

**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: 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

### Our Vision — University

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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:**

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
<b>1</b>	<b>59</b>	<b>46</b>	<b>10</b>	<b>83</b>	<b>14</b>	<b>4</b>	<b>0</b>	<b>5</b>

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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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		<b>Domestic</b>	<b>Int'l</b>	<b>Domestic</b>	<b>Int'l</b>	<b>Faculty</b>	<b>Staff</b>	<b>Student</b>
<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>

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

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

NA

### Vision, Mission, and Values

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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
<b>0</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>#</b>	<b>1</b>	<b>0</b>	<b>2</b>

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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



# 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

- 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
<b>3</b>	<b>14</b>	<b>10</b>	<b>0</b>	<b>44</b>	<b>2</b>	<b>#</b>	<b>#</b>	<b>#</b>

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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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<b>1</b>	<b>7</b>	<b>6</b>	<b>#</b>	<b>1</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>
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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.

# 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

- 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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Deadlines extended due to COVID-19

- 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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Deadlines extended due to COVID-19

- 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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Academic Year 2019–2020**

Due to Supervisor's Office: ~~07 April 2020~~ 18 June 2020  
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Deadlines extended due to COVID-19

**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
<b>0</b>	<b>3</b>	<b>9</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>4</b>

# Western Illinois University Annual Program Review Academic Year 2019–2020

Due to Dean's Office: 07 April 2020  
Due to Provost's Office: 29 April 2020

## 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

# Western Illinois University

## Annual Program Review

### Academic Year 2019–2020

**Due to Dean's Office: 07 April 2020**  
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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.

*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 — 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).

# Western Illinois University

## Annual Program Review

### Academic Year 2019–2020

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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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### Academic Year 2019–2020

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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

# Western Illinois University

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### Academic Year 2019–2020

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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

# Western Illinois University

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### Academic Year 2019–2020

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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.

# Western Illinois University Annual Program Review Academic Year 2019–2020

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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:

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
<b>0</b>	<b>24</b>	<b>17</b>	<b>5</b>	<b>16</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>

## 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

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# Western Illinois University Annual Program Review Academic Year 2019–2020

Due to Dean's Office: 07 April 2020  
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**Unit: RPTA**

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

B.S., M.S.

## **Vision, Mission, and Values**

### **Our Vision — University**

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### Academic Year 2019–2020

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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.

# Western Illinois University

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### Academic Year 2019–2020

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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:

# Western Illinois University

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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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**Due to Dean's Office: 07 April 2020**  
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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:**

<b>BOOKS</b>	<b>CHAPTERS / MONOGRAPHS, REFEREED ARTICLES</b>	<b>CREATIVE ACTIVITIES</b>		<b>CONFERENCE PRESENTATIONS</b>		<b>PROGRAM RECOGNITIONS</b>		
		<b>Domestic</b>	<b>Int'l</b>	<b>Domestic</b>	<b>Int'l</b>	<b>Faculty</b>	<b>Staff</b>	<b>Student</b>
<b>0</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>



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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.