- Students have the opportunity to study abroad to Puerto Rico, Germany, India, Ecuador and Peru.
- We also offer an archaeological field school. Students participate in excavations at the

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Mississippian Orendorf village site and the adjacent, multi-component Rice Lake Terrace site.

SOCIOLOGY BA Program Strengths

- A diverse, committed faculty with international backgrounds.
- A research-engaged faculty that brings their scholarship and expertise in the classroom and in student mentorship
- A diverse student body
- Small class sizes which facilitate faculty student contact and collaboration
- Faculty trained and experienced in delivering courses in multiple formats (face-to-face, online, distance learning)
- Cooperation with other departments/programs to deliver a large number of cross-listed courses to students (e.g., Women's Studies, African American Studies, and Religious Studies)
- Flexible options for students to complete courses at Macomb campus, QC campus, online, and in any combination of the above.
- Tradition of strong contribution to University's General Education and Board of Trustees degree program.
- Strong commitment and contribution to Honors College (honors courses, in-class honors, honors thesis advising, Undergraduate Research Day)
- Commitment to addressing student preparedness and skill development

SOCIOLOGY MA Program Strengths

- An excellent, committed, invested faculty that strive to ensure the continued success of the M.A. program in sociology;
- A long-standing history of successful alumni across public and private spheres, as well as applied and academic careers that continues to the present;
- Moderately reasonable costs, when compared to outcomes make this program an excellent value
- A demonstrably successful comprehensive curriculum.

Together these point to our most notable strength: a proven pattern of coursework, instruction, and faculty commitment to students that helps propel them into their chosen careers.

Describe Department/School challenges:

ANTHROPOLOGY BA Program Challenges

- We do not have enough faculty to offer a variety of upper-division courses.

SOCIOLOGY BA Program Challenges

- Limitations on recruitment of international students given constraints imposed on allocation of VISAs.
- Enrollment declines statewide and nationwide
- Loss of faculty without replacements (retirements, resignations)
- Funding declines (for departmental budgets, research, recruitment, faculty and student travel for research/conferences)
- Retention of students (funding limitations for graduate students, financial aid)
- Lack of availability of funds to expand and replace aging technology for delivery of fully online courses

SOCIOLOGY MA Program Challenges

- The greatest challenges of the M.A. Program in Sociology are the external factors (time,

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money, and location) that constrain prospective student choices regarding graduate studies in Sociology. There are numerous M.A. programs in Sociology in the Midwest region – and our program is the most rural, offers the smallest stipends, and has least number of resources for students. These are university-wide constraints, imposed by state-level funding, university budgets and resources and our geographical location NOT departmentally-generated hindrances. However, in a competitive recruiting environment they continue to be our greatest obstacles to program growth.

Identify Department/School opportunities:

ANTHROPOLOGY BA Program Opportunities

- **Students take part in ground-breaking research** with grants from the **National Science Foundation** and the **U.S. Department of Education**
- Opportunity to build relationships with regional institutions, including the Field Museum of Natural History and the Dickson Mounds Museum
- Student led **Western Anthropology and Sociology Club** sponsors activities like film nights, field trips, ancient metal working and job search workshops.
- Students can pursue an integrated degree in conjunction with the Master of Liberal Arts & Sciences program or pursue a MA in Museum Studies
- **Summer archaeological field school:** Students explore the prehistoric past or take part in a short-term **study abroad and explore life in a different culture**
- Students can pursue a major or minor in anthropology **in the classroom, online, or in a combination of both formats**
- According to the Great Value Colleges September 2019 survey, WIU's Online Anthropology Degree is ranked **Second in the Nation**

SOCIOLOGY BA Program Opportunities

- Increase the number and diversity of online courses offered by developing additional courses for online delivery
- Promoting the integrated BA/MA program
- Increasing recruitment of non-traditional student populations for online BA program
- Expanding undergraduate and graduate internship opportunities and experiences

SOCIOLOGY MA Program Opportunities

In response to the challenges noted above, and given that they had been identified in the recent past a program recruitment plan developed that highlighted a number of unique opportunities for sustaining and growing the M.A. program in Sociology. Those opportunities which have already been successful and which we believe have not yet reached saturation and can still be pursued include:

- Growing the Integrated B.A./M.A. program in the department;
- Increase international student recruitment based on already existing networked relationships;
- Increase domestic student recruitment by focusing on two student populations:
 - Above-Average to excellent students at undergraduate institutions without strong undergraduate degree programs, and
 - Above-average students at undergraduate institutions with strong B.A./B.S. degree programs. Together these two populations of students represent what we

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believe to be “diamonds in the rough” – a category of student we are well equipped to help excel.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

ANTHROPOLOGY BA Program Plans for 2020-2021

- We will continue to strive to offer our students an outstanding undergraduate education with extra-curricular opportunities for field research and study abroad.
- The anthropology program recently expanded offerings by creating two new courses – ANTH 180 Cannabis and Culture and ANTH 205 – From Magic Mushrooms to Big Pharma – which are part of a newly created interdisciplinary minor in Cannabis and Culture. ANTH 180 is a core course of the minor, which also includes four additional anthropology courses that students may take to complete the minor.

SOCIOLOGY BA Program Plans for 2020-2021

1. Enhance online BA program/online instructional offerings
2. Focus on non-traditional student recruitment, particularly transfer students and international students to our on-campus and online major
3. Update (as funding allows) classroom and course delivery technology to better serve our students.
4. Continue and finalize curricular revisions in process to reflect best practices in training and delivery

SOCIOLOGY MA Program Plans for 2020-2021

1. Continue to make assistantship offers available to as many students as possible given budgeted funds; and
2. Explore the feasibility of decreasing the number of credit hours in the program in a way that will retain the integrity of program, maintain established academic standards, but incentive enrollment on the basis of less costs and quicker degree completion timelines.
3. Continue to follow our established graduate recruitment plan which has promoted increases in program enrollments to date.
4. Continue to seek out and apply for College of Arts and Sciences and Graduate School recruitment grants to enhance our ability to successful in our recruitment plan.
5. Explore the feasibility of offering an online M.A. program in Sociology – there is not presently one being offered in Illinois, and they are rare in Midwest region.
6. Actively engage in programmatic self-review.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

ANTHROPOLOGY BA Program Goals

1. We will build on our social media recruiting success to continue to advertise to potential

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- new students.
2. We are exploring the possibility of an Anthropology club that would be separate from WASC. Currently the active members of WASC are anthropology students.
 3. Dr. Heather McIlvaine-Newsad has submitted a Robert Woods Johnson Foundation grant application that if funded, would include support for student research.
 4. We will continue to reach out to local high school students with guest lectures and demonstrations at WIU sponsored science camps.
 5. Dr. Alveshere has created an online forum for virtual WASC/departmental events.

SOCIOLOGY BA Program Goals

1. Recruit potential students from diverse populations and promote departmental programs
2. Evaluate feasibility of creating continuing education modules for regional teachers, to enhance delivery of anthropology, sociology, and criminology units in high school social studies courses.
3. Obtain administrative approval for curricular revisions to Sociology undergraduate degree program

SOCIOLOGY MA Program Goals

1. Increase the number of applications for admission to the Integrated B.A./M.A. program.
2. Increase the number of applicants that come from local/regional undergraduate schools.
3. Cultivate new international contacts through networked relationships, by contacting individuals who wrote letters of recommendation for our recent or current international graduate students.
4. Identify new ways that may be successful in increasing our enrollment yield rate.

How will you measure your success?

ANTHROPOLOGY BA PROGRAM GOAL MEASUREMENT PLAN

1. If we are able to maintain the current number of majors relative to the enrollment of overall students to the university, we will deem our recruiting efforts as successful.

SOCIOLOGY BA Program Goals

1. Determine feasibility of providing teacher education through meeting with ROE administration and constituent groups.
2. Stabilize enrollment and diversity of majors and minors through promotion online and to community colleges.
3. Develop methods for obtaining feedback regarding the proposed changes to the major and minor from existing majors and minors.

SOCIOLOGY MA Program Goal Measurement Plan

1. Routine review of applications for admission among targeted groups/categories
2. Annual review of the enrollment yield rate to determine successful changes or modifications.

Faculty/Staff/Student Achievement

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For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int’l	Domestic	Int’l	Faculty	Staff	Student
1	2/1/2	0	0	12*	0	1	0	1

*Total includes 1 Symposium Presentation, 1 Roundtable Presentation, and 1 Foundation Festival Presentation.

Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Click or tap here to enter text

Retention Initiatives

Click or tap here to enter text

Undergraduate/Graduate Research

Click or tap here to enter text.

Contributions to the University

Click or tap here to enter text.

Alumni Success

- Saber Khani (2019) – Ph.D. Candidate at Boston College (a top ten Ph.D. program in Sociology)
- Ejura Salihu (2020) – Model United Nations (New York) Counselor, accepted to UW-Madison’s
- Medical Science Research – Pharmacy Ph.D. program. . .the only program in the U.S. that trains students to apply medical science research methods to pharmacological research.
- Greg Kalnes (2019) – Research Associate, Illinois Institute for Rural Affairs.

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Unit: College of Business and Technology

Degree(s)/Program(s)/Options: (List all.)

See schools and departments

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — College of Business and Technology

The College of Business & Technology prepares students for professional careers and life-long learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity and ethics among our constituents.

Vision — College of Business and Technology

The College of Business & Technology will be a place of excellence for talented students, faculty and staff. We will foster excellence through innovative, technology focused programs. We will offer an array of learning opportunities for students. We will have dedicated faculty who are excellent teachers and recognized professionally for their work. We will engage in collaborative relationships with industry through joint technology development, sponsored programs and applied research. It will be a leading college in Illinois and beyond. The College accomplishes its mission through the three key sustaining objectives that are central to the CBT's vision and mission: 1) teaching, 2) research, and 3) service.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

See School and Department Reports

Student Learning Outcomes

See School and Department Reports

Department/School Evaluation

Describe Department/School strengths:

Strengths

- Student Focus – The CBT has a strong student focus, which the students, faculty, and administrators identified as a strength. This is supported by low student-teacher ratios (average for WIU was 15:1 in Fall 2018), small classes (average size 19.2 for Fall 2017 in CBT), individual attention from faculty, extra time devoted to other curricular activities such as projects and labs, and to extracurricular activities such as field visits and nationally recognized student organizations. The CBT also has many instructional resources that are dedicated to student success, including computer laboratories, writing assistance, course-specific tutoring, and centralized advising.
- National Recognition – US News and World Report has consistently ranks WIU as a top-tier Midwestern master's granting, higher education institution, and the Princeton Review lists it as a Best

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Midwestern College. The CBT holds accreditation by AACSB, as well as specialized (supplemental) accounting accreditation. The School of Engineering is accredited by ABET.

- Industry Relevant/Hands on Programs – The CBT has many strong industry relevant programs, including Supply Chain Management (SCM), Cybersecurity, Engineering, Human Resource Management (HRM), Business Analytics and Construction Management. Faculty, students, and administrators identified this as a strength. SCM is one of the three programs in the state and one of 39 available at AACSB accredited institutions. The SCM and HRM majors and minors are popular and offered at both the Macomb and Quad Cities campuses. Business Analytics was the first undergraduate program of its kind in Illinois. The variety of programs in the CBT provides opportunities to leverage related expertise in teaching and research.
- Industry and Alumni Support – The CBT enjoys close ties with industry through activities such as the Professional Development Series and the Executive in Residence Program, as well as through corporate sponsorship of facilities and professional events. Companies, such as John Deere and Caterpillar, regularly provide financial support for CBT programs. Many companies offer internships to our students on a regular basis. In addition, alumni provide generous financial support and willingly contribute their talents to the CBT and its departments. Many experienced executives participate on the CBT and department-level advisory committees. Guest lectures are common events.
- Quad Cities Campus – The Riverfront Campus in the Quad Cities is a showcase for the CBT and is poised for growth. The University opened the Riverfront Campus in 2012 and expanded it in 2014.
- New Faculty – Due to retirements and resignations, the CBT added new faculty in 2019-20. The new members of the faculty bring a different perspective, current skills, and innovative ideas to the College.
- Online Programs – The CBT began offering undergraduate Accounting, Economics, and Management degrees completely online since Fall 2017. Since then Supply Chain Management was added to the undergraduate online offerings and all of the CBT graduate degrees. The faculty are currently developing Human Resource Management and Finance for online availability. The CBT has a well-established online MBA, which is currently the most popular format for that degree and experiencing healthy growth.

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Describe Department/School challenges:

- Student Demographics – WIU student scores on the ACT, on average, are slightly below the national and state average. The average score for the 2017 freshmen class was 20.8, while the national and state averages were 21.0 and 21.4 respectively. The average scores have fallen from 21.1 in 2013 to 20.8 in 2017. However, freshman high school GPAs have increased from 3.11 in 2013 to 3.22 in 2017. Math ACT scores are particularly low.
- Budget – The lean budget years of 2016 and 2017 resulted in severe cuts to the CBT. The operating budget was \$181,771 for 2018, which was loaded at 75% (\$136,328). The 2013 operating budget was \$227,832. Although up from 2016 and 2017, the 2018 business operating budget was considerably less than the 2013 budget.
- Facilities – Aging facilities and outdated classroom technology in Macomb detract from the learning environment and leave a poor impression on campus visitors. The newer Riverfront Campus in the Quad Cities provides a notable contrast to the facilities in Macomb.
- Campus Influence – The relationship between the administration, faculty governance groups and the union hinders decision-making and communication across campus. The CBT is often underrepresented on campus decision-making bodies. Active union participation and leadership from the CBT is low, relative to other colleges.
- Enrollment Management – In recent years, the competition for students has become an increasing threat. Illinois is the second largest among the states as a net exporter of students. Surrounding Midwestern states are also facing dramatic declines in the number of high school graduates; WIU (and other state universities in Illinois) will see increased competition from neighboring states for students.
- Competition from Online Programs – In addition to the competition from traditional undergraduate universities and area community colleges, the CBT is facing increased pressure from online degree programs offered by for-profit universities and established nonprofit institutions.
- Budget – State funding for WIU has decreased since 2014. State support for WIU was approximately 12% less for FY18 than for FY14. Coupled with declining enrollment and limited ability to increase tuition and fees, the University struggles to provide annual salary increases. Salaries for new hires in the business area are not competitive with peer institutions, which hinder the CBT's ability to attract and retain qualified faculty and staff. Some programs have replaced terminally qualified faculty with adjuncts to save money. In the long-term, this will negatively affect the public image of the University. In addition, the CBT is experiencing either flat or declining operating budgets. Reduced operating budgets have consistently challenged faculty and staff to do more with less.
- Workplace Changes – Rapid changes in the work environment for business graduates quickly render teaching techniques, course content, and instructional software obsolete. Faculty development and technology upgrades will be a challenge in times of tight budgets. Maintaining quality in online programs will be an additional challenge, as our number of online courses, programs, and students continue to increase.

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Identify Department/School opportunities:

- Changes in the Job Market – The career marketplace is constantly evolving with advanced technologies and changing employee skill sets, including the ability to innovate. The CBT structure contains a number of these technological disciplines under a centralized administration, creating the perfect opportunity for synergy through curriculum innovation and integration, team teaching and faculty collaboration, and innovative Signature Programs. The Quad Cities community leadership is working to strengthen the manufacturing sector by emphasizing innovation and technology. WIU is also well positioned in this area with SCM, Manufacturing Technology, and Engineering in the CBT. The Quad City Manufacturing Lab continues working on innovative manufacturing techniques. The Macomb campus houses the School of Computer Sciences within the CBT, including the Information Systems major. This major is also available in the Quad Cities. Computer Sciences added a bachelor's degree in Cyber Security, which complements several areas of business, such as Accounting and Business Analytics. The business areas can better leverage their expertise within these more applied technological areas.
- The Quad Cities Market – WIU is the only four-year public institution in the Illinois-Iowa Quad Cities metropolitan area (pop. 384,000). This market offers tremendous opportunities for outreach to mid-career business professionals and international students. Most promising in this market is the MBA and the advanced professional certifications. Students could be attracted through innovative promotional material that improves the image and reputation of the CBT.
- Internships – CBT students are traditionally underserved in this area largely because of the location of the Macomb campus. As competition among job seekers remains high, internship experiences are becoming more important to CBT graduates. The CBT has an opportunity to broaden internship outreach and other types of experiential learning through the newly created Executive Institute and the leveraging of alumni relationships and industry partnerships. Full implementation of the Learn and Earn Initiative will also help the CBT take advantage of this opportunity.
- International Market – The developing world is very interested in learning about the U.S. economic system and its highly technical areas, such as supply chain and internet-based marketing. China, India, and the Middle Eastern countries continue to send large numbers of students to the U.S. The CBT offers established programs in these areas. The Macomb campus is attractive to some international students because of its rural, small city, and safe environment with a relatively low cost of living and free public transportation system. A well-developed support system also exists on the Macomb campus for international students, including the English as a Second Language program. Nevertheless, the Quad Cities offers a more cosmopolitan environment for international students.

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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

1. Maintain AACSB and ABET accreditations for the business and engineering programs.
2. Stabilize enrollment in the CBT programs.
3. Improve the delivery of online and live streamed courses.
4. Staff critical leadership positions with high quality permanent personnel.
5. Increase enrollment in new, cutting edge programs such as business analytics and cybersecurity.
6. Gain national certification for the Cybersecurity program.
7. Move forward the masters degree programs in Engineering.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Improve the quality of alternative delivery methods.
2. Continue to support decentralized area efforts to recruit.
3. Increase student involvement in internship like experiences.

How will you measure your success?

1. Survey students in alternatively delivered classes.
2. Monitor amount spend on recruiting by area
3. Track the number and type of experiential learning experiences.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
3	36	16	0	39	13	14	0	0

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Unit: Accounting and Finance

Degree(s)/Program(s)/Options: (List all.)

Masters of Accountancy, Bachelors of Accountancy, Bachelors of Finance

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — Accounting and Finance

The WIU Department of Accounting and Finance provides a collegial student-centered environment for domestic and international undergraduate and masters level students who seek challenging academic programs. We emphasize academic excellence, educational opportunity, professional and personal growth, and social responsibility as evidenced by a commitment to diversity and an inclusive community, and ethical and professional conduct.

The Department's faculty engage in teaching, mentoring, and scholarship that support the development of outstanding graduates who demonstrate the knowledge, skills, and competencies necessary to enter the accounting and finance professions and to meet future career challenges.

Vision — Accounting and Finance

The vision of the Department of Accounting and Finance at WIU is to be recognized by its stakeholders as providing a quality professional accounting and finance education that develops career opportunities and success for tomorrow's business leaders.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Masters of Accountancy

1. Students will comprehend the implications of accounting and auditing concepts to an organization's mission.
2. Students will identify, analyze, interpret, and use financial and nonfinancial data to solve unstructured problems in unfamiliar business contexts and exercise judgment based on comprehension of an unfocused set of facts.
3. Students will have the ethical background necessary to function as an accounting professional.
4. Students must demonstrate competency in locating relevant, technical accounting information; appropriately using that information to craft solutions to accounting/business problems; and effectively conceptualizing and communicating those solutions.
5. Students will understand the role of accounting in a global economy and its link to global capital markets; develop an understanding of international accounting issues and practices and how they impact multinational enterprises; identify the special ethical issues and their implications to organizations and individuals operating in an international environment; and understand the role of international accounting and auditing standard setting organizations and their impact on multinational enterprises.
6. Students will construct grammatically correct text; formulate logical, complete and articulate thoughts; indicate an appropriate level of detail to support knowledge; be concise; use accurate citations; exhibit awareness of the audience and purpose of text; and make organized and articulate oral presentations.

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Bachelors of Accountancy

1. Students will possess the technical knowledge and skills in financial accounting needed for an entry-level position in accounting.
2. Students will possess the technical knowledge and skills in cost accounting needed for an entry-level position in accounting.
3. Students will possess the technical knowledge and skills in tax accounting needed for an entry-level position in accounting.
4. Students will possess the technical knowledge and skills in accounting information systems needed for an entry-level position in accounting.
5. Students will possess the technical knowledge and skills in auditing needed for an entry-level position in accounting.
6. Students will possess the technical knowledge and skills in international accounting needed for an entry-level position in accounting.

Bachelors of Finance

1. The student should understand and be able to implement concepts related to *real estate*.
2. The student should understand and be able to implement concepts related to *corporate finance*.
3. The student should understand and be able to implement concepts related to *financial institutions*.
4. The student should understand and be able to implement concepts related to *risk management*.
5. The student should understand and be able to implement concepts related to *investments*.

Student Learning Outcomes

Masters of Accountancy (Measured in 2019)

1. Rigorous admissions criteria for the MAcc program results in an exceptional student population and near 100% graduation rates. Therefore, it should come as no surprise that student performance is normally well-above the performance benchmarks set by faculty. (More than 70% of the MAcc students will demonstrate success for each learning goal using direct objective measures)
2. Percentage of students meeting or exceeding learning goals:
 - a. Goal 1 69%
 - b. Goal 2 100%
 - c. Goal 3 100%

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- d. Goal 4 100%
- e. Goal 5 92%
- f. Goal 6 100%

Bachelors of Accountancy (Measured in 2019)

1. The faculty have set three levels for measuring outcomes for the Bachelors of Accountancy program's learning goals. These are a) Meets or Exceeds Expectations, a score of 70% or higher on direct measures, b) Nearly Meets Expectations, a score of 60% or more-but less than 70%, and c) Fails to Meet Expectations, a score of less than 60%.

2. The percentage of students falling into each category by learning goal expectations:

	Meets or Exceeds	Nearly Meets	Fails to Meet
Goal 1	40%	60%	0%
Goal 2	60%	20%	20%
Goal 3	40%	40%	20%
Goal 4	80%	0%	20%
Goal 5	60%	20%	20%
Goal 6	80%	20%	0%

Bachelors of Financem (Measured in 2019)

1. The faculty have set three levels for measuring outcomes for the Bachelors of Finance program's learning goals. These are a) Meets or Exceeds Expectations, a score of 70% or higher on direct measures, b) Nearly Meets Expectations, a score of 60% or more-but less than 70%, and c) Fails to Meet Expectations, a score of less than 60%.

2. The percentage of students falling into each category by learning goal expectations:

	Meets or Exceeds	Nearly Meets	Fails to Meet
Goal 1	100%		
Goal 2	100%		
Goal 3	100%		
Goal 4	100%		
Goal 5	100%		

Department/School Evaluation

Describe Department/School strengths:

A. Strengths

- Programs
 - o AACSB is our selling point.
 - o Administrative leadership is willing to try new initiatives.
 - o Reputation backed up with results for academic excellence, as demonstrated by success on certification exams and success in the profession.
 - o The programs receive very high marks on long-term, alumni surveys for preparing students for their first jobs.
 - o Accounting has been a signature program.

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- Faculty
 - Faculty serve the teaching mission of the Department well.
 - Faculty participate in student activities outside the classroom.
 - Faculty preserve a cooperative (team-spirited) environment.
 - Faculty produce a distribution of basic, applied, and education-focused research that is appropriate for the mission.

- Students
 - Employers consistently express satisfaction with graduates, which is reflected in the quantity and quality of their placements.
 - WIU is the second most affordable university in Illinois.
 - Students get individualized care.
 - More internship opportunities lead to higher, quality job placements.
 - Accounting student groups (BAP, Society of Accountancy) are consistently recognized at the regional and national levels for the quality of their activities.
 - Accounting student teams have won numerous regional and national awards in academic competitions.
 - The Finance Club annually visits the financial district in Chicago and actively engages Accounting and Finance students and alumni in various finance-related presentations and service activities.
 - Student organizations are regularly involved in service projects in the community, which help maintain a positive image for the Department and the CBT.

- Physical plant
 - The new Riverfront Campus is an asset to the Quad Cities program.
 - The Malpass Library is ranked among the best in the Midwest.
 - Classroom technology is good.

- Moderately sized classes
 - Primarily full-time faculty teach classes. The average class size for fall 2019 for accounting was 27.17 and for finance was 27.65 in the undergraduate courses. The average class size for graduate Accounting courses was 13.75 and Finance 12.67 (Note this represents a significant increase in Accounting at the undergraduate level)

- Accreditation
 - AACSB International accredits the Accounting and Business programs.

- Graduate employment
 - Accounting graduates have a high placement rate (100% FY 19) in quality positions.
 - The Department has a strong network of business connections.

- Alumni support
 - Loyal alumni willingly contribute time, talent, and funding to the Department.
 - Supportive advisory board.

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- Cost/value of the degree
 - WIU remains very competitive in its market for total cost and in terms of program quality.
- Opportunity exists for synergy between the merged disciplines.
- Collaborative research between Accounting and Finance faculty has been productive.
- Cross-listed courses are offered (ACCT/FIN 445-G Financial Analysis (Modeling), and ACCT/FIN 453 Estate Planning and Taxation)

Describe Department/School challenges:

- Programs
 - Recent loss of senior faculty with insight and leadership.
 - Low university ranking makes it difficult to attract students as well as faculty.
 - Lack of funding caused by state funding cuts and low enrollment creates uncertainty.
 - Slow in keeping up with technology development for faculty members and students.
- Location
 - The Macomb campus is not close to a metropolitan area.
- Reputation
 - WIU could benefit from more widespread name recognition.
- Funding
 - The Department and University rely overwhelmingly on state funding and tuition.
 - The operating budget for the Department is very low and in jeopardy of going lower.
 - The Department staffing in Accounting is at the margin for covering classes and for maintaining AACSB accreditation.
 - Low faculty-staffing forces us to consider downsizing (number of courses, programs) or to use a less effective delivery format (CODEC).
- Students
 - The student body on average is less prepared for college than the student bodies of competing programs.
 - Recruiting plans are weak at the University and College levels.
 - Opposition to lower international student tuition and increase international student enrollment is driven by IBH's position that "They do not pay taxes."
 - Regional competitors (Iowa, Wisconsin) eliminated out-of-state tuition.
 - State-wide low enrollment (48.4% of Illinois students go to other states in 2017 as compared to only 29.3% in 2002; There were 930,000 university and college students in Illinois in 2010; The number is down to 768,000 in

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2017.).

- o University of Illinois and other universities lower admission standards (Enrollments increase UIUC, UIC, and SIUE: Decreased enrollment at EIU, Governors State, NIU, SIUC and WIU).
- Stipes Hall
 - o The building needs updating, and efforts at renovation are slow due to fiscal constraints.
- Technology
 - o Technology Macomb utilizes a mobile accounting lab. Software issues are challenging for the mobile lab in Macomb.
 - o The computer lab in the Quad Cities is small. There are no dedicated computers available in the Quad Cities to teach Auditing, Systems, Fraud Examination, and Financial Analysis (Modeling).
- Research support
 - o The Department has limited databases.
 - o Limited support is available for release time and summer research stipends.
- Employment package
 - o Salary compression is occurring for senior faculty.
 - o Research support is weak.

Identify Department/School opportunities:

- o We have a strong program, which provides an opportunity to enhance our relationship with employers.
- o We have incorporated key technology elements into our program.
- Quad Cities market
 - o The Quad Cities is a metropolitan area with several area community colleges and numerous opportunities for the placement of interns and graduates.
- Job market long-term career opportunities
 - o Although the short-term market is weak, the long-term forecast is strong with baby boomer retirements and overall improvement in the economy.
 - o There are new opportunities with the internationalization of accounting and growth in the audit area.
 - o Job market is strong, creating so many great opportunities for external outreach.
 - o Online delivery of courses provides new growth potential. WIU is delivering most of courses both undergraduate and graduate levels online.
 - o High job placement and CPA pass rates at affordable tuition provide a hope for success.
 - o Department initiatives focused on first generation and at-risk student's success and retention include virtual tutoring, traditional tutoring and increased individual mentoring activities. Department is working to increase student interest in professional Accounting and Finance. This work includes

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presentations about career opportunities, qualifying for professional examinations, and representative career paths after graduation. Alumni, faculty and Teaching Support Assistants make these presentations in regional high schools and community colleges. The department chair works with the Illinois State Board of Examiners, The Illinois CPA Society and the AICPA to recruit underrepresented students and create student awareness in Accounting as a career. The department chair and Beta Alpha Psi advisor work to create more internship opportunities. The activities have been adopted or increased to reverse declining enrollment trends.

- o Maintaining a low tuition together with tuition freezing can help us tackle the low enrollment issue.
- o Creating a communication plan to ensure stakeholders are aware of our activities and opportunities to them.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The Department of Accounting and Finance will merge with Economics and Decision Sciences effective July 1, 2020. The Accounting program revised its undergraduate and graduate degrees in response to student assessment, stakeholder input, and changes in the demand for accounting graduates and their skills. The Undergraduate degree now offers two emphases, Taxation and Managerial Accounting. The MAcc program is focused on meeting the learning goals necessary to become a Certified Public Accountant (CPA)

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Increase Freshman enrollments in Accounting and Finance versus August 2019
Increase Transfer enrollments in Accounting and Finance versus August 2019
Increase or maintain record Graduate Enrollment in MAcc versus August 2019

How will you measure your success?

Freshmen Accounting enrollment greater than 14
Freshman Finance enrollment greater than 8
Transfer Accounting enrollment greater than 37
Transfer Finance enrollment greater than 4
MAcc new enrollment greater than or equal to 18.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number

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of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
2	3	#	#	5	1	#	#	#

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Continue promoting Accounting and Finance careers/undergraduate studies at regional high schools and community colleges. Continue promoting graduate studies an regional undergraduate colleges and through the AICPA Diversity Pipeline Initiative and the CPA Project (Originated at WIU)

Retention Initiatives

Continue training TSA's to provide virtual and traditional tutoring services. Train and CPA Project Scholars and Volunteer (TSA's to coach and mentor freshmen and transfer students)

Undergraduate/Graduate Research

TBD based on the availability of research resources

Contributions to the University

Building and promoting a welcoming learning environment through the CPA Project for first generation, transfer students, and all students from diverse backgrounds.

Alumni Success

2019-2020 MAcc placement 92% for all MAcc graduates. 100% for those who were seeking employment.

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Unit: School of Agriculture

Degree(s)/Program(s)/Options: (List all.)

B.S. in Agriculture with degree options in Ag Business, Ag Science, and Agricultural Education

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — School of Agriculture

The School of Agriculture at Western Illinois University cultivates leaders of agriculture, by providing exceptional education in diverse agricultural disciplines. We accomplish this by teaching scientific theory, engaging students in practical experiences, conducting research, and participating in service and outreach activities.

Vision — School of Agriculture

The School of Agriculture at Western Illinois University will be recognized for cultivating leaders who develop solutions for the diverse world of agriculture.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

B.S. in Agriculture:

- #1: Establish a minor in Cannabis Biology and Production.
- #2: Establish a major option in Cannabis Production and Management.
- #3: Establish a minor in Ag Communications.
- #4: Establish a minor in Urban Forestry

Ag Business Option:

- #1: Assist students with career goals as well as internship and employment opportunities.
- #2: Evaluate curriculum on relevancy, student interest, and value to the agricultural industry.
- #3: Encourage students to participate in undergraduate research projects and honors projects.
- #4: Encourage students to pursue advanced degrees and provide networking activities to assist them with institutional selection.

Ag Science Option:

- #1: Assist students with career goals as well as internship and employment opportunities.
- #2: Evaluate curriculum on relevancy, student interest, and value to the agricultural industry.
- #3: Encourage students to participate in undergraduate research projects and honors projects.
- #4: Encourage students to pursue advanced degrees and provide networking activities to assist them with institutional selection.

Ag Education Option:

- #1: Maintain or increase the placement rate (85%) and retention rate (65%) of our graduates within the teaching profession. These percentages have been figured over a 20 year period.
- #2: Maintain or increase the program average edTPA score (program average is 48 points - needed passing score is 39 out of 75 points).
- #3: Place student teachers in high quality placement centers to ensure a quality educational experience and placement rates.

Student Learning Outcomes

Learning Objective #1 – Students will demonstrate interpersonal skills relevant to industry and employer needs.

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Learning Objective #2 – Students will demonstrate the ability to problem solve, using critical thinking, analytical techniques, and integration of functional area concepts.

Learning Objective #3 – Students will demonstrate awareness of new technologies and their ability to use existing technologies relevant to production agriculture.

Learning Objective #4 – Students will demonstrate their possession of written skills relevant to industry and employer needs.

Department/School Evaluation

Describe Department/School strengths:

- Student retention (93%)
- Recruitment efforts and engagement (Departmental Open Houses established in 2003)
- Social media presence (Facebook, Twitter, and Instagram account, plus a blog)
- Student Involvement (clubs, competitions, research, community service, philanthropic activities)
- Instructional expertise and excellence (numerous faculty awards)
- Placement of graduates in careers associated with their degree program (80% of our graduates are placed at the time of graduation)
- Placement of graduates in prestigious institutions to earn advanced degrees (Michigan State, Iowa State, Texas A&M, Texas Tech, Virginia Tech, Purdue, etc.)
- Use of Agriculture Field Laboratory for student experiential learning (labs, internships, research projects, etc.)
- Faculty collaboration (research start-up funds, research grants, research projects, etc.)
- Grant writing and securing external funds (one of the top departments institutionally)
- Departmental outreach by both faculty and students (annual field days and club events)
- School of Agriculture Career Fair (50+ vendors every year)
- Fundraising (Ag Legacy Sale, Banner Drive, Foundation Drive, etc.)
- Alumni support and engagement (Agriculture Alumni group, guest speakers, 100th year anniversary event, alumni events, etc.)

Describe Department/School challenges:

- Need for flexibility with ACE assignments (research, grant writing, and other novel activities that enhance WIU)

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- Devaluing effect of tutored study (faculty time is not respected and/or student tuition is short-changed)
- Need for adequate operational funding
- Need for updates/replacement of aging laboratory and farm facilities and antiquated equipment
- Adequate time to produce scholarly work for faculty carrying overloads
- Struggling to meet the needs of students, due to the lack of faculty
- Development of additional student scholarships within the school

Identify Department/School opportunities:

- Recruit highly talented and qualified students at the local, state, and national levels
- Expand undergraduate research projects to assist students in their pursuit of advanced degrees
- Increase the enrollment in the MBA bridge program in Ag Business
- Establish a minor in Ag Communications to expand existing curriculum to meet the needs of potential and existing students
- Establish a minor in Urban Forestry to meet industrial needs
- Lead in the expansion of the cannabis production curriculum in order to fulfill industry needs
- Submit successful grant proposals to expand scholarly opportunities
- Expand study abroad opportunities
- Engage alumni within our academic unit
- Expand retail sales in our agricultural enterprises
- Increase efforts in expanding and improving our fundraising activities

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The School of Agriculture will continue to provide a high quality educational experience for students pursuing an undergraduate degree in agriculture through experimental learning from expert faculty who have a passion for developing future leaders in agriculture. The department will continue to evaluate curriculum to ensure it is relevant, accurate, and meeting the needs of the industry. The School of Agriculture will continue its efforts to recruit high quality students from across the country to ensure a diverse student body. The School of Agriculture will continue its efforts to recruit and retain high quality of faculty to advance the curriculum and attract high quality students. We will continue our fundraising efforts and grant writing efforts to ensure we are financially stable and support faculty and student development. We will continue

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to engage our alumni and continue the traditions associated with the School of Agriculture.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- 1) Grow enrollment with an ultimate target of 350 majors.
- 2) Hire and retain quality faculty and staff to sustain advancements in enrollment.
- 3) Actively recruit high quality students that embody our vision, mission, and slogan.
- 4) Advance our social media presence for recruitment purposes and to showcase our achievements, activities, and advancements.
- 5) Improve and maintain agricultural field lab facilities as well as classroom technology.
- 6) Connect with Alumni and grow Foundation base.
- 7) Advance our curriculum to keep pace with our vision, mission, and slogan.

How will you measure your success?

- 1) Grow enrollment with an ultimate target of 350 majors.
 - a. Institutionally remain in the Top 5 in number of majors.
 - b. Continue to grow enrollment each year.
 - c. Attend at least 5 out-of-state recruitment events in 2019-2020.
 - d. To have at least 40 students enroll in QC courses in 2020-2021.
 - e. To increase our out-of-state enrollment each year.
- 2) Hire and retain quality faculty and staff to sustain advancements in enrollment.
 - a. Hire either one or all faculty positions Agronomy/Technology, Ag Education/Ag Communications, or Ag Economics in 2020-2021.
 - b. Assist with tenure and promotion of faculty through mentorship, classroom observations, portfolio construction, scholarly travel, start-up funds, technology/software needs, and encourage service-related activities.
 - c. Encourage independent study enrollment of students to assist faculty with scholarly and service related activities.
 - d. Increase the number of faculty submitting successful grant proposals to advance their scholarly work.
- 3) Actively recruit high quality students that embody our vision, mission, and slogan.
 - a. To have at least 50 prospective students attend our fall and spring open house events.
 - b. Increase our departmental scholarship allocation by 10% each year. (
 - c. To have 15 research projects submitted at URD each year.
 - d. To have 20% of our graduating class receive academic distinction or complete an honors project.

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- e. Showcase our students' skill set by providing them the opportunity to compete at state, regional, national, and international competitions.
- 4) Advance our social media presence for recruitment purposes and to showcase our achievements, activities, and advancements.
 - a. Grow Facebook followers by 10% each year.
 - b. Grow Twitter followers by 10% each year.
 - c. Grow Instagram followers by 10% each year.
 - d. Increase our blog shares by 10% each year.
- 5) Improve and maintain agricultural field lab facilities as well as classroom technology.
 - a. Replace tables in LC classroom in 2019-2020.
 - b. Replace carpeting in LC office in 2019-2020.
 - c. Convert agronomy lab spaces in 304, 208, and 207 in 2019-2020.
 - d. Continue efforts in securing funding for new swine facility.
 - e. Continue efforts in securing funding for new data system in Bull Test Station
 - f. Purchase new plot combine through Pennycress USDA-NIFA grant in 2019-2020.
 - g. Construct farm storage shed on university farm through Pennycress USDA-NIFA grant 2019-2020.
- 6) Connect with alumni and grow foundation base.
 - a. Plan and organize 100th year anniversary event 2019-2020.
 - b. Increase our Foundation funds by 10% each year.
 - c. Continue to offer alumni activities through the WIU Aggies group and increase attendance by 30%.
- 7) Advance our curriculum to keep pace with our vision, mission, and slogan.
 - a. Secure a minor in Ag Communications with the hiring of a new Ag Communications/Ag Education faculty member.
 - b. Develop and have approval for new Cannabis minor, plus a new Cannabis course 2019-2020.
 - c. Continue efforts in assessment that evaluate our students' ability to write effectively.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Attend the 2021 Illinois FFA Convention in Springfield, IL
Attend the 2021 National FFA Convention in Indianapolis, IN
Attend the 2021 Iowa FFA Convention in Ames, IA
Attend the 2021 Missouri FFA Convention in Columbia, MO
Host the School of Agriculture Open House in the Fall and Spring semesters
Visit 30 high schools to promote the School of Agriculture and the institution
Attend 20 different college fairs throughout the state
Host several 4H, FFA, and collegiate judging competitions
Work with Admissions Office to conduct prospective student visits

Retention Initiatives

Host fall School of Agriculture picnic
Host the School of Agriculture Career Fair in October
Host Agriculture Alumni Panel with the CBT Professional Development Series
Host School of Agriculture annual banquet
Increase activity with the Agriculture Living Learning Community

Undergraduate/Graduate Research

Phippen, W = USDA NIFA IPREFER Grant
Franken, J = USDA Non-Land Grant College of Agriculture (NLGCA) Capacity Building Grant = "A Research Agenda for Cooperatives"
Franken, J = USDA Non-Land Grant College of Agriculture (NLGCA) Capacity Building Grant = "Improving Access to Locally-Produced, Healthy Food in Illinois Deserts"
Phippen, W = Evaluation of wild hemp (*Cannabis sativa*) strains collected in Illinois
Phippen, W = Impact of nitrogen applications on pennycress (*Thlaspi arvense*)
Phippen, W = Evaluation of weed control methods in industrial hemp (*Cannabis sativa*) production for CBD
Atherton, D. & Henning, S = Illinois Department of Agriculture "Utilizing Hyperspectral Reflectance Imagery to Improve Fertilizer Efficiency and Sustainability of Hydroponic Lettuce"

Contributions to the University

Phippen, W – University Research Day Planning Committee, 2002 – Present

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Phippen, W – IAI Curriculum Review Committee for Agriculture, Fall 2017 – Present
Phippen, W – U of I Extension Council Board member, Fall 2016 – Present, Chairman
Blome, P & Henning, S – University Tree Advisory Committee
Baker, A – UCEP committee member 2000 - Present
Bernards, M – Senate Nominating Committee 20-21

Alumni Success

Host an annual Alumni Banquet in February
Recognize distinguished alumni at annual Alumni Banquet
Host Agriculture Alumni Panel with the CBT Professional Development Series
Continue to utilize social media and press releases to highlight alumni success stories

Western Illinois University Annual Program Review Academic Year 2019–2020

Due to Supervisor's Office: ~~07 April 2020~~ 18 June 2020
Due to Provost's or Vice President's Office: ~~29 April 2020~~ 30 June 2020
Deadlines extended due to COVID-19

Unit: School of Computer Sciences

Degree(s)/Program(s)/Options: (List all.)

BS Computer Sciency
BS Cyber Security
BS Information Systems
MS Computer Science

Vision, Mission, and Values

Our Vision — University

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Our Mission — University

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integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — School of Computer Sciences

The mission of the School of Computer Sciences is to provide our students with an exceptional and comprehensive education in the fields of Computer Science, Cyber Security, and Information Systems, and their associated professional practices, while instilling a lifelong love of learning.

Vision — School of Computer Sciences

The School of Computer Sciences strives to be a regional educational leader in the fields of Computer Science, Cyber Security, and Information Systems.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

General – Across All Programs

To prepare students for employment in a variety of positions in Computer Science, Cyber Security, and Information Systems; to prepare students for study at the graduate level; to provide service courses for students and workers in other disciplines who require enhanced computer skills.

Computer Science

To prepare students with the knowledge and skills to implement software solutions.
To provide broad exposure to current trends in computer science.

Cyber Security

To prepare students with necessary knowledge and key applied skills to help defend and protect computer systems, networks, and the cyberinfrastructure.
To train students to solve challenging cybersecurity problems.
To guide students to develop required professional skills to set up and monitor cyber security mechanisms.
To enable students with knowledge to detect, analyze, and recover from cyber security attacks.
To develop an awareness of legal, ethical, professional, and social responsibilities in the cyber security realm.

Information Systems

To prepare students to apply information systems technologies to business situations.
To enable students to select and utilize appropriate systems development methodologies.
To train students to analyze, design, and develop/implement an information system.
To develop students' abilities to assess the organizational and societal impacts of

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information systems

Student Learning Outcomes

Computer Science Students Will:

- Demonstrate skill in computer programming, using at least two contemporary languages.
- Demonstrate ability to analyze complex problems and design appropriate solutions.
- Demonstrate breadth of knowledge in Computer Science, and depth of knowledge in several areas, such as database management, networks, artificial intelligence, computer graphics, operating systems, and computer organization.
- Demonstrate depth of knowledge in software engineering.

Cyber Security Students Will:

- Demonstrate a broad understanding of computer networks, switching, and routing.
- Demonstrate depth of knowledge in computer and network security.
- Demonstrate ability to identify and defend against cyber security threats.
- Demonstrate ability to analyze a system for risk.

Information Systems Students Will:

- Demonstrate ability to design an information system
- Perform analysis of information systems, and make recommendations regarding optimizing the availability and usefulness of an organization's information assets.
- Demonstrate familiarity with various enterprise systems, particularly database and networks.

Department/School Evaluation

Describe Department/School strengths:

- Sharing resources and synergy among the three undergraduate degree programs.
- Dedicated faculty
- International presence in the MS program
- Near state-of-the-art computing facilities
- Strong relationships with prospective internship and employment sites

Describe Department/School challenges:

- Maintaining state-of-the-art facilities
- Declining faculty research support
- Lack of faculty, particularly in Information Systems
- Declining enrollment. Enrollment in CS has typically been cyclical, but the downward trend has lasted longer than usual.
- Changing demographics in potential student pool
- Intense competition from other regional universities in emerging technology areas

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Identify Department/School opportunities:

Growth in Cyber Security
Growing demand in big data, machine learning, artificial intelligence
Growing demand for real computer science in K-12 education
Networking with industry

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Over the past year one of our goals was to rebuild the cyber security faculty following the unexpected resignation of one of our key people. We believe that we will accomplish that, so an important plan for the next academic year is to get back on track with the Center of Academic Excellence designation.

The necessary curriculum changes are in place to allow us to pursue an integrated Cyber Security/Computer Science BS to MS program.

We are short-handed on the Information Systems side of the house. The IS graduate faculty would like to revitalize the IS concentration in the MBA program. We hope to hire at least one Unit A person to fill the void and enable us to offer the IS concentration.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Make progress on the Center of Academic Excellence designation.
2. Return to development of recruiting activities and strategies as the health climate permits
3. Seek additional efficiencies in each of the programs, as well as cross-disciplinary scheduling opportunities. Information Systems is not sustainable under the current practices and staffing levels.

How will you measure your success?

1. CAE designation requires outside mentoring and review. Feedback from those outside entities will provide a metric by which we can evaluate our success.
2. We will initially measure success by simply tracking how many, if any, recruiting opportunities we have. Assuming that we are able to participate this year, further indication of success will be determining whether any of the activities yielded students. That information will be at least one year out.
3. In the past the IS faculty objected to most suggestions of faculty crossing the CS – IS lines. With the loss of 60% of the dedicated IS faculty, that model no longer works. Measuring success in the short term is simple. We will be successful if we manage to offer an acceptable schedule of IS courses without asking Dr. Mangalaraj to postpone his sabbatical.

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Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
	4			1	4			

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Unit: School of Engineering

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Science Mechanical Engineering
Bachelor of Science Electrical Engineering
Bachelor of Science Civil Engineering
Bachelor of Science Engineering

Vision, Mission, and Values

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integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — School of Engineering

The mission of the School of Engineering is to provide our students with the guidance, knowledge, and opportunities to serve their communities as ethical, competent, and involved engineers.

Vision — School of Engineering

To build an innovation community in the Quad Cities centered on the Riverfront Campus and serve as the focal point for technology development, thus becoming a key economic engine for this region.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Mechanical Engineering: Emphases in Design, Robotics, Manufacturing
Engineering: Emphases in General, Industrial
Civil Engineering
Electrical Engineering

All degrees have the same ABET Educational Objectives (Program Outcomes):

Create: Graduates are expected to be able to analyze problems and create innovative designs that are based on sound engineering principles and that consider functionality, cost effectiveness, sustainability, safety, aesthetics, and satisfy the requirements of a customer.

Communicate: Graduates are expected to use modern technology and design tools, work effectively as individuals and in teams, and clearly and effectively communicate ideas in written, oral, and graphical form.

Continue to Learn: Graduates are expected to increase their personal knowledge and skills through graduate work and other professional education, to maintain an appropriate level of expertise and remain current in their chosen profession.

Community: Graduates are expected to serve as a team member or as a team leader and use the principles of ethical leadership, both in their chosen profession and in other activities. Graduates contribute their time and talents to improve their communities.

Student Learning Outcomes

All four bachelor of science degrees have the same ABET student (learning) outcomes:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

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3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Department/School Evaluation

Describe Department/School strengths:

1. Involvement of our advisory board members, retired engineering mentors
2. Mandatory (paid) internships with Industry
3. Senior design projects with industry: Students are hired by the company and work on real projects.
4. Active involvement of our faculty and staff in recruiting and retaining students
5. Retention rate above 90% from Fall to Spring
6. Bringing math, science, and technology classes on campus in the Fall semester for “Discover Engineering Expo’s”. Each fall for the past three years we have brought over 300 students on the QC campus where they met students and faculty, had lunch and toured the labs. We paid for the school’s bus transportation and documented it all on social media.
7. Our social media presents.

Describe Department/School challenges:

1. Lack of marketing, recruiting and a dedicated foundation development officer in the QC; we are largely unknown in the Quad Cities region.
2. Lack of modern CRM software to help in tracking student prospects, determining what recruiting methods are useful.
3. Lack of unit A faculty. We have four programs and four faculty.
4. ABET accreditation for Civil especially and Electrical as well. We are critically dependent on one faculty for each program. Everything else is under control.
5. No plan by the administration to support three masters programs in engineering.

Identify Department/School opportunities:

1. We have completed feasibility studies, program and course documents for Masters of Science in Mechanical, Civil, and Electrical Engineering.
2. School/Program growth: Mechanical Engineering is growing, Civil and Electrical engineering programs will grow IF we support them.

Department/School Plans, Goals, and Metrics

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Describe the Department's/School's plans for moving forward in the next academic year.

1. Continue recruiting and expand our reach from 10 miles to 25 miles if possible. Create and hopefully hire adjuncts to fill the voids we have in our programs, especially as we grow.
2. Obtain IBHE approval for Masters of Science in Mechanical, Civil, and Electrical Engineering.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Continue recruiting initiatives.
2. Work with Admissions to effectively use CRM software to determine what works and what doesn't, track prospects, and MANAGE our recruiting efforts.
3. Improve our teaching especially in the lower division engineering classes.
4. Obtain more scholarship funds.

How will you measure your success?

Program and SCH growth.

Faculty/Staff/Student Achievement

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
	5	13			2			

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Unit: Department of Engineering Technology

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Science in Construction and Facilities Management: Macomb
Bachelor of Science in Engineering Technology: Macomb, Quad Cities

Master of Science in Engineering Technology: Macomb

Master of Science in Instructional Design and Technology: Online

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Mission — Department of Engineering Technology

Provide learning opportunities that prepare and motivate ethical responsible leaders and professionals who can adapt and apply practical knowledge, theories, principles, processes, and problem-solving techniques in a dynamic global society.

Vision — Department of Engineering Technology

Be recognized for shaping the next generation of technology professionals.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

1. Creative, innovative approaches to curriculum design.
2. Lifelong learning.
3. Hands-on, student-centered instruction.
4. Knowledge, skills, and technology applications.
5. An environment of critical thinking, creativity, diversity, and friendship.
6. Leadership through ethical and professional behavior.
7. Local-to-global community interaction.

Student Learning Outcomes

By graduation, all students should be able to:

1. Think critically and creatively.
2. Understand the theoretical principles of the profession.
3. Understand and apply adequate technology in the solution of technical problems.
4. Organize, manage, and maintain projects.
5. Develop an appreciation for ethical and professional practices.
6. Develop and refine oral, written, and visual communication skills.
7. Demonstrate an overall competency in the program objectives.

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Department/School Evaluation

Describe Department/School strengths:

- Faculty (Career professionals; adjuncts; diversity; creativity)
- Curriculum
- Incubator/Product development
- Industry connections
- Placement
- Retention
- Work Experience/Internships
- STEM
- Students
- Advising
- Alumni

Describe Department/School challenges:

- Administration (leadership, certainty; stability)
- Budget
- Enrollment (declining)
- Market/Marketing
- Office Support
- Articulation/Outreach
- Recruitment
- Scholarships

Identify Department/School opportunities:

- Articulation/Outreach
- Collaboration
- External funding
- Partnerships
- Work Experience/Internships

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The Department had to forego ATMAE accreditation in the Spring of 2020 and plan to regain such accreditation by Fall 2021. This implies curriculum reviews, revamping assessment and conducting a full self study.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Conduct a year-long self study
- Search/Increase External funding support
- Maintain Recruiting and Retention efforts

How will you measure your success?

Achieve re-accreditation

Faculty/Staff/Student Achievement

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0	1	3	0	2	0	1	0	0

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Unit: School of Management and Marketing

Degree(s)/Program(s)/Options:

B.B. in Human Resource Management
B.B. in Management
B.B. in Marketing
Enterprise Marketing Option
Marketing Technology Option
Omnichannel Marketing Option
B.B. in Supply Chain Management

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Mission — School of Management and Marketing

By delivering business knowledge and developing decision-making skills in a compassionate and inclusive learning environment, the School of Management and Marketing prepares students to successful careers in managing people and organizations

Vision — School of Management and Marketing

The School of Management and Marketing will be the leading destination for business education and participative knowledge sharing in Western Illinois and beyond

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The School of Management and Marketing contains multiple highly interrelated business disciplines. As such, all disciplines in the unit follow unified goals differentiated through discipline specific learning objectives.

Educational

- Offer students diverse business knowledge and internship opportunities with high quality of instruction.
- Encourage application of advanced educational technologies.
- Engage students in professional organizations and professional development activities.

Scholarly

- Engage faculty in applied and basic scholarship and instructional development advancing business research and supporting accreditation requirements
- Integrate faculty research into the classroom activities.
- Facilitate cooperation and exchange of ideas among faculty, students, professional peers and industry partners.

Service

- Engage faculty in service activities that support the mission of the University and the College of Business and Technology.
- Provide assistance to professional organizations through active memberships and holding editorial and leadership positions.

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Student Learning Outcomes

B.B. in Human Resource Management

- 1a Learning Outcome 1 (L.O.1) - Employment Law. The student should be able to interpret and apply relevant legal and regulatory concepts related to human resource management.
- 2a Learning Outcome 2 (L.O.2) - Strategy and HR. The student should have a clear understanding of organizational strategy and leadership skills, and how to manage diversity
- 3a Learning Outcome 3 (L.O.3) - Workforce Planning. The student should have knowledge of staffing strategies such as making appropriate use of recruiting methods, selection procedures, and appropriate staffing decisions.
- 4a Learning Outcome 4 (L.O.4) - Training and Development. The student should understand instructional and mentoring strategies relating to employee training, development, and career planning.
- 5a Learning Outcome 5 (L.O.5) - Performance Management. The student should be able to understand the concepts of designing and implementing employee performance appraisals.
- 6a Learning Outcome 6 (L.O.6) - Compensation and Benefits. The student should possess a full understanding of a compensation/total rewards strategy based on compensation laws, evaluation methods, and benefits administration.
- 7a Learning Outcome 7 (L.O.7) - Employee and Labor Relations. The student should have a clear understanding of union organizing, union/management relations, and unfair labor practices.

B.B. in Management

- 1a Learning Outcome 1 (L.O.1) - Understand the fundamental ways of organizational planning.
- 2a Learning Outcome 2 (L.O.2) - Understand the principles necessary for effective leadership of others
- 3a Learning Outcome 3 (L.O.3) - Recognize and resolve ethical dilemmas using accepted principles.
- 4a Learning Outcome 4 (L.O.4) - Understand the fundamental ways in which an organization seeks competitive advantage.
- 5a Learning Outcome 5 (L.O.5) - Exhibit knowledge of the various ways in which jobs and activities can be organized within an organization.

B.B. in Marketing

- 1a Learning Outcome 1 (L.O.1) - Reflective Thinking. The student should also be able to extrapolate the firm's current situation into the future based on his/her assessment of competitive threats and new opportunities
- 2a Learning Outcome 2 (L.O.2) - Analytical Skills. The student should be able to use tools of marketing to understand the firm's current situation and its position relative to its competitors.
- 3a Learning Outcome 3 (L.O.3) - Financial Analysis and Reporting. The student should be able to analyze historical and pro forma financial statements and profit analysis reports in a marketing context.
- 4a Learning Outcome 4 (L.O.4) - Integration. The student should be able to understand each

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independent functional area within the marketing complex, as well as the interrelated nature of the field.

- 5a Learning Outcome 5 (L.O.5) - Knowledge Application. The student should be able to contextually apply marketing terms, principles, and thinking to a real world situation.

B.B. in Supply Chain Management.

- 1a Learning Outcome 1 (L.O. 1) - The SCM major should be able to understand the role of supply chain management within the broader business context (General Supply Chain Management).
- 2a Learning Outcome 2 (L.O. 2) - The SCM major should be able to understand concepts and application of how to manage warehousing and distribution processes and operations (Warehousing).
- 3a Learning Outcome 3 (L.O. 3) - The SCM major should understand concepts and application of how to manage transportation processes and operations (Transportation Management).
- 4a Learning Outcome 4 (L.O. 4) - The SCM major should understand the managerial functions involved in moving products in and out of organizations in a highly complex and dynamic global setting (Global Supply Chain Management).
- 5a Learning Outcome 5 (L.O. 5) - The SCM major should understand concepts and application of how to manage purchasing/ supply management processes and functions (Purchasing and Supply Management).
- 6a Learning Outcome 6 (L.O. 6) - The SCM major should understand and be able to manage inventory control processes (Inventory Control).

Department/School Evaluation

Describe Department/School strengths:

The School of Management and Marketing maintains quality relationships with industry partners with the purpose of creating opportunity for students in multiple disciplines. Our industry partners include several Fortune 50 corporations. To increase engagement, with those companies, multiple disciplines have made changes to their curriculum to apply internships towards students' degree plan.

Describe Department/School challenges:

The School of Management and Marketing will have significant difficulties 1) retaining younger faculty, 2) replacing departing/retiring faculty, 3) maintaining leadership continuity, 4) delivering programs and multiple locations in multiple formats, 5) introducing/maintaining online programs unless staff issues are addressed.

SCH production has decreased and part of that decrease is a direct result of not being able to offer sections. Each of these issues will be exacerbated by multiple retirements in the near future along with limited funding for faculty replacement.

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Poor research productivity among tenured faculty has created significant potential accreditation issues. This is especially true in among select senior faculty and is specifically related to peer reviewed journal (PRJ) article publication. The lack of PRJ publication on the Macomb campus is directly related to the lack of ramifications for this particular faculty group, increased teaching loads, and, in some cases, simple apathy. The Full Professor Merit Award does not significantly motivate senior faculty and the criteria rewards them for relatively low level performance activities.

Decreasing enrollment base across the entire university has created extreme challenges in course enrollments.

Identify Department/School opportunities:

All disciplines in the academic unit have submitted proposals for online degree completion options. This mode of delivery has the potential to allow the large adult degree seeking students to complete an undergraduate degree while remaining in the workforce.

Required internship programs coupled with complications from the current public health crisis allow for an opportunity to consider alternative project based completion of internship requirements. The school, in conjunction with a college wide effort, has the possibility of launching a “project hub” whereby a combination of smaller remote project based activities would create an alternative path for completion of the 150 hour internship.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

As an academic unit, the primary operational objective is to meet student course demand in light of a turbulent external environment. Our entire existence relates to the value added activity of delivering a quality educational experience to students. Thus, the most important activities associated with “moving forward” focus on the efficient and effective delivery of relevant and timely business related content that supports the mission of the College of Business and Technology.

The quality of instruction, instructional materials, and instructional technologies is directly related to the School of Management and Marketing's ability to delivery established curriculum. Given the current environment, engaging, embedding, and implementing course content technology solutions to enable smooth delivery will be the primary focus.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Meet student course demand.
2. Facilitate leadership transition to new Director.
3. Administer obligations associated with the stewardship requirements of funds contributed to the WIU Foundation on behalf of the School of Management and Marketing.
4. Increase online offerings across multiple disciplines to ultimately increase fully online degree programs.
5. Ensure AACSB Standard 15.1 is met with respect to faculty qualification are met on both the QC and Macomb Campus.

How will you measure your success?

Goal #1: SCH production and graduation rates remain the primary indicators of student demand

Goal #2: Soft evaluations with the Dean’s office representatives will provide continuous measurement and feedback on progress.

Goal #3: Feedback from the College of Business and Technology’s Director of Development will support measurement of progress towards stewardship activities.

Goal #4: The addition of online program counts, online/livestream course counts, and online student headcounts allow for measurement of progress.

Goal #5: Annual evaluation of faculty credentials is performed as part of continued accreditation standards. Comparisons to previous metrics will demonstrate progress.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int’l	Domestic	Int’l	Faculty	Staff	Student
	11			7	5	13		

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Unit: College of Education and Human Services

Degree(s)/Program(s)/Options: (List all.)

Undergraduate

- Bilingual/English as a Second Language Education
- Dietetics
- Early Childhood Education
- Elementary Education
- Emergency Management
- Exercise Science
- Fire Protection Services
- Health Services Management
- Law Enforcement & Justice Administration
- Middle Level Education
- Nutrition and Foodservice Management
- Physical Education - Teacher Education
- Public Health
- Recreation, Park & Tourism Administration
- Special Education - Dual Certification in Special Education and Elementary Education
- Special Education - Learning Behavior Specialist *K-12 Certification*
- Social Work

Graduate

- College Student Personnel - Student Affairs or Higher Education Leadership options
- Counselor Education - Clinical Mental Health Counseling or School Counseling options
- Educational Studies - Professional Education or Language, Culture and Education options
- Educational Leadership – Master's Program

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- Educational Leadership - Education Specialist
- Curriculum and Instruction
- Health Sciences - Public Health or School Health options
- Kinesiology
- Public Safety Administration (formerly know as Law Enforcement and Justice Administration)
- Reading
- Recreation, Park and Tourism Administration
- Special Education
- Sport Management

Doctorate

Educational Leadership - Educational Doctorate

Vision, Mission, and Values

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Mission — College of Education and Human Services

Our mission is to educate and empower future practitioners and leaders.

Vision — College of Education and Human Services

We are a dynamic and diverse community committed to fostering authentic and innovative educational, research, and service opportunities.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Not applicable

Student Learning Outcomes

Not applicable

Department/School Evaluation

Describe Department/School strengths:

- COEHS had 1835 undergraduate students who were pursuing degrees in one of the College's baccalaureate programs in fall of 2019. This number represented 33 percent of the University's undergraduate student population. The 735 graduate students in the College represented 51 percent of the University's graduate student population. COEHS conferred 656 baccalaureate

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degrees and 277 graduate degrees including 19 doctorates, the only doctorates conferred by the University. The College represented 35 percent of the baccalaureate and 44 percent of the graduate degrees conferred by the University.

- Hired seven new faculty members for the following programs – CSP (1), CNED (1), KIN (1), and LEJA (4).
- Highly qualified faculty many of whom hold certifications within their respective fields, have prior job experience prior to becoming a faculty member, and are active scholars.
- Adaptable faculty who responded well to the COVID alternate format teaching.
- Curricula incorporate a high degree of applied and hands on learning.
- Two programs were updated – Emergency Management and Recreation, Park, and Tourism Administration.
- Two new programs were approved – B.S. in Educational Studies and M.A.T. in Alternative Educational Licensure.
- Five new minors were approved – Educational Studies, Emergency Management Tactical for Majors, Emergency Management Tactical for Non-Majors, Emergency Management Operational for Majors, and Emergency Management Operational for Non-Majors.
- Successful program reviews for the following programs – B.S. in Emergency Management, B.S. in Physical Education Teacher Education, B.S. in Exercise Science, M.S. in Kinesiology, B.S. in Elementary Education, B.S. in Bilingual/ESL Education, B.S. in Special Education, M.S. in Curriculum and Instruction, M.S. in Reading, M.S. in Special Education, M.S. in Educational Leadership, Ed.S. in Educational Leadership, and Ed.D. in Educational Leadership.
- Curricula and service organizations incorporate multiple service-learning opportunities.
- Academic units that collaborate well both within and between the units as well as with the surrounding communities.
- Academic units that are working with practitioners in the field to improve the curriculum and the co-curricular experiences of the students.
- Several grants were secured by COEHS Centers as well as faculty members within academic units.
- COEHS Centers (CBPECE & CIAESC) continued to be fully sustained by grant funding. These two Centers provide valuable outreach to educators around the state of IL.

Describe Department/School challenges:

- Due to a lack of resources for repairs, multiple pieces of equipment are not able to be used. Replacement equipment is needed as are several new pieces of equipment. Without this equipment, students miss out on important experiences.
- Due to a lack of funds, technology upgrades for classrooms as well as replacement computers for faculty and staff have not been completed on a consistent schedule.
- There is a need for additional faculty. Currently there are programs that have no faculty or have only one or two faculty to meet the needs of the entire program.
- There is a need for additional support staff. The reduction in support staff has resulted in remaining support staff to take on many extra duties and/or the elimination of some activities that cannot be done.

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- In some academic units, there has been a rather heavy reliance on adjunct faculty. For many of these units, it is difficult to find qualified faculty to be able to teach what is needed.
- It has been a challenge to start new programs or options due to limited financial and personnel resources.
- Recruitment has suffered due to limited financial and personnel resources.
- COEHS Centers have experienced challenges this year with the switch from being classified as administrative personnel to civil service personnel. There are different expectations. Additionally, both Centers have experienced challenges this year with university policies that have negatively impacted their scope of work.

Identify Department/School opportunities:

- Developing new M.S. programs in Athletic Training and Social Work as well as offering the M.S. in Sport Management in the Quad Cities.
- Strategically developing more online courses to provide greater outreach, especially with our graduate programs.
- Identifying ways to collaborate on recruitment and retention activities across the College.
- Identifying possible funding sources (grants, donors, etc.) to assist with the acquisition of new equipment.
- Generating funds to develop a grant program to assist students with paying down bills between fall and spring semester.
- COEHS Centers have the opportunity to continue to do outreach with their respective constituent groups. They provide countless hours of trainings for practitioners around the state.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

COEHS looks to continue to move forward this academic year. We will work on ways to improve our recruitment, including creating a recruitment task force and investigating the use of more open houses and/or virtual experiences as part of our recruitment. We will also devote attention to student retention through the development of a recruitment task force and running some focus groups with current students to determine their greatest needs. We will review and revise curriculum as necessary as well as explore the addition of more 2+2 agreements and 3+2 and 4+1 integrated programs. We will continue to analyze our use of online classes and determine what additional classes need to be converted to make some of our programs more marketable. We will also look at the possibility of creating some new Centers within the College that can be used to provide enhancements to our instruction as well as provide professional development opportunities to support our region. We will do a comprehensive review of the current faculty in the College to determine where academic units might be able to assist each other as well as what additional faculty are critical to effectively implementing COEHS programs. Finally, we will create and prioritize a comprehensive list of equipment needs to determine how best to expend funds when they become available.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Goal 1 – Conduct an analysis of the current faculty in COEHS to determine the number of faculty necessary to effectively implement COEHS programs. Seek faculty positions based on areas of need.
- Goal 2 – Create and implement innovative recruitment and retention strategies. Create a college-level recruitment taskforce and a college-level retention taskforce to generate and share ideas.
- Goal 3 – Identify and pursue alternative sources of revenue to support the financial needs of the academic units as well as to support faculty teaching and research endeavors.
- Goal 4 – Create a strategic plan for technology. Assess and upgrade faculty, staff, and classroom computers as well as investigate other technologies that will benefit the teaching-learning process. Replace aging faculty and staff computers as funds will allow. Replacing old computers should improve instructional resources and office efficiency.

How will you measure your success?

- Goal 1 – This will be assessed by: (1) completion of a spreadsheet for each department and (2) measurement of the number of faculty positions requested and filled.
- Goal 2 – Create and implement innovative recruitment and retention strategies. Create a college-level recruitment taskforce and a college-level retention taskforce to generate and share ideas. This will be assessed by: (1) development of a recruitment taskforce; (2) development of a retention taskforce; (3) development of reports that outline the recruitment and retention plans for the College, and (4) implementation of some of the strategies contained in the reports.
- Goal 3 – This will be assessed by the number of alternative revenues pursued and attained.
- Goal 4 – This will be assessed by (1) development of strategic plan for technology; and (2) the number of computers that are replaced and the new technologies identified and purchased.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1	59	46	10	83	14	4	0	5

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Unit: Center for Best Practices in Early Childhood Education

Degree(s)/Program(s)/Options: (List all.)

NA

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Mission — Center for Best Practices in Early Childhood Education

To promote family-centered, research-based practices designed to improve educational opportunities for all young children.

Vision — Center for Best Practices in Early Childhood Education

All Illinois children ages birth to five receive the educational foundation to achieve their full potential to participate in and contribute to all aspects of life.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The following goals support and help achieve the mission.

1. [Serve as a resource center](#) on a variety of topics and needs related to improving learning opportunities for all young children.
 2. [Promote](#) inclusion, transition, and other [research-based practices](#) which lead to improved child outcomes.
 3. [Deliver professional development](#) and training events, networking opportunities, technical assistance, and consultation services to early childhood educators, early intervention providers, families, therapists, preservice personnel, college and university faculty, and school administrators.
 4. *[Provide credentialing and enrollment services](#) to Illinois early intervention providers, thereby ensuring early intervention services are delivered by professionals trained to meet the unique needs of infants and toddlers with disabilities and their families.*
 5. [Create and/or disseminate materials](#), resources, print and video products [which promote best practices](#) and which can be used by a wide audience to support and extend young children's learning.
 6. Encourage best practices and enhance child development through [collaboration](#) with state and national professionals and organizations.
 7. *[Offer networking opportunities for families](#) of young children with special needs.*
 8. [Serve as a resource](#) to WIU faculty and students, as well as to early childhood professionals and preservice personnel in our region, throughout Illinois and—via our websites, webinars, and products—throughout the U.S. and world.
 9. [Obtain external funding](#) to support the Center's work.
- The following goals support and help achieve the mission.

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Student Learning Outcomes

NA

Department/School Evaluation

Describe Department/School strengths:

Low turn over of staff
Longevity of staff – majority have been with the Center's projects for more than 20 years
Extremely knowledgeable and dedicated staff
Reputations of both Provider Connections' and Starnet's work throughout the state
Success in being awarded grant funds
Communication
Staff flexibility, willingness to try new ideas and new technologies
Grant budgets that have been sufficient to meet our needs
ISBE and IDHS Program Officers' helpfulness
WIU Office of Sponsored Projects' staff helpfulness
Positive support from the COEHS Dean

Describe Department/School challenges:

Nine of the staff are over 50 so we may be looking at retirements for at least 4 soon
It has been a challenge for all to get used to being Civil Service employees and learning various procedures related to Civil Service
University policies – especially related to travel. No one seems to be willing or able to help us solve some problems that may lead to us losing staff.
Staff enjoy their current grant projects and positions. None are interested in pursuing other grant opportunities.
Joyce Johanson plans to leave her position in late 2021. A replacement needs to be found for her.

Identify Department/School opportunities:

Click or tap here to enter text.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Refer to the list of goals on previous page. Those continue each year.

List 3–5 specific goals. Examples might include recruiting and retention initiatives,

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curricular innovations, increased research activities, etc.

Click or tap here to enter text.

How will you measure your success?

The largest measure of our success is that ISBE and IDHS are satisfied with our work and continue to fund us. Formative and summative evaluations are done by each project. Evaluations are done by workshop participants after each workshop. Data is collected and submitted to the funding agencies quarterly. Staff meet face-to-face, hold conference calls, or participate in Zoom meeting to discuss problems, solutions, outcomes, and opportunities.

Faculty/Staff/Student Achievement

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	#	#	#	#	#	#	#	#

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Unit: Central Illinois Adult Education Service Center (CIAESC) & Curriculum Publications Clearinghouse (CPC)

Degree(s)/Program(s)/Options: (List all.)

NA

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community, and economic development in our region and well beyond it for the public good.

Mission — Central Illinois Adult Education Service Center (CIAESC) & Curriculum Publications Clearinghouse (CPC)

The Central Illinois Adult Education Service Center utilizes content expertise and current research to develop and deliver high quality professional development and technical assistance to English Language Learners, Adult Basic Education, Adult Secondary Education, Department of Corrections, and adult literacy instructors, staff and administrators affiliated with adult education programs funded through the Illinois Community College Board (ICCB). These services are available to educators through online courses, in-person training, and other activities.

CIAESC and CPC also serve the entire state with regard to issues related to College and Career Readiness, Standards Alignment, High School Equivalency Exams, and the acquisition/printing and shipment of assessment and other classroom materials.

Vision — Central Illinois Adult Education Service Center (CIAESC) & Curriculum Publications Clearinghouse (CPC)

CIAESC's services are practitioner-based and user-friendly, responding to the current and evolving needs in the field of adult education. All of the center's professional development activities support implementation of the state's rigorous content standards for ABE/ASE Language Arts and ABE/ASE Mathematics.

CPC's vision is to provide an efficient and professional response to customer inquiries and/or orders.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

NA

Student Learning Outcomes

NA

Department/School Evaluation

Describe Department/School strengths:

CIAESC is the lead adult education professional development center for ABE/ASE in the state of Illinois, as well as an integral part of the Professional Development Network. CPC is the only entity in the state of Illinois that allows adult education programs to purchase discounted testing materials and related products.

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Describe Department/School challenges:

The overwhelming challenge for the CIAESC/CPC grant to fulfill its scope of work each year comes from their fiscal agent – Western Illinois University. The administration at WIU needs to find a way to support and advocate for grants, which includes transparency and due diligence is researching changes to and/or new rules/regulations how said rules/regulations will affect 100%-funded grants before implementation.

Identify Department/School opportunities:

CIAESC staff have multiple opportunities throughout the year to share their professional development at the state and national level. The center's partnership with the professional development arm of Career and Technical Education through ICCB continues to strengthen. Both CIAESC and CPC are involved in promotion of professional learning activities and assessment material to our Workforce Innovation and Opportunities Act (WIOA) partners.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

CIAESC will continue to be responsive to the current and evolving needs in the field of adult education. All of the center's professional development activities will support implementation of the state's rigorous content standards for ABE/ASE Language Arts and ABE/ASE Mathematics. CIAESC and CPC also continue to serve the entire state with regard to issues related to College and Career Readiness, Standards Alignment, High School Equivalency Exams, and the acquisition/printing and shipment of assessment and other classroom materials.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

During FY2021, CIAESC/CPC will provide the following: collaboration with the Professional Development Network, provision of assessment materials and trainings, representation and presentations at regional / state / national conferences and meetings, creation and oversight of College and Career Readiness / Standards Alignment / High School Equivalency (HSE) Test Readiness training, training materials, technical assistance and follow-up, and the printing and materials related to HSE.

How will you measure your success?

Guskey's Five Levels of Professional Development Evaluation provides a framework for professional development staff to evaluate training. Ideally the PDN would be using each level of evaluation to ensure a well-rounded system of PD. The PDN will be using Tool #1 and #2 for all PD activities, and additional methods may be determined by the professional development provider. (It is recognized that not every PD activity will be suitable for measuring all five levels.)

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#	#	#	#	#	#	#	#	#

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Unit: Dept of Counselor Education and College Student Personnel

Degree(s)/Program(s)/Options: (List all.)

Counselor Education: Clinical Mental Health Counseling and School Counseling
College Student Personnel: Student Affairs and Higher Education Leadership

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community, and economic development in our region and well beyond it for the public good.

Mission — Dept of Counselor Education and College Student Personnel

Counselor Education:

Counselors teaching counselors: knowledge, development, inspiration, and transformation.

College Student Personnel:

The College Student Personnel program prepares and graduates effective leaders and reflective practitioners doing socially and ethically responsible work in the field of student affairs.

Vision — Dept of Counselor Education and College Student Personnel

Counselor Education:

The Department of Counselor Education at Western Illinois University - Quad Cities will be the leader in educational quality, opportunity, and affordability among its peers.

College Student Personnel:

The College Student Personnel (CSP) graduate program promotes theory-to-practice skills, dispositions, and knowledge necessary for emerging and advancing professionals in the field of student affairs. The program emphasizes learning outcomes and curricula rooted in current and future needs and best practices of the profession, including Council for the Advancement of Standards in Higher Education (CAS) and Professional Competency Areas for Student Affairs Educators (ACPA/NASPA, 2015). Graduate students, as a result of participating in academic coursework and practical experiences, will be able to demonstrate historical knowledge, administrative preparedness, and awareness of sociopolitical issues in higher education contexts.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Counselor Education:

The Department of Counselor Education offers both didactic and clinical curricular experiences. Courses are offered in face-to-face, hybrid, and limited online modalities. Instructional methods include, but are not limited to lecture, case studies, discussion forums, role-plays, and the use of audio/visual media.

School Counseling Program: Students preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote academic, career, and personal/social development of all K-12 students.

Clinical Mental Health Counseling Program

Students preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

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College Student Personnel: Student Affairs and Higher Education Leadership
The CSP program emphasizes the ACPA/NASPA Professional Competencies in the classroom and practical experiences, and meets the standards established by the Council for the Advancement of Standards (CAS) for student affairs programs. Providing quality education in student affairs and higher education leadership is at the forefront of our mind.

The Higher Education Leadership courses are offered in a hybrid format (75% online, 25% in-person meetings three Saturdays per semester) at the WIU-Quad Cities campus in Moline, Illinois. This blend of synchronous and asynchronous learning allows our students to continue working in their full-time positions at colleges and universities while simultaneously earning their Masters degree.

Student Learning Outcomes

Counselor Education:

The Department of Counselor Education's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and was the first counselor education program accredited in Illinois in 1987. The eight CACREP common-core areas as defined by their *Standards for Preparation* are:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all aspects of professional functioning.
2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors.
5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society.
6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Students who graduate from the College Student Personnel program (Student Affairs and Higher Education Leadership tracks) at Western Illinois University will be able to:

- Identify approaches to address contemporary issues facing higher education;
- Articulate histories, values, and philosophies of higher education;

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- Study leadership (as a role and process) to create learning environments (virtual or in-person) that support the inclusion of all students and members of campus communities while attending to issues of privilege, power, and oppression.
- Define and assess organizational and human resources including, but not limited to: policies, practices, procedures, and structures;
- Gather, apply, and deploy methods of research and assessment to improve, shape, and benefit student learning and higher education; and
- Describe the concepts and principles of student development and learning theories that advance intrapersonal, interpersonal, and cognitive complexity.

Department/School Evaluation

Describe Department/School strengths:

Within the Department of Counselor Education and College Student Personnel, both programs have a long history of national recognition as exemplary programs. After almost 20 years of separation, the programs were rejoined together in July, 2019. The first year as a newly formed department showed strengths of strong teaching, scholarship and research endeavors by faculty; high job placements for graduates of both programs; and partnerships within both the Quad Cities and Macomb communities, as well as on-campus collaborations.

Describe Department/School challenges:

The greatest challenges of the Department of Counselor Education and College Student Personnel primarily stem from a lack of funding, dealing with the distance between two campuses and a need for additional faculty.

The College Student Personnel program lost a faculty line in the 2019 cuts. That has left us with two faculty who are running two programs (Student Affairs and Higher Education Leadership) on two campuses. This is a virtually impossible task that has the Department overly reliant on adjuncts who are not trained as educators. Last year, 40% of Macomb based classes and 75% of Quad Cities based classes were taught by adjunct faculty. It is hugely problematic for graduate level programs to have so few courses taught by full-time faculty. Additionally, the CSP program budget that was awarded was not sufficient to cover basic office requirements. The entire budget was used in phone and copy machine expenses. Office supplies, paper/ copy costs and other expenses were covered by the Counselor Education operating budget (which was also not quite enough). A re-evaluation of the CSP budget was requested and discussed with the COEHS Dean's office.

Communication and quick turn around of program needs was also a struggle for the Department. In order to assist with this, I spent one day a week in Macomb. It was not quite enough, but it was helpful in keeping things moving along. The Dean's office graciously covered my travel expenses (state car) for those days, but I was told that would not be an option next academic year. The Department budget is not adequate to cover those expenses.

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Identify Department/School opportunities:

Opportunities for improvement include the following:

- Strategic Planning sessions as a newly aligned department.
- Recruitment and marketing strategies that highlight all programs within the Department.
- Continuation of Quad Cities School Counselor Academies, and expansion of Macomb School Counselor Academies, which bring over 100 area school counselors to each campus two-three times per year for professional development. These events are vitally important for undergraduate recruitment.
- Continuation and expansion of College Student Personnel graduate assistantships on both campuses. The students in these positions (typically around 50-60 between both campuses) play an important role in undergraduate student retention, serving as mentors/ allies for students through residence halls, Greek life, Student Activities, the Multicultural Center, Academic Advising and other university programs.
- Continuation and expansion of Social Justice Summit and other diversity initiatives to increase respect and appreciation for diverse students, faculty and ideas on both campuses.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

After spending our first year as a newly re-joined Department, I believe we have a better sense of how we can move forward together collaboratively. We hope to spend 2020-21 developing combined mission and vision statements and looking for ways for courses to be combined/ modified so that they can be taught by faculty in any program. Additionally, we hope to partner with one another on professional training and community events.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Departmental Goals for 2020-21:

- Begin to look at curriculum of both programs and determine improvements / adjustments as needed. This includes, but is not limited to, courses that can be taught for all Counselor Education and College Student Personnel students together.
- Increase recruitment efforts for both programs.
- Continue to work collaboratively with Student Services personnel in Macomb and begin working with QC staff to assist with retention efforts University wide.
- Develop new Mission and Vision statements that reflect the combined department.

How will you measure your success?

- Curricular changes will be measured by successful implementation in 2021-2022.
- Recruitment efforts will be measured by admissions data.
- Student Services collaboration will be measured by creation of programs/ initiatives/

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- goals on both campuses.
- New mission and vision statement will be created and implemented.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	10	2	1	5	#	1	0	2

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

- Email student affairs professionals hosting other Graduate Fairs and attended by Graduate Studies Staff encouraging them to send students to visit the CSP/CNED booth
- Update and maintain websites
- Hold several Zoom sessions for prospective students, particularly aimed at those who completed some portion of the application and/or made inquiries into the programs.
- Post frequently on social media (CSP and CNED Facebook pages for prospects and alumni, LinkedIn, Future Student Affairs Grad Students, Student Affairs Professionals, Millennials in Higher Ed, Black Student Affairs Professionals)
- Hold alumni/faculty/staff presentations about the WIU CSP and CNED programs at local campuses (funding dependent).
- Hold several virtual open houses.
- Explore externally funded assistantships at Spoon River, Monmouth, Knox, Carl Sandburg, Illinois College, MacMurry, Augustana and St. Ambrose Colleges.
- Create and conduct an alumni survey collecting feedback on program reputation, job search tips for graduating students, ways to volunteer, fundraising, prospective student referral, etc.

Retention Initiatives

Retention is not typically an issue with the graduate students in our programs. Most who go through the intense application and interview processes complete their degrees. However, on the rare times that students do not stay in school, our faculty work closely with the student to assist them in making career decisions that are best for them. We encourage students to work collaboratively with one another both in the classroom and out, thus creating a sense of community and connection to the programs.

Undergraduate/Graduate Research

Students are encouraged to partner with faculty on research initiatives, or to work with one another on independent research. Each program tries to include students in research and professional conference presentations each year.

Contributions to the University

The Department of Counselor Education and College Student Personnel is in a unique position to assist the University with their recruitment and retention initiatives. As the only School Counselor preparation program in the area, WIU Counselor Education graduates can be found in almost every public school district in the area. Given the important role high school counselors play in helping students make decisions about college admission, we are

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fortunate to have our students in those positions. Our School Counselor Academies are held two-three times a year, and bring in over 100 school counselors each time. This provides the University Admissions counselors with an exclusive opportunity to recruit for WIU.

The College Student Personnel programs places approximately 50 graduate students in key positions for retention efforts. Our students work with students in Residence Halls, Greek Life, Admissions, Financial Aid, Multicultural Center and Student Activities (to name a few). The relationships they build with undergraduate students are vital in the retention of undergraduate students.

Alumni Success

Graduates of the Department of Counselor Education and College Student Personnel are highly sought after by employers across the country. Our job placement rate after graduation is typically around 100% for students looking for positions in their field.

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Unit: [Click or tap here to enter text.](#)

Degree(s)/Program(s)/Options: (List all.)

Undergraduate Programs

BSED Bilingual Education

***BSED Early Childhood
Education
(Option under BSED
Elementary Education)***

BSED Elementary Education

BSED English as a Second Language Education

BSED Middle Level Education

BSED Special Education (LBS1)

BSED Special Education/Elementary Education (Dual)

Graduate Programs

MSED Curriculum and Instruction

MSED Educational Studies

MSED Educational Leadership

EdS Educational Leadership

EdD Educational Leadership

MSED Reading

MSED Special Education

PBC

Teaching English to Speakers of Other Languages (TESOL)

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Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — [Click or tap here to enter text.](#)

The mission of the WIU School of Education is to bring knowledge, skills, and insights from our multiple disciplines to bear on questions educators face in their professional lives. This distinctive orientation prepares self-reflective lifelong learners, transformational leaders, and socially

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conscious practitioners for our evolving global society.

Vision — Click or tap here to enter text.

To Advance Educational Knowledge and Influence Educational Practice

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Undergraduate Programs

Bilingual Education

- Bachelor of Science Degree in Education leading to a Professional Educator License to teach in self-contained classrooms, grades one through six, and the state of Illinois Bilingual (Spanish) Endorsement.

Early Childhood Education (Option under BSED Elementary Education)

- Bachelor of Science in Education that leads to a Professional Educator License to teach birth through grade two. Graduates of this program also receive the Special Education Approval allowing them to teach special education students in pre- kindergarten. Early Childhood Education is an option to the Elementary Education program.

Elementary Education

- Bachelor of Science in Education that leads to a Professional Educator License to teach in self-contained classrooms, grades one through six.

English as a Second Language Education

- Bachelor of Science Degree in Education leading to a Professional Educator License to teach in self-contained classrooms, grades one through six, and the state of Illinois English as a Second Language Endorsement.

Middle Level Education

- Bachelor of Science in Education that leads to a Professional Educator License to teach in self-contained classrooms, grades five through eight, in one of the following specialization areas: science, social studies, literacy, or math. Students may complete more than one specialization area if they wish.

Special Education (LBS1)

- Bachelor of Science in Education that leads to a Professional Educator License to teach special education, grades Kindergarten through twelve. Graduates of the program are qualified to teach in the following disability categories: learning disabilities, emotional and behavioral disorders, intellectual disabilities, autism, traumatic brain injury, physical disabilities, and

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other health impairments across all levels of severity.

Special Education/Elementary Education (Dual)

- Bachelor of Science Degree in Education leading to Professional Educator Licensure in both Special Education, grades Kindergarten through twelve, and self-contained classrooms, grades one through six.

Graduate Programs

Curriculum and Instruction

- Master of Science Degree in Curriculum and Instruction with specializations available in elementary education, literacy education, early childhood, math education, science education, and social studies education.

Educational Studies

- Master of Science Degree in Educational Studies focusing on Language and Culture or Professional Education.

Educational Leadership

- Master of Science Degree in Educational Leadership leading to state (Illinois/Iowa) Principal Licensure.*
- Educational Specialist Degree in Educational Leadership leading to state (Illinois/Iowa) Superintendent Licensure.*
- Doctor of Education Degree in Educational Leadership focusing on p-12 Education or Higher Education. The p-12 option leads to state (Illinois/Iowa) Superintendent Licensure.*

Reading

- Master of Science Degree in Reading leading to a K-12 Reading Specialist endorsement or a Reading Teacher emphasis.

Special Education

- Master of Science Degree in Special Education leading to the Special Education Endorsement or advanced studies for those who already have the endorsement.

PBC

Teaching English to Speakers of Other Languages (TESOL)

Post-Bac Certificate. Qualifies candidates to teach in a TESOL context in schools

Student Learning Outcomes

Undergraduate Programs

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BSED Bilingual Education

Based on standards established by the Illinois Administrative Code (Part 27.420), upon completion of this program, the student will be able to:

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity
2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages
7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

BSED English as a Second Language Education

Based on standards established by the Illinois Administrative Code (Part 27.420), upon completion of this program, the student will be able to:

1. demonstrate a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and create learning experiences that

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- make the content meaningful to all students while building on the students' linguistic and cultural diversity
2. understand how individuals grow, develop, and learn and provide effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students
 3. understand how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and create instructional opportunities that are adapted to diverse learners
 4. understand instructional planning and design instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals
 5. understand the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning
 6. understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills in the learning of both content and languages
 7. use knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
 8. understand various formal and informal assessment strategies and use them to support the continuous development of all students
 9. understand the role of the community in education and develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being
 10. be a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seek opportunities to grow professionally from interactions with students, their parents, and other professionals
 11. understand education as a profession, maintain standards of professional conduct, and provide leadership to improve the learning and well-being of students for whom English is a new language

BSED Early Childhood Education (Option under BSED Elementary Education)

Based on standards established by the National Association for the Education of Young Children (NAEYC), upon completion of the Early Childhood Education option of this program, the student will be able to:

1. know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation
2. demonstrate a high level of competence in use of English language arts; know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas

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3. know, understand, and use fundamental concepts of physical, life, and earth/space sciences; design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science
4. know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability; consistently engage problem solving, reasoning and proof, communication, connections, and representation
5. know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
6. know, understand, and use—as appropriate to his or her own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students
7. know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
8. know, understand, and use—as appropriate to his or her own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
9. plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
10. understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
11. understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
12. use his or her knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
13. use his or her knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom
14. know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student
15. be aware of and reflect on his or her practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of his or her professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally
16. know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth and well-being of children

BSED Elementary Education

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Based on standards established by the Association of Childhood Education International (ACEI), upon completion of the Elementary Education option of this program, the student will be able to:

1. know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation
2. demonstrate a high level of competence in use of English language arts; know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas
3. know, understand, and use fundamental concepts of physical, life, and earth/space sciences; design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science
4. know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability; consistently engage problem solving, reasoning and proof, communication, connections, and representation
5. know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
6. know, understand, and use—as appropriate to his or her own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students
7. know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
8. know, understand, and use—as appropriate to his or her own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
9. plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
10. understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
11. understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
12. use his or her knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments
13. use his or her knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

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14. know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student
15. be aware of and reflect on his or her practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of his or her professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally
16. know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, and physical growth and well-being of children

BSED Middle Level Education

Based on standards established by the Association for Middle Level Education (AMLE), upon completion of this program, the student will be able to:

1. understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in his or her practice; demonstrate his or her ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents
2. understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter; use his or her knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes; demonstrate his or her ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge; design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
3. understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools; work successfully within middle level organizational components
4. understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment; employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition)
5. understand his or her complex role as a teacher of young adolescents; engage in practices and behaviors that develop his or her competence as a middle level professional; be an informed advocate for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members; demonstrate a positive disposition and engage in ethical professional behaviors

BSED Special Education (LBS1)

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Based on standards established by the Council for Exceptional Children, upon completion of this program, the student will be able to:

1. understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
2. create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination
3. use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities
4. use multiple methods of assessment and data-sources in making educational decisions
5. select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities
6. use foundational knowledge of the field and his or her professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession
7. collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

BSED Special Education/Elementary Education (Dual)

See ELED and SPED Learning Outcomes above

Graduate Programs

MSED Curriculum and Instruction

Upon completion of this program, the student will be able to:

1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, psychosocial, and physical areas; design and implement developmentally and challenging learning experiences
2. provide developmentally appropriate environments that incorporate cognitive, linguistic, psychosocial, and physical dimensions of learning where students take intellectual risks, practice democracy, work collaboratively and independently, as well as feel a sense of autonomy; arrange learning environments in ways that are caring, inclusive, stimulating and safe
3. understand that learners bring into the classroom different abilities, talents, prior learning experiences, and different sets of values, so he or she knows how to access information about the values of diverse cultures and communities to assist learners as he or she develops attitudes of respect and appreciation for others

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- utilize content knowledge and curricular innovations to create sound, research-driven, and integrative learning experiences across the disciplines
- understand and use a variety of instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
- design and implement learning opportunities within and across the disciplines that engage learners purposefully in applying content knowledge
- effectively employ formative and summative assessments to systematically observe, monitor, and document student learning; understand the strengths and weaknesses of various assessment practices and recognize the need for students to monitor their own learning
- initiate positive, interactive relationships with families and communities as they support children's learning and development
- systematically analyze, evaluate, and reflect upon teaching and learning experiences to incorporate best practices as he or she strives to improve instruction in their classrooms
- seek opportunities for collaboration to improve schools and advance knowledge and practice in their field

MSED Educational Studies

Upon completion of this program, the student will be able to:

- demonstrate competence in the core knowledge base of educational studies
- apply knowledge and skills developed in the program to specific, educationally relevant problems and/or issues
- demonstrate in-depth mastery of at least one specific educationally relevant problem or issue
- read, interpret, and evaluate scholarly literature
- write and present information in a professional manner

MSED Educational Leadership

Based on ELCC Building Level Standards 2011, upon completion of this program, the student will be able to:

- apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders (ELCC Standard 1.0)
 - collaboratively develop, articulate, implement, and steward a shared vision of learning for a school (1.1)
 - collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals (1.2)
 - promote continual and sustainable school improvement (1.3)
 - evaluate school progress and revise school plans supported by school stakeholders (1.4)

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2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment (ELCC Standard 2.0)
 1. sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (2.1)
 2. create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program (2.2)
 3. develop and supervise the instructional and leadership capacity of school staff (2.3)
 4. promote the most effective and appropriate technologies to support teaching and learning in a school environment (2.4)
3. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning (ELCC Standard 3.0)
 1. monitor and evaluate school management and operational systems (3.1)
 2. efficiently use human, fiscal, and technological resources to manage school operations (3.2)
 3. promote school-based policies and procedures that protect the welfare and safety of students and staff within the school (3.3)
 4. develop school capacity for distributed leadership (3.4)
 5. ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning (3.5)
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners (ELCC Standard 4.0)
 1. collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment (4.1)
 2. mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community (4.2)
 3. respond to community interests and needs by building and sustaining positive school relationships with families and caregivers (4.3)
 4. respond to community interests and needs by building and sustaining productive school relationships with community partners (4.4)

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5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling (ELCC Standard 5.0)
 1. act with integrity and fairness to ensure a school system of accountability for every student's academic and social success (5.1)
 2. model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school (5.2)
 3. safeguard the values of democracy, equity, and diversity within the school (5.3)
 4. evaluate the potential moral and legal consequences of decision making in the school (5.4)
 5. promote social justice within the school to ensure that individual student needs inform all aspects of schooling (5.5)
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies (ELCC Standard 6.0)
 1. advocate for school students, families, and caregivers (6.1)
 2. act to influence local, district, state, and national decisions affecting student learning in a school environment (6.2)
 3. anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies (6.3)
7. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor (ELCC Standard 7.0)
 1. synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences (7.1)
 2. complete a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment (7.2)
 3. determine an on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution (7.3)

EdS Educational Leadership

Based on standards established by the Educational Leadership Constituent Council (ELCC), upon completion of this program, the student will be able to:

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1. apply knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders
2. apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district
3. apply knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies
7. apply knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor

EdD Educational Leadership

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Based on standards established by the Educational Leadership Constituent Council (ELCC), upon completion of this program, the student will be able to:

1. apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders
2. apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment
3. apply knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning
4. apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners
5. apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling
6. apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies

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7. apply knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor

MSED Reading

Based on standards established by the International Literary Association, upon completion of this program, the student will be able to:

1. understand the theoretical and evidence-based foundations of reading and writing processes and instruction
2. use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
3. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction
4. create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
5. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practice, approaches and methods, curriculum material, and the use of assessment
6. recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibly

MSED Special Education

Upon completion of this program, the student will be able to:

1. know, reflect on, act in accordance with, and be committed to professional standards governing his or her subject matter, expectations for learners as described in the appropriate content standards, and making such content meaningful and empowering for all learners
2. know, reflect on, act in accordance with, and be committed to research-based best practices that promote the growth, development, learning, and empowerment of all individuals representing the social fabric of our diverse society
3. know, reflect on, act in accordance with, and be committed to research-based principles governing the planning of instruction, the creation and maintenance of positive, safe learning communities, the implementation of appropriate technological tools, and the use of varied approaches to impact, assess, and empower learning
4. know, reflect on, act in accordance with, and be committed to the importance of professional dispositions, especially those that advance fairness and the belief that all individuals can be empowered to learn
5. know, reflect on, act in accordance with, and be committed to the principles that govern the application of his or her knowledge of subject matter, the empowerment of learners, and the acquisition of practical and professional skills during field and clinical experiences, and to the continual improvement of professional performance

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PBC

Teaching English to Speakers of Other Languages (TESOL)

Upon completion of this program, the student will be able to:

1. demonstrate the ability to effectively plan TESOL instruction with appropriate methods, materials, and instructional approaches
2. demonstrate the ability to recognize the culture-language interface in educational settings

Department/School Evaluation

Describe Department/School strengths:

The newly formed School of Education brings together nearly all facets of educator preparation (teaching, administration, and consulting) into a single entity (excluding secondary content specific discipline areas). As such it houses an array of degree programs, state endorsements, centers, and outreach programs thereby providing an educationally rich context of course work and resources for our students and community. Those specific resources include:

- Administrator Roundtable Events
- America Reads Tutoring Program
- Career and Academic Fairs
- Children's Literature Examination Center
- Diversity Partners (Educational Administration programs)
- Golden Apple Program
- Instructional Curriculum Library
- Interactive Multimedia Lab
- Kappa Delta Pi
- Maurice Kellogg Science Center
- Outstanding Pre-service Teacher Award Program
- Pre-School Center (a fully operational pre-school serving the Macomb area)
- Reading Center
- Social Studies Center
- Student Teacher Association
- Undergraduate Great River Teacher Corps Scholarship Program
- 40+ program specific traditional scholarship opportunities

Additionally, the outstanding faculty of the School of Education:

- Have literally decades of p-12 teaching and/or administrative experience;
- Present at local, state, regional, and national conferences;
- Publish important scholarship widely and often, including peer reviewed manuscripts, book chapters, books, and curriculum materials;
- Serve as editors for numerous professional and scholarly journals;

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- Provide rich and varied field experiences for our teacher candidates;
- Aid in finding and securing teaching positions for our graduates;
- Have established various partnerships with local and regional school districts and ROE's to ensure a smooth transition for our students to teaching careers;
- Provide professional development on campus and in regional schools;
- Work collaboratively with P-12 schools and program alumni to offer degree and endorsement programming for cohorts at school locations;
- Regularly win college and university awards;
- Regularly receive professional recognition by their professional organizations.

All educator licensure programs in the School of Education are approved by the Illinois State Board of Education and received national recognition from their national professional association..

Describe Department/School challenges:

Our biggest challenges are connected to the size of the school in terms of degree programs, centers, Postbac Certificate programs—we have a lot going on. More particularly, our challenges include:

Staffing—by far our biggest challenge. We are acutely short on both faculty and staff given all of our endeavors

Student Enrollment: Teacher Education enrollments at the undergraduate level are a national problem. The level of interest in the vocation of teaching among high school graduates is at an all time low. This has created the worst teacher shortage in our nation's history. Recruitment will continue to be a struggle until the cycle of interest turns back to the other direction. The shortage and lack of interested students creates a large problem to address throughout the region and state: a dire shortage of qualified teachers for our P-12 classrooms. This has been and will remain our major focus in the SOE.

By contrast, enrollments in our graduate programs remains strong and, in fact, continues to grow.

Identify Department/School opportunities:

The source of challenges for the School of Education is also the source of opportunities. The School of Education is the result of a “final” merger bringing together all education programs housed in the College of Education and Human Services into a single entity (excepting secondary education programs which are housed across campus). Because we are in a single academic unit, communication amongst and between various program faculty is much more clear and consistent. This allows us to bring together the vast experiences of faculty from a huge host of degree programs—all working with common goals. The size of the SOE is both a challenge and a source of opportunity. This new entity allows to break down silos and in so doing, develop new programs and improve existing ones. In addition to this general opportunity, more specifically it provides the following opportunities:

Branding

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Interdisciplinary degrees
Communication
Collegiality
Community/school outreach
Recruitment
An incredible depth and variety of faculty backgrounds
Program growth
Cross disciplinary grants
Collaborative research/scholarship
Teaching support

All of the above provide great opportunities. However, those opportunities will not reach their potential without additional faculty and staff

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Recruit: We will revisit our recruitment plans and revise or develop new ones for each program.

Retention: We plan to put in place a better retention tracking plan

Graduate Surveys: We plan to develop surveys that will help us improve programs based on graduate feedback

School/Community outreach: Before the COVID-19 shut down, we had started to meet regularly and plan events with local schools—teachers, staff, administrators. We will be working on that diligently (as we can) so that we can redevelop our relationship with the community.

Hire: we will request several faculty hires

Diversity in both student and faculty recruitment. Diversity is tough in education generally—it is still the case that approximately 85% of educators are white, middle class, and female. However, it is a goal of ours.

Develop new degree programs as need arises. We recently had one such program approved (BSED in Educational Studies) and another awaiting approval (MAT/Alternative Licensure).

Develop a non degree graduate level slate of courses leading to initial licensure.

Program continual improvement. We had 9 programs under IBHE review this academic year. We will use that review and assessment data to improve programs.

Seek out and establish more extension sites to host our graduate degree programs.

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Maintain and grow the community/state impact of our various centers.

Develop new centers (i.e., Center for the study of rural education; preschool center on the QC campus, etc.)

Develop additional scholarship programs

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Hire more faculty/staff
2. Develop a rich and viable relationship with community/regional schools
3. Grow enrollments at the undergraduate level
4. Address the teacher shortage in the WIU region

How will you measure your success?

1. Faculty and staff hires
2. Regular and rich interactions with local and regional schools, teachers, staff, administration—regularly meeting and establishing partnerships which will allow both the SOE and local/regional schools the benefits of the other.
3. Undergraduate enrollment growth
4. Growth in licensed teachers via SOE degree and non-degree course work as well as evidence from schools that employ our graduates that they (our students) are sufficiently trained.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
3	14	10	0	44	2	#	#	#

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

We will use AY 2021 to diligently revise and/or develop new recruiting plans for each of our programs. We hope to have these in place by January 2021

Retention Initiatives

We will use AY 2021 to develop a better system to track retention as well as reach out to students who did not complete their degrees and invite/cajole them back.

Undergraduate/Graduate Research

Research in the SOE is strong. We have numerous opportunities for our students to engage in meaningful research at both the undergraduate and graduate level. We will continue to grow that aspect in the SOE

Contributions to the University

WIU was founded as a normal school and the SOE will continue to carry on that tradition. We are also in a unique position to help recruitment of students across campus given our connections to local/regional schools, alumni who teach in those schools, and school administrators. We would like to increase our presence in these schools and in so doing, help recruitment across campus and across programs.

Alumni Success

Click or tap here to enter text.

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Unit: Health Sciences and Social Work.

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Science in Health Services Management
Bachelor of Science in Public Health
Bachelor of Social Work
Minor in Occupational Safety
Master of Science in Health Sciences – Public Health Option; School Health Option
Post Baccalaureate Certificate in Health Services Administration

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

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Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Health Sciences and Social Work.

Our mission is to promote fully engaged and service-oriented professionals and leaders striving to improve the health, safety, and well-being of their communities.

Vision — Health Sciences and Social Work.

We are a diverse and dedicated department committed to providing relevant and meaningful educational, research, and service opportunities that impact the ever-changing needs of the communities we serve.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

- Focus on enrollment management for all programs, placing greater emphasis on addressing and increasing enrollment in the Public Health undergraduate major.
- Increase departmental recruitment, marketing, and efforts aimed at the retention of students by increasing interest, student enrollment and visibility of the department and the degree programs offered at both the graduate and undergraduate levels.
- Remain fiscally responsible with resources.
- Continue to develop 2+2 agreements and relationships with community colleges in Illinois and the surrounding region.
- Continue to maintain academic rigor by reviewing and refining the curricula for the graduate and undergraduate programs offered in the department.
- Continue to review and refine the assessment plans for the Health Sciences graduate and undergraduate programs.
- Continue to collaborate with the Social Work Advisory Board, to address current issues facing graduates from the BSW program and expectations of future employers. The Social Work Advisory Board is comprised of alumni, community members, and representatives from various Social Services agencies.
- Continue to collaborate with the Public Health Advisory Board to discuss contemporary issues in the public health field, potential curricula recommendations/revisions, and requirements of future employers. The Public Health Advisory Board consists of alumni, community members, and current employees in various segments of the public health field.
- Pursue external funding via grant applications.

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Student Learning Outcomes

M.S. in Health Sciences

1. Students will respond to two essay questions using what is learned in the course (HSM 516), and support their ideas with evidence and strong arguments.
2. Students will be able to demonstrate comprehension of basic writing skills of an egress plan (EM 565).
3. Students will be able to demonstrate comprehension of basic writing skills of an epidemiological research paper (HS 551).
4. Students will be able to demonstrate comprehension of basic writing skills of a research proposal (HS 570).

Post Baccalaureate Certificate – Health Services Administration

1. Student will be able to demonstrate comprehension of basic writing skills of an egress plan (EM 565).
2. Students will be able to demonstrate comprehension of basic writing skills of a case study (EM 561).
Outlining the following: history of the event; how the event killed; warning signs of the pending event; mitigation methods of the disaster; recovery efforts; what could have been done to improve all phases of dealing with the disaster?

B.S. in Health Services Management

1. Students will be able to demonstrate the ability to understand the basic organizational structure of a health care organization by establishing a site visit, conducting an in person interview with management personnel and provide an overview (PowerPoint) presentation to class (HSM 314).
2. Students will be able to demonstrate effective written communication skills when submitting final course assignments (HSM 315 – a WID course).

B.S. in Public Health

1. Students will be able to demonstrate comprehension of basic writing skills of a theory application paper (HS 313).
2. Students will be able to demonstrate comprehension of basic writing skills (HS 370 – a WID course).

Bachelor of Social Work (BSW)

1. Demonstrate Ethical and Professional Behavior (EPAS competency #1).
2. Social Work Values and Ethics (EPAS competencies #2-3).
3. Engage in Competent Practice (EPAS Competencies #4-9).

Department/School Evaluation

Describe Department/School strengths:

- The BSW program is accredited by the Council on Social Work Education (CSWE).
- The department attracts outstanding graduate students, both domestic and international, who possess degrees in nursing, medicine, pharmacy, dentistry, etc. Some graduate students in the program are also returning Peace Corps Fellows. Several of these students go on to obtain their nursing licenses or they continue to study and prepare to practice medicine in the United States.
- The department consists of faculty who are committed to providing exceptional educational opportunities for students.
- Faculty are committed to the success of students.

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- Courses are taught by faculty who have extensive experience in their respective fields, which enables faculty to share more highly relevant information with students.
- Faculty keep the best interest of students in the forefront.
- All of the programs require either an internship or practicum requirement for students to gain additional professional hands on experiences in the field prior to the end of their degree programs.
- Many students receive job offers prior to or upon completion of their internships or practicums at the internship or practicum site or at a related location.
- Faculty continue to maintain knowledge in their respective fields and they are willing to share that knowledge with others.
- Faculty model and exhibit professional behaviors for students and among their colleagues.
- Class sizes are small and manageable.
- Faculty collaborate on research and scholarly activities. They also serve as faculty advisors and encourage students to participate in research, which they may elect to showcase at Undergraduate Research Day or at the Annual Graduate Research Conference.

Describe Department/School challenges:

The main challenge for the department is directly related to personnel. The number of faculty in the department have decreased significantly over the years. As such, faculty are very concerned about the delivery of quality of educational opportunities to students. In particular, the number of faculty remaining in the health sciences program has decreased to only three Unit A faculty. This is not enough to sustain multiple quality degree programs. The three remaining faculty will be expected to teach full time, serve on committees, participate in scholarly activities, and engage in recruitment activities. Identifying adjunct faculty who meet the criteria to also teach graduate level courses will not be an easy task for the department. There is a need for additional faculty within the department, namely to address the shortages for the health sciences programs. Another challenge for the department is the lack of support staff to assist the department chair and the faculty and students with various day-to-day office operations. Having office support can be very beneficial to the department. Such an individual can not only assist with the operations of the department, they can also assist with supervision of the department's student workers.

Identify Department/School opportunities:

There are opportunities for growth in the online market and in the Quad Cities for students interested in public health (graduate and undergraduate), the graduate school health option, and health services management. The BSW program also has opportunity for growth. It is an accredited program that prepares students for immediate employment in the field of social work or to pursue a Master of Social Work degree as a student with advanced standing. There is also opportunity for WIU to develop and move forward with an MSW program, especially one that is online. An online MSW program can serve to attract additional students to WIU. Hybrid offerings can also prove beneficial for all of the programs within the department.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic

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year.

The department will continue to be fiscally responsible and we will continue to seek permission for expenditure of funds. The department plans to increase recruitment activities to address low enrollment in some of the programs. The department will also continue to review and revise curricula as needed to address market trends and employment needs in the various degree programs. We will consider courses for conversion to online formats, where appropriate. We will also continue to strive for and maintain academic rigor and high academic standards. We will continue to work with community colleges to form 2+2 agreements and to ease the transfer process for prospective students who wish to enroll at WIU. Faculty will be encouraged to continue to collaborate with colleagues and to engage in research and service activities in addition to providing instructions to students. We will also implement the initiatives set forth by the university to address the needs of the diverse students, faculty and staff on campus and within the community.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. The department will review and revise recruitment and marketing initiatives and identify new strategies to increase overall enrollment.
2. The department will convert courses to the online format, where appropriate.
3. Faculty will continue to engage in research and scholarly activities.
4. The department will continue to interact with and engage in service activities both on campus and in the community.
5. The department will support multicultural initiatives for the campus and the community.

How will you measure your success?

1. By students selecting majors within the department as their first choice, consequently leading to increased enrollment and retention in all degree programs in the department.
2. By seeking and receiving permission to convert a number of courses to the online platform.
3. By faculty reporting and verifying continued involvement in research and scholarly activities.
4. Faculty will report their involvement in service activities on campus and within the community.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student

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Unit: **Kinesiology**

Degree(s)/Program(s)/Options: (List all.)

B.S. Athletic Training (Teach-Out)
B.S. Dietetics
B.S. Exercise Science
B.S. Nutrition and Food Service Management
B.S. Physical Education
M.S. Kinesiology
M.S. Sport Management

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

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Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Kinesiology

Our mission is to study human movement from broad perspectives to prepare professionals to lead advocacy for lifelong exercise, health, management and wellness in their communities. The department strives to meet its mission by offering sound learning opportunities to students for reaching their highest potential in their chosen area of study. The department employs a student-center approach by emphasizing educational experiences and by supporting efforts to engage in original research and university and community service activities.

Vision — Kinesiology

Our vision is to remain a highly-ranked program that is known for its responsiveness to professional trends and initiatives in our field. The Department strives to grow dynamically by attracting a motivated and engaged student-body bringing a wide range of cultural experiences and ideals to the university and the community. Core tenants of our program include personalized attention, interdisciplinary opportunities, and leadership supporting the broader University and College visions.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

B.S. Athletic Training (Teach-Out)

- Goal #1: Prepare qualified entry-level professionals to enter the field of athletic training.
- Goal #2: Provide foundational knowledge through didactic and laboratory settings.
- Goal #3: Provide clinical education experiences in a variety of settings.
- Goal #4: Promote critical thinking and problem solving by incorporating classroom knowledge with clinical practice in the field settings.
- Goal #5: Promote student research and evidence based practice.
- Goal #6: Prepare students for life-long learning and professional development.
- Goal #7: Promote service learning, volunteerism, and community relations.
- Goal #8: Continually improve the program through assessment on an annual basis.

B.S. Dietetics

- Goal #1: The program will prepare graduates to be competent entry-level nutrition professionals.
- Goal #2: The program will encourage graduates to become active professionals.

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B.S. Exercise Science

Goal #1: Providing a science-based curriculum addressing the physical and psychological aspects of human movement.

Goal #2: Promoting a physically active lifestyle across the lifespan within a diverse society.

Goal #3: Providing practical experiences and service learning opportunities in a variety of environments.

Goal #4: Preparing leaders in such professional fields as strength and conditioning, wellness, allied health, sport and movement analysis, and activity programming.

Goal #5: Preparing students for success in graduate study and professional programs.

B.S. Nutrition and Food Service Management

Goal #1: The program will prepare graduates to be competent entry-level foodservice management professionals knowledgeable in nutrition.

Goal #2: The program will encourage graduates to become active professionals.

B.S. Physical Education

Goal #1: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective PreK-12 physical education program.

Goal #2: Skillfulness and Health-Related Fitness: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

Goal #3: Planning and Implementation: Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Goal #4: Instructional Delivery and Management: Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Goal #5: Assessment of Student Learning: Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Goal #6: Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

M.S. Kinesiology

*Unable to locate at the time of the submission of this report.

M.S. Sport Management

*Without any faculty assigned to this program, I was unable to locate program goals.

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Student Learning Outcomes

B.S. Athletic Training (In Teach-out):

Learning Outcome #1: Students will demonstrate proficiency in athletic training knowledge and clinical skills through the achievement of a 70% or better on clinical comprehensive exams.

Learning Outcome #2: Students will demonstrate ample entry-level knowledge and skills to successfully pass the Board of Certification (BOC) examination for athletic trainers on the first attempt.

B.S. Dietetics:

Learning Outcome #1: Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.

Learning Outcome #2: Apply knowledge of biochemistry and physiology to human metabolism.

Learning Outcome #3: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions in nutrition-related clinical and customer service.

Learning Outcome #4: Assess and resolve managerial problems and use quantitative reasoning concepts, critical thinking related to food and nutrition in a global, cultural and diverse society.

Learning Outcome #5: Develop interventions to affect change and enhance wellness in diverse individuals and groups.

Learning Outcome #6: Demonstrate effective and professional oral and written communication and documentation.

B.S. Exercise Science:

Learning Outcome #1: Students will demonstrate sufficient knowledge of disciplinary fields of study in exercise science.

Learning Outcome #2: Students will maintain an acceptable level of health-related fitness to meet established norms for their age and gender.

Learning Outcome #3: Students will understand how to properly perform and administer fitness tests.

B.S. Nutrition and Food Service Management:

Learning Outcome #1: Determine the science underlying the properties of various food components, and reactions that occur during food preparation/processing and storage.

Learning Outcome #2: Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions related customer service in nutrition and

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foodservice.

Learning Outcome #3: Apply best practices and industry standards related to protocol and promotion in nutrition and/or foodservice commercial, public, and nonprofit environments.

Learning Outcome #4: Assess and resolve managerial problems related to nutrition and foodservice in a global, cultural and diverse society.

Learning Outcome #5: Develop interventions to affect change and enhance wellness in diverse individuals and groups.

Learning Outcome #6: Demonstrate effective and professional oral and written communication and documentation.

B.S. Physical Education:

Goal #1: Learning Outcomes:

- 1a. Describe and apply common content knowledge for teaching preK-12 physical education.
- 1b. Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1c. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1d. Describe and apply motor learning and behavior-change/physiological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1e. Describe and apply motor development theory and principles to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 1f. Describe historical, philosophical and societal perspectives of physical education issues and legislation.

Goal #2: Learning Outcomes:

- 2a. Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual performance activities).
- 2b. Achieve and maintain a health-enhancing level of fitness throughout the program.

Goal #3: Learning Outcomes:

- 3a. Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3b. Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and addresses the diverse needs of all students.
- 3c. Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3d. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3e. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3f. Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

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Goal #4: Learning Outcomes:

- 4a. Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4b. Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4c. Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4d. Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4e. Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.

Goal #5: Learning Outcomes:

- 5a. Select or create authentic, formal assessment that measure student attainment of short- and long-term objectives.
- 5b. Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5c. Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Goal #6: Learning Outcomes:

- 6a. Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6b. Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6c. Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities.

M.S. Kinesiology:

Learning Outcome #1: Students will possess sufficient ability to interpret and apply the knowledge and/or skills of kinesiology learned within coursework specific to the area of study in the classroom (Application of Content Knowledge and Skills).

Learning Outcome #2: Students will be able to apply, review, and analyze research methodologies and statistical analysis procedures most often used within the field of Kinesiology.

Learning Outcome #3: Students will demonstrate a graduate level of foundational “scientific knowledge” within the discipline of Kinesiology.

Learning Outcome #4: Students will demonstrate an awareness of and value for diversity in the field of Kinesiology, while also becoming advocates for inclusivity of programs for all persons working and participating in programs within the, physical activity, sport, wellness, exercise, and rehabilitation professions.

M.S. Sport Management:

Learning Outcome #1: Students will possess sufficient ability to explore, analyze, and appreciate complex problems in the field of sport management and develop innovative solutions.

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Learning Outcome #2: Students will possess sufficient ability to interpret and apply the knowledge and/or skills of sport management learned in the classroom (Application of Content Knowledge and/or Skills).

Learning Outcome #3: Students will possess sufficient ability to prepare and present a purposeful presentation and/or document designed to increase knowledge, to foster understanding, or to promote change in the listeners'/readers' attitudes, values, beliefs or behaviors (Oral and Written Communication).

Department/School Evaluation

Describe Department/School strengths:

- All Programs:
- Program faculty hold current certifications (including: ATC, CSCS, CES, USAW Senior Coach, ACSM, ARC/CPR/FA Instructors, RD, LDN, NIAI) in the field and are active scholars, publishing and presenting at conferences.
- All degree programs incorporate a high degree of applied and hands-on learning activities and labs.
- All programs have a large number of courses that include service learning activities that serve the University and community.
- All programs have a designated director or program coordinator.
-
- Dietetics Program:
- Dedicated and cohesive faculty, with identified areas of specialty, serve the students inside and outside of the classroom.
- High student retention rates.
- Spacious kitchen facilities and a corporate dining room.
- Regularly updated and revising curriculum to meet the needs of the industry.
- Higher than the national norm for internship placement rates.
- Courses, such as the Field Trip course expose students to a wide variety of opportunities post graduation.
-
- Exercise Science (ES) Program:
- The ES Program holds the distinction of being a nationally recognized program through the National Strength and Conditioning Association.
- The ES Program requires a semester-long 400 hour internship as a culminating experience.
- Adaptable faculty who responded to the Covid-19 pandemic.

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-
- Nutrition and Foodservice Management Program:
 - Dedicated faculty who serve the students inside and outside of the classroom.
 - Spacious kitchen facilities and a corporate dining room.
 - Unique program in Illinois that combines nutrition and foodservice management.
-
- Physical Education Teacher Education (PETE) Program:
 - Students in the PETE Program spend a significant amount of time working in authentic clinical teaching experiences. This makes them very well prepared for their culminating experience of student teaching.
 - The PETE Program coursework aligns well within the ILTS Physical Education Content Exam. The PETE students consistently score on average 11 points higher than the minimum passing score required.
 - The PETE students are passing the edTPA with the Planning for Instruction the strongest area.
 - The PETE students have a Clinical Evaluation pass rate of 99.9%. This assessment is given during the students' culminating experience and demonstrates that their mentor teacher considers the PETE majors acceptable during student teaching.
-
- Kinesiology (KIN) Graduate Program:
 - The KIN Grad Program's "tracks" offer specialization in sub-disciplines of the field to meet the growing societal needs and national trends in job openings for Kinesiology professionals.
 - The KIN Grad Program's internship capstone project is a viable and highly desired option for students to gain hands-on, real-world experience prior to entering the workforce.
 - The KIN Grad Program offers unique co-curricular and out-of-classroom academic experiences (LEAP, Senior Olympics, American Drug Free Power Lifting Federation) to assist in the professional growth and experience of the students.
 - Employ many teaching and graduate assistants.
 - Strong student/faculty collaborations.
-
- Sport Management (SM) Graduate Program:
 - The SM Program is one of the oldest programs in the country.
 - The SM program has maintained strong enrollment numbers, with an average of 52 graduate students enrolled each fall over the past 7 years.
 - Only two of our peer institutions offer a MS degree in Sport Management but those two are both online degrees.
 - The SM Program has a strong relationship with the Department of Athletics and Campus Recreation through the offering of the many graduate assistantships to support their departments.

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- The organized student association (Sport Management Association) brings a cohesive effort for the students' professional development through attending conferences, and taking annual trips to various venues for a behind the scenes look at the sporting industry.
- The SM Program requires an internship experience whether you are completing the thesis or non-thesis route.
- The SM Program offers a 4+1 integrated bachelor's to master's degree with the sport broadcasting majors.
-
- Sports Health and Wellness Minor:
 - Developed to meet the needs of students seeking the athletic training degree which was entering a teach-out.
 - The program provides a strong clinical education portion that prepare students to enter advanced degrees in athletic training, occupational therapy, physical therapy, chiropractics, and medical schools.
-
- Scuba Diving Minor:
 - We offer a very unique minor in scuba diving which trains students to be part of dive rescue teams as well as the recreation industry.
 - The scuba program has their own dive venue for open water dives and where students train to a much higher level than any dive shop or resort.
 - The scuba program minors often graduate with degrees in fire science or LEJA and their level of training in diving make them highly sought after.

Describe Department/School challenges:

- All Programs:
 - Resources have declined due to age and some are a significant safety risk. The gym floor has buckled years ago and and specific equipment that cannot be trusted to work during course lab activities include the metabolic cart, BodPod, Force Plate.
 - Students should have an opportunity to learn how to use this equipment and technology before being placed in the field settings. The failing equipment negatively affects student learning, retention and faculty research.
 - The fitness room and BH 125 are in dire need for technology upgrades and equipment repairs.
 -
- Dietetics Program:
 - Recruiting students during the 2018-19 academic year with the program on the elimination list and faculty given layoff notices, negatively affected the program.
 - New/extra course offerings with only three faculty members.
 - Still lacking program visibility.

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- Exercise Science Program:
 - No alumni tracking or record keeping of graduate placements.
 - Loss of faculty with expertise in fitness, wellness, cardiac rehab, and health-related fitness area has hampered students preparation to enter these fields confidently prepared.
 - Low faculty numbers placing increased stress and workloads on others.
 -
- Nutrition and Foodservice Management Program:
 - No true marketing of the program to date.
 - Recruiting students during 2018-19 academic year with program on elimination list and faculty given layoff notices, adversely affected the program.
 - Elimination of Hospitality Management program and course offerings.
 -
- PETE Program:
 - The lack of faculty with a terminal degree in Physical Education Pedagogy. Only one faculty member has the appropriate credentials and training to teach in this program.
 - Declining program culture through the loss/reduction of terminally degreed Physical Education Pedagogists.
 - Utilizing generalists to deliver PE content will continue to decrease program quality and students will feel the lack of passion and see the lack of expertise.
 - Aging resources and failing equipment, especially the technology used by the program.
 - Lack of accreditation status.
 -
- KIN Graduate Program:
 - Student recruitment has not been a priority for the M.S. in Kinesiology Program.
 - A comprehensive assessment plan (including measures of curricular effectiveness) to evaluate all aspects of the educational program is lacking.
 - There are no measures of curricular effectiveness (student/employer satisfaction, results of national certification exams, job placement results, etc.).
 - The loss of faculty expertise in Sport & Exercise Psychology, Wellness & Fitness Management, and Diversity have resulted in the elimination of these sub-specializations available to students.
 - Limited number of faculty and therefore lacking uniqueness/niche to develop and sell the program.
 -
- Sport Management Program:
 - No dedicated, full-time faculty are assigned to the Sport Management Program. The Program has gone without full-time faculty since the resignation of 2 tenure track faculty members in the summer of 2019.
 - The Sport Management Program is missing out on a piece of the online population of students
 - The Program growth opportunities are stalled for the next two years.
 - The Program has never been given the approval to offer the degree on the Quad Cities campus.
 -
- Scuba Program (Minor):
 - The greatest challenge for the future of the scuba diving program is: what to do when Dan Walter retires? At that point the decision must be made to keep the scuba program or end it. Some serious thought needs to be going on about this subject. If it is put off until he retires, the chances of hiring a quality director goes way down.

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Identify Department/School opportunities:

- Department:
- Adding the MS in Athletic Training degree will increase the enrollment on the Quad Cities Campus since the professional phase of the program is to be offered there.
- Adding the MS in Athletic Training degree will increase the enrollment in the Exercise Science degree using a 3+2 program offering.
- Both graduate programs (KIN and Sport Management) will benefit from the dual degree with UANL (Mexico).
- The UANL agreement will provide many opportunities to grow and they especially want the MS in Athletic Training.
-
- Dietetics Program:
- Improved recruitment during 2019-20 and beyond after the program was removed from the elimination list.
- Able to enroll in GRADTRAC for the first time with new curricular changes.
- Made a degree name change to clear up confusion for future students.
-
- Exercise Science Program:
- With the Exercise Science degree being a strong undergraduate degree for students seeking certification in athletic training, by approving the MS in AT degree there will likely be an increase in undergraduate admissions for the ES degree.
- The National Strength and Conditioning Association (NSCA) has a mandate that by 2030, all persons seeking certification as Strength & Conditioning Specialists, must graduate from an accredited program. Therefore, the Exercise Science Program faculty should evaluate the feasibility of accreditation (through the NSCA) to meet the 2030 mandate.
- Combination with Dietetics could assist in program growth.
- Program alumni assist with internship and job placements.
-
- Nutrition and Foodservice Management Program:
- Improved recruitment and increased visibility.
- Collaboration efforts between Dietetics and Hospitality Management.
-
- Physical Education Program:
- Recruit faculty with specific expertise in Physical Education Pedagogy to increase recruitment efforts and meet the teaching shortage.
- This Program minimally requires two faculty to teach the PE methods and content courses for our students to be successful.
- Increase coursework in pedagogy and clinical teaching course on the triangulation of learning objectives, course content, and assessment to improve performance on the edTPA.
- Place a stronger focus on retaining diverse students.
- Market the distinctive uniqueness of the PETE Program.
- Provide opportunities for purposeful interactions with students and faculty as well as students to students.
- Capitalize on the power of social media.

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- Examine the curriculum and consider revisions.
- Add support staff assistance for the PETE Program Director.
-
- KIN Grad Program:
 - Evidenced-based practice with interdisciplinary and intradisciplinary research and education needs to be explored.
 - Revise the assessment plan to include a curricular map, measures of curricular effectiveness, specific data required of graduate faculty, and the process/procedures to complete the feedback loop.
 - Develop and implement an exit survey of program graduates.
 - Continue to review and revise curriculum to align with professional careers.
 - Review and revise the mission and vision of the KIN Graduate Program.
 - With the recruiting demands for the graduate coordinators, keep reassigned ACEs to 3 per semester (so is the same as the undergrad programs) rather than based on student enrollment.
-
- Sport Management Program:
 - Growth of the Sport Management Program through offering the degree on the Quad Cities campus.
 - More courses can be converted to online and then offer at least 3 courses per semester as online or live streaming to meet the needs of the distance education students
 - Development and implementation of a recruitment plan.
 - Revise the assessment plan to include a curricular map, measures of curricular effectiveness, specific data required of graduate faculty, and the process/procedures to complete the feedback loop.
 - Develop and implement an exit survey of program graduates.
 - Continue to review and revise curriculum to align with professional careers.
 - Review and revise the mission and vision of the Sport Management Program.
 - With the recruiting demands for the graduate coordinators, keep reassigned ACEs to 3 per semester (so is the same the undergraduate programs) rather than based on student enrollment.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

- Across All Programs:
- Recruitment of new students through the (1) development of the dual degree with UANL (Mexico); (2) development of the MS in AT degree and a 3+2 plan with Exercise Science; (3) expansion of the Sport Management Program to the Quad Cities campus; (4) creating a 4+1 integrated bachelor's to master's in sport management with the undergraduate business program; (5) creating an integrated bachelor's to master's (4+1; 3+2) with the Exercise Science degree and the Kinesiology grad programs.
- Purchase equipment and technology to support labs so students can learn how to use equipment that is frequently used in their future career settings.

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Due to Provost's or Vice President's Office: ~~29 April 2020~~ 30 June 2020
Deadlines extended due to COVID-19

- Request that the Brophy Hall gym floor gets repaired for safety, recruitment and retention efforts.
- Plan a Town Hall for each program to openly discuss what student needs are and how we can support and build relationships with them.
- Add social media as part of graduate assistant student duties to help all programs reach out more and potentially recruit prospective students.
- Appoint a lab director (as per the DWEs) for the Human Performance Laboratory.
-
- Dietetics Program:
 - Increased recruitment efforts.
 - Implement new curricular changes.
 -
- Exercise Science Program:
 - Curriculum review and updates to meet potential career paths and job growth opportunities for current students.
 - Establish a task force to examine the NSCA Accreditation Standards, Self-Study process and procedures, and a cost analysis.
 - Refine the comp exam process.
 - Continue to develop the Google map of internship sites.
 -
- Nutrition and Foodservice Management Program:
 - Efforts to made to increase recruitment efforts.
 - Evaluate the curriculum and consider revisions.
 -
- PETE Program:
 - Hire a Physical Education Pedagogist for the Physical Education Teacher Education Program (1 FTE currently). Should have minimally 2 Unit A faculty to run the PETE Program.
 - Market program uniqueness through recruiting materials.
 - Review programs at comparable schools and aspirational schools. Consider revamping curriculum to be fun, energizing, and flexible to unexpected changes (like Covid-19).
 - Engage our student teachers to become program ambassadors. Provide them with purple WIU T-shirt to wear for "Purple Fridays" as a recruitment tool.
 -
- KIN Graduate Program:
 - Recruitment is a priority.
 - Establish a Recruitment Committee to serve in the development and implementation of a formal recruitment plan/strategy.
 - Seek out new external graduate assistantships.
 - Recruiting Kinesiology Graduate Faculty to develop more online course offerings.
 - Create new courses the enhance the graduate curriculum.
 - Establish internship agreements with alumni in the field such as John Wagle, PhD who is with the Kansas City Royals.
 - Evaluate degree/curricular programming to focus on Industrial Rehab and Functional Performance Screening.
 - Hire faculty to continue to offer our strongest graduate programs in Sport Psychology (specialization as a Certified Mental Performance Consultant) and Strength and Conditioning.

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- Establish a Kinesiology Graduate Program Assessment Committee or require the Kinesiology Graduate Committee to revise and implement a comprehensive assessment plan that includes the measures of curricular effectiveness.
- Implement additional professional certifications into the graduate curriculum.
-
- Sport Management Program:
- Hire for the Sport Management Program (0 FTE currently).
- Secure 7-10 externally funded Graduate Assistantships for the Quad Cities Sport Management Program (if approved to offer degree there).
- Once faculty for the program are hired, revise mission, vision, and the assessment plan for the program.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- All Programs:
 - 1. Develop and implement a senior exit survey to evaluate each program.
 - Success: Survey administered to December 2020 and May 2021 graduating students.
 - 2. Develop and implement a survey instrument for 1 and 3 year graduates of each program.
 - Success: Survey sent to program alumni of 1 and 3 years out (can be done in fall or spring).
 - 3. Evaluate the courses that may be suitable for online delivery.
 - Success: 1-2 faculty enroll in the Best Practices for Online Teaching course through CITR.
 -
- Dietetics:
 - 1. Increase freshman and transfer recruitment by 10% over fall 2020 level.
 - Success: Compare Fall 2020 freshmen/transfer to Fall 2021 freshmen/transfers.
 - 2. Investigate an encompassing CIP code to be a new option in Exercise Science/KIN.
 - Success: Identify if work is in process.
 - 3. Propose a resurgence/implentation of the wellness management option in the KIN graduate program.
 - Success: Identify if work is in process.
 -
- Exercise Science:
 - 1. Establish a task force or ad hoc committee to examine the NSCA Accreditation Standards, Self-Study process and procedures, and a cost analysis.
 - Success: Report provided to the Chair outlining all the items requested.
 - 2. Change the fitness testing used for Learning Outcome #2 to better match fitness levels.
 - Success: Improved comp/fitness pass rate.
 - 3. Work with new academic advisors to establish consistent student course registration in the appropriate course sequencing.
 - Success: Students finding success in courses since have pre-requisite knowledge.
 - 4. Strengthen the Exercise Science Student Association enrollment.
 - Success: Enrollment increases.

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- Nutrition and Foodservice Management:
 - 1. Increase freshman and transfer recruitment by 10% over fall 2020 level.
 - Success: Compare Fall 2020 freshmen/transfer to Fall 2021 freshmen/transfers.
 - 2. Increase marketing/awareness of this degree option.
 - Success: Share a success story in spring 2021.
 - 3. Propose curriculum changes.
 - Success: Curriculum changes completely through the process.
 -
- PETE Program:
 - 1. Revise the PETE Flat Sheets to market its unique qualities.
 - Success: New revised Flat Sheets completed and ready to be distributed.
 -
- KIN Graduate Program:
 - 1. Complete the planning of the dual degree requirements with UANL (Mexico).
 - Success: See first UANL students enrolled in Kinesiology graduate courses at WIU
 - 2. Establish a Recruitment Committee to serve in the development and implementation of a formal recruitment plan/strategy.
 - Success: Increase annual enrollment in KIN Graduate Program to 50+ students annually.
 - 3. Establish the 4+1 program with the undergraduate Exercise Science Program.
 - Success: Students enrolled in the program fall 2021.
 -
- Sport Management Program:
 - 1. Complete the planning of the dual degree requirements with UANL (Mexico).
 - Success: See first UANL students enrolled in sport management courses at WIU.
 -
 -
- Scuba Minor:
 - 1. Complete the paperwork for consideration of KIN 108 Scuba I to be a General Education course.
 - Success: Fall 2021, KIN 108 is a General Education course.

How will you measure your success?

Included above after each specific goal.

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Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	3	9	4	2	2	3	0	4

Western Illinois University Annual Program Review Academic Year 2019–2020

Due to Dean's Office: 07 April 2020
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Unit: School of LEJA

Degree(s)/Program(s)/Options:

- Bachelor of Science in Emergency Management: Macomb
- Bachelor of Science in Fire Protection Services: Macomb, Online (Fire Administration option)
- Bachelor of Science in Law Enforcement and Justice Administration: Macomb, Quad Cities, Online
- Minor in Corrections: Macomb, Online
- Minor in Criminalistics: Macomb
- Minor in Emergency Management: Macomb
- Minor in Fire Administration: Macomb, Online
- Minor in Fire Science: Macomb, Online
- Minor in Homeland Security: Macomb, Online
- Minor in Law Enforcement and Justice Administration: Macomb, Quad Cities, Online
- Minor in Legal Studies: Macomb, Quad Cities
- Minor in Security Administration: Macomb, Quad Cities, Online

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

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Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

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Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — School of LEJA

The mission of the School of Law Enforcement and Justice Administration is to provide quality, broad-based, interdisciplinary courses which provide students with the educational tools necessary to meet the challenges of the criminal justice system

The WIU Fire Protection Services Program is dedicated to preparing its students to meet the difficult challenges facing firefighters and fire service administrators in the delivery of public safety services. In support of this mission, the Fire Protection Services Program is founded on three strategic objectives:

- The delivery of an academically rigorous and relevant curriculum.
- Prepare future firefighters for successful careers in the fire service.
- Prepare current firefighters for senior leadership positions.

Vision — School of LEJA

The School of Law Enforcement and Justice Administration strives to educate and inspire future public and private servants who will contribute to the public good, provide for the safety and welfare of the civil body politic, shine as an exemplary reflection of the values and work ethic of Western Illinois University, as they engage in the most noble careers, "To Protect, To Serve," To Save Lives, and To Protect the Property of the people (Peel, 1829).

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Academic Program Goals and Outcomes

Degree/Program/Option Goals

The **Law Enforcement and Justice Administration** degree program is designed to provide professional knowledge, understanding, and skills for criminal justice, loss prevention, and fire personnel and, at the same time, develop an educational base for further development into staff and administrative positions in criminal justice, public safety, and private security agencies. The program allows the student ample flexibility for liberal and professional education to meet the anticipated needs of the criminal justice and fire networks. Most majors in the program participate in an internship for one academic semester to gain firsthand acquaintance with criminal justice agencies or organizations at the federal, state, county, or local level. Graduates find employment in city, county, state, and federal agencies, in private security, in fire service, and in adult and juvenile court services.

The **Emergency Management** degree program will prepare students to become future leaders who will create and administer emergency plans, coordinate disaster response, and develop and utilize communication networks for addressing natural catastrophes (tornadoes, floods, earthquakes, and hurricanes), technological disasters (hazardous materials spills and nuclear power plant emergencies), and weapons of mass destruction incidents.

The **WIU Fire Protection Services Program** features a comprehensive major with two separate and unique study options. The Fire Administration program is delivered online and designed for working firefighters seeking promotion to senior leadership positions. The Fire Science Option, with classes delivered on-campus in a traditional setting, is ideally suited for students preparing for a career in the fire service. A fire minor program is associated with each of these two options.

Department/School Evaluation

Describe Department/School strengths:

The strengths of the School are the professional backgrounds of the faculty, the innovative programs, up-to-date curricula, the variety and level of internships available to students, and the state-of-the-art crime laboratory facility. Another strength of the School is the partnerships and associations with professional leaders in all public safety criminal justice capacities. Currently, more than 1300 agencies and entities

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cooperate with our Programs by accepting interns.

The School of LEJA has proposed an entirely updated Emergency Management curriculum modeled after the CIA's and Homeland Security directives on threat assessment. We believe that this is the only higher education curriculum that encompasses both a tactical and operational response to disaster preparedness. This approach will capitalize on the strength of the existing LEJA program and will accentuate the goals of merging FEMA and other entities under the overriding umbrella of Homeland Security.

The School of LEJA has proposed a new Fire Protection option, Fire Medic, whereby the students will complete fire and paramedic requirements within the Fire Major.

The School of LEJA is offering a Fire Academy through a partnership with the Quincy Fire Training Center and Quincy University.

The School of LEJA is seeking to establish an Emergency Operation Center on campus which would be used for Emergency Planning and Operations, as a regional training center, and as an educational apprenticeship opportunity for all LEJA and GIS students.

The School has hosted an open house in the fall and has planned an open house for April 20. In the fall 129 different school districts and 477 students registered for the interactive program.

Dr. Heriberto Urby and Dr. Jamie Johnson participated at the regional Illinois Emergency Management Recovery monies discussions held in Springfield as they related to the release of federal funding for flooding disasters. They are also partnering with state and federal agencies and sought after for their expertise concerning the pandemic caused by the coronavirus.

Dr. McCrary is invited to be a participant in the Illinois Coalition for Higher Education in Prison (IL-CHEP) project. The purpose of the project is to support individuals and groups in Illinois who want to start or grow college-in-prison programming, especially downstate.

The School of LEJA is the primary sponsor of the interdisciplinary WIU Mock Team. This spring, the WIU Mock Trial Team won the "Spirit of Mock Trial Award" at the regional competition in Wheaton, Illinois.

Describe Department/School challenges:

The challenges the School faces include, the shortage of faculty, particularly in the Emergency Management and Fire Services areas, the inability to move programs, curricula, and ideas forward within the Institution to keep up with the demands of the professions and future work needs of practitioners, manpower to pursue substantial state and federal grants, financial resources and manpower to create a stronger online presence.

Identify Department/School opportunities:

- Greater connection with military personnel through our online undergraduate and graduate programs

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- Creation of an Emergency Operations Center on campus to facilitate the community and be utilized as a training facility of students and professionals
- Creation of a Fire Medic Option
- Creation of a Burn Center
- Expansion of our Criminalistic Minor to include more cyber investigative methodologies and coursework
- Seek more state and federal grants, particularly in the areas of Homeland Security, Emergency Management and Cyber Investigations
- Seek accreditation for Emergency Management
- Push out an online C.S.I. Camp to create interest and an understanding of the criminal justice process.
- Institute a “Fit for Duty” workout for future criminal justice professionals using programs guided by the practices of agencies throughout the nation.
- To grow and continuously expand our curriculum and recruitment outreach to laser focus on working professionals who seek to expand their education at the undergraduate and graduate levels.
- Create and offer a 5G course for public safety professionals that assists government officials in getting closer to the scene, being deployed, allowing faster security detection and response, revolutionizing government interaction, and augmenting reality for first responders.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Unit's Top Priorities/Vision

1. Revitalize the Emergency Management Program and begin recruiting students
2. Create the Emergency Operation Center on campus
3. Promote the cutting edge approach of offering integrated educational opportunities combining the interdisciplinary leadership roles of police sciences, fire protection services, homeland security, and emergency management services to respond to 21st Century global issues.
4. Create and offer the paramedic program as a fire medic option and as a stand-alone paramedic educational program for interested individuals within the region
5. To obtain significant Emergency Management, FEMA, and Homeland Security grants
6. To finalize placing the entire Emergency Management curriculum online
7. To create a burn center training location to enhance the fire protection program and afford a training location for regional firefighters

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8. To create and operate a fire station on the WIU campus manned by students upon completion of the fire academy certification courses.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

To conduct two open houses, one each semester, to actively demonstrate the skills taught within our majors. The previous Open House had over 400 registrants and expanded in excess of 120 school districts.

To offer an online real-world criminal investigation for future students to solve to encourage interest in criminal investigations, crime scene and forensic recoveries, ethical and personal decision making, and victim and suspect behavioral patterns.

To host large scale visitations to the crime lab to groups interested in pursuing an education in public safety, to include high school classes, civics courses, Police Explorer groups, and citizen organizations

To continue to conduct recruitment sessions in high school classrooms in expansive regions beyond, Illinois, and the contiguous states. Over the past yer, the School of LEJA has visited and hosted over 40 technical schools, high schools, community colleges, and institutions to promote the programs at the undergraduate and graduate level.

To continue offering dual enrollment classes either face to face or online, including Quincy High School, the Rock Island Arsenal, and others.

How will you measure your success?

Student enrollment

Graduate and integrated graduate student enrollment

Internship placement

New and continued partnerships with existing agencies and entities.

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Faculty/Staff/Student Achievement

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	24	17	5	16	10	0	0	0

Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Click or tap here to enter text.

Retention Initiatives

Click or tap here to enter text.

Undergraduate/Graduate Research

Click or tap here to enter text.

Contributions to the University

Click or tap here to enter text.

Alumni Success

Click or tap here to enter text.

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Unit: RPTA

Degree(s)/Program(s)/Options: (List all.)

B.S., M.S.

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Mission — RPTA

- To provide dynamic, highly effective learning opportunities for personal and career development.
- To encourage and facilitate scholarly and creative activity.
- To enhance the quality of life throughout the State and beyond.
- To serve the leisure services profession, including those organizations involved in program and service delivery.

Vision — RPTA

- To recruit, retain and educate the professionals of tomorrow through cutting edge curriculum in the leisure and hospitality field.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

- I. Learning Outcomes #1: Foundations
Students graduating from the program shall demonstrate entry-level knowledge of the background, nature and scope of the profession, including the history, philosophy, and social and behavioral science that comprise the foundation of knowledge. Specifically, students will know:
 1. The definitions of and understand the terms recreation, leisure, and play.
 2. The history of the recreation profession including key individuals and their contribution to the field.
 3. The social and individual benefits of recreation.
- II. Learning Outcomes #2: Provisions of Services
Students graduating from the program shall demonstrate entry-level knowledge of the necessary services and processes for providing such services to constituents. Specifically, students will demonstrate knowledge of:
 1. Planning recreation programs
 2. Designing recreation programs
 3. Marketing recreation programs
 4. Evaluating recreation programs
- III. Learning Outcomes #3: Management and Administration
Students graduating from the program shall demonstrate entry-level knowledge of administrative functions associated with leisure service employment. Specifically, students will know basic:
 1. Legal aspects of the recreation profession.
 2. Fiscal elements of the recreation profession.

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3. Facility management processes in the recreation profession.
4. Policy administration in the recreation profession.

Student Learning Outcomes

I. Learning Outcomes #1: Foundations

Students graduating from the program shall demonstrate entry-level knowledge of the background, nature and scope of the profession, including the history, philosophy, and social and behavioral science that comprise the foundation of knowledge. Specifically, students will know:

1. The definitions of and understand the terms recreation, leisure, and play.
2. The history of the recreation profession including key individuals and their contribution to the field.
3. The social and individual benefits of recreation.

Direct Measurement:

Course: RPTA 111

Instrument: Comprehensive Exam

The Department of Recreation, Park and Tourism Administration (RPTA) uses a comprehensive exam to measure students' understanding of the above foundational concepts important to their future career. Faculty teaching this course administered the comprehensive exam at the conclusion of the semester. The following scoring system measured student understanding:

- 2 = Student completely met the learning expectation
- 1 = Student partially met the learning expectation
- 0 = Student did not meet the learning expectation

Results:

The measurement tool was a comprehensive final exam. The exam questions aligned with the learning outcomes for developing foundational knowledge of the field. Two sections were offered during the Fall 2018 and one section was offered during Spring 2019. Based on the assessment scale used, (36) students met expectations, (12) students partially met expectations, and (2) did not meet expectations.

Impact:

Based on the assessment results, most students are adequately learning the foundational concepts for leisure services through this course. A new instructor began teaching this course during this academic period. The Department Assessment Chair will meet with this instructor to discuss the data related to the assessment learning outcomes at the start of the 2019-2020 academic year to ensure the instructor understands the learning outcomes and is able to fully address them throughout the course. The comprehensive exam will continue to be the assessment instrument in the future.

II. Learning Outcomes #2: Provisions of Services

Students graduating from the program shall demonstrate entry-level knowledge of the necessary services and processes for providing such services to constituents. Specifically, students will demonstrate knowledge of:

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1. Planning recreation programs
2. Designing recreation programs
3. Marketing recreation programs
4. Evaluating recreation programs

Direct Measurement:

Course: RPTA 235

Instrument: Recreation Program Plan

The Department of Recreation, Park and Tourism Administration (RPTA) uses a final project (Recreation Program Plan) to measure students' understanding of the above program development concepts important to their future career. The final project was administered at the conclusion of the semester. The following scoring system measured student understanding:

- 2 = Student completely met the learning expectation
- 1 = Student partially met the learning expectation
- 0 = Student did not meet the learning expectation

Results:

The assessment of student learning was the capstone project: Recreation Program Plan. This instrument is a compilation of the skills acquired throughout the semester. One section was held in Fall 2018 and two sections were held in Spring 2019. Based on the assessment scale used, (40) students met expectations, (12) partially met expectations, and (4) students did not meet expectations.

Impact:

Upon reviewing the results, most students continue to meet the learning outcomes related to planning, designing, marketing, and evaluating recreation programs. Individual faculty are reviewing the data related to their class. This course continues to be the most appropriate opportunity to measure this learning outcome. The faculty continue to believe the Recreation Program Plan is the best assessment of student understanding for planning, designing, marketing, and evaluating recreation programs. Thus, this assessment tool will continue to be used in the future. The Department Assessment Chair will meet with the primary faculty teaching this course for the 2019-2020 academic year to discuss and ensure the learning outcomes are fully addressed in the RPTA 235 course and appropriately measured with this assessment too.

III. Learning Outcomes #3: Management and Administration

Students graduating from the program shall demonstrate entry-level knowledge of administrative functions associated with leisure service employment. Specifically, students will know basic:

1. Legal aspects of the recreation profession.
2. Fiscal elements of the recreation profession.
3. Facility management processes in the recreation profession.
4. Policy administration in the recreation profession.

Direct Measurement:

Course: RPTA 322

Instruments: Employee Recruitment and Selection Assignment; Comprehensive Final Exam

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The Department of Recreation, Park and Tourism Administration (RPTA) used a final project and a comprehensive exam to measure students' understanding of the above administrative functions important to their future career. Both assessments were administered at the conclusion of the semester. The following scoring system measured student understanding:

- 2 = Student completely met the learning expectation
- 1 = Student partially met the learning expectation
- 0 = Student did not meet the learning expectation

Results:

Two instructors taught this course across the academic year and utilized different assessment instruments. During the year, the courses used either a capstone assignment or a comprehensive exam to assess student learning. Both instruments assessed the stated learning outcomes, thus data from both assessment instruments are reported here. Two sections were held during the Fall 2018 and one section was held during the Spring 2019. Based on the assessment scale used, (27) students met expectations, (14) students partially met expectations, and (4) student did not meet expectations.

Impact:

These results show most students continue to meet the learning outcomes. Individual faculty reviewed the data related to their class. The Department conducted a curriculum review during this academic year and the Department Assessment Chair will meet with the instructors teaching RPTA 322 before the start of the 2019-2020 academic year to discuss the learning outcomes and related assessment instrument connected with this course. The number of students that partially met or did not meet expectations is higher than the Department would like to see. Therefore, the instructors will discuss and determine if a change of assessment instrument is necessary or if the course and assessment content need to be better aligned. An example of a change could be moving to a comprehensive exam for all course sections rather than the current capstone assignment.

Hospitality Management Objectives and Assessment

Master of Science in Recreation, Park and Tourism Administration Learning Outcomes

1. The student will be able to interpret basic descriptive and inferential statistics commonly used by leisure service organizations.
2. The student will be able to critique research/evaluation practices commonly used by leisure service organizations and scholars.
3. The student will be able to apply philosophical concepts/theories commonly used as frameworks in leisure research.
4. The student will demonstrate mastery of software used to construct budgets and fiscal documentation prevalently used in program, departmental and agency budgets.
5. The student will demonstrate mastery of administrative principles common in leisure service organizations.
6. The student will demonstrate professional competency, presentation creation skills, and written and oral communication skills through the public presentation of their exit option experience.

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M.S. Recreation, Park and Tourism Administration 2019-2020 Assessment of Student Learning Report

In order to be more compliant with University-wide assessment practices, the Department of Recreation, Park and Tourism Administration revamped its assessment tools. The below report represents the assessment measures that were collected during the 2019-2020 academic year.

Assessment Summary

Measures: Specific measures included in assignment-specific rubrics were used to assess student performance. In most situations, these were the first times these measures were used as assessment tools. It should also be noted that some measures were affected by courses being moved to alternate formats because of Covid-19.

Short-term impact: Overall, the assessment suggests that the learning objectives are being met with a few exceptions. Two notable deficiencies that emerged were students' abilities to identify and locate peer-reviewed research and to deliver presentations. The graduate coordinator will include trainings about identifying and locating peer-reviewed research using Malpass Library in each semester's graduate orientation.

Long-term impact: The department is initiating a competency-based review of its graduate curriculum.

Department/School Evaluation

Describe Department/School strengths:

- The department completed a review of its undergraduate curriculum that resulted in the integration of the Hospitality Management and Recreation, Park and Tourism Administration into one major. The department created five options and one new minor. The department updated three minors.
- The department has initiated a review of its graduate curriculum.
- The department began strategic planning procedures as part of its reaccreditation processes. It has a plan in place for its accreditation procedures. Based on this planning, the department created learning centers where students can gather to meet with one another and faculty. The goal of these centers is to increase our retention. The department is also working to coordinate a communication plan with recruits and alumni.
- The department has surveyed its students to determine their course preferences and future career aspirations.
- The department's number of externally funded graduate assistants grew by two in the last year. Additional opportunities were being developed before Covid, and will be explored once agency fundings stabilize.
- The department's main strength is that it has developed data-driven curriculum, recruitment, and retention plans for the future.

Describe Department/School challenges:

The department has had numerous retirements that have negatively impacted its Outdoor Education offerings. Given that 30% of our students are seeking careers in the Outdoor Recreation area, investment in faculty and Horn Field Campus will be necessary for these areas to

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grow.

Identify Department/School opportunities:

Horn Field Campus continues to provide us opportunities for engaging with local communities; we are also beginning to explore the possibility of creating corporate retreat packages to produce revenue. The department has partnerships with Illinois Park and Recreation Association and Northwest Special Recreation Association and is exploring further funding opportunities.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The RPTA Department is revising its undergraduate curriculum and creating five options within the major to better serve students striving to become marketable entry-level professionals and stay ahead of the curve in both academia and the experience industry field. Two of the five can be completed on both campuses through the use of traditional, Codec/streaming, and online course delivery.

- Option A: Recreation, Park and Tourism Administration - Both
- Option B: Adapted Recreation and Inclusion - Macomb
- Option C: Community Organizations - Both
- Option D: Outdoor Recreation - Macomb
- Option E: Tourism, Hospitality, and Event Management – Macomb

In addition, there are a few changes to the minors (denoted with a *) offered, including the new minor in Youth Leadership.

- Event Planning and Management*
- Fisheries
- Hospitality Management*
- Outdoor Leadership
- Nonprofit Administration
- Recreation, Park and Tourism Administration
- Therapeutic Recreation*
- Youth Leadership*

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Retain our certifications with COAPRT and NWA

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- Strengthen our relationships with professional associations with IPRA being a top priority
- Conduct a curricular review of our graduate program that explores pedagogically-sound and practical course offerings as well as a practitioner-specific graduate program
- Further develop our RPTA Research Laboratory through grant dollars and affiliate memberships of faculty and graduate students across campus
- Further develop Horn Field Campus through fundraising endeavors and facility enhancement

How will you measure your success?

- We will measure our success with accreditation on the strength of our plans and the outcomes of our self-studies and accreditation visits.
- We will measure the strength of our relationships by the number of presentations we provide for and with professional associations.
- We will measure the success of our graduate program by the feasibility study that we will have completed in Spring 2021 and the recommendations that result from it.
- Our goal is to secure \$1000 in funding for the Research Lab in 2020-2021.
- Horn Field Campus will have an updated master plan for improvements by the end of the academic year 2020-2021.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	7	3	0	14	0	1	0	1

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

- We use the prospect lists from Admissions and the Graduate School to reach out via email and postcards to new prospects and admits. Further, we communicate monthly with our prospects and new admits.

Retention Initiatives

- We have created learning centers in faculty offices and communal spaces. We send weekly bulletins to our students sharing internship/employment and curricular updates. We also annually survey our students so they have opportunities to provide feedback on curriculum and course delivery.

Undergraduate/Graduate Research

- Taylor Brooks was awarded best poster at the graduate research day
- Students assist faculty in their research endeavours
- Several students have presented alongside faculty at conferences

Contributions to the University

- Excellence in Instruction
- Key leadership Roles Across Various Committees at Multiple Levels
- Practical Research
- A Multitude of University and Community Service
- Active in Professional Associations
- Publish in Key Professional Journals
- Service on Editorial and Governing Boards
- COEHS and Provost Level Award Winners
- Community Award Winners
- Procurement of External Grants and Graduate Assistantships
- Utilization of an Active Advisory Board

Alumni Success

We communicate each semester with our alumni via a batch email. We regularly post on

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Facebook and have invited our alumni to send us achievements that we can post. We continue to host a well-attended Alumni and Friends Gathering in conjunction with the IPRA/IAPD State Conference in Chicago where our Chicago alumni chapter presents the Berousek Alumni Award. Our annual Professional Development Conference continues to be well attended by alumni. Our alumni also present at the conference.

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Unit: College of Fine Arts and Communication

Degree(s)/Program(s)/Options: (List all.)

B.F.A. Art
B.A. Art/Art Studio/Graphic Design
B.A. Art Education
B.A. Broadcasting (ends June 30, 2021)
B.A. Journalism (ends June 30, 2021)
B.A. Broadcasting and Journalism/Advertising&Public Relations/Broadcast Production/Multimedia
Journalism/Sports Broadcasting
B.A. Communication
M.A. Communication
M.A. Museum Studies
B.M. Music/Applied Music/Music Business/Music Therapy/Music Education
M.M. Music/Music Education
B.S. Speech Pathology and Audiology
M.S. Speech Pathology
B.A. Theatre/Performance/Production-Design
B.F.A. Musical Theatre

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers,

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and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — College of Fine Arts and Communication

The College of Fine Arts and Communication rigorously supports the Values, Vision, and Mission of Western Illinois University to establish an academic and professional environment that encourages students to develop their creative, intellectual, and technical potential. Our primary focus is to provide exposure to and training for artists, professionals, and scholars. Students will comprehend the complexity of visual and performing arts, communicative arts and sciences, and interactive media through the study and applications of their aesthetics, creativity, history, and theories. The College showcases the various modes of expression that define communication and the arts, serving as a major cultural center for the region as it seeks to educate both the campus and community in how the arts and communication serve, inform, and contribute to the totality and quality of life. We also encourage and nurture continued faculty growth as artists, scholars, and teachers. The College is committed to expanding recruitment /retention activities and enrollment for our programs through participation in Discover Western and WIU admissions activities, visits to area high schools, colleges, and universities, and conducting individual meetings with prospective students and parents. The College is also committed to utilizing online and social media marketing tools in an effort to expand our regional base. The College continues to develop partnerships with community/regional schools, arts organizations, museums, clinics, retirement homes, and hospitals to expand our mission throughout the Macomb community and Western Illinois.

Vision — College of Fine Arts and Communication

Support the *Higher Values in Higher Education*, the Vision, and Mission of Western Illinois University and

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the College of Fine Arts and Communication

Establish an academic environment and teach in a manner that encourages students to develop their creative, intellectual, and technical potential in the visual arts

Encourage and reward continued faculty growth as scholars, artists, and teachers

Support University-Wide Strategic planning/revision initiatives

Create and implement a new Strategic Vision for the College of Fine Arts and Communication

Provide unconditional support for courses of study and career pursuits in the fields of fine and performing arts, communication, communication sciences and the liberal arts

Fulfilling necessary staffing needs in an effort to continue to deliver the highest quality education.

Maintaining all COFAC departments and units.

Maintain current systems at a high level of operation.

Look to extend the life of all existing technology systems.

Replace faculty and staff computers as needed.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

N/A

Student Learning Outcomes

N/A

Department/School Evaluation

Describe Department/School strengths:

Dedicated faculty who are accomplished teachers, performers, artists and researchers in their respective fields.

Accredited programs: Music (NASM), Theatre (NAST), Art (NASAD), and Speech Pathology (AHSA)

COFAC faculty and staff are active recruiters for their programs and work to maintain high retention rates.

Connection/Community Outreach to the Western Illinois Region:

- Speech Pathology and Audiology department provides speech, language, swallowing, and hearing services to our community, with more than 1,200 patients/clients per year.
- Art Gallery exhibitions
- Art & Design exhibitions and First Wednesday/Throwing Thursday events
- Theatre and Dance productions

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- School of Music concerts and performances
- Bureau of Cultural Affairs shows
- Youth Performing Arts Shows (YPAS) shows for area grade school students
- Broadcasting and Journalism provides local television news coverage
- Broadcasting and Journalism produces livestream productions of WIU sporting events.
- COFAC Clean-up Day

Opportunities for students to learn and apply knowledge in subject area

- The B.A. in Communication is offered at both the Macomb and Quad Cities campuses as well as being offered fully online.
- Two WIU Signature Programs: Musical Theatre and Sports Broadcasting
- Student Recognition and Achievement in State, Regional and National Competitions
- SPA graduate program has 100% pass rate on the national exam and students have a 100% employment rate within three months of graduation

Describe Department/School challenges:

- Facility improvements in most areas
- Lack of resources to support faculty in professional development and other educational activities
- Filling faculty and staff requests

Identify Department/School opportunities:

Expand on-line offerings in departments
Offer dual-enrollment classes for area high schools
Grow graduate programs in Speech Pathology and Audiology, Music Therapy, Music Education, Communication, and Museum Studies
Improve relationships with college alumni

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The first directive would be normalizing academic routines post-virus, since the move to all on-line classes in the spring semester left faculty and students adjusting to new expectations and objectives. We want to continue to build and support all of the programs in the college. We also need to progress with plans for the Center for Performing Arts, reviving the Bureau of Cultural Affairs programming and continuing support of YPAS programming. COFAC needs to update and revise recruiting and retention efforts.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Goals:

- #1-Increasing enrollment within the college
- #2-Revising college-wide recruiting plans
- #3-Organizing college-wide retention initiatives
- #4-Continuing new faculty coaching sessions
- #5-Finding new ways to support the college Living Learning Community (LLC) floors

How will you measure your success?

We need to have new documents for achieving these goals in place next year. These efforts would improve the learning environment for students and faculty for the near future. Eventually, how well we have implemented changes would be reflected in our new student enrollment and retention figures.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1	28	663	31	68	10	#	#	#

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Unit: Department of Art & Design

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Arts (BFA) in Art
options in: Art Studio, Graphic Design, Art Teacher Education
Bachelor of Art (BA) in Art
options in: Art Studio, Graphic Design

Vision, Mission, and Values

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integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Art & Design

The Department of Art and Design is dedicated to the development of visual awareness, critical thinking, creative problem solving, technical skills, and the expansion of historical knowledge. Intensive degree programs inspire individual artistic inquiry, experimentation, collaboration, and innovation through a diverse spectrum of studio disciplines, art historical and art educational methods, and creative research. Students are prepared for successful and competitive careers as professional artists, art educators and designers. Through our comprehensive educational offerings and extracurricular activities, the department advocates for the arts, cultivates academic success, and supports creative growth.

Vision — Department of Art & Design

The WIU Department of Art and Design will distinguish itself through its emphasis on individualized instruction, integration of art and design, and engagement with broad and diverse communities in interdisciplinary creative endeavors.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The overall goals of the Art and Design programs are to:

- prepare students to become professional artists, designers, and educators.
- aid students in the development of visual awareness, critical thinking, creative problem solving, technical skills, and the expansion of historical knowledge
- help students develop an awareness and the importance of health and safety practices in the studio.
- ensure students are fully prepared for continued education in graduate programs.
- offer students numerous exhibition experience and opportunities

Student Learning Outcomes

Art (B.A.)

Art Studio and Graphic Design Options

Upon completion of this program, the student will be able to:

1. Demonstrate an understanding of the art fundamentals and ability to apply them successfully.
2. Demonstrate technical proficiency in area of specialization.

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3. Imagine, develop, and create artworks by choosing and employing media and techniques within the area of study.
4. Critique and think critically about art works using examples and concepts from art history and the context of art in relation to contemporary topics and social, political, and cultural issues.
5. Demonstrate an understanding of art as a medium for expression.
6. Exhibit and understanding of the professional practices, safe and sustainable processes, and ethical standards for employment.

Art (B.F.A)

Art Studio and Graphic Design Options

Upon completion of this program, the student will be able to:

1. Demonstrate an understanding of the art fundamentals and ability to apply them successfully.
2. Demonstrate technical mastery in media consistent with the area of specialization.
3. Imagine, develop, and create artworks by choosing and employing media and techniques within the area of study.
4. Critique and think critically about art works using examples and concepts from art history and the context of art in relation to contemporary topics and social, political, and cultural issues.
5. Demonstrate an understanding of art as a medium for expression by communicating clearly and persuasively through their work.
6. Exhibit and understanding of the professional practices, safe and sustainable processes, and ethical standards for employment.
7. Create a professional portfolio/website.

Teacher Education Option

Based on standards established by the National Association of Schools of Art and Design, upon completion of the Teacher Education option of this program, the student will be able to:

1. demonstrate the following basic Art Competencies:
 - a) familiarity with the basic expressive, technical, procedural, and organizational skills, and conceptual insights which can be developed through studio art and design experiences
 - b) knowledge of traditional processes, as well as newer technological developments in environmental and functional design fields
 - c) ability to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work
 - d) understanding of:
 - 1) major styles and periods of art history, analytical methods, and theories of criticism

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- 2) development of past and contemporary art forms
- 3) contending philosophies of art
- 4) fundamental and integral relationships of all these to the making of art
- e) functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video
- 2. demonstrate the following Teaching Competencies:
 - a) connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design instruction into the total process of education
 - b) understand child development and the identification and understanding of psychological principles of learning as they relate to art education
 - c) understand the philosophical and social foundation underlying art in education and be able to express a rationale for personal attitudes and beliefs
 - d) ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs
 - e) knowledge of current methods and materials available in all fields and levels of art education
 - f) basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them
 - g) ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations
 - h) understand evaluative techniques and be able to apply them in assessing both the progress of students and the objectives and procedures of the curriculum
 - i) ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth
- 3. demonstrate the following skills:
 - a) potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences
 - b) ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education
 - c) ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds
 - d) ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner

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In addition to the outcomes listed above, all professional educator licensure programs at Western Illinois University are designed to meet the 2013 Illinois Professional Teaching Standards (IAC 23, Part 25) and are also aligned with the standards established by the Interstate New Teacher Assessment and Support Consortium. These standards can be found at the links below:

https://www.isbe.net/Documents/IL_prof_teaching_stds.pdf

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Department/School Evaluation

Describe Department/School strengths:

The Department of Art & Design is a strong community of faculty and student artists that are passionate about what we do.

We provide students a comprehensive education in a wide variety of Art & Design media with the necessary hands-on experience and individual instruction from faculty that this discipline requires.

Students are taught by full time faculty who are active professionals in their areas of specialization and who along with thorough curriculum offer many extracurricular opportunities and experiences.

Department faculty are active both professionally and within the University and local communities. Along with their professional endeavors, many department faculty have or are serving the University on Faculty Senate, CCPI, CAGAS, Advisory Boards, UPI, CGE, PAS, and search committees and are involved in/responsible for Macomb/University events including Town & Gown, Macomb Downtown Sculpture Exhibit, Rocky on Parade, First Wednesday & Throwing Thursday open studios, Community Art Program, and the Macomb Mural Project.

Our studios, while some are desperately in need of a few up grades, are primarily spacious and well equipped allowing us to offer students access to processes and techniques that are not available at larger programs.

Students are encouraged to and provided many opportunities to both exhibit their work as well as experience exhibits and the work of professional artists in one of three gallery spaces.

We have strong and active chapter of the art national honor society, Kappa Pi. As part of their membership in this organization, our students

The Art & Design programs are accredited by the National Association of Schools of Art & Design (NASAD).

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Describe Department/School challenges:

Repair and update of facilities and equipment. Health and safety are our main concerns when it comes to repairs and upgrades. Especially much needed ventilation in the printmaking and painting studios. It is one of the few issues we face in order to become fully accredited by NASAD.

Recruiting students when other institutions are able to offer much larger incentives as far as scholarships and waivers.

Identify Department/School opportunities:

Interest in and demand for digital design, animation, and other technological media is increasing. The department is interested in pursuing these areas but would require additional equipment and faculty training in order to do so.

Creative thinking, problem solving, and visual design have all become traits sought by employers in a wide variety of businesses. These skills are a large part of an education in the creative and visual arts.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

1. Work with Graphic Design faculty to revitalize the program by exploring ideas to incorporate new, progressive approaches that could help to draw more students such as animation and game design; broadening course offerings needed to attract students; keeping up with current technology and software; and ensuring students are prepared for both current and future digital design employment opportunities.
2. Evaluate curriculum and prepare for upcoming NASAD review visit in the Spring of 2022.
3. Continue progress on essential facilities improvements to meet NASAD standards, including ventilation upgrades for the printmaking and painting studios.
4. Identify opportunities to provide a positive learning environment and increase community engagement and outreach opportunities for students.
5. Create written process documentation for both students and faculty to provide consistent and well communicated standards for all BFA student reviews and graduating senior exhibitions/portfolios.
6. Distribute studio and facility maintenance and safety issues formerly overseen by department safety technician, amongst the faculty. Provide faculty instruction as needed.
7. Integrate world art into our art history survey offerings by combining the three surveys, which currently segregate western from non-western art, into two world art surveys: World Art I (before 1500); and World Art II (after 1500).

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Improve Recruitment Materials: i.e. increased/stronger social media presence, complete updates to website, finish in-progress promotional video.
2. Merge/Coordinate Graphic Design and Graphic Communications curriculums to create a stronger, comprehensive, and cohesive program.
3. Identify opportunities to improve and promote student participation in academic and professional exhibitions and explore other ways for students to gain practical studio/design experience.
4. Finish and implement *Western Online* WIU specific Art Student Safety Test.

How will you measure your success?

Success will be determined by:

1. Finished final products (promotional video, website, social media site) along with recruitment numbers will serve as a metric.
2. Student evaluations and feedback will help us determine the success or not of the changes to the Graphic Design program.
3. The number of students entering and being accepted to exhibitions, participation in departmental exhibitions and students employed in art or design related positions both on and off campus.
4. Finished and published WIU Art specific Safety Test and student safety test scores.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
	4	25	5	7	4	1	-	19

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Unit: Department of Broadcasting and Journalism

Degree(s)/Program(s)/Options: (List all.)

B.A. Broadcasting (ends June 30, 2021)

B.A. Journalism (ends June 30, 2021)

B.A. Broadcasting and Journalism

Options: Advertising and Public Relations

Broadcast Production

Multimedia Journalism

Sports Broadcasting

Minors: Advertising and Public Relations

Broadcasting and Journalism

Sports Broadcasting

Vision, Mission, and Values

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Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

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are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Broadcasting and Journalism

The **mission** of the Department of Broadcasting & Journalism is to provide high quality educational programs to a diverse student population. Our program provides specialized information and instruction. Skills and competencies are developed through classroom lectures, analysis, oral and written performance, and a variety of supervised learning experiences, including the application of practical skills. Our program attempts to produce highly qualified graduates who are prepared for entry-level positions in the workforce or graduate programs at institutions of higher learning.

Vision — Department of Broadcasting and Journalism

Vision Plan

- A. Curriculum
 - Development of additional online classes, especially in journalism, advertising and public relations
 - Development of a course that unifies public relations and advertising
- B. Recruiting/Retention
 - Increase our effort at international recruiting. Maintain and update the department Chinese language website.
 - Develop a high school BC&J competition to bring attention to our program
 - Produce additional promotional videos
 - Continue efforts with Faculty Mentoring and Peer Mentoring
- C. Facilities
 - Improve TV studio with sound proofing and new lighting system
 - Audio Lab renovation project

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Program Goals:

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- To provide educational programs for our students in the various areas offered by the department and in general education that meet the following objectives.
- To serve an external audience through news, entertainment, and sports broadcasts on radio, television, internships, web, and special projects in the community.
- To support faculty/staff in their scholarly/professional activities and duties.
- To provide up-to-date technology (hardware and software) in support of the department's mission and goals.
- To further develop an ongoing relationship with the department's alumni in order to receive financial and professional support (i.e. guest lectures, internship placement, job placement, scholarship support, etc.)
- To provide a positive physical environment conducive to accomplishing our academic mission.

Student Learning Outcomes

- Students will demonstrate proficiency in basic broadcast and multimedia production skills.
- Students will demonstrate basic broadcast, multimedia,, and advertising/public relations writing skills.
- Students will demonstrate basic understanding of media in society (law, ethics, history, and effects).

Department/School Evaluation

Describe Department/School strengths:

- Excellent and dedicated faculty who want our students to be successful
- Highly motivated students
- Plethora of opportunities for students to learn their craft and put that knowledge into action through productions, campaigns, and presentations
- Award-winning program that gives our students state and national recognition for their work

Describe Department/School challenges:

- Staying current with software and hardware changes so that our students are familiar with software and hardware they will use after graduation
- Updating/replacing aging and failing equipment

Identify Department/School opportunities:

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- Add Broadcast Meteorology as an option. The option has already been approved by the department and the Department of Earth, Atmospheric, and Geographic Information Sciences
- Work with area high school athletic departments to create partnerships with sports broadcasting
- Offer a dual-credit sports broadcasting class for area high school student
- Expand the Sports Broadcasting option to include Sport Management. Work with the Department of Kinesiology to offer courses in the option. This will hopefully encourage more students to major in Sports Broadcasting and to complete the Integrated Bachelors/Masters program with Sport Management

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

- Continue to support student learning in the classroom and through the various productions and extra-curricular activities of the department
- Continue to support student organizations and student travel to conferences and conventions
- Continue to encourage students to submit their work for state, regional, and national competitions
- Work on curricular initiatives in the area of broadcast meteorology and expand the sports broadcasting option
- Continue working closely with the freshman and upper-class Living-Learning Communities in Washington and Corbin Halls
- Continue and expand recruitment efforts
- Develop partnerships with area high school athletic programs
- Investigate a drone program for news and production students

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Continue monthly dinners and other activities with our LLC students
- Expand recruitment efforts: as funds allow, make more trips to visit community colleges and high schools with media programs
- Connect with area high schools through athletic departments and create partnerships
- Work on curricular opportunities in broadcast meteorology and sports broadcasting

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How will you measure your success?

- Retention numbers for freshman majors from fall 2020 to spring 2021
- Number of new freshmen and transfer students for fall 2021
- Evaluation of how our outreach efforts were received by area high schools
- Approval of curricular changes and additions

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	3	#	#	#	#	#	#	#

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Unit: Department of Communication

Degree(s)/Program(s)/Options: (List all.)

Degree Programs:

BA in Communication*

Options in: Communication Studies**

Interpersonal Communication & Processes

Social Influence

Organizational Communication

MA in Communication*

Minors:

Minor in Communication*

Minor in Computer-Mediated Communication**

*Program offered at both the Macomb and Quad Cities campuses

**Option/Minor available completely online

Vision, Mission, and Values

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Mission — Department of Communication

The Department of Communication is dedicated to the creation of a high quality and critical learning environment where faculty and students advance the theoretical understanding of communication, promote core communication competencies, and apply the theory and competencies in a variety of contexts within a diverse and technological world. The department aspires to produce highly qualified graduates who are prepared to successfully enter a global workforce and/or to pursue advanced degrees.

Vision — Department of Communication

The Department of Communication at Western Illinois University consists of an engaged, nurturing Faculty who encourage and support students in achieving career and life success. The department values educational experiences that stimulate growth and create connections between the classroom and personal, professional and civic engagement.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

1. To provide students with a program that meets the following objectives:
 - * Introduces students to the discipline of communication to familiarize them with the concepts, processes, and strategies for effective and ethical application in a variety of communication contexts;
 - * Introduces students to the theories and research methods used in the communication discipline. Additionally, students are encouraged to learn how to ask questions and to use appropriate research methods for exploring these questions;
 - * To learn how to effectively use technological tools in communication situations;
 - * To apply communication concepts, processes, and strategies in their interpersonal and professional lives; and

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- * To establish a learning environment that is conducive to achieving the instructional goals listed above.
- 2. To support faculty and staff in their scholarly and professional obligations and activities.
- 3. To provide adequate instructional technology capabilities to effectively deliver courses.
- 4. To provide a healthy and attractive physical environment to accomplish the academic mission of the department;
- 5. To develop an ongoing relationship with alumni to financially and professionally support the program (i.e., guest presentations, internship placement, etc.)
- 6. To reach out to the local and area community to the extent possible to establish and maintain a presence in our community (i.e., communication consulting opportunities, student projects for local agencies and businesses, service-learning opportunities, student organization projects, etc.)

Student Learning Outcomes

The Department of Communication's program assessments reflect a "continuous improvement" approach in which individual instructors measure effectiveness in core (required) courses/seminars and identify ways to enhance student progress toward learning outcomes.

I. Undergraduate Program Learning Outcomes:

1. Acquire knowledge of models and theories of communication
2. Acquire knowledge of communication processes in various contexts and levels
3. Develop skills in oral communication
4. Develop skills in written communication
5. Develop skills in critical thinking
6. Develop skills in conducting research in communication

II. Graduate Program Learning Outcomes:

1. Gain theoretical knowledge of the field
2. Apply skills and knowledge
3. Know and use appropriate research methodologies
4. Analyze data and draw conclusions to advance knowledge in the field
5. Acquire graduate level writing and oral communication competencies
6. Read scholarly work in terms of theory, professional publications and research.

Department/School Evaluation

Describe Department/School strengths:

The Department of Communication is one of the most efficient and productive departments on campus. The department's strengths and productivity can be illustrated in the following ways:

1. The Department of Communication undergraduate program currently has approximately 150 majors and 60 minors. The graduate program has 14 students actively engaged in coursework.
2. The department currently has 7 tenure-track/tenured faculty; 5 associate faculty; 1

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ASP (Undergraduate advisor); 1 half-time office manager/administrative associate, and a chairperson.

3. The B.A. in Communication and the minors are offered at both the Macomb and Quad Cities campuses as well as being offered fully online. The M.A. in Communication is available at both the Macomb and QC campuses.

4. One means whereby to measure productivity is by professional activity output. In the 2019 calendar year, Communication faculty published 12 journal articles and/or book chapters, and presented 17 conference papers/panels at regional, national and international conferences. They also participated in and/or delivered 10 creative activities domestically, ranging from providing training workshops to various community or business entities to providing expertise in consulting endeavors.

5. Department faculty participated in service to the discipline in a variety of ways, including reviewing articles for professional journals and reviewing papers submitted for conference presentations. Several faculty currently serve as standing members and/or guest reviewers on a variety of editorial boards.

6. The department continued its tradition of offering the Department of Communication Career Preparation Day, an event where alumni come back to campus and share their experiences and advice through a series of workshops with our current students.

7. The Quad Cities chapter of our Communication Student Society was recognized as the best student organization at the QC campus for the third consecutive year.

8. The department offered its tenth Disney Communication Culture Study Abroad course, an opportunity that generates excitement in the discipline and recognition throughout the country for its innovation and effectiveness. The instructor of that experience, David Zanolla, has become a nationally-recognized expert in Disney communication practices.

9. The Communication faculty continues to provide a wide array of department, college and university-level service on a variety of committees and councils on both campuses.

Describe Department/School challenges:

The two primary challenges faced by the Department of Communication are (1) a lack of resources to support faculty in their professional development and (2) program recruitment and enrollment.

Specifically (and as noted previously) the Communication faculty are highly engaged in conducting relevant disciplinary research, and yet the resources to allow them to travel to conferences to present their research and to engage in collaborative opportunities with their colleagues are lacking. Furthermore, the department has lost three faculty members since the Spring 2019 Consolidated Annual Report, and of those positions we were only allowed to rehire one Unit A faculty member. All Communication faculty are at maximum ACE loads, and there is little assistance in helping to them to develop as scholars as well as teachers.

In terms of program enrollment, the loss of three of our graduate assistantships has made it more difficult to attract and keep prospective graduate students. At the undergraduate level the department's programs could be marketed more aggressively but is hampered by a reliance on general Admissions recruiters who may not have a good understanding of what this major entails. Unfortunately, resources to support faculty engaging in this kind of recruitment is limited.

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Identify Department/School opportunities:

1. To increase enrollment in our undergraduate and graduate degree programs, especially at the Quad Cities campus.
2. To improve relationships with department alumni by identifying and inviting alumni to return to campus and/or join us virtually for activities, class presentations, and presentations for Career Preparation Day. The establishment of better relationships with our alumni is also critical to increasing financial contributions to our Foundation account and developing future scholarship opportunities.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Frankly, survival will be the primary goal for next year. The department will focus its limited resources on improving the technical and pedagogical competence of the faculty in order to deliver positive learning experiences for the students enrolled in their hybrid-based Communication classes. Additionally, the department will review its current major with an eye to simplifying the major and reducing the number of degree options available to students. This would provide a greater flexibility in future class offerings.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- To increase the numbers of majors in Communication at both the Macomb and QC campuses.
- To avoid further loss of faculty and staff.
- To improve relationships with department alumni.

How will you measure your success?

- The goal of increasing the numbers of majors in Communication at both the Macomb and QC campuses can be measured citing the numbers of majors declaring Communication as their major starting in the Fall of 2021. The minimum success in this endeavor will be tentatively defined as increasing enrollment by 10% in FY20.
- The goal of avoiding further loss of faculty and staff may be measured as beginning the Fall 2021 semester with the same (or increased) number of faculty as existing at the time of this report.
- The goal of improving relationships with department alumni may be evaluated in two ways. The first method would be to report how many alumni were able to return to campus and/or join us virtually for activities, class presentations, and presentations for Career Preparation Day. The second method would be to monitor the number and amount of financial contributions to our

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Foundation account and/or the development of future scholarship opportunities. An increase of 10% in each of these areas would be an appropriate target.

Faculty/Staff/Student Achievement

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	12	10	0	17	0	1	0	2

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Unit: Museum Studies Graduate Program

Degree(s)/Program(s)/Options: (List all.)

Museum Studies—MA and PBC

Vision, Mission, and Values

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Mission — Museum Studies Graduate Program

Mission and Vision

The mission of the Western Illinois University Museum Studies Graduate Program is to educate students about the history of museums, expose them to the various aspects of museum work including Administration, Collections Management, Exhibition Development, Education, Community Development, and Visitor's Studies. The program strives to acquaint students with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis is placed on practical experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education and administration.

Vision — Museum Studies Graduate Program

The Museum Studies Program embraces the overall vision of the broader university: "Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities." The MST Program is committed to providing a professional educational background in the history and function of museums of all types in order to support our students' advancement in the museum field. To achieve this goal, WIU supports the MST program with an interdisciplinary faculty comprised of academic scholars as well as professional museum practitioners.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

- To provide knowledge and training in the various aspects of museum work including Administration, Collections Management, Exhibition Development, Education, Community Development, and Visitor's Studies.
- To provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.
- To provide practical training relevant to a professional career in the museum and galleries sector.
- To provide training in how to organize events, build volunteer organizations, and raise money through the community.
- To provide a basis for addressing the difficult problems facing museums today including the myriad legal issues and regulations confronting museum personnel.

Student Learning Outcomes

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This Mission is based on the general competencies embraced by the International Council on Museums for Professional Development and supported by the American Alliance of Museums. It is these Competencies that form the basis of the courses offered in the WIU MST curriculum. They are:

1. General Competencies
 - Finance
 - Relationships
 - Research
 - Environmentalism
 - Professionalism
 - Information Technology
 - Resources
 - Projects
 - Communication

2. Museology Competencies
 - Community
 - Governance
 - Current Issues
 - Vision
 - Society
 - Legality

3. Management Competencies
 - Membership
 - Organizational Theory
 - Human Resources
 - Public Affairs
 - Business
 - Architecture
 - Fund Raising
 - Marketing
 - Accreditation
 - Operations
 - Advisory

4. Information and Collections Management and Care Competencies
 - Archives
 - Scientific Activities
 - Collections
 - Libraries

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5. Public Programming Competencies
 - Communication Theory
 - Education
 - Publications
 - Exhibitions
 - Interpretation
 - Visitor Services

Competencies are reviewed and evaluated during the Presentation portion of the capstone Internship course MST #600 for the MA and the Practicum course MST #560 for the PBC.

Department/School Evaluation

Describe Department/School strengths:

Strengths:

- Students: The students enrolled in the MST MA Program at WIU possess very high standards in both academic prowess and dedication to their future field. The Program can then offer them directed studies to pinpoint their desire to work in museums as useful and accomplished employees. Small class size offers students the attention that is required for development of museum skills.
- Faculty: Although small in number, the two full-time faculty members in the Museum Studies Program both possess a PHD in related fields (Art History and Visitor Centered Exhibitions and Museum Education) and are current in evolving issues confronting these areas. They also possess significant experience working in museums: the Director counts over 25 years as a museum curator/director. **Note: Because of the very small number of faculty, any reduction or changes in staff composition would have a short-term negative impact, leaving only the director as one full time faculty member.**
- Curriculum: The curriculum emphasizes current practices in the field but also ways to use them in hands-on settings. Students are able to combine pedagogical resources with real life scenarios.
- The Program is not specific to one discipline such as Art or History, but rather teaches museum training basics for all types of museum. The student can then apply their own content specialty to the various themes of the museums.
- Internships/Practicums: The students take the required Internship and an additional Practicum if desired in the many area museums or at other institutions located throughout the nation or abroad. The format for these Internships allows flexibility while keeping the students focused on the International Council on Museums Competencies

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• Recruiting: The Program has created a very productive method of visiting potential schools with interested students. These trips have been supported by a modest grant from the Graduate School. However, the Director has made recruiting a priority and dedicates both her time and the other faculty member's time as well as the two GAs to these efforts.

• Integrated BA/MA Programs: The MST Program has 3 internal BA/MA Programs (Art, Anthropology and RPTA) and two external BA/MA Programs (Wartburg College and Saint Ambrose University). Talks are underway with Central College as well as others about this Program.

Describe Department/School challenges:

Weaknesses:

• The Program's relative small size and utilization of MST faculty expertise and other WIU department's course offerings is a strength but also poses a significant problem. The Program came into being promising to offer students museum courses offered by practicing museum professionals. Due to budget constraints the employment of adjuncts offering specialty courses has not been allowed. **Note: With any changes in current staffing, an emergency hire or adjuncts must be made in order to cover the current schedule.**

• While the student body is growing in diversity both in gender and in race, the large percentage of students is female. Recruiting efforts are focused on gaining a more diverse student population, however, females dominate the museum field as a whole.

• Lack of funding to visit museums outside the Quad City area or to attend conferences. Due to WIU restrictions, university vehicles must be used to transport students to museums located anywhere outside the Quad Cities. While Student groups are allowed to drive their own cars with a waiver to various locations, classes are not permitted this opportunity. The same is true for museum conferences. Each year the Director requests a modest increase to the MST budget to fund these very necessary visits but no funding has been made available for the past 5 years.

Identify Department/School opportunities:

Funding: There will be continued focus on alternative funding sources for support of external GAs needs to be secured. The Program in the past successfully doubled the number of GA positions with external GA positions – although these do vary from semester to semester based on the institutions' needs, it is of great assistance to the students. Additional funding will be sought from MST Alumni and other interested parties to support student attendance at conferences and workshops. Financial support for the program in order to make visiting other museums a reality will be sought from WIU.

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•**Program Growth:** The small size of classes in the MST Program is indeed a positive attribute. If the program grows to 50+ students in the 2-year program, the class sizes would have to be increased or additional sections would need to be offered. Additional sections offered online could have a distinct advantage and be offered at differing times from the standard evening class times. In addition, the use of adjuncts could greatly enhance the Program's offerings and make more diverse electives available for students especially those in the second year.

•**Development of additional Integrated BA/MA Programs:** The MST Program will continue to reach out to other institutions to research the potential of offering an Integrated Program with them. This will need to be done strategically so that current participants in the Program do not become upset. Already Wartburg and SAU are advertising the Integrated Program in their materials and we are beginning to see an increase in students from these areas. Careful and select expansion is required. However, expanding to offer an Integrated BA/MA with WIU's History Department should be accomplished.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

- * Seek additional GA Funding from area museums
- *Continue Recruiting to area colleges and universities
- *Explore 4+1 Program with History Department at WIU
- *Explore alternative delivery methods for classes

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- *Set Recruiting appointments for October-November for area colleges and universities
- *Contact area museums about GA opportunities by January 2021 once Covid closures are over
- *Contact History Department Chair for 4 + 1 Program discussions
- *Revise existing PBC curriculum offerings to focus on needs of museum professionals
- * Create all MST courses in 8 section offerings that can be adapted to either fully online or partially online offerings

How will you measure your success?

- *Recruiting will be measured by number of potential students contacted and then comparison to acceptances/enrollments will be made
- *Currently at 2 externally supported GA positions—increase to 4 for spring 2021 and 6 by fall 2021
- *Survey current museum professionals to determine their academic needs and desires
- *Review all course offering materials with CITR for effectiveness

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1#	#	1#	#	1#	#	#	#	#

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Unit: School of Music

Degree(s)/Program(s)/Options:

- Bachelor of Music
 - Applied Music
 - Music Business
 - Music Therapy
 - Music—Teacher Education
- Minor in Music
- Minor in Music Business
- Minor in Jazz Studies
- Master of Music
 - Choral Conducting
 - Composition
 - Instrumental Conducting
 - Instrumental Performance
 - Jazz Studies
 - Music Education (online)
 - Musicology
 - Piano Pedagogy
 - Piano Performance
 - Vocal Performance
- Post-Baccalaureate Certificate in Music Performance

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Mission — School of Music

The School of Music at Western Illinois University is committed to a dual mission within the University:

1. Helping each undergraduate and graduate music major and music minor to be the best musician they can be through coursework, applied study, solo and ensemble performance, practical experience, and a variety of listening opportunities; and
2. Serving, along with other departments in the College of Fine Arts and Communication, as a cultural center for the University, the community, and the region; including a strong commitment to providing opportunities for all students to develop awareness and understanding of music in a variety of cultural and historical contexts.

Vision — School of Music

The School of Music strives to become the leading center for music studies at a regional comprehensive public institution in Illinois.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The primary goal of the WIU School of Music is to develop artistically expressive and technically proficient undergraduate and graduate musicians from both traditional and underrepresented student populations. In addition, the WIU School of Music serves to:

- Prepare student musicians for the fine art of musical performance through applied lessons and solo and ensemble performance experiences.
- Offer a curriculum with sufficient depth and breadth to provide an expansive education in music and create opportunities for students to explore individual interests.
- Help students understand the structures and contexts of music throughout history to enhance their appreciation and performance of diverse musical styles.

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- Prepare graduates with the aural, analytical, conceptual, technological, and performance skills needed to be successful in the fields of education, therapy, performance, composition, and industry, or as students in advanced degree programs.
- Help music students develop the tools of self-discipline, creative expression, analysis, problem-solving, entrepreneurship, and communication for success in their chosen life's work, in or out of the field of music.
- Provide basic music courses and experiences to assist all University students to be articulate, responsive, and knowledgeable citizens, consumers, and patrons of the arts.
- Share the joy of musical expression with the student, University, community, and regional populations through concerts and recitals.
- Serve as a resource center for elementary and secondary music programs throughout the region.
- Provide opportunities for pre-college music study for community/regional service and for on-campus pedagogical laboratory experience opportunities.
- Provide a diverse faculty of musician-teachers who, through dedication to excellence, sound pedagogy, and effective communication skills, present models that inspire students to achieve their full potential.

Student Learning Outcomes

Bachelor of Music

- **Applied Music**
- **Music Business**
- **Music Therapy**

Upon completion of this program, the student will be able to:

1. demonstrate satisfactory music sight-reading skills on their principal instrument or voice at a level appropriate for their chosen option. (All options)
2. demonstrate a high level of musical expression and technical proficiency on their principal instrument or voice and perform music of diverse periods, cultures, and styles. (Applied Music)
3. describe the scope of the music industry and identify career options in music publishing, recording, merchandising, concert promotion, artist management, and arts administration. (Music Business)
4. demonstrate functional musical skills on keyboard, voice, and guitar to meet the American Music Therapy Association (AMTA) Professional Competencies for Functional Music Skills (Musical Foundations, Item 4.1.1 – 4.1.3 and 4.1.6). (Music Therapy)

Bachelor of Music, Music—Teacher Education Option

Upon completion of this program, the student will be able to:

1. demonstrate competency in the following areas of general music:
 1. musicianship, vocal, and pedagogical skills sufficient to teach general music
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music
 3. ability to lead performance-based instruction
2. demonstrate competency in the following areas of vocal/choral music specialization:
 1. vocal and pedagogical skill sufficient to teach effective use of the voice

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2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music
3. performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments
3. demonstrate competency in the following areas of instrumental music specialization
 1. knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music
 3. experiences in solo instrumental performance and in ensembles; ensembles should be varied both in size and nature
4. demonstrate competency in the following areas of music (all levels, all specializations)
 1. knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education
 3. the ability to lead performance-based instruction in a variety of settings
5. demonstrate competency in the following areas of specific music fields or combinations (such as composition, electronic and computer music, ethnic music, guitar, small ensembles, jazz, keyboard, orchestral music, music history and theory, music in combination with other disciplines, music technologies, music in multimedia, and popular music; or combinations of one or more of these types of content with aspects of the general, vocal/choral, or instrumental specializations):
 1. knowledge and skill in the selected area(s) of specialization sufficient to teach beginning and intermediate students effectively
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for the area(s) of specialization
 3. the ability to use instruments, equipment, and technologies associated with the area(s) of specialization
6. demonstrate competency in the following areas of teaching:
 1. ability to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P–12 education
 2. ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization; this set of abilities includes effective classroom and rehearsal management
 3. an understanding of child growth and development and an understanding of principles of learning as they relate to music
 4. the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs
 5. knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization
 6. the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations

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7. an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum

Master of Music

Upon completion of this program, the student will be able to:

1. demonstrate music research skills that employ critical thinking in examples of professional research and individual projects.
2. annotate a score of music from the common practice period with the identification of keys, a harmonic analysis and function, cadences, form, tonal motion, sectionalization, and thematic/motivic recurrence or long-range contrapuntal motion.
3. employ critical thinking and thoroughly analyze examples of musical repertoire across a variety of generations, genres, locales, and compositional styles in both professional research and their own research projects.

Post-Baccalaureate Certificate in Music Performance

Upon completion of this program, the student will be able to:

1. demonstrate technical and interpretive skills at a pre-professional level to prepare a performance recital of at least 45 minutes in length.
2. perform a diverse body of ensemble literature at advanced levels appropriate for entering graduate music programs or professional ensembles.

Department/School Evaluation

Describe Department/School strengths:

- Faculty
 - The School of Music faculty comprises dedicated teachers who are also accomplished performers and scholars in their respective fields. The ratio of music majors to full-time faculty ensures students will receive the highly individualized educational experience required in the arts.
- Ensembles
 - Student ensembles have been recognized regionally and nationally with invitations to perform at professional conferences and events.
 - Four faculty chamber ensembles (Camerata Woodwind Quintet, LaMoine Brass Quintet, Julstrom String Quartet, and Dale Hopper Jazztet) present professional concerts throughout the year for the University community and actively engage in outreach and recruitment activities.
- Staff
 - The Recruitment Coordinator, Recital Hall Coordinator, Instrument Repair Technician, and Staff Accompanists are experienced and knowledgeable professionals who provide critical services for the School of Music and maintain positive relationships with faculty and students.
- Scope and quality of programs
 - Undergraduate degree programs in Applied Music, Music Business, Music Therapy, and Music Education provide diverse opportunities for students to pursue their interests and prepare for a variety of career paths.
 - WIU is one of only two institutions in the State of Illinois approved by the American Music Therapy Association to offer an undergraduate degree in Music Therapy.

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- The graduate program offers 10 different areas of emphasis in the Master of Music degree. The 100% online Master of Music in Music Education degree launched in the Fall 2019 semester and has exceeded enrollment projections.
- Recruitment and retention
 - School of Music faculty are active recruiters who cultivate connections with prospective students through performances and workshops at high schools and colleges in our region, adjudication at competitions and festivals, and presentations in professional venues. The School of Music tracks these activities, and faculty reported 173 recruitment activities in the current academic year.
 - The music major retention rate is consistently in the 70–80% range. Fall 2018 to Fall 2019 retention was 75%, well above the University average.
- COFAC Recital Hall
 - The Recital Hall offers an outstanding performance space for solo, chamber, and small ensembles with superb acoustics and modern live-streaming capabilities. The School of Music presents an average of 175 events each year in COFAC Recital Hall.
- Music Library
 - The Music Library offers a collection appropriate for the academic programs in the School of Music with a convenient location and one dedicated full-time staff member assuming responsibilities usually assigned to a music librarian.

Describe Department/School challenges:

- Elimination of faculty and staff positions
 - The elimination of several faculty and staff positions in recent years threatens the integrity of the School of Music and its ability to meet accreditation standards established by the National Association of Schools of Music. In particular, the vast majority of faculty reductions has occurred in the Keyboard Area, including the elimination of all three Unit A faculty positions in piano, a Unit A position in keyboard skills/theory, one faculty assistant in staff accompanying, a graduate assistantship in accompanying, and a piano technician. Other significant reductions in the past year include the elimination of both office manager/administrator positions and a Unit A position in flute. The School of Music recognizes the fiscal challenges presented by the number of highly specialized faculty required to teach the full complement of instruments and voices in the program, but the significant reductions in these areas will result in the inability to offer required courses and services to meet minimal standards.
- Facilities
 - Browne and Sallee Halls have significantly impaired the success of the program for decades, negatively impacting recruitment efforts and the quality of the educational experience offered to students. Serious challenges include inadequate soundproofing, poor climate control, major water pipe issues resulting in frequent leaks and flooding, moisture and mold problems, failure to comply with ADA regulations, and a lack of adequate practice rooms for the number of music students enrolled.
- Financial resources
 - The School of Music allocation for Talent Grants and Tuition Waivers has experienced consistent reductions over the past several years, with a 55% total reduction from FY14 to FY20. In the Spring 2020 semester, a change in University process and an absence of communication regarding the FY21 allocation totally eliminated this as a recruitment tool, negatively impacting enrollment for Fall 2020 by a projected 20–25%. As of the

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submission of this report on June 16, information still has not been provided regarding the FY21 allocation for Talent Grants and Tuition Waivers, creating significant anxiety among faculty and financial uncertainty for new and continuing students.

- Fine Arts Fees, the primary operating budget for ensembles and an important resource for equipment purchases, have experienced significant reductions due to declining University enrollment for the past several years. These reductions have diminished the School of Music's ability to provide the best education possible for students and the ensemble performances at University and community functions. Fine Arts Fees were a designated source of funding for the purchase of Wenger practice modules, an essential investment to meet NASM accreditation standards, but investment in this initiative is behind schedule due to declining enrollment, the budget impasse, and other ongoing fiscal challenges.

Identify Department/School opportunities:

- Pursue alternative funding sources
 - In response to a significant reduction in graduate assistantship funding, the School of Music is exploring outside funding sources with churches and schools to develop external assistantships.
 - In coordination with the COFAC Development Director, the School of Music will pursue an aggressive fundraising campaign to increase scholarship opportunities for students and provide resources for critical equipment purchases.
 - The ongoing All-Steinway School fundraising campaign continues to seek a major donor to swiftly conclude this initiative.
- Increase innovation in recruitment strategies
 - School of Music faculty have sustained a dedication to recruitment for many years that has included ensemble tours to high schools in the region, clinics and presentations at conferences and festivals, competition adjudication, performances in regional concert series, and many other activities. In FY20, significant progress was achieved by updating the School of Music website, increasing the use of social media, creating online instructional videos, and other innovations to project a progressive image. Further efforts planned for FY21 include purchasing updated equipment for a modern presence at recruitment fairs and the Illinois Music Education Conference, creating a School of Music viewbook, updating the School of Music alumni database, and continuing to expand online videos and concerts available on faculty and ensemble websites and the School of Music YouTube channel.
- Strengthen relationships with community colleges
 - The School of Music finalized 2+2 articulation agreements with two community colleges in FY20, Kaskaskia College and Waubensee Community College. Agreements are established with Lincoln Land Community College and McHenry County College, and agreements with several other institutions are in various stages of development.
- Expand distance learning opportunities
 - The COVID-19 pandemic accelerated the exploration of online offerings in the School of Music, and opportunities are being considered to convert existing courses to hybrid or online formats and expand live-stream lectures and performances.
- Increase international enrollment
 - Many School of Music faculty already recruit internationally, but there are opportunities to expand recruitment initiatives in Central America, South America, and Asia.

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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

- In an effort to adapt to the elimination of office staff, the School of Music is maximizing efficiency of administrative procedures, including converting files from paper to electronic format, redistributing budget management responsibilities and clerical work to the Director, increasing use of student workers and graduate assistants, reducing office hours, and streamlining processes wherever possible.
- In response to the COVID-19 pandemic, the School of Music is revising the Fall 2020 course schedule to eliminate back-to-back courses, limit enrollments in some sections due to reduced room capacities, convert some courses to blended or online formats, and assign alternate teaching spaces for applied faculty who cannot teach in their studios. Faculty are developing health and safety procedures based on unique considerations for instrumentalists and singers, and several modifications will be made for ensemble rehearsals and performances.
- The School of Music has identified a minimal number of one-year instructor positions necessary to fulfill essential teaching assignments, and requests are in progress through Interview Exchange. Non-essential courses will be cancelled.
- Further measures are being considered to meet anticipated FY21 budget reductions, including less expensive Ricoh MFD models, removing the few remaining phone lines from faculty offices, and reducing ensemble recruitment tours.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Recruitment, Enrollment, and Retention
 - Maintain School of Music enrollment over 200 music majors by meeting target numbers of 50 new undergraduates and 20 new graduate students per year.
 - Initiate Recruitment and Retention Ambassador program in which student ambassadors will be assigned to promote the School of Music from the student perspective and mentor incoming students to improve retention.
 - Pursue new 2+2 agreements with community colleges and strengthen communication with partner schools.
- Faculty and Staff Positions
 - Restore Unit A positions in Piano and Flute as soon as possible.
 - Fill anticipated instrument repair technician vacancy with a piano technician to maintain inventory of 50 keyboard instruments and assume other responsibilities performed by current technician.
- Curriculum
 - Bachelor of Music, Music Therapy Option: Review the undergraduate curriculum for updates to better meet professional competencies, including an evaluation of technology and clinical musicianship, and provide improved learning environment for students by converting Browne 219 to a digital classroom including white boards, projector, and speakers.
 - Bachelor of Music, Music Education Option: Review undergraduate curriculum to maintain currency and efficacy of courses, reduce total credit amount, and shorten length

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of completion time for degree; continue to review and revise the student teaching review assessments (MUS 300); review instrument technique courses and increase communication/collaboration between instructors and music ed faculty.

- Complete the Master of Music Therapy degree review and approval process with the National Association of Schools of Music and the American Music Therapy Association.
- Fiscal Resources
 - Examine historic spending patterns, identify opportunities to reduce costs where possible, and redirect resources to support technology upgrades and recruitment initiatives.
 - Devote any available resources to continue progress on facilities upgrades, including additional Wenger practice modules and practice room renovation.
- Enhanced Culture for Teaching and Learning
 - Improve mentorship of new faculty and staff
 - Promote a positive educational environment that is welcoming and inspiring for all, including students, faculty, and staff from underrepresented populations.

How will you measure your success?

- The School of Music measures its success according to standards established by the National Association of Schools of Music. The last self-study and site visit occurred in 2015, and annual progress reports are submitted to address recommendations for improvements. Initial preparations are currently underway to prepare for the next self-study and site visit in 2025.
- The School of Music assessment plan includes direct measures for the learning objectives in each degree program. The Undergraduate Mid-Career Assessment Plan evaluates student progress after the third semester of coursework.
- Successful engagement with University and community audiences is measured by attendance at approximately 175 events each year, including faculty solo recitals and ensemble concerts, student degree recitals, holiday events such as the Symphony Orchestra Family Halloween Concert and the Holiday Festival of Choirs, Marching Leatherneck performances at home games and parades, and specialty festivals such as the Horn Festival, Brassfest, and Piano Festival.
- Recruitment and outreach success is measured by the number of applicants and matriculating students, along with participation in events such as the Summer Music Institute, Marching Band Classic, Showcase of Bands, Jazz Festivals, ensemble performance tours, masterclasses and lessons for prospective students, and Community Music School lessons and ensembles.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1	6	479	25	21	6	80	6	100

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Unit: Department of Speech Pathology & Audiology

Degree(s)/Program(s)/Options: (List all.)

Bachelor of Science- Speech Pathology and Audiology
Master of Science- Speech Pathology

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental,

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community, and economic development in our region and well beyond it for the public good.

Mission — Department of Speech Pathology & Audiology

Undergraduate: Our program aims to provide undergraduate students with the foundational knowledge of human communication development and disorders across the lifespan. Students gain knowledge and skills required to interact and advocate for persons with communication and other related disorders. Undergraduate students in our program are prepared to enter a graduate or professional study in speech and hearing or a related field.

Graduate: Our mission for graduate students is to continue building and expanding foundational knowledge. Graduate students increase independence, confidence, and critical thinking skills as they progress through the program to the level which will ensure well-rounded speech-language pathologists capable of quality service provision to a diverse population across the lifespan.

Vision — Department of Speech Pathology & Audiology

The Department of Speech Pathology & Audiology at Western Illinois University aims to be the best Illinois institution for providing academic and clinical education for students preparing to become licensed and certified speech-language pathologists.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Bachelor of Science Degree in Speech Pathology & Audiology:
Improve overall performance on the undergraduate assessment. The assessment is used to measure foundational knowledge retained over the program. Retention and application of foundational knowledge is directly related to graduate school success, academically and clinically.

Student Learning Outcomes

Bachelor of Science Degree in Speech Pathology & Audiology:

Learning Outcome #1: Define and list educational and professional requirements for entry-level into the profession of speech pathology and audiology;

Learning Outcome #2: Identify anatomy and physiology of the speech and hearing mechanisms;

Learning Outcome #3: Categorize the developmental milestones and theories of child development as well as speech development and basics of sound description and classification;

Learning Outcome #4: Identify neurological processes important for normal speech and language and communication deficits following neurological trauma;

Learning Outcome #5: Differentiate characteristics of disorders of speech and language across

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the lifespan, including low incidence disorders.

Master of Science in Speech Pathology: Identify academic and clinical areas in the program that can be reorganized or refocused to facilitate in strengthening connection between coursework and clinical work.

Planning, implementation, and evaluation of treatment has historically been the most difficult area of content on the national examination for our students. Our goal is to implement strategies academically and clinically that will positively impact student scores in this area.

Learning Outcome #1: Students will choose appropriate test materials for evaluation of speech, language, and swallowing disorders;

Learning Outcome #2: Students will implement appropriate case history and testing for children and adults with speech, language, and swallowing disorders;

Learning Outcome #3: Students will differentiate between speech and language disorders;

Learning Outcome #4: Students will recognize a need for further testing and necessary referrals to other medical and allied health professionals;

Learning Outcome #5: Students will explain the process of the evaluation, test materials, results, referrals, and follow-up to the client and/or family;

Learning Outcome #6: Students will analyze results of evaluation to implement a treatment plan with appropriate goals and outcomes that include the wants and needs of client and/or family.

Department/School Evaluation

Describe Department/School strengths:

We provide speech, language, swallowing, and hearing services to our community. Our clinic serves more than 1,200 patients/clients per year.

Our clinic works in local school districts to ensure IEP and RTI services required for children are being met. Typically we are working in schools where there is no full-time SLP and/or we are assisting with the on-site SLP's caseload.

Our graduate program has 100% pass rate on the national exam and our students have a 100% employment rate within three months of graduation.

Describe Department/School challenges:

Lack of supervision leaves us unable to meet the needs of the clients/patients who are on our waitlist. We have approximately ten individuals on this list. We continue to schedule diagnostics to meet requirements for our students- therefore, the waitlist will likely grow.

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We also are lacking doctoral faculty (PhD/EdD) necessary for meeting the minimum requirements for our graduate program. These requirements are set forth by our accrediting body, American Speech-Language-Hearing Association (ASHA), and state that the majority (>50%) of the graduate program be taught by doctoral faculty. We currently have less than 40% of our curriculum being taught by doctoral faculty.

Identify Department/School opportunities:

If we are able to secure additional faculty we will be able to increase our number of accepted graduate students as well as increase the amount of clinic we can offer the community and local region.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Growth of our undergraduate program. The faculty understands that our graduate program will directly benefit from increasing students in the undergraduate program. Our faculty would like to see more internal applicants for graduate school. Graduate school acceptance for speech-pathology is approximately 54% nationwide. When WIU students stay for graduate school, we have confidence they want to be here and are not coming here because they did not get in anywhere else.

Addition of the ASL minor will also help increase students in the undergraduate program. This option will introduce students to our field.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Review on- and off-campus clinic practicum credit hours and reorganize curriculum to more accurately depict the student and supervisor workloads.
2. Increase the number of undergraduate majors from 50 (SP 2020) to 100 (FL 2025) over the next five years (goal for next year is to begin seeing the shift change).
3. Add a spring cohort for our graduate program beginning spring 2021.
4. Adding an American Sign Language (ASL) minor to begin fall 2020.

How will you measure your success?

1. Graduate Council approval for reorganized and reassigned semester hours for clinical components of the program. Addition of 17 credit hours to degree plan for graduation (cohort incoming FL 2020).
2. Number of students registered as SPA majors fall 2025.
3. Admitting new graduate students in fall 2020 to begin spring 2021
4. Approval of the ASL minor to begin fall 2020

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	1	2	0	1	0	0	0	0

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Unit: Department of Theatre & Dance

Degree(s)/Program(s)/Options: (List all.)

BA Theatre: Performance
BA Theatre: Production/Design
BFA Musical Theatre
MFA Theatre: Acting
MFA Theatre: Scenic Design
MFA Theatre: Costume Design
MFA Theatre: Lighting Design
MFA Theatre: Directing

Vision, Mission, and Values

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responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Department of Theatre & Dance

Mission

The Department of Theatre and Dance is a community of professional artists, scholars, and educators who value and practice the most collaborative art forms—art forms that explore the human condition, stimulate and engage our audience, and connect to a global, diverse community. Our standard of excellence demands the celebration of individuality within the collaborative process, empowering the student to begin a lifelong career of artistic risk-taking and self-discovery. These commitments are reflected in the curriculum and the multitude of opportunities we provide for students to develop skills and apply their craft in the crucible of production.

Goals and Objectives

The goals of the department stem from our departmental mission and the primary values of Western Illinois University: academic excellence, educational opportunity, personal growth and social responsibility. The primary goal of the department is to develop skilled and creative student artists for future study and for avocational and professional careers in theatre, dance and related arts. These student artists may be actors, actor-singers, dancers, directors, technicians, or designers at the undergraduate or graduate level. To this end, the Department of Theatre and Dance:

- Develops creativity, artistic skills and professionalism in students through an active production program that melds scholarship and practice;
- Encourages and develops skills in communication, problem solving, research and effective writing through coursework and application in performance and production;
- Enables majors and non-majors to expand and perfect their knowledge of the literary, historical and philosophical aspects of theatre and dance by providing a rich curriculum that has both depth and breadth;

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- Fosters students' understanding and appreciation of the arts through general education courses and the production program;
- Enhances the cultural life of the campus and the region through a diverse and intelligent array of quality theatre, musical theatre, and dance productions;
- Maintains a faculty dedicated to excellence in teaching, creative/scholarly endeavor, and service to the college, university, community, and the fields of theatre and dance;
- Supports students and faculty in their professional development and service to the discipline.

Vision — Department of Theatre & Dance

Vision Statement:

Values - Our courses and production program are designed first and foremost to instill a sense of core theatrical VALUES in our students. These values, including respect for diverse viewpoints, self-discipline, empathy, and accountability, do not apply only to theatrical pursuits, but have direct application to any career paths the student takes or life journeys the student embarks upon.

Opportunity - Classroom projects, supplemented by department productions that serve as a laboratory extension of the classroom, offer all our students OPPORTUNITY to develop their ability to assess critically, to make informed choices, to work as part of a collaborative team, and to develop creative solutions to problems even when facing limited resources in terms of time, space, personnel or budget.

Mentoring - Whether in the classroom or the rehearsal hall, faculty members are dedicated to active MENTORING relationships with theatre students. Through modeling collaboration, professional behavior, open communication, and encouraging risk-taking, faculty mentor students toward successful exploration of human nature and communication through the theatrical arts. Faculty guide students as they navigate through professional and artistic choices, but promote an environment where students ultimately develop the skills and confidence to find their own path.

Collaboration - Through a series of classroom and production projects, students work with many different teams, always in service of an end product to which everyone has contributed. This maximizes learning of the collaborative process, which synthesizes the opposing desires of two or more individuals,

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ultimately creating something that no single person could have created alone. Adaptability and communication are fostered by this process.

Exposure to Theatre Performance - Students are provided many opportunities to see live theatre in performance, primarily on our own campus through our production program, but also through faculty-organized trips to Chicago and Peoria for professional productions

Academic Program Goals and Outcomes

Degree/Program/Option Goals

BA Theatre: Performance & Production/Design –

Goals: To analyze, synthesize, interpret play scripts of all genres for production in the areas of acting, directing, designing, stage managing and all technical theatre areas.

BFA Musical Theatre –

Goals: To analyze, inhabit, and embody characters from Musical Theatre scripts as well as demonstrate technical expertise in jazz, tap, ballet, and other dance forms while developing and expanding vocal range and control.

MFA Theatre: Acting, Design (all areas), Directing –

Goals: To develop the knowledge, skill, professionalism, communication, problem solving, and research skills in all genres of theatre.

Student Learning Outcomes

BA THEATRE:

Learning Outcome #1: Analyze a wide variety of dramatic forms, genres, and performance styles.

Learning Outcome #2: To develop an appreciation and understanding of world theatre history and theory.

Learning Outcome #3: To synthesize vocabulary and technical skills for interpreting a script for performance/production.

Learning Outcome #4: Apply knowledge of all aspects of production including stage management, design and technical processes and production.

Learning Outcome #5: To have substantial opportunities for experiential learning in production and performance.

BFA MUSICAL THEATRE:

Learning Outcome #1: To develop an appreciation and understanding of the musical theatre repertory and an understanding of the acting style, vocal performance needs, and physical engagement of each role assigned through the study of Musical Theatre History.

Learning Outcome #2: To analyze scenes and songs from musical theatre, and find ways to fully inhabit the characters as singer-actors.

Learning Outcome #3: To demonstrate technical expertise in jazz, tap, ballet, and other dance forms specific to musical theatre genres.

Learning outcome #4: Develop as musicians/singers, and to expand range and vocal control.

Learning outcome #5: Perform in experiential learning in production and performance.

MFA THEATRE: ACTING, DESIGN (ALL AREAS), DIRECTING:

Learning outcome #1: To develop the knowledge and skills necessary to pursue a professional career in acting,

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directing, or theatre design.

Learning outcome #2: To demonstrate good work ethic, good preparation, good craft, and professionalism in realized campus productions as well as in professional summer productions.

Learning outcome #3: To demonstrate skills in communication, problem solving, in research, and to synthesize their knowledge of the literary, historical and philosophical aspects of theatre and related arts.

Department/School Evaluation

Describe Department/School strengths:

1. The Department of Theatre & Dance is a family. This is our greatest strength. We respect, support, care deeply, challenge, inspire, guide, protect, while sharing our talents with students to create great art.
2. We offer preprofessional training for students who seek careers in professional theatre or as teachers of theatre arts.
3. The Department of Theatre and Dance houses one of Western Illinois University's "Signature Programs" – Musical Theatre.
4. Our students' lives are enriched by study, performance, and appreciation of theatre in a diverse environment.
5. Our program is an award winning program, having won regional as well as national awards through the KC/ACTF programs.
6. We offer students a rich range of expertise in many aspects of the performing arts including acting, singing, dance, stage combat, directing, intimacy directing, choreography, design, crafting, and in all technical areas of theatre.
7. Our students are exposed to rigorous academics in the classroom including analysis and research culminating in the demonstration of skills in communication, problem solving, and professionalism.
8. Our students benefit from substantial, diverse opportunities they experience in production and performance.
9. Our students experience theatre production/performance in three very different styles of performance spaces.
10. Our students have the opportunity to work our three shops which are administrated like those in professional venues.
11. Our students have the opportunity to audition/interview on campus for as many as four professional summer stock theatre companies each year.
12. Our students study with and often work along side nationally known guest artists.
13. Our professors are experienced professionals as well as teachers, scholars and artists.
14. Located a train ride from Chicago our students have access to world class productions and companies.

Describe Department/School challenges:

1. The Department of Theatre & Dance provides a substantial number of productions each academic year with a very limited budget. We need additional funding.
2. Our three shops and shop supervisors which/who build each production are over worked. We lost our scene shop technician in the last round of layoffs and are very short staffed. We need a scene shop technician.
3. We offer experiential learning and innovative experiences with a very limited budget for equipment and supplies. We need additional funding.
4. We offer guest artists experiences with no budget for our guest artist program. We need additional

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- funding.
5. We continue to grow our Musical Theatre program but are limited in the number of students we can accept because of our limited number of vocal teachers. Last year one of our Musical Theatre Voice Professors retired. We were granted an emergency hire for one year. We desperately need to keep this faculty member. We cannot continue to recruit, teach, and guide our students in the area of voice without this position. We need our Unit B Voice Instructor position to be continued.
 6. Our Head of Performance retired this year and we are not replacing that faculty member. We need additional faculty directors/acting teachers. Specifically someone to lead our MFA Acting Program.
 7. Our main office generates almost all the social media, posters, programs, and public relations for production with a part time Office Manager. We need a full time Office Manager.
 8. Most universities our size offer showcases for graduating students. Currently our BFA Musical Theatre students produce/perform in a showcase production on campus. We bring guest artists to adjudicate the production. We need to offer a showcase that travels to Chicago or NYC to compete with other schools. We do not have the money to do this.

Identify Department/School opportunities:

1. To continue to increase awareness of our programs in our region by continuing our community college/high school workshop program.
2. To increase opportunities for graduates by continuing on campus interviews/auditions with summer stock and professional companies.
3. To increase opportunities for graduates of all of our programs in showcase specific opportunities for each program by collaborating with other universities.
4. To create proficiency screening auditions for the MFA Actors at the ends of their 1st and 2nd years.
5. To reexamine the goals of all the MFA programs. To conduct meetings with all MFA faculty and create a shared vision for the programs.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

1. To add more faculty and new students to our Recruitment Committee.
2. To reach out to Alums for help recruiting.
3. To build a stronger MFA Faculty with a shared vision.
4. To build a stronger BA Faculty with a shared vision.
5. To streamline the Dance curriculum – dropping sections that repeat each semester to help fill other needed sections.
6. To heighten the quality of our choreographer's skills and consequently pieces they produce for the Dance Concerts.
7. To create additional outreach activities that connect students with the community.
8. To collaborate on production with other programs within the COFAC and WIU as a whole.
9. To actively pursue donors for BFA Showcase, travel to American College Theatre Festival, and for additional assistantships.

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List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. To build the BFA Musical Theatre Program to 40 students.
2. To build the BA Theatre Program to 40 students.
3. To build the Dance Minor to 30 students.
4. To keep the BFA Musical Theatre Program's retention rate at 100%.
5. To raise the BA Theatre Program's retention rate to 95%.
6. To create a MFA Recruiting Subcommittee of our current Recruiting Committee with the goal of recruiting and retaining graduate students.
7. To create a Arts Administration Major and Minor.

How will you measure your success?

1. Spring 2020 we had 32 BFA Musical Theatre majors. Two graduated. We will assess our progress after all students are registered for fall/spring.
2. Spring 2020 we had 22 BA Theatre majors. Three graduated. We will assess our progress after all students are registered for fall/spring.
3. Spring 2020 we had 21 Dance Minors. We will assess our progress after all students are registered for fall/spring.
4. We will assess the BFA retention rate at the end of the year.
5. We will assess the BA retention rate at the end of the year.
6. We schedule a team meeting with the MFA Recruiting Subcommittee and assess our progress at the end of the year.
7. We will assess the progress of the Arts Administration Major/Minor progress at the end of the year.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	2	147	1	22	0	2	2	13

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Unit: University Libraries

Degree(s)/Program(s)/Options: (List all.)

University Libraries

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — University Libraries

University Libraries identifies, collects, organizes, preserves, and provides access to information and resources to support the research and curricular needs of students, faculty, staff, and the regional community. We produce and celebrate scholarship, and educate students as they pursue academic excellence, educational opportunity, personal growth and social responsibility.

Vision — University Libraries

University Libraries strives to be the first place WIU users go for their research needs. We strive to exceed their expectations for superior research assistance, high quality instruction, and seamless access to the resources they need.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

- build and sustain appropriate collections, both print and digital, to provide essential resources for students in each curricular field
- support the research needs of users at WIU and in the region
- educate and provide research assistance in groups and individually, face to face and virtually
- offer welcoming, non-threatening, collaborative spaces for all
- produce, celebrate, and disseminate scholarship
- provide relevant technology and teach students to use it effectively
- collaborate with others at WIU and beyond to enhance services to students, faculty, staff, public users, community organizations, and others

Student Learning Outcomes

Students will be able to:

- determine the type(s) of information they need
- develop research problems and questions
- identify search terms
- select appropriate databases
- construct relevant search strategies
- refine search results
- evaluate and access both print and online resources

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Department/School Evaluation

Describe Department/School strengths:

- Faculty & staff expertise, knowledge, and commitment to education and service!
- Faculty & staff attitude and effort. This group really pulls together and works very hard for the common good of our students and faculty.
- We promote student success and retention. This comes from a student email: *"I have absolutely LOVED the service I have received from the library online assistance and it has helped me immensely with different aspects of my courses. I also love the I-Share program! I love the WIU library!"*
- Instruction
 - We provided instruction to nearly 40% of the student body in library classes, as well as one-on-one instruction more than 6900 times to students and faculty throughout the libraries. We offer the latter to anyone anywhere via chat, IM, and email, as well as face-to-face and over the phone.
 - Library faculty also were instructor of record for sections of LIB 201, UNIV 100, ENG 100, CSP 597, and UNIV 490.
 - Librarians also provide self-guided online instruction through LibGuides, which were used 157,890 times last year! Use has increased 133% over the last 5 years, so there is a clear demand. Use of outbound links to resources vetted by WIU library faculty was up 11% over last year as well, so the guides are increasingly important pathways to vetted and scholarly information.
- We support scholarly and professional activity for faculty and students:
 - Continued membership in CARLI (Consortium of Academic Research Libraries in Illinois) allows full access to free, fast, unlimited borrowing of library materials through I-Share. Our \$36,626 investment in I-Share gave us access to \$721,797 worth of additional materials. Membership also includes access to training, subsidized databases and services, infrastructure, and a shared catalog, as well as reduced prices for delivery service and for multiple databases. For every dollar we invested in all CARLI activities, we received \$3.73 in services and resources.
 - Continued participation in OCLC gives us the ability to borrow materials and get digital copies of journal articles from libraries across the country.
 - We celebrated the scholarship of WIU authors for the 15th consecutive year, gathering the data, creating a bibliography, and holding a public

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reception. The year's bibliography cites 202 authors from WIU, who published 270 books and articles!

- Our website! Excluding generic e-portals such as STARS and Email, the WIU Libraries homepage was the year's most popular destination off the wiu.edu front page, with 206,159 views. It also ranks 3rd in campus landing visits, pages drawing visitors into the wiu.edu domain.
- We provide employment and assistantships throughout the libraries, giving students responsibility, learning opportunities, and chances to interact with adult mentors, all in addition to paychecks.
- Partnerships & Collaboration
 - Our users greatly benefit from our external partnerships such as the Federal Depository Library Program, the Illinois Depository Library Program, the Patent and Trademark Resource Center Program, the Illinois Legal Aid Online program, and the Tax Form Outlet Program.
 - The libraries are a hub for help. We work closely with multiple offices on both campuses to increase access to services such as tutoring, the music recitals archive, the University Writing Center, Centennial Honors College, and CITR, among others.
 - The Curriculum Library worked with the College of Education and Human Services to take on more of the day to day responsibilities and the housing of the Children's Literature Examination Center.
- Increasing widespread free electronic access to materials that previously required a physical presence to use. Digitization staff continues to engage students, alumni, and the public in our regional and campus activities of the past and present by scanning and uploading fragile historical documents held by our Archives & Special Collections and Government & Legal Units. In the past year these include images and interviews for the Activism at WIU and Casa Latina Collections, another decade of the *Western Courier*, early plat atlases of the region, and several historical books related to Abraham Lincoln.
- Outreach
 - Library faculty & staff members provided tours, participated in Discover Western and SOAR events, made presentations to local school groups, coordinated the annual sixth graders local history day in Macomb, made presentations, such as a WWII Map Tour, to campus and community organizations, and more.
 - The Libraries and the Department of History co-hosted a new traveling exhibit on the history, heritage, and impact of Bishop Hill, IL. The exhibit, "A Community on the Prairie: Bishop Hill, Illinois," was displayed in Malpass Library and the Quad Cities Library. Dr. Jeff Hancks gave a

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public presentation at both venues: "Searching for the Perfect Society: Illinois and the Nineteenth-Century Utopian Movement."

- Thanks to a library faculty member actively participating in the Macomb Complete Count Committee, the Libraries planned and participated in public outreach activities to inform people about the U.S. Census.
- Last year's plant collection tour of Malpass Library to Carrie Banks, a librarian from Brooklyn, resulted in our library being one of those pictured and featured in her book. *Libraries & Gardens: Growing Together* was published by the American Library Association in 2019.

Describe Department/School challenges:

- Shrinking library faculty and staff, but no fewer responsibilities. A smaller student body doesn't reduce the services required or the subject expertise needed or the number of department liaisons needed. With 2 more faculty retiring June 30, we will be even thinner. This is a retention issue, among other things. Fewer librarians means fewer research classes can be taught and shorter hours of reference service can be offered. We may not be able to meet the requirements of the Federal Depository Library Program and others.
- An interim dean also continuing to be assistant dean is unsustainable.
- Accreditation is at risk for the School of Music, since we have been without a Music Librarian for more than a year. The remaining staff member is planning to retire in October 2020. This is a teaching, recruiting, and retention issue, since we do not have the expertise necessary to answer complex questions, teach music research classes, and collaborate with music faculty on research and curricular needs.
- Lower budgets result in cancellations of journals and databases, which is an unsustainable practice that jeopardizes the ability of the libraries to support effective research. Even level budgets have this result, due to annual price increases for nearly all online resources. Last year we cancelled enough to carve out some money to buy books for the first time in 6 years.
- We have not bought computers since 2013! Although *some* of our public computers are slightly newer, thanks to hand-me-downs from uTech, most are not, and *no* staff computers have been replaced in that time. Some of our machines were too old to convert to Windows 10. As we use more online resources and convert more to digital, we need to at least keep pace.
- The consortium-led launch of a new Integrated Library Management System (ILMS), Alma from Ex Libris, in summer 2020. This has already involved study, training of staff in every library unit, coordination between WIU faculty and staff

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and CARLI, development of training materials, and a lot of planning. We expect a good result eventually, but this is a major project.

- Retirement of our nursery worker in 2020. While this staff member is paid by and shared from another department, her work maintaining plant health is crucial to the aesthetics and climate of Malpass Library.
- Mold and HVAC issues. Both Malpass chillers failed in 2018, so we have a temporary one for the foreseeable future. We made progress in our mold abatement program, cleaning 9429 linear feet of books (@114,819 volumes), but there is a long way to go.
- IRAD Grad Assistant turnover. WIU used to pay salary **and** give a tuition waiver. Although the Secretary of State's office now pays the salary, WIU took away the tuition waiver, so we lose good students to other jobs.
- The Libraries no longer have even part of a Development Director at a time when this is more important than ever. Relationships that have been carefully nurtured have nobody to sustain them.
- As our faculty & staff dwindle, we lose the ability and energy and time to do creative things like hold the Banned & Determined celebration of Banned Books, convene the summer book club, invite speakers, and create special websites such as War of the Rebellion and Where Does Thanksgiving Dinner Grow, the educational story map combining population and agricultural data with geography and food. These are all things that we don't *have* to do, but which are important contributions to the life of a university. We should be investing in more of these, not doing less.

Identify Department/School opportunities:

- Hiring a new dean and new faculty members will mean more work can get done, new and fresh ideas, new leadership, and will boost morale.
- Implementation of Alma, our new Integrated Library Management System, together with the other 90 libraries in the consortium will involve everyone in the libraries in considerable work, but it offers the potential for workflow alterations, webpage migration, and development of new teaching materials.
- Integration of the Bachelor of General Studies degree program into University Libraries offers multiple opportunities for working together. Plans are afoot to move BGS staff into Malpass Library during 2020, which will help with this. At the request of university advisors, a library faculty member has developed and gotten approved a 3-credit online research methods course for the Bachelor of Arts in General Studies program. The course will be taught beginning in fall 2020.

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- CARLI is working with UIUC on offering a shared institutional repository. Since WIU is the only Illinois public university lacking one, this could provide us a much needed opportunity. It would be a digital space where we could collect, preserve, and showcase the student, faculty, and staff research produced at WIU. There is a lot being produced here, and we'd love to show it off more effectively.
- An institutional repository would also give us a clearinghouse from which we could offer online open access textbooks and other freely accessible, openly licensed resources for students. Encouraging faculty to adopt and use open educational resources has the potential to work as a recruiting tool, since these allow us to promote affordability.
- Library faculty teaching in other departments strengthens connections between us and benefits students at the same time.
- Outreach to communities beyond WIU offers possibilities for recruiting students and generating interest, participation, donations, and financial support.
- Continued collaboration with offices and programs within WIU adds to what we can provide for students and faculty.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

In addition to our continuing activities, these are specific plans for next year:

- Start or re-start searches for the dean and faculty members.
- Implement full production migration of our collections and operations to Alma, our new Integrated Library Management System and investigate the potential it offers for changes in workflow and processing. Integrate the new system and services into the library's existing web framework. Develop programming to enhance the CTR student app that identifies textbooks on Course Reserves. Assist users with new interface through one-on-one interaction and new teaching materials such as handouts and online guides.
- Move the BGS staff into Malpass Library and create a recognizable space for the program. Explore ways that the Reference Unit can tailor services for or promote specifically to General Studies students. Determine whether there are material/resource formats we could offer that would facilitate General Studies students' success.
- Determine how to best to compensate for missing expertise in sciences, GIS, maps, government publications, and more.

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- Evaluate continued participation in the Federal Depository Library Program, the Illinois Depository Library Program, the Patent and Trademark Resource Center Program, the Illinois Legal Aid Online program, and the Tax Form Outlet Program, in light of faculty retirement. Consider consequences of leaving FDLP.
- Upgrade 2 microfiche/film machines and replace some additional ancient equipment.
- Approach other potential partners to promote student success through reference services, such as Centennial Honors College, Center for International Studies, and Admissions.
- Develop some additional library outreach for students, including a drop-in research group for veterans, invitations to high school classes, opportunities for area home-schooled students, and focused opportunities for international students to receive research support and build information skills.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Hire a new Dean of Libraries
- Hire a new E-Resources & Collections Librarian
- Hire a new Music Librarian
- Work with the Dean of COAS to determine who will care for plants in Malpass Library
- Work with the Foundation & Development Office to get a Development Officer for the Libraries

How will you measure your success?

Success in all 5 cases will be a yes or no answer, so easily measured.

While all the raw numbers below are directly dependent on the number of students and faculty we have, the sheer volume is pretty incredible, so I think these are worth including, though I don't consider them a measurement of success.

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University Libraries Combined Measures			
Activity	2017	2018	2019
People			
Gate Count	699,012	561,558	442,948
Rooms Reserved	1,317	1,047	946
Instruction			
Reference Questions	10,764	8,277	6,919
Database Searches	1,077,529	1,185,754	959,306
WIU Libraries Catalog Use	225,658	239,098	280,285
E-Research Guide Use	122,095	143,479	157,890
Instructional Sessions	322	209	135
Use of Print			
Use/Circulation of Materials	41,299	44,253	40,098
Interlibrary Loan (borrowed)	14,765	9,313	8,495
Interlibrary Loan (loaned)	11,538	9,028	8,329
Course Reserves Materials	12,500	9,248	6,407
Use of Digital			
E-Reserve Use	10,718	9,658	8,521
E-Book Downloads	22,299	25,649	20,133
E-Journal Downloads	278,356	253,664	227,570
WIU Digital Collection	60,020	74,618	48,777
Library Web Pages Viewed	963,541	422,429	379,350

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
Succe ss in all 5 cases	2	5	#	2	#	#	#	#

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will be a yes or no answe r, so easily measu red.#								
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Unit: Bachelor of Arts in General Studies Degree Program

Degree(s)/Program(s)/Options: (List all.)

BA, General Studies

Vision, Mission, and Values

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Our Mission — University

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Mission — Bachelor of Arts in General Studies Degree Program

The Bachelor of Arts in General Studies Degree Program provides students of all ages a life-changing educational opportunity to earn an affordable, high quality Bachelor's degree anytime, anywhere.

Vision — Bachelor of Arts in General Studies Degree Program

WIU's Bachelor of Arts in General Studies will be Illinois's premier undergraduate degree-completion option.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The BGS program is designed to provide non-traditional students an opportunity to earn an undergraduate degree in a manner compatible with their educational needs and lifestyles.

Student Learning Outcomes

Student learning outcomes for BGS include:

1. Knowledge and skills with the ability to learn
2. Strong dispositional traits including responsibility and initiative
3. Good oral and written communication
4. Professionalism

Department/School Evaluation

Describe Department/School strengths:

- Fully online
- Increasing number of online minors
- Strong reputation with graduates and community colleges

Describe Department/School challenges:

- No time for advisor to recruit. When we had 4 Macomb-based advisors, they each had a territory and would visit community college advisors and do table fairs. Our one remaining BGS advisor now works with ~200 current students plus informally advises nearly 1,000 more, who, although not currently enrolled, are on the books and often require extensive advising. This load leaves no time for recruiting.
- Increasing competition from online WIU traditional majors
- Intense competition from other institutions
- Few scholarships

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Identify Department/School opportunities:

- Over 1 million Illinois residents started college but didn't finish a degree, so we have a large recruiting pool
- Merit based scholarships now available to part-time students

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

- Will complete the integration of the BGS Degree Program into University Libraries
- Will continue educating the Dean of Libraries about the BGS Degree Program
- Will focus on renewing partnerships with Illinois and regional community colleges

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Will complete the integration of the BGS Degree Program, under the new leadership of the Dean of University Libraries
2. Will focus on recruiting by renewing partnerships and relationships with Illinois community colleges
3. Will work with academic departments to offer optimal courses and online minors for BGS community
4. Will increase outreach efforts to stopped out former WIU students to return to the University, i.e., students who have completed some courses, are still admitted, but are not currently enrolled

How will you measure your success?

We will keep a numeric count of the number of partnerships we renew and the number of meetings with community college counselors. We will keep a numeric record of the number of students who apply to BGS who came from those partner institutions. We will keep a numeric count of the number of stop out students we contact and the number of stop out students who apply, are admitted to, and who matriculate into the BGS program.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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Due to Supervisor's Office: ~~07 April 2020~~ 18 June 2020
 Due to Provost's or Vice President's Office: ~~29 April 2020~~ 30 June 2020
 Deadlines extended due to COVID-19

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	0	0	0	0	0	0	0	0

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Will renew community college partnership agreements and schedule signing ceremonies for relevant University and community college officials. Will reconnect with community college academic advisors, especially those serving online and/or post-traditional students.

Retention Initiatives

Will monitor closely grade warnings. Will work with offices providing virtual student support services. Will monitor closely registration lists and personally encourage non-registered students to keep making academic progress.

Undergraduate/Graduate Research

Will inform students of opportunities to collaborate with faculty in the academic departments where their courses live. Will encourage eligible students to join the Centennial Honors College. Will encourage students to participate in virtual research opportunities.

Contributions to the University

Will continue to provide an opportunity to retain students who didn't succeed in a traditional major and complete a degree. Will continue to generate significant profit over expenses for the University. Will continue to contribute to the State's goal to increase the percentage of residents with a Bachelor's degree. Will continue to provide a way to fill courses for departments which cannot fill seats with their majors and minors.

Alumni Success

Our 2019 Departmental and College Scholar, Mr. Troy Rhodes, was recently named Executive Director of Facilities Management at Western Illinois University.

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Unit: Centennial Honors College

Degree(s)/Program(s)/Options: (List all.)

Pre-Law Honors Minor
General Honors
Honors in the Major (formerly called "Departmental Honors")
University Honors (students who complete both General Honors and Honors in the Major)

Vision, Mission, and Values

Our Vision — University

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Our Mission — University

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integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — Centennial Honors College

The Centennial Honors College is an interdisciplinary academic home for the best and brightest undergraduate students in our university. Our mission is to recruit, advise, teach, promote and showcase these students.

Vision — Centennial Honors College

We aim to be among the very best honors programs in Illinois and the region.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Our goal is to graduate each student admitted to our program with “university honors.”

Student Learning Outcomes

The ultimate measure is the number of students who graduate with honors and the results of our annual academic assessment.

Department/School Evaluation

Describe Department/School strengths:

- 1) Seasoned, visionary honors dean and dedicated staff
- 2) Aggressive honors recruitment
- 3) Award-winning honors advisement
- 4) Unique, challenging honors courses, including domestic and international travel opportunities
- 5) Promotion of honors students for prestigious awards (Rhodes, Truman, Goldwater, Boren, etc.)
- 6) Significant growth, we are the only academic unit that grew in the past nine years, nearly doubling in enrollment without watering down standards
- 7) Increased diversity, nearly doubling the number of African-American and Hispanic honors students in the past nine years, and employing ten African-American staff members
- 8) Unique Annual Constitution Day Celebration—dozens of research poster presentations
- 9) Pre-Law Symposium—among the very best in the state and region
- 10) Pre-Med Symposium—among the very best in the state and region
- 11) Undergraduate Research Day—undergraduate performance, poster and podium presentations
- 12) Quad Cities Research Day—both undergraduate and graduate research presentation
- 13) Simulations—Mock Presidential Election, the largest campuswide simulation in the nation
- 14) Honors Advantage Program—significant discounts from 70 merchants for honors students

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15) Honors Convocations ceremonies to recognize outstanding accomplishments

Describe Department/School challenges:

- 1) Lack of adequate office space—cramped quarters in Malpass Library
- 2) Lack of privacy—all conversations, even whispers, can be heard, in violation of FERPA
- 3) Commitment Scholarships no longer tied to membership in the Centennial Honors College
- 4) No dedicated honors classroom—no sense of community
- 5) No dedicated meeting rooms, totally dependent upon Malpass Library
- 6) No dedicated honors faculty—we are totally dependent upon department chairs to furnish honors faculty and they often pawn the weakest faculty on us in order to build FTEs.
- 7) Inadequate funding—outdated computers, no travel funds
- 8) Lack of staff—we are terribly short on staff
- 9) No dedicated development officer—we only get what the Development Office gives us
- 10) Undue interference and meddling from Sherman Hall

Identify Department/School opportunities:

Given the Honors College's recent devaluation, the infighting among the Board of Trustees, the lack of vision from Sherman Hall, the growing number of hand-picked interim appointments, the bad reputation Western is earning, and the economic retrenchment both in the state and university, it is difficult to see any reason for optimism.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The Honor College has gone from one of the top academic units at Western Illinois University to one of disarray in just a few short months. The dean who possessed 20 years of honors experience, a proven track record of accomplishments, and a great passion for teaching was summarily dismissed in March. We are down three staff members and have just one person on staff this summer. It will be up to the new interim dean to set goals and plan the future of the Centennial Honors College.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Nothing succeeds like success. Unfortunately, the honors college is headed in the wrong direction. Our incentives, scholarships and initiatives have been thwarted by the interim president.

How will you measure your success?

Success for honors is always measured by the number of top students we recruit and their

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accomplishments.

Faculty/Staff/Student Achievement

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#	1	#	#	#	#	#	#	#

Requested Data for the CHC Consolidated Annual Report:

	<u>Spring 19</u>	<u>summer 19</u>	<u>fall 19</u>	<u>spring 20</u>
In-course honors	227	1	180	176
Honors Theses completed	36	2	7	no data yet
Honors Scholars graduated	110	21	33	no data yet
GH courses offered	18	1	16	15
GH instructors	18	1	14	13
Honors FYE courses	0	0	4 (Econ 100Y, Anth 110Y, Soc 100Y, & Pols 122Y)	0
Honors FYE instructors:	0	0	4	0

GH instructors total over three semesters: 35

GH instructors for sp 19, su 19, fall 19, sp 20 include: R. Hardy, T. Helwig, T. Sadler, M. Boley, W. Knox, S. Rahman, J. Myers, J. Covert, R. Di Carmine, K. Boeckelman, A. Geisler, P. McGinty, J. Hancks, D. Zanolla, Y. Deng, E. Taylor, S. P. Ghimire, H. McIlvaine Newsad, W. Howard, G. Pettit, S. Macchi, A. Carr, K. Skien, R. Ness, A. Mossman, D. DeBoeuf, A. Hyde, T. Roberts, P. Schlag, D. Banash, A. Hardemann, P. Young, J. Babin, J. Lee, S. Hill.

Honors FYE instructors total over three semesters: 4

Honors FYE instructors for sp19, fall 19, sp 20 include: T. Sadler, H. McIlvaine-Newsad, E. Taylor, P. McGinty

Honors Ambassadors:

<u>Spring 19</u>	<u>Fall 19</u>	<u>Spring 20</u>
Christian Aviles	Tyler Moseberry	Tyler Moseberry
Gabrielle Bandovich	Ryan Homer	Ryan Homer
Steven Copher	Nashuba Hudson	Nashuba Hudson
Audrey Fletcher		
Emily Gutierrez		
Leah Murphy		
Paula Fernandez Ramirez		
Jordyn Spangler		
Randolph Turkington		
Deisy Vizcarra		

Honors Courses that were Global Issues Courses: Anth 110Y, Econ 351H, Rel 111H

Activities to support Center for International Studies:

- We offer two different Study Abroad scholarships for honors students (up to \$7000 each year).
- We offered an honors course that traveled to Iceland in May 2019.

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Due to Dean's Office: 07 April 2020
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Unit: Center for Innovation in Teaching and Research & Distance Testing Center

Degree(s)/Program(s)/Options: (List all.)

Not applicable

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community, and economic development in our region and well beyond it for the public good.

Mission

The mission of the Center for Innovation in Teaching & Research at WIU is to provide the university community with opportunities and resources for their professional and personal enrichment. This office will acknowledge, recognize, and champion faculty in all their roles.

The mission of the Distance Testing Center at WIU is to provide secure and convenient access to exams for Western Illinois University's students enrolled in fully online courses.

Vision

The vision of the Center for Innovation in Teaching and Research is to serve as a resource bringing effective, modern, and engaging opportunities in teaching, learning, and research to the faculty of Western Illinois University.

The vision of the Distance Testing Center is to effectively and efficiently provide secure access for students to take exams for fully online courses.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Goals for CITR include:

- Explore professional development initiatives for staff
- Continue work with faculty developing fully-online classes and help improve the quality of online course offerings and programs.
- Enhance educational materials in pedagogy, research, and service for faculty including workshops and online resources

Goals for the WIU Testing Center include:

- Provide convenient secure access to students scheduling exams at the Macomb testing center.
- Train faculty about the benefits of Respondus Monitor for online proctoring, providing greater and more convenient access to students for proctored exams.
- Provide convenient access to faculty eligible to use the Macomb proctoring center.

Student Learning Outcomes

Variable based on the faculty member needing/using CITR/Testing Center services

Department/School Evaluation

Describe Department/School strengths:

- Flexible and strong staff, highly motivated staff.
- An understanding of applying technology to solve a multitude of issues in the educational setting.

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- A firm grasp of the issues that surround distance learning at Western Illinois University.
- Strong campus partner with multiple other campus organizations.

Describe Department/School challenges:

- Lack of professional development money to help staff improve their skills and offer more opportunities for faculty.
- Lack of money for updating technology for faculty and CITR staff.
- Ensuring quality courses in fully-online, especially when courses are transitioned between faculty.
- Recertification process for distance courses doesn't exist and courses are becoming dated or not being delivered as originally designed.
- Lack of money to provide appropriate assistance to faculty with technology, pedagogy, and research.

Identify Department/School opportunities:

- Be at the forefront of Zoom/Live Stream classes to help ensure quality and interactive online courses
- Ability to provide guidance to developing quality online courses and programs.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

CITR will plan to continue helping faculty building and approving fully-online courses as well as offer a large number of workshops. Streamed workshops seem to be building more interest across campus and CITR will continue to explore such opportunities.

The Distance Testing Center will also continue to evaluate ways of improving the current processes and the examination environment. Currently, the testing center offers no security for the personal materials of a student while they are testing (i.e. need lockers). Locating the appropriately sized furnishings would allow the testing center to increase capacity.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- CITR will continue to work with campus partners and internally to provide quality professional development to faculty.
- Work individually with faculty building quality online instruction.
- Continue to offer a variety of online services to better the University community.

How will you measure your success?

- Total number of workshops offered.
- Total number of new courses developed

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	1	#	#	#	#	#	#	#

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Unit: International Affairs (CIS and ISS)

Degree(s)/Program(s)/Options: (List all.)

Formerly Center for International Studies (CIS) and International Student Services (ISS)

Vision, Mission, and Values

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Mission — International Affairs (CIS and ISS)

International Affairs will profoundly impact our changing and diverse world by:

- Preparing globally competent citizens
- Administering the General and Interdisciplinary Studies Degree Programs
- Advancing the development of in-demand online academic degree programs
- Providing high-quality English language and cultural competency instruction
- Supporting the growth, development, and success of students
- Promoting intercultural and educational exchange on campus and abroad
- Providing meaningful community service and educational experiences for youth and adults

Vision — International Affairs (CIS and ISS)

To strengthen Western Illinois University as a globally engaged institution that provides life-changing educational experiences.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

CIS

- Cultivate relationships with international agents.
- Review agents and terminate those who are not sending students.
- Collaborate with the Illinois Office of Trade and Investment for student recruitment and relationships.
- Collaborate with Embassies on developing partnerships and recruiting efforts.
- Collaborate with the U.S. Department of State for recruitment programs.
- Review current partnerships.
- Send quarterly emails to partners to support relationships.
- Develop academic agreements with international partners.
- Contact EducationUSA advisors to recruit students.
- Continue Embassy visits to Washington, D.C. to establish relationships.
- Host short-term programs for international partner universities and agencies.
- Develop partnerships to assist with development and promotional efforts for programs.
- Increase marketing efforts through contact, video, website, and digital mediums.

ISS

- Maintain the number of activities offered to international and domestic students, both on-campus and in the Macomb community.

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- Increase the retention of international students by providing continued support, prior to their arrival, during their time at WIU, and after their departure as alumni.
- Increase the number of intercultural training programs for the WIU campus community.

Student Learning Outcomes

Click or tap here to enter text.

Department/School Evaluation

Describe Department/School strengths:

CIS

- Strong collaboration with counterparts within and without the university. This includes Embassies and U.S. State Department personnel, partner universities, agents, etc.
- Strong knowledge of international education needs and strategies.
- Strong knowledge of international student cultural needs as students in the United States.
-

Describe Department/School challenges:

CIS & ISS

- Lack of recruitment travel – due to staff vacancies, COVID-19 travel restrictions and budget.
- Lack of enough staff to travel internationally for recruitment purposes.
- Lack of attendance for recruitment at internationalization conferences, e.g., AIEA, WIEC, NAFSA, ACE, etc.
- Limited cultural activities due to COVID-19.

Identify Department/School opportunities:

CIS & ISS

- Increase relationships with international partners, U.S. State Department, etc.
- Increase cultural activities for international students and surrounding community.
- Increase short-term programs.
- Increase digital marketing efforts in targeted countries

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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Move forward following the vision of a new executive director, utilizing programs we already have in place as well as embracing new ideas initiated by the new executive director.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Rebuild WESL.
2. Recruit in different countries than where we already have footholds.
3. Increase involvement of both domestic and international students at international activities.

How will you measure your success?

1. By number of new students enrolled in WESL.
2. Enrollment numbers of students from countries other than those we currently have.
3. Track increases in student involvement at international activities.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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#	#	#	#	#	#	#	#	#

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

CIS

- Organized trip and met with embassies in Washington, D.C., April 2019.
- Organized Embassy trip for April 2020; scheduled visits with Mexico, Ghana, Nigeria, Sri Lanka, Mexico, but was cancelled due to the COVID-19.
- Assistant Marketing and International Relations Director attended the U.S. State Department's EducationUSA Forum in July/August 2019. During the conference met with advisors and regional advisors from Bangladesh, Brazil, Canada, China, Ghana, Myanmar, Nigeria, Sri Lanka, Taiwan, Thailand, Turkmenistan, and Vietnam.
- Met with representatives from StudyIllinois Consortium, INTEAD marketing firm, State Department representatives, Embassies.
- Electronic communication with EducationUSA advisors, over 500, and continue to mail brochures when requested. Flyer is attached to all emails and brochure.
- Continue developing academic partnerships with international institutions of higher learning.
-

ISS

- Continue to update website and information presented to students to aid in recruitment and retention.
- Continue to provide information regarding campus resources available to students to
- Increased digital information for international students due to pandemic forcing students to move to online courses.

Retention Initiatives

Continue to support access, equity, and multicultural initiatives for entire campus community.

- Due to the COVID-19 pandemic and the subsequent Illinois stay at home order all WIU activities were canceled beginning March 21, 2020.
- Limited activities were held for international students due to the international student services position being vacated. It remains empty. The assistant director of marketing and international relations has added the duties to her position for the time being.
- Global Education hosted International Education Week with four events that attracted faculty, staff, administrators and community members.
- Assistant Director for Marketing and International Relations served as advisor for the student organization, International Friendship Club.
- Introduce students to American culture through various activities

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- Organized and facilitated the 47th Annual International Bazaar on Saturday, February 29, 2020, on the Macomb campus. Attendance was approximately 800 individuals, including faculty, staff, students, community members, Macomb Mayor, and WIU administrators. The event featured fifteen booths representing a range of cultures, authentic food cooked by students and a variety of cultural performances.
- Facilitated activities for international students including three International Coffee Hours, two Cultural Cafés, Halloween party, etc.
- Provide support and serve as advocate for all international students on campus.
- Focus on international recruiting and education opportunities

Undergraduate/Graduate Research

Click or tap here to enter text.

Contributions to the University

Click or tap here to enter text.

Alumni Success

Click or tap here to enter text.

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Unit: Outreach

Degree(s)/Program(s)/Options: (List all.)

LIFE Adult Education Courses, Youth Summer Programs, International Education Programs and Sponsored Credit Programs

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community, and economic development in our region and well beyond it for the public good.

Mission — Click or tap here to enter text.

To bring knowledge and skill sets of University employees to people throughout the region, state, country and world.

Vision — Click or tap here to enter text.

To offer diverse and unique types of programs to people of all ages and backgrounds that spotlight the variety of programs offered at WIU.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

LIFE Adult Education Courses, Youth Summer Programs, International Education Programs and Sponsored Credit Programs

Student Learning Outcomes

Become aware of the academic programs WIU offers, learn the content of subjects of WIU degrees programs and gain knowledge from University/Community members.

Department/School Evaluation

Describe Department/School strengths:

Ability to reach a wide spectrum of customers through networking efforts. Make available knowledge of WIU employees to others through our various programs.

Describe Department/School challenges:

An always changing market so important to always be offering desired programs and content.

Identify Department/School opportunities:

Any type of programming that there is a want/need for.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

For the fall semester our LIFE Program, keeping in line with precautionary measures due to the

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Covid Pandemic, will be offering a limited number of courses in only a Zoom format.

This summer, we offered 3 virtual summer experiences: CSI, art, and science. All were offered via Zoom, free of charge and specifically for high school-aged students in hopes of assisting with the University's overall recruitment efforts.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- New program development
- Continuously furthering our outreach
- Student recruitment
-

How will you measure your success?

Program enrollment numbers

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	#	95	3	#	#	#	#	#

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Youth Summer Camps/Programs

Retention Initiatives

n/a

Undergraduate/Graduate Research

n/a

Contributions to the University

- Students recruited from youth summer programs
- 5% program revenue from all our program types as they are all offered at a cost to a participants
- Spotlighting of academic programs and employee knowledge

Alumni Success

n/a

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Unit: Study Abroad

Degree(s)/Program(s)/Options: (List all.)

Click or tap here to enter text.

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

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Mission — Study Abroad

International Affairs (including Study Abroad) will profoundly impact our changing and diverse world by:

- Preparing globally competent citizens
- Administering the General and Interdisciplinary Studies Degree Programs
- Advancing the development of in-demand online academic degree programs
- Providing high-quality English language and cultural competency instruction
- Supporting the growth, development, and success of students
- Promoting intercultural and educational exchange on campus and abroad
- Providing meaningful community service and educational experiences for youth and adults

Vision — Study Abroad

To strengthen Western Illinois University as a globally engaged institution that provides life-changing educational experiences.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Click or tap here to enter text.

Student Learning Outcomes

41 students from 14 different majors studied abroad, 73% were on faculty-led programs.

An additional 41 were scheduled to study abroad in May/Summer 2020 but their programs were cancelled due to COVID-19. Those students included 10 additional majors served and 90% were enrolled in faculty-led programs.

Faculty-led

Served 18 professors, offered 15 different programs. Nine were successful but only four traveled due to COVID-19.

Majors served include: Accountancy, Anthropology, Art, Biological Sciences, Communication, Economics, English, Finance, Foreign Languages, Health Services Management, History, Management, Marketing, MBA, Museum Studies, Nursing, and Political Science

Seven programs combined disciplines: *Art in New York City* (Art & Museum Studies), *Brazilian Agriculture & Manufacturing* (Ag & MBA), *Germany North to South* (Anthropology & History), *International Healthcare Systems: Ecuador* (Health Services Management & Nursing) *Microfinance of Developing Countries: Nepal* (Economics & Finance), *World of Harry Potter*

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(English & Political Science)

Semester programs

11 students studied abroad in six different countries: Australia (2), England (3), France (2), Spain (3), Sweden (2), and Thailand (1). Seven students went on exchange programs, three through direct university partnerships with foreign schools and one through a provider.

Four additional students were planning to study abroad but were unable due to COVID-19. Those students would have studied in Kenya, Spain, South Africa, and South Korea. One of these was going on an exchange, three through provider programs and two of those on internships.

Incoming exchange

Hosted 5 exchange students (3 for full year). Students came from Spain, South Korea, and Sweden (3)

Department/School Evaluation

Describe Department/School strengths:

Staff dedicated to helping students

Describe Department/School challenges:

Lack of staff to adequately meet the needs of students, faculty, departments, outside partners
Lack of scholarship opportunities for students interested in studying abroad, especially those participating in faculty-led programs

Identify Department/School opportunities:

Rebuilding of office policies and procedures
Examination/implementation of ways to streamline/combine procedures between faculty-led and semester programs.
Examination of exchange/partnership inventory to determine which to continue and if any should be terminated

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Continue planning and promoting faculty-led and semester study abroad options to students.
Investigate additional ways to market programs to students.
Updating agreements with University Jaume I (Spain), Charles Sturt University (Australia) and University College Dublin (Ireland).

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Reviewing existing agreements for any expired or due for renewal. This has not been done for several years due to staff turnover/reduction.

Awareness of Study Abroad opportunities

Continued updates on website to align with new University guidelines. Hosted booth at International Bazaar

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Provide support for 10-12 faculty-led programs for Spring/Summer 2021
2. Renew relationships with exchange partners (lapsed due to staff reduction)
3. Staff development on exchanges to better market these to students
4. Update existing course equivalencies for existing programs to better market them to students
5. Return to participation level of approx. 100 students

How will you measure your success?

1. Number of programs that travel
2. Contacts with exchange partners
3. Better educated staff
4. Existence of new/updated equivalency listings
5. Number of students going abroad

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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#	#	#	#	#	#	#	#	#

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Participation in Discover Western, departmental open houses (when invited), other Admission Office activities (when invited), SOAR

Retention Initiatives

Work with students to find programs that fit their academic needs while allowing them to go abroad.

Undergraduate/Graduate Research

Assist students interested in pursuing research abroad or as part of an existing program.

Contributions to the University

Successful faculty-led programs provide “feel good” stories for University Relations

Alumni Success

Click or tap here to enter text.

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Unit: School of Graduate Studies

Degree(s)/Program(s)/Options: (List all.)

Doctorate of Philosophy

Environmental Science: Large River Ecosystems

Educational Doctorate

Educational Leadership

Education Specialist

Educational Leadership

Specialist in School Psychology

School Psychology

Master of Fine Arts

Theatre

Master of Accountancy

Accountancy

Master of Arts

Communication

Community and Economic Development

English

History

Museum Studies

Political Science

Public Safety Administration

Sociology

Master of Business Administration

Business Administration

Master of Liberal Arts and Sciences

Liberal Arts and Sciences

Master of Music

Music

Master of Science

Applied Statistics and Decision Analytics

Biology

Chemistry

College Student Personnel

Computer Science

Engineering Technology Leadership

GIScience and Geoenvironment

Health Sciences

Instructional Design and Technology

Kinesiology

Mathematics

Physics

Psychology

Quantitative Economics

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Recreation, Park and Tourism Administration

Speech Pathology

Sport Management

Master of Science in Education

Counseling

Curriculum and Instruction

Educational Leadership

Educational Studies

Reading

Special Education

Vision, Mission, and Values

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Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — School of Graduate Studies

It is the primary goal of the School of Graduate Studies to facilitate, encourage, support, and coordinate excellence in graduate education at Western Illinois University. To achieve this goal, the Graduate Council and the Graduate Office, in concert with the provost, deans, department chairs, department graduate committee chairs, and graduate faculty, will oversee issues relating to policies, procedures, and academic standards in graduate education.

Vision — School of Graduate Studies

Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

See above

Student Learning Outcomes

N/A

Department/School Evaluation

Describe Department/School strengths:

Our strengths are as follows:

1. We have a dedicated, experienced, intelligent, and extremely hard-working staff;
2. We have a diversity of programs that serve the region;
3. The masters degree remains the fastest growing degree structure in the US, and so we are positioned in this way alone to grow;
4. We have a group of dedicated graduate advisors and faculty who enhance and support the graduate students on campus
5. We have a history of success—with our students, with our faculty, and with the School itself;
6. We have an excellence governance structure, which includes a Graduate Council, a regular set of meetings with all grad program directors on campus, and a clear and concise operating paper that drives policy and decision making;
7. We have a great sense of innovation across the entire School.

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Describe Department/School challenges:

Our key challenges are as follows:

1. International grad student enrollment, which includes approximately 300 of the 1660 total grad enrollment, is faced with numerous challenges—including US Federal Immigration Policies since 2016; increasing opportunities in our neighboring country, Canada; a global pandemic that has shut down embassies and most travel.
2. A shifting and evolving expectation in terms of course delivery—more and more students are expecting graduate programs to be online;
3. Limited staffing in individual programs as well as the Grad Office

Identify Department/School opportunities:

Our primary growth opportunity is through online programming. We have already seen significant growth in online programming. With the addition of online programs, like the MS in Nursing, we will significantly further this growth.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

As we move forward into the next academic year the SoGS will do the following:

1. Continue all recruitment activities on all fronts;
2. Work towards greater efficiency in processing all applications;
3. Investigate the possibility of unique summer programming;
4. Continue to deliver our annual graduate research conference
5. Continue to support graduate student travel
6. Evaluate QC grad programming;
7. Continue to develop support for International Graduate Students.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

SoGS goals for 20/21 are as follows:

- 1) Increase online enrollment;
- 2) Increase QC enrollment;
- 3) Recover and maintain Macomb campus enrollment;
- 4) Recover and maintain international grad student enrollment;
- 5) Increase communication between program directors and the grad office.

How will you measure your success?

Put simply, our success will be measured by enrollment—increases will indicate success and decreases will indicate failure.

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Digital campaigns in India, Nigeria, Bangladesh, and the Phillipines.

Retention Initiatives

Various overarching grad events, workshops, etc

Undergraduate/Graduate Research

Annual Graduate Conference each spring

Contributions to the University

Click or tap here to enter text.

Alumni Success

Click or tap here to enter text.

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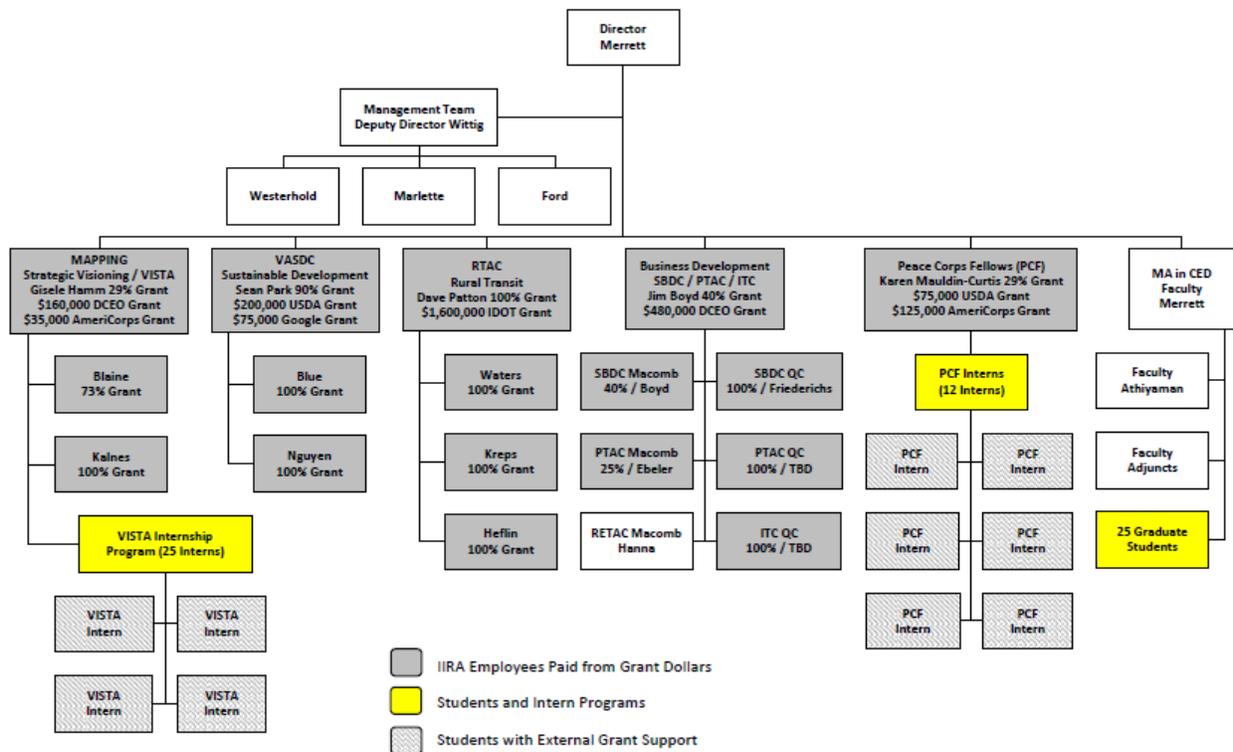
Unit: Illinois Institute for Rural Affairs (IIRA)

Degree(s)/Program(s)/Options: (List all.)

The IIRA offers the MA degree in Community and Economic Development (MA in CED).

However, the IIRA is itself recognized as a WIU academic unit by the Illinois Board of Higher Education (IBHE) because it grants tenure to its faculty, conducts research, offers courses, works in policy development, delivers rigorous and externally-funded community development outreach, and reports through Academic Affairs to the Office of the Provost. The IIRA currently hosts 6 departments and is organized as follows (Fig. 1):

Figure 1. Organizational Chart of the IIRA, May 2020



In detail, the IIRA is comprised of the following programs:

1. MAPPING (Management and Planning Programs in Non-Metro Groups). This program is funded through a \$160,000 grant from the Illinois Department of Commerce and Economic Opportunity (DCEO). MAPPING is a strategic visioning program that helps communities develop long term community and economic development goals.

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2. VASDC. The Value-Added-Sustainable Development Center is an IBHE-recognized academic unit. It is funded through a competitive, \$200,000 grant from the USDA. It also secured a \$75,000 Google Impact Challenge grant and a \$15,000 National Renewable Energy Laboratory (NREL) grant. It helps to spur rural development by helping communities to start cooperative and community-owned businesses.

3. RTAC. The Rural Transit Assistance Center serves as a rural transit and technical assistance center. It works with local communities to provide and sustain transit services in communities that are not able to provide fixed routes transit services. It is funded through a three-year \$1.6 million grant from the Illinois Department of Transportation (IDOT).

4. Business Development. Our business development outreach is currently comprised of two Small Business Development Centers (SBDCs) and a Procurement Technical Assistance Center (PTAC). We have also operated an International Trade Center (ITC) and a second PTAC on the WIU-QC campus. We plan to reopen these offices in 2021. These business development programs are supported through \$479,000 in DCEO grants.

5. The Peace Corps Fellows (PCF) program in the IIRA recruits graduate students who have served abroad in the Peace Corps. These students enroll in one of 10 graduate degrees on the WIU campus, including our MA in CED degree. After spending 2-3 semesters on campus, the PCFs serve an 11-month internship in a rural Illinois community. Each year, we have 6 PCFs on campus and another six in the field. This program is funded through competitive \$145,000 annual grants from AmeriCorps, \$75,000 grants from the USDA, and with financial support from communities that host PCF interns. The Peace Corps Fellows program also manages the WIU Peace Corps Prep (PCP) program. Students enrolled in the PCP take a designated set of courses and receive training as they prepare to serve overseas as future Peace Corps volunteers.

6. MA in CED. Our graduate degree started in August 2016. It has grown to its current enrollment of 25 students. We graduated 8 students in the 2019/2020 academic year. We hope to bring in nine new students in August 2020.

There are at least two reasons why we include all of the IIRA programs in the Consolidated Annual Report (CAR). First, we include all the IIRA programs, not must the MA in CED in the CAR, because the constituent parts of the IIRA operate synergistically. The outreach programs support the research and teaching mission of the MA in CED in the same was as the WIU farms support the teaching and research mission of the WIU School of Agriculture. For example, grant writing is an important part of the community and economic development profession. We teach grant writing in our MA program. We can't teach this topic as grant writing experts unless we successfully write, submit, secure, and deploy grants on a continual basis. That is why all units within the IIRA are included in this consolidated annual report.

Second, all of the IIRA programs work collectively to advance the four core WIU values of (i) Academic Excellence, (ii) Educational Opportunity, (iii) Personal Growth, and (iv) Social Responsibility. In particular, the IIRA helps advance the WIU value of Social Responsibility, which asserts that WIU is committed to “civic and community engagement... [and that WIU will] serve as a resource for, and stimulus to ... community and economic development in our region and well beyond it for the public good.”

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Mission — Illinois Institute for Rural Affairs (IIRA)

The Illinois Institute for Rural Affairs seeks to improve the quality of life for rural residents by partnering with public and private agencies on local development and enhancement efforts. (2003)

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Vision — Illinois Institute for Rural Affairs (IIRA)

... To be nationally recognized for an integrated delivery system that provides knowledge, information, and innovative strategies to help rural residents improve policy decisions, overcome rural disparities, and achieve a high quality of life with strong rural communities. (2003)

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Linking Program Goals, Learning Objectives, and Applicable Courses M.A. Degree in Community and Economic Development

Program Goal	Learning Objectives	Applicable Course(s)
Category #1: Community Development Skills. A Graduate will be able to:	a. Implement Asset-Based Community Development (ABCD) Programs.	ECON 535, GEOG 650, GEOG/UNIV 580, IIRA 501, IIRA 510, IIRA 512, IIRA 514
	b. Conduct strategic visioning, appreciative inquiry, and other community engagement programs.	ECON 535, IIRA 512
	c. Build grassroots community support for initiatives.	IIRA 501, IIRA 510
	d. Apply systems thinking to community development.	GEOG 650, IIRA 501, IIRA 511, IIRA 514
	e. Conduct surveys, focus groups, and other assessment processes.	IIRA 511, IIRA 514
	f. Facilitate meetings.	GEOG/UNIV 580, IIRA 510
	g. Manage a development organization.	GEOG/UNIV 580, IIRA 510, Electives
	h. Work effectively with a board of directors.	GEOG/UNIV 580, IIRA 510
	i. Interact effectively with the media.	GEOG/UNIV 580, IIRA 510, Electives
	j. Understand impacts of decisions on the natural environment.	GEOG 650, IIRA 501, IIRA 512
	k. Understand the triple-bottom line as it relates to development initiatives.	GEOG 650, IIRA 501, IIRA 512
	l. Develop a personal leadership plan.	IIRA 510
	m. Utilize situational leadership and other models to manage and lead an organization.	IIRA 510
	n. Advocate for oppressed groups through an understanding of power relationships.	IIRA 512, IIRA 514
	o. Design and implement a fund-raising campaign.	IIRA 514, Electives
	p. Write grants to external organizations.	IIRA 514, Electives
	q. Manage and oversee a budget for a non-profit organization.	ECON 535, IIRA 510, IIRA 511, Electives
	r. Conduct conflict resolution & emotional awareness programs.	ECON 535, IIRA 510
	s. Facilitate public deliberations.	ECON 535, GEOG 650, IIRA 511
	t. Expand cultural awareness and humility.	IIRA 501, IIRA 510, IIRA 512, IIRA 514

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Program Goal	Learning Objectives	Applicable Course(s)
Category #2: Economic Development Skills. A Graduate will be able to:	a. Market and recruit businesses.	ECON 535, IIRA 511
	b. Respond to a request for proposal (RFP) for a business location project.	ECON 535, IIRA 511
	c. Construct a complex financing package for a project.	ECON 535, IIRA 511
	d. Utilize state and federal incentive programs.	ECON 535, IIRA 511
	e. Conduct a business retention and expansion program.	IIRA 511
	f. Write a business plan.	ECON 535, IIRA 511
	g. Create effective support mechanisms for entrepreneurs.	IIRA 511
	h. Incorporate "green" businesses into the economic development (ED) strategy.	IIRA 511, IIRA 512
	i. Understand alternative business models such as co-ops and Employee Stock Ownership Plans (ESOPs).	IIRA 501
Program Goal	Learning Objectives	Applicable Course(s)
Category#3: Knowledge of Community and Economic Development. A Graduate will understand:	a. Factors that impact a small economy, and models of how a small economy works.	ECON 535, IIRA 511
	b. Approaches to CED, including self-help, technical assistance, and conflict.	IIRA 501
	c. Tax Incremental Financing (TIF) Districts, Community Development Block Grants (CDBG), government bonds, and other financing instruments.	GEOG 580, IIRA 501
	d. Zoning, land use, and comprehensive planning.	GEOG 650, IIRA 501, Electives
	e. Infrastructure planning and development.	GEOG 650, IIRA 501, Electives
	f. Major theories and frameworks in community and economic development, including asset-based development, field theory, growth theories, globalization, international perspectives on CED, and community capitals.	ECON 535, GEOG 650, IIRA 501, IIRA 511, IIRA 512, IIRA 514
	g. Federal, state, and regional agencies and private companies as potential partners.	ECON 535, GEOG/UNIV 580, GEOG 650, IIRA 501
	h. Support systems for entrepreneurship	ECON 535, IIRA 511
Program Goal	Learning Objectives	Applicable Course(s)
Category #4: Analytical and Research Skills. A Graduate will be able to:	a. Conduct analyses, including workforce, demographic, retail, and economic impact.	ECON 535, IIRA 511
	b. Analyze a community's power structure.	IIRA 512, IIRA 514
	c. Interpret and analyze financial statements.	IIRA 511
	d. Design and implement an evaluation process to measure the success of initiatives.	IIRA 501, IIRA 514
	e. Comprehensively assess the impact of a development project, including economic, social, and environmental impacts.	GEOG 650, IIRA 511, IIRA 512, IIRA 514
Program Goal	Learning Objectives	Applicable Course(s)
Category #5: Communication Skills. A Graduate will be able to:	a. Communicate skillfully in oral and online presentations and conversations.	ECON 535, GEOG 650, IIRA 501, IIRA 510, and most other courses.
	b. Network and interact effectively with community leaders, other development professionals, and business leaders.	GEOG/UNIV 580, IIRA 501, Electives
	c. Work effectively with communities organized around social media and social networks.	IIRA 510, IIRA 599, Electives
	d. Think critically and holistically about the impact of projects.	IIRA 501, IIRA 511, IIRA 512, IIRA 514, Electives

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	e. Behave ethically and follow Community Development Society (CDS) Principles of Good Practice.	IIRA 501, IIRA 510
	f. Write a persuasive and cogent paper on a development project.	All courses

The Capstone experience, whether it is an internship, applied project, or thesis, is intended to transcend any individual program goal. The 6 semester-hour culminating effort will challenge students to draw on a range of program goals and specific learning objectives to complete a meaningful service or research project.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

1. Demonstrate the ability to engage in systems thinking by applying classical and contemporary concepts of community development such as Asset Based Community Development (ABCD) and the Triple Bottom Line (TBL) to develop a personal philosophy of, and approach to, community development (i.e., community development skills).
2. Demonstrate an ability to explain the factors, assets, and deficits that affect a local economy; demonstrate the ability to implement an economic development model and prescribe a set of policies that can help improve the economic development trajectory of a local economy (i.e., economic development skills).
3. Demonstrate analytic and research methods commonly used in the field of community and economic development to help community stakeholders make informed decisions about plans of action (i.e., analytic and research skills).
4. Communicate in written format, in face-to-face settings, online, and through social media (i.e., communication skills).

Department/School Evaluation

Describe Department/School strengths:

1. Expertise and experience of faculty and staff. Our faculty and staff have extensive research, teaching, and technical assistance experience in community and economic development. Our efforts have been awarded state and national recognition from entities such as the Community Development Society and the University Economic Development Association.
2. Connection of the MA in CED to other IIRA community and economic development outreach programs. Our MA in CED program benefits by having students also interaction with our SBDC, VASDC, MAPPING, and RTAC programs to see how we provide actual community and economic development technical assistance.

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3. Connections to communities across the state. We have served in almost 500 communities in all 102 Illinois counties. These connections and experience help us to provide teaching and internship opportunities for our students.
4. Partnerships with local, state, and federal government agencies, who provide guest lectures and other program support.
5. Diversity of students, which includes mid-career professionals, Peace Corps Fellows, and international students. We have a great mix of domestic and international students, who form the basis of a dynamic learning community of students.
6. Multiple program delivery modes, including hybrid, online, and face-to-face courses. As our program has grown, we have diversified the way we deliver courses to increase flexibility for our students.
7. Ability to get students through the program in a timely fashion. Our time to graduation is currently 2.3 years for a 36 semester-hour program. This is a shorter time than the WIU average.
8. Ability to use some external grant money to fund graduate assistantships. For example, we have been able to use DCEO grant funds to support graduate assistants in our SBDCs both in Macomb and on the WIU-QC campus.

Describe Department/School challenges:

1. Enrollment is outgrowing our capacity to serve the students in the MA in CED program.
2. The IIRA and its MA in CED only have two full-time Ph.D. faculty / administrators to teach courses and direct theses and other capstone projects for 25 to 30 graduate students.
3. Reliance on faculty from other WIU departments to serve on MA in CED thesis / applied project committees. At this point, we have excellent relationships with the departments on which we currently rely. However, WIU graduate school policy is that a thesis committee must be comprised of three faculty members from the graduate student's home department. At this point, we are out of compliance with WIU graduate school policy.

Identify Department/School opportunities:

1. Expanded use of videoconferencing technology to increase student engagement in the hybrid courses.
2. Expanded use of videoconferencing technology to offer our degree online with synchronous engagement of students in lectures and seminars. This would expand our ability to recruit students from far flung geographies to enroll in our program.
3. Implement a 4 + 1 degree that would meld an undergraduate degree in economics with our MA in CED degree. We have started work on this initiative.
4. Co-market the MA in CED alongside the GIS Certificate offered by the WIU Department of Geography.
5. Market the MA in CED with other Masters degrees on the WIU campus.
6. Offer face-to-face, hybrid, and entirely online versions of the MA in CED program.
7. Increase the interaction between the MA in CED and other IIRA programs.
8. Identify new external internship opportunities in Macomb and in the Quad Cities. We have had great support from community entities such as the Mercado on 5th, the Regional Development Authority, and the City of Moline, which have all provided financial support for MA in CED interns. We would like to sustain existing internships and identify new ones.

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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

1. Introduce strategies, such as increased use of videoconferencing, to increase student engagement in our hybrid MA in CED program.
2. Develop new courses in grant writing, community leadership, and advanced readings to better serve our students.
3. Identify new ways to market our MA in CED degree program to prospective students.
4. Expand SBDC funding to better support businesses affected by the COVID-19 pandemic.
5. Help our IIRA constituent programs modify their outreach strategies, where appropriate, to serve our communities and clients as we adapt to a new normal.
6. Adapt to new financial realities with our funding agencies.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Increased collaboration with Geography to better align the MA in CED with the GIS certificate.
2. Develop a research methods class for the MA in CED.
3. Develop a grant-writing course for the MA in CED.
4. Improve student engagement in the MA in CED through increased use of videoconferencing and face-to-face course offerings.
5. Revise IIRA 510: Community Leadership and Decision making because of a new instructor.
6. Increased collaboration between MA in CED and other IIRA programs.

How will you measure your success?

We measure our success in several ways. When focused on our MA in CED program, we use measures of student success to determine the success of our program. There are at least five metrics we use to measure student success.

1. Enrollment Numbers. In our IBHE application to offer the MA in CED. We said that with staffing levels in 2016, we would cap enrollment at 20 students. We are currently at 24 students.
2. Retention Numbers. At this point, we have only had four students drop out of the program since 2016.
3. Graduation Numbers. We are currently graduating 4-8 students per year.
4. Time to Graduate. With our 36 hour program, students are taking on average 2.3 years to graduate.
5. Post-graduation Job Success. Our mid-career professionals have used their degrees to secure job advancement (e.g. City of Davenport, Urbana). Other graduates have used their degrees to secure new jobs in the field of CED (e.g. Bi-State Regional Planning Council, City of Galesburg).

In addition to the MA in CED metrics, we also evaluate all programs in the IIRA. We have tracked these metrics for 30 years and include them in the table below. These metrics include communities served, jobs created by businesses we help, loans secured by businesses we help, and the number of attendees at IIRA-sponsored conferences and workshops, among other metrics. We also calculate a “leverage ratio” to measure how many external grant dollars we secure for each appropriated WIU dollar invested in the IIRA. In 2019, we achieved our highest ever leverage ratio, showing that the IIRA is working hard to do more with less.

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IIRA Metrics for Calendar Year 2019

IIRA Metrics Fiscal Year	1990	2000	2005	2010	2013	2014	2015	2016	2017	2018	2019	Total
Inputs												
<i>Faculty and Staff</i>												
Full-time/Part-time	9/0	21/4	28/1	36/1	40/1	35/0	29/1	21/1	22/1	19/3	19/2	-
Peace Corps Fellows on campus	-	17	20	14	15	9	14	14	15	13	14	-
Graduate Students	-	-	-	-	8	10	8	7	5	8	11	-
Student Workers	5	13	2	9	12	13	11	13	15	8	11	-
Peace Corps Preps									18	16	12	
VISTA Volunteers beginning 2019											25	
<i>Grants</i>												
Indirect Cost Dollars (000's)	-	-	-	257	130	197	202	119	122	164	144	2,162
Appropriated Dollars (000's)	250	943	1,124	1,612	1,606	1,663	1,643	1,625	1,625	814	724	30,147
Grant Dollars (000's)	480	1,227	1,974	2,673	2,036	1,858	1,703	1,276	1,407	1,510	1,760	42,459
Total Dollars (000's)	730	2,170	3,098	4,285	3,642	3,521	3,346	2,901	3,031	2,324	2,484	72,606
Leverage Ratio (Grant \$ + Appropriated \$)	1.92	1.30	1.76	1.66	1.27	1.12	1.04	0.79	0.87	1.86	2.43	1.41
% Grants Received	100	94	94	82	78	91	92	88	91	94	100	99%
Toll Free Number	601	3,484	2,560	1,184	1,242	1,008	804	218	388	N/A	N/A	62,133
Miles Traveled (000's)	31	136	216	273	189	148	130	88	96	89	93	4,214
Outputs												
Conference Presentations	15	41	42	23	45	75	143	113	109	113	47	1,357
Presentations Non-Conference Beginning 2019											43	43
MAPPINGS	-	11	5	4	10	5	4	5	4	6	7	255
Mappings (000's)	10.4	40.3	23.2	9.3	23.6	7.6	10.0	7.8	4.5	6.8	7.4	703.0
Surveys	2	9	8	59	63	54	71	52	25	7	1	702
Teaching - # of Students Taught in all WIU Depart	260	273	719	219	164	140	176	93	119	161	108	8,366
Teaching - Total # of Students in MA CED Program	0	-	-	-	-	-	-	8	16	20	26	--
Training Programs	-	26	92	195	55	121	186	266	150	62	94	2,495
Books	-	2	-	-	-	-	1	-	1	2	-	20
Chapters/Articles	24	22	11	22	20	18	10	14	4	9	14	509
Rural Research Reports	3	10	10	6	3	4	3	2	2	2	2	222
Trade Publications	-	8	7	17	15	19	19	8	-	1	2	358
Total Publications	27	42	28	45	38	41	33	24	7	12	18	1,085
Outcomes												
Conference Participants	1383	2,697	5,879	7,764	4,337	4,847	6,838	5,774	7,235	12,371	12,646	154,559
Awards	1	5	5	1	1	1	-	-	2	2	2	75
Jobs Created/Retained*	-	-	-	684	560	130	353	538	497	112	369	6,615
SBDC Debt and Equity Funding (Loans) (000's)	-	-	-	5,303	1,687	2,652	3,356	2,609	1,000	2,248	3,009	53,574
PTAC Government Contracts (\$000's)				19,671	34,897	-	-	32,901	33,162	141,467	202,264	446,145

The table below asks for the number of “creative activities.” The IIRA can count 33 external grants, 43 non-conference presentations, 4 non-refereed publications, 7 MAPPING community programs completed, and 94 other training programs. This represents a total of 181 creative activities not counted in other categories.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	14	181	0	45	2	1	0	2

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

1. 4 + 1 graduate program in collaboration with Economics and Decision Sciences.
2. Expanded use of social media to recruit students.
3. Use Midwest Community Development Institute in 2021 to recruit students.

Retention Initiatives

1. Increased use of videoconferencing to keep hybrid students connected to the program.
2. Offer at least three face-to-face courses per year to ensure students have connections to the faculty and other students.
3. Provide financial support for MA in CED students to attend the annual IIRA conference to meet other students and professionals working in the field.

Undergraduate/Graduate Research

1. Expanded opportunities for graduate students to present their research.
2. Expanded opportunities for graduate students to publish their research.
3. Develop a new IIRA course focused on research methods.

Contributions to the University

1. Help to deepen Carnegie Community Engagement activities, especially during the upcoming accreditation process.
2. IIRA Indirect Cost Recovery Dollars supporting other WIU offices, including the Office of the Provost.

Alumni Success

1. Evidence that students have used their degree to secure job advancement (e.g. City of Davenport).
2. Evidence that students have used their degree to secure a new job (e.g. City of Urbana).
3. Evidence from students that they find value in their degree (e.g. unsolicited emails of gratitude).
4. Proposal to survey graduates about the strengths and areas of improvement in the MA in CED program.

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Unit: Office of the Registrar

Degree(s)/Program(s)/Options: (List all.)

Not Applicable

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — Office of the Registrar

The Office of the Registrar provides high quality service to students, faculty, staff, alumni and the public in support of the mission and goals of Western Illinois University. The Office ensures all services provided are inclusive and respectful of all through the consistent application of institutional policies and procedures, in compliance with state and federal regulations, while upholding the highest standards of integrity, accuracy, and privacy.

Vision — Office of the Registrar

The Office of the Registrar will be a leader in student records and registration by providing outstanding, student-centered service.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Not Applicable

Student Learning Outcomes

Not Applicable

Department/School Evaluation

Describe Department/School strengths:

Our Employees

Our greatest strength is our dedicated, highly competent and experienced staff who are always willing to pull together and assist one another, as well as other areas, as we work toward the common goal of providing the best possible service to students, faculty, staff, and external constituencies.

We have little staff turnover, a nice range of employee experience, and significant cross-training across speciality areas. In addition, the office has a long record of being known as one of the best offices to work in on campus due to our consistent and genuine camaraderie.

Efficiency and Effectiveness

The Office is also incredibly efficient and effective at what we do. Between February 15, 2019 and February 15, 2020 (pre-COVID-19), Office of the Registrar staff members:

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- Processed:
 - 17,900 transcript requests, including 5,721 secure PDF transcripts, 241 Federal Expressed transcripts, and 830 transcripts picked-up at our front counter
 - 3,580 graduation application additions or changes
 - 1,820 grade changes
 - 1,659 enrollment verifications, not including enrollment verifications and degree verifications automatically processed through the National Student Clearinghouse
 - 1,479 changes to students' majors or minors
 - 626 requests for room scheduling, excluding course schedule changes
 - 906 current student-athlete NCAA progress toward degree certifications
 - 353 Social Security Number corrections
 - 497 readmission applications
 - 343 total university withdrawals
- Scanned 23,190 documents into document imaging, and then verified them for accuracy
- Coordinated Commencement for 1,506 student participants and their guests
- Conferred 1,581 undergraduate degrees, excluding BGS degrees
- Facilitated the scheduling of 5,395 course offerings for Fall 2019 – Summer 2020
- Prepared 483 CAGAS appeals
- Responded to or addressed 1,128 STARS Comments
- Mailed 103 Illinois Voter Registration Applications to students, per their request

Beyond our regular daily responsibilities, we led the following improvements in the area of student records:

- Established procedures for identifying online only students
- Wrote and shepherded a new policy on Preferred First Name and Gender Identity
- Condensed the Restricted Registration period, in order to move up Open Registration
- Updated the Military Service Policy and submitted to Leadership Team for approval
- In collaboration with CAGAS and the Graduate Council, updated the Academic Integrity Policy
- Created a new website and related forms for Reverse Transfer
- Created a new Bachelor of General Studies brochure to send to anticipated graduates who have not completed degree requirements within in two years of their expected graduation date
- Assisted with extensive data collection for a NCAA audit
- Assisted CAGAS with updating the Grades and Class Attendance policy
- In collaboration with several areas, most notably AIMS, provided quick turnaround for several policy/procedure adjustments, primarily related to COVID-19:
 - Moved Advanced Registration from April 1 to March 25, and Open Registration from April 13 to April 1
 - Removed Advisor Encumbrances for currently enrolled Spring 2020 students in good academic standing
 - Assisted with the programming logistics related to creating a first-year experience advising model
 - Extended the deadline to withdraw from a Spring 2020 class to April 26
 - Facilitated the transition to a virtual Spring Commencement ceremony
 - Prevented 132 students from being suspended/dismissed following Spring 2020 grades
 - Assisted 553 students with changing 869 standard grades to "Pass" grades
 - Met with all department chairs/school directors and deans to review Fall 2020 schedule modifications and handled logistics of making schedule changes

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Describe Department/School challenges:

Unsustainable Personnel Reductions

We have done our best to align our standard office expenditures with our significantly reduced (down 43% since last year) operating budget, but the personnel cuts (30%) in the last fiscal year had a crippling effect on the ability of the Office of the Registrar to properly serve our constituencies through timely data reporting, dedicated customer service at the front counter, and event planning experience for Commencement.

- **Eliminated Ad Hoc Reporting** - Specifically, not being able to replace our Information Technology Technical Associate position, following Suzanne Litchfield's retirement in December 2019, has all but eliminated the Office's ability to provide ad hoc reporting. All new requests must be funneled through AIMS, which adds more work to their reduced staff, at a time when they need to be preparing for a conversion to a new SIS.
- **Front Counter Inconsistency** - The elimination of both front counter positions has resulted in remaining staff serving at the front counter on a rotation-basis, which reduces their time to cover their additional responsibilities even more. Despite cross-training, this lack of consistency at the front counter is detrimental to the essential processes that occur there. Between March 2019 and February 2020 the front counter assisted 3,549 walk-ins and answered 8,347 phone calls, for a total of 11,896 contacts. It is a busy area that warrants a dedicated, full-time position. COVID-19 has only exacerbated these issues, as a ½ day rotation is not a safe way to manage front-counter coverage, but all employees have other responsibilities that cannot be completed if stationed full-time at the front counter.
- **Commencement Coordination** - The prior Commencement Coordinator had a background in event planning. Due to the elimination of 5 of our 18 positions within a year, the Associate Registrar has taken on both Commencement planning and NCAA certification – a full-time job by themselves. In surveying the other public 4-year universities in Illinois, the most common unit for Commencement Coordination is a centralized University Events Office (GSU, NEIU, NIU, SIUC, UIC), with the Provost's Office (CSU), Alumni Services (EIU), Dean of Student's (ISU), University Marketing and Communication (SIUE), and a dedicated Commencement Office (UIUC) being the other areas. The vast majority of these areas have more of a focus on event planning and execution, rather than student records maintenance. The only other Registrar's Office at an Illinois public university that coordinates Commencement is University of Illinois – Springfield, which has a Registrar Staff to Student Ratio of 1 to 310, the lowest in the state. WIU currently has a Registrar Staff to Student Ratio of 1 to 538, the 5th highest in the state.

No Operating Funds for Office Improvements

In FY11, our operating budget was \$102,489 and for FY21 it was \$33,000. The current budget barely covers the essentials of daily operations, and does not allow for basic equipment purchases (i.e. computers on rotation) or software that would enhance the student experience (i.e. schedule building). It has been several years since we have purchased new chairs for staff, and the decades-old carpet in the office is stained, despite repeated shampooing. In general, the office could use some sprucing up, but there are not operational dollars to support that.

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Identify Department/School opportunities:

New ERP System – There are a significant number of opportunities associated with the implementation of a new ERP, including the ability to move some of our paper processes into a virtual application and to offer enhanced services to students with an updated interface. Of course, with an already stretched staff, implementing the new system will also add a new layer of challenges.

More Virtual Processes – COVID-19, while very disruptive to normal routines, has forced us to evaluate our business processes that are still paper-based, and or highly manual. There is a huge opportunity to rethink how we handle grade changes, graduation applications, and self-service enrollment and degree verifications.

Retired Employees Willing to Return as Extra-Help – We are fortunate to have at least one retired employee, Suzanne Litchfield, who is willing to return as Extra-Help to assist with ad hoc reporting requests and preparing for ERP implementation. We have \$5,000 for our Extra-Help budget and hope to utilize this opportunity to bring her experience and knowledge of Business Processes back to the office and University, even though the budget only allows for a few hours per week.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Continue to Support the Mission of the University – Continue to provide the best possible service to the various constituency groups that rely on the Office of the Registrar, including prospective, current, and former students, alumni, faculty, staff, administration, and third-party entities. This will require investigating options for improving efficiencies in our various business processes, as resources permit.

Continue the Momentum of Converting Manual Processes to Virtual Processes – Continue to identify and move paper-based, manual business processes to virtual processes.

Continue to Maintain a Positive Work Environment - Continue to offer a positive, collegial work environment within the Office of the Registrar.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

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Finalize Implementation of Preferred First Name and Gender Identity Fields – Work with Administrative Information Management Systems programmers and affected offices to roll out the new Preferred First Name and Gender Identity fields in MVS.

Facilitate Efforts to Encourage Registration – Continue to provide Not Registered reports on a regular basis to Deans, Academic Advisors, Financial Aid, and the Executive Director of Retention Initiatives for the purposes of following up with students and tracking enrollment progress.

Collaborate on ERP Implementation – Work with the Enterprise Resource Planning Task Force and Administrative Information Management Systems as we move toward implementation of a new Student Information System.

Move Grade Change Process Fully Online – Collaborate with AIMS to add online grade change processing to MVS.

How will you measure your success?

The Office of the Registrar will continue to measure it's success through customer service reactions and feedback (STARS comments, emails, letters, etc.), dollars saved through fiscal responsibility measures and generated through expedited service options, and the tracking of services provided.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	0	0	0	0	0	0	0	0

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Unit: **Sponsored Projects**

Degree(s)/Program(s)/Options: (List all.)

Click or tap here to enter text.

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

Academic Excellence: Central to our history is the commitment to teaching, to the individual learner, and to active involvement in the teaching-learning process. Western Illinois University's highly qualified and diverse faculty promotes critical thinking, engaged learning, research, and creativity in a challenging, supportive learning community. We are committed to student success in an academic environment that encourages lifelong development as learners, scholars, teachers, and mentors.

Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — Sponsored Projects

Our mission is to serve the University community in all areas of externally-sponsored projects and to support the University goals of encouraging research, creative activities and public service.

Vision — Sponsored Projects

Our vision is to support faculty and staff in pursuit of their scholarly endeavors and external funding by assisting with proposal preparation and external grant award management.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Click or tap here to enter text.

Student Learning Outcomes

Click or tap here to enter text.

Department/School Evaluation

Describe Department/School strengths:

OSP strengths include:

- Professional, collegial staff willing to do what it takes to support university faculty and staff
- Extensive knowledge of grant opportunities, proposal preparation, awards management, human and animal compliance, including federal, state and university rules and regulations
- Ability to adapt to a constantly changing university and regulatory environment

Describe Department/School challenges:

OSP challenges include:

- Short-staffed office. OSP lost our administrative support person during the FY19 layoffs. It is a challenge to deliver the same customer service levels to faculty and staff in their absence.
- State of Illinois Governmental Accounting Transparency Unit (GATU) has significantly increased the level of rules and required documentation for State and Federal Flow through grants over the past few years. Recently they required State agencies to limit indirect cost recovery amounts from universities, which will have a negative financial impact on the university.

Identify Department/School opportunities:

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Opportunities for Sponsored Projects include:

- Engaging the new Enrollment Management division in order to increase student support grants to the institution
- Working with external grant writing consulting firm to potentially increase awards, especially in the area of student services grants

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Sponsored Projects will work with the new external grant writing firm to research externally funded opportunities and be the liaison between the firm and university faculty and staff. Sponsored Projects is looking to automate several paper-based processes as a result of COVID-19 and more faculty and staff working remotely.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- The Pre-Award Administrator will focus on providing electronic/paperless services by increasing the use of electronic meeting services, electronic document delivery, paperless proposal routing for internal approvals, and paperless reporting of grant submissions.
- The Pre-Award Administrator will also closely monitor and distribute new grant announcements related to COVID-19.
- Grant & Contract Administrators will schedule a face-to-face meeting, either in-person or virtually, with faculty and their clerical assistants each time a new faculty member receives an award. This will establish a good working relationship at the beginning of the award, give them valuable tools/resources as they get started on their project, and educate all new project directors on post-award procedures.
- The Compliance Specialist will update forms related to Human & Animal Subject research to make them more accessible and user friendly to the campus community. Along these same lines the Compliance Specialist will continue to update the website to make it more user friendly.
- The Director will continue to work with university staff as it relates to CARES Act funding.
- The Director will work as a liaison between the new external grant writing firm and university faculty and staff to potentially increase external funding.

How will you measure your success?

OSP does not measure the office's success or productivity by the dollar amount of grants and contracts received. To do so would be an inaccurate reflection of our productivity. The dollar amount of grants and contracts received depends on many variables outside the control of this office. These include the budgetary situation at both the State and Federal levels and internal faculty incentives to engage in the pursuit of external grants and contracts, such as those present/absent in/from the promotion and tenure review criterion and in the UPI contract. More

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appropriate measures of productivity are:

- Number of faculty signed up for faculty alerts in the Grant Forward database system
- Number of proposals from different disciplines across campus
- Faculty and staff engagement in workshops, information sessions and trainings, either in a group setting or one-on-one meetings

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	#	#	#	8	#	#	2	#

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Unit: University Advising and Academic Support Center

Degree(s)/Program(s)/Options: (List all.)

UA, PNC, and OAS/Reach Academic Advising
Rocky's Resources
Academic Success Coaching

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

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Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes

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citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

Mission — University Advising and Academic Support Center

University Advising and Academic Support Center advisors and coaches are committed to a developmental philosophy, which means they feel a responsibility to do more than just assist with course selection. UAASC advisors and coaches also view themselves as mentors and resource people who recognize that some students will experience difficulties adjusting to university life. It is important for students to feel that they have someone available to help them in this adjustment. UAASC advisors and coaches make it a priority to reach out to students so students will know help is available.

Vision — University Advising and Academic Support Center

The UAASC Vision during the 2019-2020 academic year is to serve the following populations:

- [undeclared](#) students exploring the vast options of majors with an academic advisor trained in a decision-making model
- entering freshmen (from all majors) through the [alternative admission program](#) who do not meet regular admission standards
- pre-nursing conditional students working toward acceptance into the nursing program
- students changing majors in the [Transitional Advising Program \(TAP\)](#)
- students working on GPA recovery with an [academic success coach](#)
- students seeking tutoring services and academic success workshops through [Rocky's Resources](#)

Academic Program Goals and Outcomes

Degree/Program/Option Goals

- A. Develop a consistent academic advisor job description template**
- B. Create an incentivizing Reach student financial aid award**
- C. Develop a study table program for all students served in the UAASC**
- D. Expansion of progress reports to include all Reach and ASC students**
- E. Rebrand the University Advising and Academic Support Center**
- F. Expand the Academic Success Coaching Program**
- G. Reinstate the interview process for Reach student admittance**
- H. Celebrate the 50th Anniversary of the OAS Program**

Student Learning Outcomes

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- A. Develop a Consistent Academic Advisor Job Description Template Outcomes:
- The Advisor Leadership Team (ALT), consisting of representatives from each college, the UAASC, and supplementary advising departments, met several times to update the academic advisors job description template. The template contains essential duties performed by all advisors. These items will be on all advisors job descriptions starting in June 2020. The template also contains a list of potential duties/activities that are geared toward specific departments. The Council of Academic Advisors (COAA) membership voted and approved the template in March 2020. Academic advisors and their supervisors will update their job descriptions by June 30, 2020.
- B. Create An Intentivizing Reach Student Financial Aid Award Outcomes:
- Historically, Reach students never qualify for financial assistance fro the Western Commit Scholarship. Many Reach students report to their advisors the need to stop attending Western due to financial hardships. These are students who are qualified to enroll but cannot due to their financial situations. A team consisting of a representative from the Scholarship Office, Financial Aid Office, Admission Office, and the UAASC started meeting in the Fall of 2019 to develop an award to support Reach students. The award was developed to encourage master student behavior traits, such as attending study tables and getting a 'C' or better in the University 100 class. The Interim Executive Director of Retension Initiatives took the proposal to the Interim President for his approval. At the time of this report, the proposal was still being considered but had not been acted upon.
- C. Develop a Study Table Program For All Students Served in the UAASC Outcomes:
- A study table program was developed to instill sustained study habits.
 - Study tables are located on the second floor of the Malpass Library. Rocky's Resources tutors and the Writing Center are conveniently located near by.
 - A student worker will host the tables and have the students swipe in and out.
 - Students' names will be entered into a drawing everytime they log-in 3 hours at the study time at the tables. The 3 hours can be obtained over multiple sessions. A drawing for an iPad and/or earbuds will be held at the end of the semester.
 - Marketing strategies included a kick-off event that was held on January 15 from 4:00-6:00 pm. Pizza, lemonade and cookies were served. Advisors and coaches also sent announcement emails and gave verbal reminders during the students' appointments.
 - The turnout was very low for the study tables prior to Spring Break. We suspect the incentive (iPad/earbuds) was not a motivator. We will be exploring other options this year.
- D. Consolidated Tracking For All Academic Support Services Across Campus (Rocky's Resources, Writing Center, and academic departments' learning centers) Outcomes:
- Developed an form to be used by all programs providing tutoring services on campus. In addition to Rocky's Resources and the Writing Center, there are 14 academic departments offering tutoring services in their learning centers.
 - We held meetings with all the contact persons from the academic support centers to edit the forms and provide instructions on its use.
 - A generic Student Session Form was created but some departments felt the need to specialize the data collected. An example is the Math Department. All Student Session Forms will be automated by August 2020.
- E. Expansion of the Progress Reporting Times for all Reach and ASC Students
- We investigated the cost of expanding EAB's GradesFirst program to include Reach and Academic Success Coach (ASC) students. Currently, the Athletic Department uses this program to monitor academic progress of the student athletes. Expanding the program to

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- include Reach and ASC students would simplify the reporting process for faculty as they would use the same format already in place and would only need to fill out one form when they had a student athlete in the Reach/ASC program. We discovered the fees associated with expanding the GradesFirst Program were cost prohibited.
- Currently, the Athletic Department requests faculty submit progress reports on weeks 4, 8, and 12. We worked with AIMS to expand the Reach/ASC reporting program to match schedules.
- F. Expanded the Academic Success Coaching Program Outcome:
- The initial purpose of the Academic Success Coaching (ASC) program was to help with GPA recovery after they fell into academic warning or probation. In a short time, students in good academic standing started requesting a coach to help improve their GPAs. Some students needed a higher GPA to enter medical school or a graduate program. For this reason, the ASC program is now open to all undergraduates.
 - There is currently one full-time coach, one CSP graduate assistant (20 hrs/week), and one CSP practicum student (8 hrs/week) providing coaching services. This program will need the consistency of another full-time coach to meet the growing needs of the students.
- G. Celebrated the 50th Anniversary of the OAS Program Outcome:
- An Open House was held during Homecoming Weekend on October 4, 2019.
 - Buttons were given out to all faculty, advisors, administrators, alumni, Board of Trustee members, and students, commemorating the success of the OAS program. Over 17,000 students have entered WIU through the OAS program and found success in the program.
 - An announcement changing the name of the OAS program to the Reach Program was made during the Open House.

Department/School Evaluation

Describe Department/School strengths:

1. The UAASC academic advisors and coaches are committed to serving students through a developmental philosophy and through differentiated strategies.
2. The UAASC academic advisors and coaches are long tenured at WIU and have a vast knowledge of University's policies and regulations.
3. The UAASC academic advisors and coaches are creative problem solvers and can move into action quickly. This was illustrated when they were told on March 20th they would be advising all the incoming freshmen and needed an online tutoring program in place by April 1st. By March 30th we had an online tutoring format the utilized displaced learning centers tutors from across campus and displaced student workers. Tutoring services were offered Sunday – Thursday for 21 hours per day. We also created a New Freshmen Registration webpage that was up and running by April 1st. Since that date 4 academic advisors have remotely registered over 850 new freshmen students (as of July 7, 2020). These two feats demonstrate the herculean efforts of the UAASC academic advisors!
4. The UAASC advisors and coaches have served on multiple campus-wide committees and judicial boards in an effort to help WIU students succeed.

Describe Department/School challenges:

1. The Reach Program's retention rate is low and needs to be raised. We are working with the Admission

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Office to revise admission criteria for Reach students to better align student admission to retention probability.

2. The Reach students tend to have more financial burdens since they do not qualify for scholarships given out by Western, such as the Western Commit Scholarship. We are exploring alternative funding sources so successful Reach students can better afford their education.
3. The UAASC academic advisors were given little time to create a First Year Advising Model. Since April 1st they have been extremely busy registering new freshmen. All the advisors and coaches are using their vacation time in July for some much needed rest and relaxation. This will only leave a couple of weeks in August to create a plan for serving the new students. We will be developing the model through out the year.
4. The UAASC is challenged to deliver quality advising, coaching, and tutoring services while keeping the students and our employees safe.

Identify Department/School opportunities:

1. Continue to collaborate with learning centers around campus to better serve our face-to-face and online students.
2. Explore potential funding sources for Reach student scholarships that incentivies good student behaviors. Raise Me is a company we are meeting with to discuss these options.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

As the UAASC moves forward into the next academic year we will be developing a First Year Advising Model, expanding the Academic Success Coaching Program to include online students and forming tutor partnerships, all while dealing with the challenges caused by the pandemic.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. Research and develop learning strategies for students taking online courses.
2. Expand Coaching services to meet the increasing needs due to changes in the admission criteria, the return of students who would have been dismissed/suspended, and the increasing number of students taking online classes.
3. Develop and implement a marketing plan of the UAASC's services.
4. Create a YouTube account for the Rocky's Resources Success Workshops. We will publish at least one program during the first year.
5. Research and develop best practices from other universities/colleges with First Year Advising Models.

How will you measure your success?

1. Survey students, faculty, and advisors to determine the most common challenges from online/blended classes. Use this information to compile success strategies, to develop an Online Success Workshop, and for advisors to address through individual and small group advising appointments.
2. Collect Coaching data to monitor information for the dismissed/suspended population. We will do targeted marketing to this population and want to know how many of these students participate in the

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- program and compare GPAs of the group who participate in coaching and those that do not.
3. We will monitor the usage rate of our tutoring program, Success Workshops attendance and the number of coaching participants to see if a comprehensive marketing plan is successful at increasing usage rates.
 4. We will publish at least one Success Workshop program and monitor the number of times it's viewed.
 5. We will compile list of First Year Advising best practices and develop an implementation plan for our center.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	#	#	#	#	#	#	1	#

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Unit: University Technology.

Degree(s)/Program(s)/Options: (List all.)

Not applicable.

Vision, Mission, and Values

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Mission: University Technology will lead with innovative technology solutions that advance the mission of Western Illinois University.

Vision — To provide customer-focused, high-quality, secure, and reliable technology services that support and advance Western Illinois University's mission and core values.

Program Goals and Outcomes

Program Goals

- **Engage** – Actively listen to and collaborate with University stakeholders
- **Innovate** – Identify new, innovative, and differentiating services and solutions
- **Implement** – Facilitate implementation of technology solutions in a timely and effective manner
- **Progress** – Continually improve services and technology
- **Discover** – Implement transformative technology solutions to advance student learning and scholarly enablement

Student Learning Outcomes

N/A

Department/School Evaluation

Describe Department strengths:

- Customer service oriented
- Extensive experience and expertise in both technical and business process knowledge
- Ability to meet technology needs creatively and innovatively with little or no budget
- The CAIT unit provides a critical service supporting a University core value of social responsibility by serving as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond

Describe Department/School challenges:

- Extreme lack of budget to support growing percentage of outdated technology on campus, including infrastructure, hardware and software
- Many staff are nearing retirement age, which has the potential to create a void of staff with a significant depth of knowledge in our current systems and how they integrate with business processes across the University
- Ability to attract and retain high quality full time and student employees
- Continued increase work demands on staff as workloads shift from business areas on to University Technology employees

Identify Department/School opportunities:

- Improved business processes as we implement the new ERP system
- Cost savings opportunity could be realized by utilizing refurbished or used multi-function devices

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- for managed print services instead of requiring new equipment
- Implementation of a VoIP solution would both improve telecommunication services and be an overall cost savings to the University in the future
- Expand high speed internet service to Kibbe Field Station through Illinois Broadband grant initiative
- Update and expand technology infrastructure on campus through grant funding opportunities

Department/School Plans, Goals, and Metrics

Describe the Department’s/School’s plans for moving forward in the next academic year.

- Implement Unified Engage, Admit and Yoda products
- Implement intranet components to the Unified platform to provide an extended avenue of communication for our internal audiences
- Implement digitized document workflow platform
- Implement fiber internet at Kibbe Field Station campus
- Implement Digital Gaming Center technology
- Expand wireless implementation (pending funding)
- Expand VoIP implementation (pending funding)
- Continue to expand uTech support center hours

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

- Implement Unified Engage, Admit and Yoda products
- Implement digitized document workflow platform
- Implement dedicated e-sport space in cooperation with University Housing and Dining, Facilities Management, Rec Center, and others
- Expand iLookout program to additional states in collaboration with Penn State University

How will you measure your success?

- Number of Unified applications implemented on time
- Number of documents transitioned from paper to digital
- Retention numbers for students highly engaged in e-sports
- Number of additional states iLookout program is launched in

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

Not applicable.

BOOKS	CHAPTERS / MONOGRAPHS,	CREATIVE ACTIVITIES	CONFERENCE PRESENTATIONS	PROGRAM RECOGNITIONS
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	REFEREED ARTICLES	Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
#	#	#	#	#	#	#	#	#

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Unit: Undergraduate Admissions and Enrollment Services

Degree(s)/Program(s)/Options: (List all.)

Undergraduate admission to the University, with the exception of international and Bachelor of General Studies students

Vision, Mission, and Values

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community, and economic development in our region and well beyond it for the public good.

Mission — Undergraduate Admissions and Enrollment Services

Get. More. Students.

Vision — Undergraduate Admissions and Enrollment Services

Same as University

Academic Program Goals and Outcomes

Degree/Program/Option Goals

N/A

Student Learning Outcomes

N/A

Department/School Evaluation

Describe Department/School strengths:

Incredible innovation and ability to change and adapt new ideas to improve enrollment outcomes.

On-campus recruitment programs and daily tours' quantity and quality that have helped lead increases in applications and admissions. Unfortunately, that momentum was halted due to COVID-19. Once on-campus visits are allowed, we anticipate being able to again conduct high-quality events.

Development of greatly expanded and enhanced communications and outreach strategies to prospective and admitted students.

Off-campus recruitment events

Upgraded and refined scholarship program, supporting a high-quality outreach program

Talented team of admissions professionals who developed new strategies and tactics for admissions and enrollment

Highly experienced and effective department director who has incorporated new strategies and tactics and led staff to improved results and outcomes in less than one year.

Describe Department/School challenges:

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Multiple prior year declines in admissions and enrollment that eroded pipelines of students

The situation at the beginning of the year was one of constant negativity around various aspects of the University that was displayed to the public – leading to a decreased perception of the University that made it harder to recruit students. That this perception has been overcome and the enrollment picture currently looks stronger is utterly amazing and is a testament to the vision and hard work of Admissions and other offices

Aligning multiple campus constituencies/offices to have a laser focus on new student recruitment and providing the necessary supports of information and service to students

Aligning internal staffing to current external environment realities

Filling vacant internal staff positions and identifying candidates

Legacy practices and processes within the office and across the University

Lack of analysis of existing reports and underdevelopment of relevant reports to analyze strategies and tactics

Lack of system tools to enable on demand functions for students looking to transfer

COVID-19, which necessitated a change in outreach strategies immediately

Identify Department/School opportunities:

Implementation of the Unified ERP will also include a CRM that should improve ability to plan communications across the University that are new-student focused

Multitude of new reports have been developed that will allow for easier development of strategies and tactics. Now that reports are in place, continual analysis can be conducted with the ability to refine and adapt strategies and tactics

Staff willingness to generate and implement new ideas, strategies and tactics to increase enrollment

Local student market is very receptive to engagement with the University

Tools provided to reach students during the COVID pandemic have created new avenues for students to connect with admissions counselors for a personalized experience on the student's schedule

Additional scholarship opportunities for the transfer student population

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Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

Continue to adapt to constantly changing internal and external environments to overcome challenges and barriers.

Integrate department with and define role within the new Division of Enrollment Management.

Align staffing with expectations

Continue to examine and refine admissions standards

Continue to build a marketing and communication plan that is inclusive of all undergraduate student types and campus or online location.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Create and implement a high school counselor advisory committee

Refine and better target student search outreach to high school audiences, with targeted information to specific audiences

Adapt recruitment tactics to the virtual environment, including on- and off-campus visits and communication

Implement capabilities of the CRM component of the new ERP system

Expand and improve the Transfer Admission Guarantee program to strengthen the pipeline to students wanting to transfer

How will you measure your success?

Continue to monitor the wide variety of reports and data to evaluate strategies and tactics

Student response to proactive outreach

Number of students who matric to WIU from the TAG program

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/ A	N/A

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Unit: WIU Foundation and Development Office

Degree(s)/Program(s)/Options: (List all.)

NA

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Educational Opportunity: Western Illinois University values educational opportunity and welcomes those who show promise and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

Personal Growth: Western Illinois University values the development of the whole person. We are committed to providing opportunities for personal growth in a transformative educational environment that supports the development of wellness, ethical decision making, and personal responsibility in the global community.

Social Responsibility: Western Illinois University is committed to civic and community engagement, equity, social justice, and diversity and will maintain the highest standards of integrity in our work with others. We create an environment that fosters and promotes citizenship. We serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and well beyond it for the public good.

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Mission — WIU Foundation and Development Office

The WIU Foundation inspires and motivates alumni, friends, faculty and staff to make an impact on the University through financial support. We help prospective donors envision the direct, meaningful differences they can make in the lives of students and the University Community. Private support enables Western Illinois University to enhance educational opportunities for its students and advance its mission of preparing a socially responsible, diverse student, faculty and staff population to lead in the global society.

Vision — WIU Foundation and Development Office

Private support from alumni, faculty & staff, businesses, foundations and friends has become a necessary part of University operations. Currently, the State of Illinois supplies less than half of Western's appropriated/general revenue budget. Over the last several years, the WIU Foundation has been able to provide over \$30 million in gifts, grants, and endowment-generated earnings in support of the University.

The effect of these gifts is clearly visible in every aspect of university life, every day, on both campuses. The WIU Foundation's fundraising efforts are focused on keeping a Western education accessible to as many students as possible, regardless of their means.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

NA

Student Learning Outcomes

NA

Department/School Evaluation

Describe Department/School strengths:

Established and Experienced Senior Leadership
Established Programs for providing Gifting Opportunities
Motivated and Goal-Driven Staff

Describe Department/School challenges:

Decreasing financial support from University for operations
Inability to fill vacant staff positions due to decreasing financial support
Maintaining staff morale after elimination of division

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Identify Department/School opportunities:

Interest of Alumni, Parents, and Friends in New Administration and Plans for University's future;
Giving Potential of Key Alumni and overall ability and capacity of alumni
Capital Projects with potential naming opportunities for key constituents

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

1. We continue to strive to increase levels of private support through planned gift solicitations.
2. Continue to assess needs for every area on campus as we begin the process of preparing for our next comprehensive campaign for Western Illinois University.
3. In addition to replacing current vacant positions, including one college-based development officer, prepare to hire new positions needed for a comprehensive campaign. Two new development officers and an assistant director of the annual fund are essential.
4. Due to COVID-19 and work displacement, specific goals have not been determined but are being discussed by each development officer with their dean/director for FY21 as well as looking beyond and setting priorities for each unit in preparation of the next comprehensive campaign.
5. An established Moves Management System will be expanded to provide for planning, cultivation, solicitation, and stewardship of major gift prospects by the individual development officers. While travel to meet with major gift prospects may still face limitations, expanding on the use of technology to increase the number of contacts will be emphasized.
6. Planning continues to host a campus event for major gift prospects who will play a significant role in the next comprehensive campaign. The event will showcase recent accomplishments and highlight plans for advancing the mission of the university and the role of private fundraising in a successful campaign.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

Due to COVID-19 and the ever-changing economics associated with the pandemic, establishing specific fundraising dollar goals is an on-going discussion amongst staff as well as senior leadership conferring with other universities and development professionals. Most discussion focuses on the number and types of contact with prospects as opposed to a fiscal goal for the year.

How will you measure your success?

The use of donor metrics will emphasize and focus on outreach conducted by each development officer with prospects. The type of contact and number of proposals submitted and closed for the coming year will be used to determine ROI for each development officer.

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How will you measure your success? (continued)

Annual review(s) and (external) audits will determine acceptable accounting and fiscal practices within the financial operations of the WIU Foundation. Review of investments by the Foundation Board of Directors and its Finance Committee will provide long-term stability for its endowed funds.

The measure of success will be determined by the amount of private funding provided to assist the University in achieving its Mission – the ability to provide a student-centered undergraduate and graduate educational program.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
NA	NA	NA	NA	NA	NA	NA	NA	NA

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Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

Recruitment Initiatives

Due to Budget restrictions implemented by University Administration, recruitment to fill vacant position(s) has been placed on HOLD.

Retention Initiatives

When fiscally possible or through programs which are offered at no cost, professional development opportunities are provided to train staff as well as to build team moral. Regular staff meetings are conducted to build team unity and instill sense of ownership for our programs by members of the unit.

Undergraduate/Graduate Research

NA

Contributions to the University

Significant financial support has been provided to the University through the WIU Foundation for the following initiatives in FY20:

Augmentation of University Marketing Budget -	\$250,000.00
Purchase of E-Sports Building	\$ 75,000.00
Funding for 2 Accounting Positions due to eliminated state funds	\$ 78,658.58
Executive Officer salary	\$ 60,000.00
Salary for Receptionist at Alumni House due to eliminated state funds	\$ 28,220.09
Direct Mail for Alumni Engagement materials	\$ 82,560.00
Unrestricted Scholarships	\$ 50,000.00
President's Travel/Entertainment associated w/ Alumni & Development	\$ 43,803.00
Faculty Research Stipends	\$ 21,438.07
Scholarship Software	\$ 19,635.00
Student Emergency Fund	\$ 25,000.00
Fallen Soldier 5K Run	\$ 7,703.45
Minority Achievement Program	\$ 6,000.00
Support Travel to Chicago for Nursing Students	\$ 3,500.00
Support for Summer Camps	\$ 5,000.00
Rocky Dog @ Sherman Hall Entrance	\$ 1,800.00

Additional Support to University through financial contributions/expenditures:

Alumni Catering at Ft. Collins & Naperville Events; Sponsorship of Pre-Law Symposium; Purple and Gold Gala; Macomb Balloon Rally; Foundation Holiday Card student design honorarium; Macomb Holiday Basketball Tournament; Founder's Day; Dolores Kator Switzer Women's Center @ MDH; Scholarship "Thank You" Event;

Alumni Success

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Alumni Success (continued)

Distinguished Alumni Award Recipients 2019

Emmerson Buie, Jr. – Special Agent in Charge, FBI, Chicago Field Office

Kim R. Ekena – Vice President (retired) American River Transportation Company (ARTCO)

Phillip C. Giles – Vice President, Sales & Marketing, QBE North America's Accident & Health

Carol E. Scott – Professor of fashion/design, Director of Faculty, College of DuPage

Christopher L. Washington – Executive Vice President/CEO, Urbana University (OH)

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Unit: ILETSB Executive Institute

Degree(s)/Program(s)/Options: (List all.)

Leadership, Empowerment, Advancement and Development (LEAD) Series
Police Executive Role in the 21st Century
Police Mid-Management Role in the 21st Century
Police Supervisory Role in the 21st Century
Center for Homeland Security Leadership
Illinois School and Campus Safety Program
Professional Research Pool
The Leadership Fellow
Law Enforcement Executive Forum
Technical Assistance
Online Learning Network
Part-time Basic Law Enforcement Academy

Vision, Mission, and Values

Our Vision — University

Western Illinois University aims to be the leading public regional university in providing educational quality, opportunity, and affordability.

Our Mission — University

Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities. We provide student-centered undergraduate and graduate programs characterized by innovative teaching, research, and service, grounded in multidisciplinary, regional, and global perspectives. We engage our students in educational opportunities guided by a professional and diverse faculty and staff in collaboration with alumni and community partners.

Our Values — University

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Mission — ILETSB Executive Institute

The Illinois Law Enforcement Training and Standards Board Executive Institute in partnership with the law enforcement community will promote the professionalism of policing. We lead the quest to understand the current problems of law enforcement executives. Through innovative education, training, research, and services the Executive Institute will guide the law enforcement community to achieve higher standards and professional development that will enhance their mission of providing professional law enforcement services to their constituents.

Vision — ILETSB Executive Institute

The Illinois Law Enforcement Training and Standards Executive Institute values the professionalism of policing. We see ourselves evolving as the leader in promoting professionalism through practical and academic research, information sharing, and succession planning.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Provide knowledge and technical assistance to criminal justice practitioners throughout Illinois following the shared pillars of building trust and legitimacy, policy and oversight, community policing and crime reduction, and officer safety and wellness.

Student Learning Outcomes

The primary learning outcome for any of the Institute's courses is to provide practitioners with knowledge and understanding to serve their constituent populations in a culturally competent, fair and just manner, and to perform their duties as prescribed in constitutional policing.

Department/School Evaluation

Describe Department/School strengths:

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1. Dedicated workforce with a variety of backgrounds and areas of expertise, many of whom are equally dedicated to Western Illinois University, the surrounding community, and criminal justice.
2. Progressive education and training throughout the state of Illinois using classroom, online, and hybrid learning methods. Curricular activities of the ILETSB Executive Institute are certified by the Illinois Law Enforcement Training and Standards Board, which allows officers to satisfy their state legal mandates but also helps contribute to increased professionalism, stronger community relations, and independent higher order thinking skills. Courses range from research methodology to cultural competency and leadership courses, and are designed by academics and leaders in the field. Studies continue to show that officers who attend the most current education and training courses are better skilled with independent decision-making and problem solving skills, higher tuned critical thinking skills, are less likely to use force, have fewer citizen complaints, etc.
3. Adaptability. Throughout the COVID-19 experience, staff adapted education and training courses using various delivery methods including a webinar series. With the stay-at-home order in place, all face-to-face training ceased including basic recruit academies at seven academies and in-service training at regional training sites. Institute staff immediately acclimated training academies to online training which allowed recruit classes to graduate on time.

Describe Department/School challenges:

1. Financial crisis. The primary funding mechanism for the Institute's primary grantor, was legislatively modified in 2019, and impacted the Traffic and Criminal Conviction Surcharge Fund. The negative impact of the legislation reduced the surcharge fund by more than 50 percent. Extremely late payments place a significant strain on the University's cash flow.
2. With the renewed calls for police reform, the future can be easily foretold. More Illinois training mandates will be required for law enforcement. This will place a significant strain on staff and historically are unfunded. Since 2016, 14 unfunded mandates have been placed on sworn law enforcement officers in Illinois requiring specialized training in a variety of areas based on the Illinois Police and Community Relations Improvement Act (50 ILCS 727/) and other legislation. The Institute developed curriculum to address 12 of the 14 mandates. To stay ahead of the inevitable future, we must continue to produce the highest quality materials available to meet demand.
3. Staffing. With only two individuals having instructional design and higher education teaching experience, this limits the capacity of developing new courses in a timely manner. Due to the lack of funding, additional instructional design positions are frozen indefinitely unless from another grant source.

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Identify Department/School opportunities:

1. The Executive Institute embraced the web-based learning platform in its infancy, a decision that has pushed the Institute ahead of the game in regards to the number of course offerings, the variety of course offerings, and the quality of offerings. Beginning in 2005, the Institute partnered with CAIT to develop two learning management systems. The relationship continues 15 years later. Both are custom-designed learning management systems. One one serves basic recruit training and the second provides in-service training for all ranks of policing. Due to the solid beginnings of the Online Learning Network, the opportunities for the future are endless. The Institute eagerly looks to the future, to offer courses to meet educational gaps that are evident in the law enforcement community.
2. Transition the web-based learning platform to a fee service and market to out-of-state organizations. This will require expansion of the learning management system, however; the opportunity will be significant and is anticipated to be cost recovery. This opportunity will also provide another inflow of revenue to support curriculum development.
3. Continue to expand the LEAD series and offer hybrid delivery. A primary issue with law enforcement is overtime and backfill. If an officer leaves the department to attend a classroom-based course, that officers' position is backfilled with another and increases overtime expenses. Blended learning will allow officers' to reduce department costs.
4. Developing fluid webinars based on current issues that are on-demand and can be readily promoted to the law enforcement community.
5. The recent events surrounding systemic racism and policing, provide the Instiute an opportunity to collaborate with various groups and associations on-campus as well as various academic departments.

Department/School Plans, Goals, and Metrics

Describe the Department's/School's plans for moving forward in the next academic year.

The Institute will continue to provide education and training, research, and technical assistance to the law enforcement community in Illinois. Additional revenue sources will be sought through grant awards, partnership opportunities, and fee-based services.

List 3–5 specific goals. Examples might include recruiting and retention initiatives, curricular innovations, increased research activities, etc.

1. As the Institute looks to the future, we will continue to embrace and foster collaborative efforts with the School of Law Enforcement and Justice Administration faculty to further research in the criminal justice field.
2. The Institute is staffed by many alumni of Western Illinois University, and we will continue to recruit for the institution at our many events, including conferences and

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seminars. Whether the Executive Institute has a recruitment table set up at events or shares experiences of WIU in conference speeches, we do our best to actively look for new Leathernecks.

3. Advance opportunities to enhance curricular activities through various delivery methods and establish the EI as the go-to entity for online education, live webinars and courses in the field of professionalizing police agencies.
4. Continue to develop evidence-based curriculum, assist policymakers in decision making, and provide other technical assistance by conducting scholarly research on relevant and emerging issues in policing.
5. Be in the forefront of police reform in the nation and Illinois, and continue to promote and support the 21st Century Policing Pillars set forth by the Task Force on 21st Century Policing Report that is the basis of Illinois legislation regarding police and community relations.

How will you measure your success?

- 1) It is imperative that the Institute continues to track quality and make adjustments on current curriculum and future projects. Hours are spent investigating and researching before starting a project, and staff consults with academic scholars and experts in the field to ensure our products are of superior quality. But it doesn't stop there, as we assess the experiences of each of our participants, and learn from their feedback. We then fine tune the product, and repeat. Due to this process, we have many products that have stood the test of time and continue to be superior in quality when compared to others in the field.
- 2) Indicators of success may also be measured in numbers of persons served. For instance, in FY19, the Online Learning Network served 32,139 concurrent users totaling 140,000 training hours. To date, FY20 activity increased with more than 50,600 users and 217,753 training hours.
- 3) Qualitative confirmation comes in many forms including focus groups, after action reports, technical assistance, new or continued relationships, etc.

Faculty/Staff/Student Achievement

For the calendar year January 1, 2019, to December 31, 2019, provide the total number of achievements in your area for the following categories:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	0	52	0	10	0	0	3	0