

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: College of Fine Arts and Communication

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

B.F.A. Art
B.A. Art/Art Studio/Graphic Design
B.A. Art Education
B.A. Broadcasting (ends June 30, 2021)
B.A. Journalism (ends June 30, 2021)
B.A. Broadcasting and Journalism/Advertising&Public Relations/Broadcast Production/Multimedia
Journalism/Sports Broadcasting
B.A. Communication
M.A. Communication
M.A. Museum Studies
B.M. Music/Applied Music/Music Business/Music Therapy/Music Education
M.M. Music/Music Education
B.S. Speech Pathology and Audiology
M.S. Speech Pathology
B.A. Theatre/Performance/Production-Design
B.F.A. Musical Theatre

Vision, Mission, and Values

Our Vision — University

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

Our Mission — University

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

Our Values — University

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

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

and mentors.

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

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

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

Mission — College of Fine Arts and Communication

The College of Fine Arts and Communication rigorously supports the Values, Vision, and Mission of Western Illinois University to establish an academic and professional environment that encourages students to develop their creative, intellectual, and technical potential. Our primary focus is to provide exposure to and training for artists, professionals, and scholars. Students will comprehend the complexity of visual and performing arts, communicative arts and sciences, and interactive media through the study and applications of their aesthetics, creativity, history, and theories. The College showcases the various modes of expression that define communication and the arts, serving as a major cultural center for the region as it seeks to educate both the campus and community in how the arts and communication serve, inform, and contribute to the totality and quality of life. We also encourage and nurture continued faculty growth as artists, scholars, and teachers. The College is committed to expanding recruitment /retention activities and enrollment for our programs through participation in Discover Western and WIU admissions activities, visits to area high schools, colleges, and universities, and conducting individual meetings with prospective students and parents. The College is also committed to utilizing online and social media marketing tools in an effort to expand our regional base. The College continues to develop partnerships with community/regional schools, arts organizations, museums, clinics, retirement homes, and hospitals to expand our mission throughout the Macomb community and Western Illinois.

Vision — College of Fine Arts and Communication

Support the *Higher Values in Higher Education*, the Vision, and Mission of Western Illinois University and

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

the College of Fine Arts and Communication

Establish an academic environment and teach in a manner that encourages students to develop their creative, intellectual, and technical potential in the visual arts

Encourage and reward continued faculty growth as scholars, artists, and teachers

Support University-Wide Strategic planning/revision initiatives

Create and implement a new Strategic Vision for the College of Fine Arts and Communication

Provide unconditional support for courses of study and career pursuits in the fields of fine and performing arts, communication, communication sciences and the liberal arts

Fulfilling necessary staffing needs in an effort to continue to deliver the highest quality education.

Maintaining all COFAC departments and units.

Maintain current systems at a high level of operation.

Look to extend the life of all existing technology systems.

Replace faculty and staff computers as needed.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

N/A

Student Learning Outcomes

N/A

Department/School Evaluation

Describe Department/School strengths:

Dedicated faculty who are accomplished teachers, performers, artists and researchers in their respective fields.

Accredited programs: Music (NASM), Theatre (NAST), Art (NASAD), and Speech Pathology (AHSA)

COFAC faculty and staff are active recruiters for their programs and work to maintain high retention rates.

Connection/Community Outreach to the Western Illinois Region:

- Speech Pathology and Audiology department provides speech, language, swallowing, and hearing services to our community, with more than 1,200 patients/clients per year.
- Art Gallery exhibitions
- Art & Design exhibitions and First Wednesday/Throwing Thursday events
- Theatre and Dance productions

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

- School of Music concerts and performances
- Bureau of Cultural Affairs shows
- Youth Performing Arts Shows (YPAS) shows for area grade school students
- Broadcasting and Journalism provides local television news coverage
- Broadcasting and Journalism produces livestream productions of WIU sporting events.
- COFAC Clean-up Day

Opportunities for students to learn and apply knowledge in subject area

- The B.A. in Communication is offered at both the Macomb and Quad Cities campuses as well as being offered fully online.
- Two WIU Signature Programs: Musical Theatre and Sports Broadcasting
- Student Recognition and Achievement in State, Regional and National Competitions
- SPA graduate program has 100% pass rate on the national exam and students have a 100% employment rate within three months of graduation

Describe Department/School challenges:

- Facility improvements in most areas
- Lack of resources to support faculty in professional development and other educational activities
- Filling faculty and staff requests

Identify Department/School opportunities:

Expand on-line offerings in departments
Offer dual-enrollment classes for area high schools
Grow graduate programs in Speech Pathology and Audiology, Music Therapy, Music Education, Communication, and Museum Studies
Improve relationships with college alumni

Department/School Plans, Goals, and Metrics

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

The first directive would be normalizing academic routines post-virus, since the move to all on-line classes in the spring semester left faculty and students adjusting to new expectations and objectives. We want to continue to build and support all of the programs in the college. We also need to progress with plans for the Center for Performing Arts, reviving the Bureau of Cultural Affairs programming and continuing support of YPAS programming. COFAC needs to update and revise recruiting and retention efforts.

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

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

Goals:

- #1-Increasing enrollment within the college
- #2-Revising college-wide recruiting plans
- #3-Organizing college-wide retention initiatives
- #4-Continuing new faculty coaching sessions
- #5-Finding new ways to support the college Living Learning Community (LLC) floors

How will you measure your success?

We need to have new documents for achieving these goals in place next year. These efforts would improve the learning environment for students and faculty for the near future. Eventually, how well we have implemented changes would be reflected in our new student enrollment and retention figures.

Faculty/Staff/Student Achievement

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

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1	28	663	31	68	10	#	#	#

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: Department of Art & Design

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

Bachelor of Arts (BFA) in Art
options in: Art Studio, Graphic Design, Art Teacher Education
Bachelor of Art (BA) in Art
options in: Art Studio, Graphic Design

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

Mission — Department of Art & Design

The Department of Art and Design is dedicated to the development of visual awareness, critical thinking, creative problem solving, technical skills, and the expansion of historical knowledge. Intensive degree programs inspire individual artistic inquiry, experimentation, collaboration, and innovation through a diverse spectrum of studio disciplines, art historical and art educational methods, and creative research. Students are prepared for successful and competitive careers as professional artists, art educators and designers. Through our comprehensive educational offerings and extracurricular activities, the department advocates for the arts, cultivates academic success, and supports creative growth.

Vision — Department of Art & Design

The WIU Department of Art and Design will distinguish itself through its emphasis on individualized instruction, integration of art and design, and engagement with broad and diverse communities in interdisciplinary creative endeavors.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The overall goals of the Art and Design programs are to:

- prepare students to become professional artists, designers, and educators.
- aid students in the development of visual awareness, critical thinking, creative problem solving, technical skills, and the expansion of historical knowledge
- help students develop an awareness and the importance of health and safety practices in the studio.
- ensure students are fully prepared for continued education in graduate programs.
- offer students numerous exhibition experience and opportunities

Student Learning Outcomes

Art (B.A.)

Art Studio and Graphic Design Options

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

1. Demonstrate an understanding of the art fundamentals and ability to apply them successfully.
2. Demonstrate technical proficiency in area of specialization.

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

3. Imagine, develop, and create artworks by choosing and employing media and techniques within the area of study.
4. Critique and think critically about art works using examples and concepts from art history and the context of art in relation to contemporary topics and social, political, and cultural issues.
5. Demonstrate an understanding of art as a medium for expression.
6. Exhibit and understanding of the professional practices, safe and sustainable processes, and ethical standards for employment.

Art (B.F.A)

Art Studio and Graphic Design Options

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

1. Demonstrate an understanding of the art fundamentals and ability to apply them successfully.
2. Demonstrate technical mastery in media consistent with the area of specialization.
3. Imagine, develop, and create artworks by choosing and employing media and techniques within the area of study.
4. Critique and think critically about art works using examples and concepts from art history and the context of art in relation to contemporary topics and social, political, and cultural issues.
5. Demonstrate an understanding of art as a medium for expression by communicating clearly and persuasively through their work.
6. Exhibit and understanding of the professional practices, safe and sustainable processes, and ethical standards for employment.
7. Create a professional portfolio/website.

Teacher Education Option

Based on standards established by the National Association of Schools of Art and Design, upon completion of the Teacher Education option of this program, the student will be able to:

1. demonstrate the following basic Art Competencies:
 - a) familiarity with the basic expressive, technical, procedural, and organizational skills, and conceptual insights which can be developed through studio art and design experiences
 - b) knowledge of traditional processes, as well as newer technological developments in environmental and functional design fields
 - c) ability to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work
 - d) understanding of:
 - 1) major styles and periods of art history, analytical methods, and theories of criticism

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

- 2) development of past and contemporary art forms
 - 3) contending philosophies of art
 - 4) fundamental and integral relationships of all these to the making of art
 - e) functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video
2. demonstrate the following Teaching Competencies:
 - a) connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design instruction into the total process of education
 - b) understand child development and the identification and understanding of psychological principles of learning as they relate to art education
 - c) understand the philosophical and social foundation underlying art in education and be able to express a rationale for personal attitudes and beliefs
 - d) ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs
 - e) knowledge of current methods and materials available in all fields and levels of art education
 - f) basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them
 - g) ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations
 - h) understand evaluative techniques and be able to apply them in assessing both the progress of students and the objectives and procedures of the curriculum
 - i) ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth
 3. demonstrate the following skills:
 - a) potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences
 - b) ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education
 - c) ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds
 - d) ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner

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

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

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

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Department/School Evaluation

Describe Department/School strengths:

The Department of Art & Design is a strong community of faculty and student artists that are passionate about what we do.

We provide students a comprehensive education in a wide variety of Art & Design media with the necessary hands-on experience and individual instruction from faculty that this discipline requires.

Students are taught by full time faculty who are active professionals in their areas of specialization and who along with thorough curriculum offer many extracurricular opportunities and experiences.

Department faculty are active both professionally and within the University and local communities. Along with their professional endeavors, many department faculty have or are serving the University on Faculty Senate, CCPI, CAGAS, Advisory Boards, UPI, CGE, PAS, and search committees and are involved in/responsible for Macomb/University events including Town & Gown, Macomb Downtown Sculpture Exhibit, Rocky on Parade, First Wednesday & Throwing Thursday open studios, Community Art Program, and the Macomb Mural Project.

Our studios, while some are desperately in need of a few up grades, are primarily spacious and well equipped allowing us to offer students access to processes and techniques that are not available at larger programs.

Students are encouraged to and provided many opportunities to both exhibit their work as well as experience exhibits and the work of professional artists in one of three gallery spaces.

We have strong and active chapter of the art national honor society, Kappa Pi. As part of their membership in this organization, our students

The Art & Design programs are accredited by the National Association of Schools of Art & Design (NASAD).

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

Describe Department/School challenges:

Repair and update of facilities and equipment. Health and safety are our main concerns when it comes to repairs and upgrades. Especially much needed ventilation in the printmaking and painting studios. It is one of the few issues we face in order to become fully accredited by NASAD.

Recruiting students when other institutions are able to offer much larger incentives as far as scholarships and waivers.

Identify Department/School opportunities:

Interest in and demand for digital design, animation, and other technological media is increasing. The department is interested in pursuing these areas but would require additional equipment and faculty training in order to do so.

Creative thinking, problem solving, and visual design have all become traits sought by employers in a wide variety of businesses. These skills are a large part of an education in the creative and visual arts.

Department/School Plans, Goals, and Metrics

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

1. Work with Graphic Design faculty to revitalize the program by exploring ideas to incorporate new, progressive approaches that could help to draw more students such as animation and game design; broadening course offerings needed to attract students; keeping up with current technology and software; and ensuring students are prepared for both current and future digital design employment opportunities.
2. Evaluate curriculum and prepare for upcoming NASAD review visit in the Spring of 2022.
3. Continue progress on essential facilities improvements to meet NASAD standards, including ventilation upgrades for the printmaking and painting studios.
4. Identify opportunities to provide a positive learning environment and increase community engagement and outreach opportunities for students.
5. Create written process documentation for both students and faculty to provide consistent and well communicated standards for all BFA student reviews and graduating senior exhibitions/portfolios.
6. Distribute studio and facility maintenance and safety issues formerly overseen by department safety technician, amongst the faculty. Provide faculty instruction as needed.
7. Integrate world art into our art history survey offerings by combining the three surveys, which currently segregate western from non-western art, into two world art surveys: World Art I (before 1500); and World Art II (after 1500).

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

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

1. Improve Recruitment Materials: i.e. increased/stronger social media presence, complete updates to website, finish in-progress promotional video.
2. Merge/Coordinate Graphic Design and Graphic Communications curriculums to create a stronger, comprehensive, and cohesive program.
3. Identify opportunities to improve and promote student participation in academic and professional exhibitions and explore other ways for students to gain practical studio/design experience.
4. Finish and implement *Western Online* WIU specific Art Student Safety Test.

How will you measure your success?

Success will be determined by:

1. Finished final products (promotional video, website, social media site) along with recruitment numbers will serve as a metric.
2. Student evaluations and feedback will help us determine the success or not of the changes to the Graphic Design program.
3. The number of students entering and being accepted to exhibitions, participation in departmental exhibitions and students employed in art or design related positions both on and off campus.
4. Finished and published WIU Art specific Safety Test and student safety test scores.

Faculty/Staff/Student Achievement

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
	4	25	5	7	4	1	-	19

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: Department of Broadcasting and Journalism

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

B.A. Broadcasting (ends June 30, 2021)

B.A. Journalism (ends June 30, 2021)

B.A. Broadcasting and Journalism

Options: Advertising and Public Relations

Broadcast Production

Multimedia Journalism

Sports Broadcasting

Minors: Advertising and Public Relations

Broadcasting and Journalism

Sports Broadcasting

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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

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Mission — Department of Broadcasting and Journalism

The **mission** of the Department of Broadcasting & Journalism is to provide high quality educational programs to a diverse student population. Our program provides specialized information and instruction. Skills and competencies are developed through classroom lectures, analysis, oral and written performance, and a variety of supervised learning experiences, including the application of practical skills. Our program attempts to produce highly qualified graduates who are prepared for entry-level positions in the workforce or graduate programs at institutions of higher learning.

Vision — Department of Broadcasting and Journalism

Vision Plan

- A. Curriculum
 - Development of additional online classes, especially in journalism, advertising and public relations
 - Development of a course that unifies public relations and advertising
- B. Recruiting/Retention
 - Increase our effort at international recruiting. Maintain and update the department Chinese language website.
 - Develop a high school BC&J competition to bring attention to our program
 - Produce additional promotional videos
 - Continue efforts with Faculty Mentoring and Peer Mentoring
- C. Facilities
 - Improve TV studio with sound proofing and new lighting system
 - Audio Lab renovation project

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Program Goals:

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

- To provide educational programs for our students in the various areas offered by the department and in general education that meet the following objectives.
- To serve an external audience through news, entertainment, and sports broadcasts on radio, television, internships, web, and special projects in the community.
- To support faculty/staff in their scholarly/professional activities and duties.
- To provide up-to-date technology (hardware and software) in support of the department's mission and goals.
- To further develop an ongoing relationship with the department's alumni in order to receive financial and professional support (i.e. guest lectures, internship placement, job placement, scholarship support, etc.)
- To provide a positive physical environment conducive to accomplishing our academic mission.

Student Learning Outcomes

- Students will demonstrate proficiency in basic broadcast and multimedia production skills.
- Students will demonstrate basic broadcast, multimedia,, and advertising/public relations writing skills.
- Students will demonstrate basic understanding of media in society (law, ethics, history, and effects).

Department/School Evaluation

Describe Department/School strengths:

- Excellent and dedicated faculty who want our students to be successful
- Highly motivated students
- Plethora of opportunities for students to learn their craft and put that knowledge into action through productions, campaigns, and presentations
- Award-winning program that gives our students state and national recognition for their work

Describe Department/School challenges:

- Staying current with software and hardware changes so that our students are familiar with software and hardware they will use after graduation
- Updating/replacing aging and failing equipment

Identify Department/School opportunities:

Western Illinois University

Annual Program Review

Academic Year 2019–2020

Due to Dean's Office: 07 April 2020

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- Add Broadcast Meteorology as an option. The option has already been approved by the department and the Department of Earth, Atmospheric, and Geographic Information Sciences
- Work with area high school athletic departments to create partnerships with sports broadcasting
- Offer a dual-credit sports broadcasting class for area high school student
- Expand the Sports Broadcasting option to include Sport Management. Work with the Department of Kinesiology to offer courses in the option. This will hopefully encourage more students to major in Sports Broadcasting and to complete the Integrated Bachelors/Masters program with Sport Management

Department/School Plans, Goals, and Metrics

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

- Continue to support student learning in the classroom and through the various productions and extra-curricular activities of the department
- Continue to support student organizations and student travel to conferences and conventions
- Continue to encourage students to submit their work for state, regional, and national competitions
- Work on curricular initiatives in the area of broadcast meteorology and expand the sports broadcasting option
- Continue working closely with the freshman and upper-class Living-Learning Communities in Washington and Corbin Halls
- Continue and expand recruitment efforts
- Develop partnerships with area high school athletic programs
- Investigate a drone program for news and production students

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

- Continue monthly dinners and other activities with our LLC students
- Expand recruitment efforts: as funds allow, make more trips to visit community colleges and high schools with media programs
- Connect with area high schools through athletic departments and create partnerships
- Work on curricular opportunities in broadcast meteorology and sports broadcasting

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Annual Program Review

Academic Year 2019–2020

Due to Dean's Office: 07 April 2020
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How will you measure your success?

- Retention numbers for freshman majors from fall 2020 to spring 2021
- Number of new freshmen and transfer students for fall 2021
- Evaluation of how our outreach efforts were received by area high schools
- Approval of curricular changes and additions

Faculty/Staff/Student Achievement

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#	3	#	#	#	#	#	#	#

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Unit: Department of Communication

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

Degree Programs:

BA in Communication*

Options in: Communication Studies**

Interpersonal Communication & Processes

Social Influence

Organizational Communication

MA in Communication*

Minors:

Minor in Communication*

Minor in Computer-Mediated Communication**

*Program offered at both the Macomb and Quad Cities campuses

**Option/Minor available completely online

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Mission — Department of Communication

The Department of Communication is dedicated to the creation of a high quality and critical learning environment where faculty and students advance the theoretical understanding of communication, promote core communication competencies, and apply the theory and competencies in a variety of contexts within a diverse and technological world. The department aspires to produce highly qualified graduates who are prepared to successfully enter a global workforce and/or to pursue advanced degrees.

Vision — Department of Communication

The Department of Communication at Western Illinois University consists of an engaged, nurturing Faculty who encourage and support students in achieving career and life success. The department values educational experiences that stimulate growth and create connections between the classroom and personal, professional and civic engagement.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

1. To provide students with a program that meets the following objectives:
 - * Introduces students to the discipline of communication to familiarize them with the concepts, processes, and strategies for effective and ethical application in a variety of communication contexts;
 - * Introduces students to the theories and research methods used in the communication discipline. Additionally, students are encouraged to learn how to ask questions and to use appropriate research methods for exploring these questions;
 - * To learn how to effectively use technological tools in communication situations;
 - * To apply communication concepts, processes, and strategies in their interpersonal and professional lives; and

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

- * To establish a learning environment that is conducive to achieving the instructional goals listed above.
- 2. To support faculty and staff in their scholarly and professional obligations and activities.
- 3. To provide adequate instructional technology capabilities to effectively deliver courses.
- 4. To provide a healthy and attractive physical environment to accomplish the academic mission of the department;
- 5. To develop an ongoing relationship with alumni to financially and professionally support the program (i.e., guest presentations, internship placement, etc.)
- 6. To reach out to the local and area community to the extent possible to establish and maintain a presence in our community (i.e., communication consulting opportunities, student projects for local agencies and businesses, service-learning opportunities, student organization projects, etc.)

Student Learning Outcomes

The Department of Communication's program assessments reflect a "continuous improvement" approach in which individual instructors measure effectiveness in core (required) courses/seminars and identify ways to enhance student progress toward learning outcomes.

I. Undergraduate Program Learning Outcomes:

1. Acquire knowledge of models and theories of communication
2. Acquire knowledge of communication processes in various contexts and levels
3. Develop skills in oral communication
4. Develop skills in written communication
5. Develop skills in critical thinking
6. Develop skills in conducting research in communication

II. Graduate Program Learning Outcomes:

1. Gain theoretical knowledge of the field
2. Apply skills and knowledge
3. Know and use appropriate research methodologies
4. Analyze data and draw conclusions to advance knowledge in the field
5. Acquire graduate level writing and oral communication competencies
6. Read scholarly work in terms of theory, professional publications and research.

Department/School Evaluation

Describe Department/School strengths:

The Department of Communication is one of the most efficient and productive departments on campus. The department's strengths and productivity can be illustrated in the following ways:

1. The Department of Communication undergraduate program currently has approximately 150 majors and 60 minors. The graduate program has 14 students actively engaged in coursework.
2. The department currently has 7 tenure-track/tenured faculty; 5 associate faculty; 1

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

ASP (Undergraduate advisor); 1 half-time office manager/administrative associate, and a chairperson.

3. The B.A. in Communication and the minors are offered at both the Macomb and Quad Cities campuses as well as being offered fully online. The M.A. in Communication is available at both the Macomb and QC campuses.

4. One means whereby to measure productivity is by professional activity output. In the 2019 calendar year, Communication faculty published 12 journal articles and/or book chapters, and presented 17 conference papers/panels at regional, national and international conferences. They also participated in and/or delivered 10 creative activities domestically, ranging from providing training workshops to various community or business entities to providing expertise in consulting endeavors.

5. Department faculty participated in service to the discipline in a variety of ways, including reviewing articles for professional journals and reviewing papers submitted for conference presentations. Several faculty currently serve as standing members and/or guest reviewers on a variety of editorial boards.

6. The department continued its tradition of offering the Department of Communication Career Preparation Day, an event where alumni come back to campus and share their experiences and advice through a series of workshops with our current students.

7. The Quad Cities chapter of our Communication Student Society was recognized as the best student organization at the QC campus for the third consecutive year.

8. The department offered its tenth Disney Communication Culture Study Abroad course, an opportunity that generates excitement in the discipline and recognition throughout the country for its innovation and effectiveness. The instructor of that experience, David Zanolla, has become a nationally-recognized expert in Disney communication practices.

9. The Communication faculty continues to provide a wide array of department, college and university-level service on a variety of committees and councils on both campuses.

Describe Department/School challenges:

The two primary challenges faced by the Department of Communication are (1) a lack of resources to support faculty in their professional development and (2) program recruitment and enrollment.

Specifically (and as noted previously) the Communication faculty are highly engaged in conducting relevant disciplinary research, and yet the resources to allow them to travel to conferences to present their research and to engage in collaborative opportunities with their colleagues are lacking. Furthermore, the department has lost three faculty members since the Spring 2019 Consolidated Annual Report, and of those positions we were only allowed to rehire one Unit A faculty member. All Communication faculty are at maximum ACE loads, and there is little assistance in helping to them to develop as scholars as well as teachers.

In terms of program enrollment, the loss of three of our graduate assistantships has made it more difficult to attract and keep prospective graduate students. At the undergraduate level the department's programs could be marketed more aggressively but is hampered by a reliance on general Admissions recruiters who may not have a good understanding of what this major entails. Unfortunately, resources to support faculty engaging in this kind of recruitment is limited.

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

Identify Department/School opportunities:

1. To increase enrollment in our undergraduate and graduate degree programs, especially at the Quad Cities campus.
2. To improve relationships with department alumni by identifying and inviting alumni to return to campus and/or join us virtually for activities, class presentations, and presentations for Career Preparation Day. The establishment of better relationships with our alumni is also critical to increasing financial contributions to our Foundation account and developing future scholarship opportunities.

Department/School Plans, Goals, and Metrics

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

Frankly, survival will be the primary goal for next year. The department will focus its limited resources on improving the technical and pedagogical competence of the faculty in order to deliver positive learning experiences for the students enrolled in their hybrid-based Communication classes. Additionally, the department will review its current major with an eye to simplifying the major and reducing the number of degree options available to students. This would provide a greater flexibility in future class offerings.

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

- To increase the numbers of majors in Communication at both the Macomb and QC campuses.
- To avoid further loss of faculty and staff.
- To improve relationships with department alumni.

How will you measure your success?

- The goal of increasing the numbers of majors in Communication at both the Macomb and QC campuses can be measured citing the numbers of majors declaring Communication as their major starting in the Fall of 2021. The minimum success in this endeavor will be tentatively defined as increasing enrollment by 10% in FY20.
- The goal of avoiding further loss of faculty and staff may be measured as beginning the Fall 2021 semester with the same (or increased) number of faculty as existing at the time of this report.
- The goal of improving relationships with department alumni may be evaluated in two ways. The first method would be to report how many alumni were able to return to campus and/or join us virtually for activities, class presentations, and presentations for Career Preparation Day. The second method would be to monitor the number and amount of financial contributions to our

**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

Foundation account and/or the development of future scholarship opportunities. An increase of 10% in each of these areas would be an appropriate target.

Faculty/Staff/Student Achievement

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

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	12	10	0	17	0	1	0	2

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: Museum Studies Graduate Program

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

Museum Studies—MA and PBC

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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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

Mission — Museum Studies Graduate Program

Mission and Vision

The mission of the Western Illinois University Museum Studies Graduate Program is to educate students about the history of museums, expose them to the various aspects of museum work including Administration, Collections Management, Exhibition Development, Education, Community Development, and Visitor's Studies. The program strives to acquaint students with the opportunities and problems faced by museums and museum personnel, and to create career opportunities for students who might seek employment in a museum. Emphasis is placed on practical experiences involving such basic museum functions as exhibition, curatorial research, cataloging, acquisition, community service, education and administration.

Vision — Museum Studies Graduate Program

The Museum Studies Program embraces the overall vision of the broader university: "Western Illinois University will be the leader in educational quality, opportunity, and affordability among regional public universities." The MST Program is committed to providing a professional educational background in the history and function of museums of all types in order to support our students' advancement in the museum field. To achieve this goal, WIU supports the MST program with an interdisciplinary faculty comprised of academic scholars as well as professional museum practitioners.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

- To provide knowledge and training in the various aspects of museum work including Administration, Collections Management, Exhibition Development, Education, Community Development, and Visitor's Studies.
- To provide an in-depth understanding of approaches to the documentation, interpretation, presentation and preservation of curated materials in museums.
- To provide practical training relevant to a professional career in the museum and galleries sector.
- To provide training in how to organize events, build volunteer organizations, and raise money through the community.
- To provide a basis for addressing the difficult problems facing museums today including the myriad legal issues and regulations confronting museum personnel.

Student Learning Outcomes

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

This Mission is based on the general competencies embraced by the International Council on Museums for Professional Development and supported by the American Alliance of Museums. It is these Competencies that form the basis of the courses offered in the WIU MST curriculum. They are:

1. General Competencies
 - Finance
 - Relationships
 - Research
 - Environmentalism
 - Professionalism
 - Information Technology
 - Resources
 - Projects
 - Communication

2. Museology Competencies
 - Community
 - Governance
 - Current Issues
 - Vision
 - Society
 - Legality

3. Management Competencies
 - Membership
 - Organizational Theory
 - Human Resources
 - Public Affairs
 - Business
 - Architecture
 - Fund Raising
 - Marketing
 - Accreditation
 - Operations
 - Advisory

4. Information and Collections Management and Care Competencies
 - Archives
 - Scientific Activities
 - Collections
 - Libraries

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

5. Public Programming Competencies
 - Communication Theory
 - Education
 - Publications
 - Exhibitions
 - Interpretation
 - Visitor Services

Competencies are reviewed and evaluated during the Presentation portion of the capstone Internship course MST #600 for the MA and the Practicum course MST #560 for the PBC.

Department/School Evaluation

Describe Department/School strengths:

Strengths:

- Students: The students enrolled in the MST MA Program at WIU possess very high standards in both academic prowess and dedication to their future field. The Program can then offer them directed studies to pinpoint their desire to work in museums as useful and accomplished employees. Small class size offers students the attention that is required for development of museum skills.
- Faculty: Although small in number, the two full-time faculty members in the Museum Studies Program both possess a PHD in related fields (Art History and Visitor Centered Exhibitions and Museum Education) and are current in evolving issues confronting these areas. They also possess significant experience working in museums: the Director counts over 25 years as a museum curator/director. **Note: Because of the very small number of faculty, any reduction or changes in staff composition would have a short-term negative impact, leaving only the director as one full time faculty member.**
- Curriculum: The curriculum emphasizes current practices in the field but also ways to use them in hands-on settings. Students are able to combine pedagogical resources with real life scenarios.
- The Program is not specific to one discipline such as Art or History, but rather teaches museum training basics for all types of museum. The student can then apply their own content specialty to the various themes of the museums.
- Internships/Practicums: The students take the required Internship and an additional Practicum if desired in the many area museums or at other institutions located throughout the nation or abroad. The format for these Internships allows flexibility while keeping the students focused on the International Council on Museums Competencies

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

• Recruiting: The Program has created a very productive method of visiting potential schools with interested students. These trips have been supported by a modest grant from the Graduate School. However, the Director has made recruiting a priority and dedicates both her time and the other faculty member's time as well as the two GAs to these efforts.

• Integrated BA/MA Programs: The MST Program has 3 internal BA/MA Programs (Art, Anthropology and RPTA) and two external BA/MA Programs (Wartburg College and Saint Ambrose University). Talks are underway with Central College as well as others about this Program.

Describe Department/School challenges:

Weaknesses:

• The Program's relative small size and utilization of MST faculty expertise and other WIU department's course offerings is a strength but also poses a significant problem. The Program came into being promising to offer students museum courses offered by practicing museum professionals. Due to budget constraints the employment of adjuncts offering specialty courses has not been allowed. **Note: With any changes in current staffing, an emergency hire or adjuncts must be made in order to cover the current schedule.**

• While the student body is growing in diversity both in gender and in race, the large percentage of students is female. Recruiting efforts are focused on gaining a more diverse student population, however, females dominate the museum field as a whole.

• Lack of funding to visit museums outside the Quad City area or to attend conferences. Due to WIU restrictions, university vehicles must be used to transport students to museums located anywhere outside the Quad Cities. While Student groups are allowed to drive their own cars with a waiver to various locations, classes are not permitted this opportunity. The same is true for museum conferences. Each year the Director requests a modest increase to the MST budget to fund these very necessary visits but no funding has been made available for the past 5 years.

Identify Department/School opportunities:

Funding: There will be continued focus on alternative funding sources for support of external GAs needs to be secured. The Program in the past successfully doubled the number of GA positions with external GA positions – although these do vary from semester to semester based on the institutions' needs, it is of great assistance to the students. Additional funding will be sought from MST Alumni and other interested parties to support student attendance at conferences and workshops. Financial support for the program in order to make visiting other museums a reality will be sought from WIU.

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

•**Program Growth:** The small size of classes in the MST Program is indeed a positive attribute. If the program grows to 50+ students in the 2-year program, the class sizes would have to be increased or additional sections would need to be offered. Additional sections offered online could have a distinct advantage and be offered at differing times from the standard evening class times. In addition, the use of adjuncts could greatly enhance the Program's offerings and make more diverse electives available for students especially those in the second year.

•**Development of additional Integrated BA/MA Programs:** The MST Program will continue to reach out to other institutions to research the potential of offering an Integrated Program with them. This will need to be done strategically so that current participants in the Program do not become upset. Already Wartburg and SAU are advertising the Integrated Program in their materials and we are beginning to see an increase in students from these areas. Careful and select expansion is required. However, expanding to offer an Integrated BA/MA with WIU's History Department should be accomplished.

Department/School Plans, Goals, and Metrics

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

- * Seek additional GA Funding from area museums
- *Continue Recruiting to area colleges and universities
- *Explore 4+1 Program with History Department at WIU
- *Explore alternative delivery methods for classes

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

- *Set Recruiting appointments for October-November for area colleges and universities
- *Contact area museums about GA opportunities by January 2021 once Covid closures are over
- *Contact History Department Chair for 4 + 1 Program discussions
- *Revise existing PBC curriculum offerings to focus on needs of museum professionals
- * Create all MST courses in 8 section offerings that can be adapted to either fully online or partially online offerings

How will you measure your success?

- *Recruiting will be measured by number of potential students contacted and then comparison to acceptances/enrollments will be made
- *Currently at 2 externally supported GA positions—increase to 4 for spring 2021 and 6 by fall 2021
- *Survey current museum professionals to determine their academic needs and desires
- *Review all course offering materials with CITR for effectiveness

**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

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1#	#	1#	#	1#	#	#	#	#

Western Illinois University

Annual Program Review

Academic Year 2019–2020

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

Unit: School of Music

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

- Bachelor of Music
 - Applied Music
 - Music Business
 - Music Therapy
 - Music—Teacher Education
- Minor in Music
- Minor in Music Business
- Minor in Jazz Studies
- Master of Music
 - Choral Conducting
 - Composition
 - Instrumental Conducting
 - Instrumental Performance
 - Jazz Studies
 - Music Education (online)
 - Musicology
 - Piano Pedagogy
 - Piano Performance
 - Vocal Performance
- Post-Baccalaureate Certificate in Music Performance

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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

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Mission — School of Music

The School of Music at Western Illinois University is committed to a dual mission within the University:

1. Helping each undergraduate and graduate music major and music minor to be the best musician they can be through coursework, applied study, solo and ensemble performance, practical experience, and a variety of listening opportunities; and
2. Serving, along with other departments in the College of Fine Arts and Communication, as a cultural center for the University, the community, and the region; including a strong commitment to providing opportunities for all students to develop awareness and understanding of music in a variety of cultural and historical contexts.

Vision — School of Music

The School of Music strives to become the leading center for music studies at a regional comprehensive public institution in Illinois.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

The primary goal of the WIU School of Music is to develop artistically expressive and technically proficient undergraduate and graduate musicians from both traditional and underrepresented student populations. In addition, the WIU School of Music serves to:

- Prepare student musicians for the fine art of musical performance through applied lessons and solo and ensemble performance experiences.
- Offer a curriculum with sufficient depth and breadth to provide an expansive education in music and create opportunities for students to explore individual interests.
- Help students understand the structures and contexts of music throughout history to enhance their appreciation and performance of diverse musical styles.

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

- Prepare graduates with the aural, analytical, conceptual, technological, and performance skills needed to be successful in the fields of education, therapy, performance, composition, and industry, or as students in advanced degree programs.
- Help music students develop the tools of self-discipline, creative expression, analysis, problem-solving, entrepreneurship, and communication for success in their chosen life's work, in or out of the field of music.
- Provide basic music courses and experiences to assist all University students to be articulate, responsive, and knowledgeable citizens, consumers, and patrons of the arts.
- Share the joy of musical expression with the student, University, community, and regional populations through concerts and recitals.
- Serve as a resource center for elementary and secondary music programs throughout the region.
- Provide opportunities for pre-college music study for community/regional service and for on-campus pedagogical laboratory experience opportunities.
- Provide a diverse faculty of musician-teachers who, through dedication to excellence, sound pedagogy, and effective communication skills, present models that inspire students to achieve their full potential.

Student Learning Outcomes

Bachelor of Music

- **Applied Music**
- **Music Business**
- **Music Therapy**

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

1. demonstrate satisfactory music sight-reading skills on their principal instrument or voice at a level appropriate for their chosen option. (All options)
2. demonstrate a high level of musical expression and technical proficiency on their principal instrument or voice and perform music of diverse periods, cultures, and styles. (Applied Music)
3. describe the scope of the music industry and identify career options in music publishing, recording, merchandising, concert promotion, artist management, and arts administration. (Music Business)
4. demonstrate functional musical skills on keyboard, voice, and guitar to meet the American Music Therapy Association (AMTA) Professional Competencies for Functional Music Skills (Musical Foundations, Item 4.1.1 – 4.1.3 and 4.1.6). (Music Therapy)

Bachelor of Music, Music—Teacher Education Option

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

1. demonstrate competency in the following areas of general music:
 1. musicianship, vocal, and pedagogical skills sufficient to teach general music
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music
 3. ability to lead performance-based instruction
2. demonstrate competency in the following areas of vocal/choral music specialization:
 1. vocal and pedagogical skill sufficient to teach effective use of the voice

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

2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music
3. performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments
3. demonstrate competency in the following areas of instrumental music specialization
 1. knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music
 3. experiences in solo instrumental performance and in ensembles; ensembles should be varied both in size and nature
4. demonstrate competency in the following areas of music (all levels, all specializations)
 1. knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education
 3. the ability to lead performance-based instruction in a variety of settings
5. demonstrate competency in the following areas of specific music fields or combinations (such as composition, electronic and computer music, ethnic music, guitar, small ensembles, jazz, keyboard, orchestral music, music history and theory, music in combination with other disciplines, music technologies, music in multimedia, and popular music; or combinations of one or more of these types of content with aspects of the general, vocal/choral, or instrumental specializations):
 1. knowledge and skill in the selected area(s) of specialization sufficient to teach beginning and intermediate students effectively
 2. knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for the area(s) of specialization
 3. the ability to use instruments, equipment, and technologies associated with the area(s) of specialization
6. demonstrate competency in the following areas of teaching:
 1. ability to lead students to competency, apply music knowledge and skills in teaching situations, and integrate music instruction into the process of P–12 education
 2. ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization; this set of abilities includes effective classroom and rehearsal management
 3. an understanding of child growth and development and an understanding of principles of learning as they relate to music
 4. the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs
 5. knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization
 6. the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations

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

7. an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum

Master of Music

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

1. demonstrate music research skills that employ critical thinking in examples of professional research and individual projects.
2. annotate a score of music from the common practice period with the identification of keys, a harmonic analysis and function, cadences, form, tonal motion, sectionalization, and thematic/motivic recurrence or long-range contrapuntal motion.
3. employ critical thinking and thoroughly analyze examples of musical repertoire across a variety of generations, genres, locales, and compositional styles in both professional research and their own research projects.

Post-Baccalaureate Certificate in Music Performance

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

1. demonstrate technical and interpretive skills at a pre-professional level to prepare a performance recital of at least 45 minutes in length.
2. perform a diverse body of ensemble literature at advanced levels appropriate for entering graduate music programs or professional ensembles.

Department/School Evaluation

Describe Department/School strengths:

- Faculty
 - The School of Music faculty comprises dedicated teachers who are also accomplished performers and scholars in their respective fields. The ratio of music majors to full-time faculty ensures students will receive the highly individualized educational experience required in the arts.
- Ensembles
 - Student ensembles have been recognized regionally and nationally with invitations to perform at professional conferences and events.
 - Four faculty chamber ensembles (Camerata Woodwind Quintet, LaMoine Brass Quintet, Julstrom String Quartet, and Dale Hopper Jazztet) present professional concerts throughout the year for the University community and actively engage in outreach and recruitment activities.
- Staff
 - The Recruitment Coordinator, Recital Hall Coordinator, Instrument Repair Technician, and Staff Accompanists are experienced and knowledgeable professionals who provide critical services for the School of Music and maintain positive relationships with faculty and students.
- Scope and quality of programs
 - Undergraduate degree programs in Applied Music, Music Business, Music Therapy, and Music Education provide diverse opportunities for students to pursue their interests and prepare for a variety of career paths.
 - WIU is one of only two institutions in the State of Illinois approved by the American Music Therapy Association to offer an undergraduate degree in Music Therapy.

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

- The graduate program offers 10 different areas of emphasis in the Master of Music degree. The 100% online Master of Music in Music Education degree launched in the Fall 2019 semester and has exceeded enrollment projections.
- Recruitment and retention
 - School of Music faculty are active recruiters who cultivate connections with prospective students through performances and workshops at high schools and colleges in our region, adjudication at competitions and festivals, and presentations in professional venues. The School of Music tracks these activities, and faculty reported 173 recruitment activities in the current academic year.
 - The music major retention rate is consistently in the 70–80% range. Fall 2018 to Fall 2019 retention was 75%, well above the University average.
- COFAC Recital Hall
 - The Recital Hall offers an outstanding performance space for solo, chamber, and small ensembles with superb acoustics and modern live-streaming capabilities. The School of Music presents an average of 175 events each year in COFAC Recital Hall.
- Music Library
 - The Music Library offers a collection appropriate for the academic programs in the School of Music with a convenient location and one dedicated full-time staff member assuming responsibilities usually assigned to a music librarian.

Describe Department/School challenges:

- Elimination of faculty and staff positions
 - The elimination of several faculty and staff positions in recent years threatens the integrity of the School of Music and its ability to meet accreditation standards established by the National Association of Schools of Music. In particular, the vast majority of faculty reductions has occurred in the Keyboard Area, including the elimination of all three Unit A faculty positions in piano, a Unit A position in keyboard skills/theory, one faculty assistant in staff accompanying, a graduate assistantship in accompanying, and a piano technician. Other significant reductions in the past year include the elimination of both office manager/administrator positions and a Unit A position in flute. The School of Music recognizes the fiscal challenges presented by the number of highly specialized faculty required to teach the full complement of instruments and voices in the program, but the significant reductions in these areas will result in the inability to offer required courses and services to meet minimal standards.
- Facilities
 - Browne and Sallee Halls have significantly impaired the success of the program for decades, negatively impacting recruitment efforts and the quality of the educational experience offered to students. Serious challenges include inadequate soundproofing, poor climate control, major water pipe issues resulting in frequent leaks and flooding, moisture and mold problems, failure to comply with ADA regulations, and a lack of adequate practice rooms for the number of music students enrolled.
- Financial resources
 - The School of Music allocation for Talent Grants and Tuition Waivers has experienced consistent reductions over the past several years, with a 55% total reduction from FY14 to FY20. In the Spring 2020 semester, a change in University process and an absence of communication regarding the FY21 allocation totally eliminated this as a recruitment tool, negatively impacting enrollment for Fall 2020 by a projected 20–25%. As of the

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

submission of this report on June 16, information still has not been provided regarding the FY21 allocation for Talent Grants and Tuition Waivers, creating significant anxiety among faculty and financial uncertainty for new and continuing students.

- Fine Arts Fees, the primary operating budget for ensembles and an important resource for equipment purchases, have experienced significant reductions due to declining University enrollment for the past several years. These reductions have diminished the School of Music's ability to provide the best education possible for students and the ensemble performances at University and community functions. Fine Arts Fees were a designated source of funding for the purchase of Wenger practice modules, an essential investment to meet NASM accreditation standards, but investment in this initiative is behind schedule due to declining enrollment, the budget impasse, and other ongoing fiscal challenges.

Identify Department/School opportunities:

- Pursue alternative funding sources
 - In response to a significant reduction in graduate assistantship funding, the School of Music is exploring outside funding sources with churches and schools to develop external assistantships.
 - In coordination with the COFAC Development Director, the School of Music will pursue an aggressive fundraising campaign to increase scholarship opportunities for students and provide resources for critical equipment purchases.
 - The ongoing All-Steinway School fundraising campaign continues to seek a major donor to swiftly conclude this initiative.
- Increase innovation in recruitment strategies
 - School of Music faculty have sustained a dedication to recruitment for many years that has included ensemble tours to high schools in the region, clinics and presentations at conferences and festivals, competition adjudication, performances in regional concert series, and many other activities. In FY20, significant progress was achieved by updating the School of Music website, increasing the use of social media, creating online instructional videos, and other innovations to project a progressive image. Further efforts planned for FY21 include purchasing updated equipment for a modern presence at recruitment fairs and the Illinois Music Education Conference, creating a School of Music viewbook, updating the School of Music alumni database, and continuing to expand online videos and concerts available on faculty and ensemble websites and the School of Music YouTube channel.
- Strengthen relationships with community colleges
 - The School of Music finalized 2+2 articulation agreements with two community colleges in FY20, Kaskaskia College and Waubensee Community College. Agreements are established with Lincoln Land Community College and McHenry County College, and agreements with several other institutions are in various stages of development.
- Expand distance learning opportunities
 - The COVID-19 pandemic accelerated the exploration of online offerings in the School of Music, and opportunities are being considered to convert existing courses to hybrid or online formats and expand live-stream lectures and performances.
- Increase international enrollment
 - Many School of Music faculty already recruit internationally, but there are opportunities to expand recruitment initiatives in Central America, South America, and Asia.

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

Department/School Plans, Goals, and Metrics

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

- In an effort to adapt to the elimination of office staff, the School of Music is maximizing efficiency of administrative procedures, including converting files from paper to electronic format, redistributing budget management responsibilities and clerical work to the Director, increasing use of student workers and graduate assistants, reducing office hours, and streamlining processes wherever possible.
- In response to the COVID-19 pandemic, the School of Music is revising the Fall 2020 course schedule to eliminate back-to-back courses, limit enrollments in some sections due to reduced room capacities, convert some courses to blended or online formats, and assign alternate teaching spaces for applied faculty who cannot teach in their studios. Faculty are developing health and safety procedures based on unique considerations for instrumentalists and singers, and several modifications will be made for ensemble rehearsals and performances.
- The School of Music has identified a minimal number of one-year instructor positions necessary to fulfill essential teaching assignments, and requests are in progress through Interview Exchange. Non-essential courses will be cancelled.
- Further measures are being considered to meet anticipated FY21 budget reductions, including less expensive Ricoh MFD models, removing the few remaining phone lines from faculty offices, and reducing ensemble recruitment tours.

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

- Recruitment, Enrollment, and Retention
 - Maintain School of Music enrollment over 200 music majors by meeting target numbers of 50 new undergraduates and 20 new graduate students per year.
 - Initiate Recruitment and Retention Ambassador program in which student ambassadors will be assigned to promote the School of Music from the student perspective and mentor incoming students to improve retention.
 - Pursue new 2+2 agreements with community colleges and strengthen communication with partner schools.
- Faculty and Staff Positions
 - Restore Unit A positions in Piano and Flute as soon as possible.
 - Fill anticipated instrument repair technician vacancy with a piano technician to maintain inventory of 50 keyboard instruments and assume other responsibilities performed by current technician.
- Curriculum
 - Bachelor of Music, Music Therapy Option: Review the undergraduate curriculum for updates to better meet professional competencies, including an evaluation of technology and clinical musicianship, and provide improved learning environment for students by converting Browne 219 to a digital classroom including white boards, projector, and speakers.
 - Bachelor of Music, Music Education Option: Review undergraduate curriculum to maintain currency and efficacy of courses, reduce total credit amount, and shorten length

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

of completion time for degree; continue to review and revise the student teaching review assessments (MUS 300); review instrument technique courses and increase communication/collaboration between instructors and music ed faculty.

- Complete the Master of Music Therapy degree review and approval process with the National Association of Schools of Music and the American Music Therapy Association.
- Fiscal Resources
 - Examine historic spending patterns, identify opportunities to reduce costs where possible, and redirect resources to support technology upgrades and recruitment initiatives.
 - Devote any available resources to continue progress on facilities upgrades, including additional Wenger practice modules and practice room renovation.
- Enhanced Culture for Teaching and Learning
 - Improve mentorship of new faculty and staff
 - Promote a positive educational environment that is welcoming and inspiring for all, including students, faculty, and staff from underrepresented populations.

How will you measure your success?

- The School of Music measures its success according to standards established by the National Association of Schools of Music. The last self-study and site visit occurred in 2015, and annual progress reports are submitted to address recommendations for improvements. Initial preparations are currently underway to prepare for the next self-study and site visit in 2025.
- The School of Music assessment plan includes direct measures for the learning objectives in each degree program. The Undergraduate Mid-Career Assessment Plan evaluates student progress after the third semester of coursework.
- Successful engagement with University and community audiences is measured by attendance at approximately 175 events each year, including faculty solo recitals and ensemble concerts, student degree recitals, holiday events such as the Symphony Orchestra Family Halloween Concert and the Holiday Festival of Choirs, Marching Leatherneck performances at home games and parades, and specialty festivals such as the Horn Festival, Brassfest, and Piano Festival.
- Recruitment and outreach success is measured by the number of applicants and matriculating students, along with participation in events such as the Summer Music Institute, Marching Band Classic, Showcase of Bands, Jazz Festivals, ensemble performance tours, masterclasses and lessons for prospective students, and Community Music School lessons and ensembles.

Faculty/Staff/Student Achievement

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

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
1	6	479	25	21	6	80	6	100

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: Department of Speech Pathology & Audiology

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

Bachelor of Science- Speech Pathology and Audiology
Master of Science- Speech Pathology

Vision, Mission, and Values

Our Vision — University

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

Our Mission — University

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

Our Values — University

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

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

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

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

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

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

Mission — Department of Speech Pathology & Audiology

Undergraduate: Our program aims to provide undergraduate students with the foundational knowledge of human communication development and disorders across the lifespan. Students gain knowledge and skills required to interact and advocate for persons with communication and other related disorders. Undergraduate students in our program are prepared to enter a graduate or professional study in speech and hearing or a related field.

Graduate: Our mission for graduate students is to continue building and expanding foundational knowledge. Graduate students increase independence, confidence, and critical thinking skills as they progress through the program to the level which will ensure well-rounded speech-language pathologists capable of quality service provision to a diverse population across the lifespan.

Vision — Department of Speech Pathology & Audiology

The Department of Speech Pathology & Audiology at Western Illinois University aims to be the best Illinois institution for providing academic and clinical education for students preparing to become licensed and certified speech-language pathologists.

Academic Program Goals and Outcomes

Degree/Program/Option Goals

Bachelor of Science Degree in Speech Pathology & Audiology:
Improve overall performance on the undergraduate assessment. The assessment is used to measure foundational knowledge retained over the program. Retention and application of foundational knowledge is directly related to graduate school success, academically and clinically.

Student Learning Outcomes

Bachelor of Science Degree in Speech Pathology & Audiology:

Learning Outcome #1: Define and list educational and professional requirements for entry-level into the profession of speech pathology and audiology;

Learning Outcome #2: Identify anatomy and physiology of the speech and hearing mechanisms;

Learning Outcome #3: Categorize the developmental milestones and theories of child development as well as speech development and basics of sound description and classification;

Learning Outcome #4: Identify neurological processes important for normal speech and language and communication deficits following neurological trauma;

Learning Outcome #5: Differentiate characteristics of disorders of speech and language across

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

the lifespan, including low incidence disorders.

Master of Science in Speech Pathology: Identify academic and clinical areas in the program that can be reorganized or refocused to facilitate in strengthening connection between coursework and clinical work.

Planning, implementation, and evaluation of treatment has historically been the most difficult area of content on the national examination for our students. Our goal is to implement strategies academically and clinically that will positively impact student scores in this area.

Learning Outcome #1: Students will choose appropriate test materials for evaluation of speech, language, and swallowing disorders;

Learning Outcome #2: Students will implement appropriate case history and testing for children and adults with speech, language, and swallowing disorders;

Learning Outcome #3: Students will differentiate between speech and language disorders;

Learning Outcome #4: Students will recognize a need for further testing and necessary referrals to other medical and allied health professionals;

Learning Outcome #5: Students will explain the process of the evaluation, test materials, results, referrals, and follow-up to the client and/or family;

Learning Outcome #6: Students will analyze results of evaluation to implement a treatment plan with appropriate goals and outcomes that include the wants and needs of client and/or family.

Department/School Evaluation

Describe Department/School strengths:

We provide speech, language, swallowing, and hearing services to our community. Our clinic serves more than 1,200 patients/clients per year.

Our clinic works in local school districts to ensure IEP and RTI services required for children are being met. Typically we are working in schools where there is no full-time SLP and/or we are assisting with the on-site SLP's caseload.

Our graduate program has 100% pass rate on the national exam and our students have a 100% employment rate within three months of graduation.

Describe Department/School challenges:

Lack of supervision leaves us unable to meet the needs of the clients/patients who are on our waitlist. We have approximately ten individuals on this list. We continue to schedule diagnostics to meet requirements for our students- therefore, the waitlist will likely grow.

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

We also are lacking doctoral faculty (PhD/EdD) necessary for meeting the minimum requirements for our graduate program. These requirements are set forth by our accrediting body, American Speech-Language-Hearing Association (ASHA), and state that the majority (>50%) of the graduate program be taught by doctoral faculty. We currently have less than 40% of our curriculum being taught by doctoral faculty.

Identify Department/School opportunities:

If we are able to secure additional faculty we will be able to increase our number of accepted graduate students as well as increase the amount of clinic we can offer the community and local region.

Department/School Plans, Goals, and Metrics

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

Growth of our undergraduate program. The faculty understands that our graduate program will directly benefit from increasing students in the undergraduate program. Our faculty would like to see more internal applicants for graduate school. Graduate school acceptance for speech-pathology is approximately 54% nationwide. When WIU students stay for graduate school, we have confidence they want to be here and are not coming here because they did not get in anywhere else.

Addition of the ASL minor will also help increase students in the undergraduate program. This option will introduce students to our field.

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

1. Review on- and off-campus clinic practicum credit hours and reorganize curriculum to more accurately depict the student and supervisor workloads.
2. Increase the number of undergraduate majors from 50 (SP 2020) to 100 (FL 2025) over the next five years (goal for next year is to begin seeing the shift change).
3. Add a spring cohort for our graduate program beginning spring 2021.
4. Adding an American Sign Language (ASL) minor to begin fall 2020.

How will you measure your success?

1. Graduate Council approval for reorganized and reassigned semester hours for clinical components of the program. Addition of 17 credit hours to degree plan for graduation (cohort incoming FL 2020).
2. Number of students registered as SPA majors fall 2025.
3. Admitting new graduate students in fall 2020 to begin spring 2021
4. Approval of the ASL minor to begin fall 2020

**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

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0	1	2	0	1	0	0	0	0

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: Department of Theatre & Dance

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

BA Theatre: Performance
BA Theatre: Production/Design
BFA Musical Theatre
MFA Theatre: Acting
MFA Theatre: Scenic Design
MFA Theatre: Costume Design
MFA Theatre: Lighting Design
MFA Theatre: Directing

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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

responsibility in the global community.

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Mission — Department of Theatre & Dance

Mission

The Department of Theatre and Dance is a community of professional artists, scholars, and educators who value and practice the most collaborative art forms—art forms that explore the human condition, stimulate and engage our audience, and connect to a global, diverse community. Our standard of excellence demands the celebration of individuality within the collaborative process, empowering the student to begin a lifelong career of artistic risk-taking and self-discovery. These commitments are reflected in the curriculum and the multitude of opportunities we provide for students to develop skills and apply their craft in the crucible of production.

Goals and Objectives

The goals of the department stem from our departmental mission and the primary values of Western Illinois University: academic excellence, educational opportunity, personal growth and social responsibility. The primary goal of the department is to develop skilled and creative student artists for future study and for avocational and professional careers in theatre, dance and related arts. These student artists may be actors, actor-singers, dancers, directors, technicians, or designers at the undergraduate or graduate level. To this end, the Department of Theatre and Dance:

- Develops creativity, artistic skills and professionalism in students through an active production program that melds scholarship and practice;
- Encourages and develops skills in communication, problem solving, research and effective writing through coursework and application in performance and production;
- Enables majors and non-majors to expand and perfect their knowledge of the literary, historical and philosophical aspects of theatre and dance by providing a rich curriculum that has both depth and breadth;

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

- Fosters students' understanding and appreciation of the arts through general education courses and the production program;
- Enhances the cultural life of the campus and the region through a diverse and intelligent array of quality theatre, musical theatre, and dance productions;
- Maintains a faculty dedicated to excellence in teaching, creative/scholarly endeavor, and service to the college, university, community, and the fields of theatre and dance;
- Supports students and faculty in their professional development and service to the discipline.

Vision — Department of Theatre & Dance

Vision Statement:

Values - Our courses and production program are designed first and foremost to instill a sense of core theatrical VALUES in our students. These values, including respect for diverse viewpoints, self-discipline, empathy, and accountability, do not apply only to theatrical pursuits, but have direct application to any career paths the student takes or life journeys the student embarks upon.

Opportunity - Classroom projects, supplemented by department productions that serve as a laboratory extension of the classroom, offer all our students OPPORTUNITY to develop their ability to assess critically, to make informed choices, to work as part of a collaborative team, and to develop creative solutions to problems even when facing limited resources in terms of time, space, personnel or budget.

Mentoring - Whether in the classroom or the rehearsal hall, faculty members are dedicated to active MENTORING relationships with theatre students. Through modeling collaboration, professional behavior, open communication, and encouraging risk-taking, faculty mentor students toward successful exploration of human nature and communication through the theatrical arts. Faculty guide students as they navigate through professional and artistic choices, but promote an environment where students ultimately develop the skills and confidence to find their own path.

Collaboration - Through a series of classroom and production projects, students work with many different teams, always in service of an end product to which everyone has contributed. This maximizes learning of the collaborative process, which synthesizes the opposing desires of two or more individuals,

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

ultimately creating something that no single person could have created alone. Adaptability and communication are fostered by this process.

Exposure to Theatre Performance - Students are provided many opportunities to see live theatre in performance, primarily on our own campus through our production program, but also through faculty-organized trips to Chicago and Peoria for professional productions

Academic Program Goals and Outcomes

Degree/Program/Option Goals

BA Theatre: Performance & Production/Design –

Goals: To analyze, synthesize, interpret play scripts of all genres for production in the areas of acting, directing, designing, stage managing and all technical theatre areas.

BFA Musical Theatre –

Goals: To analyze, inhabit, and embody characters from Musical Theatre scripts as well as demonstrate technical expertise in jazz, tap, ballet, and other dance forms while developing and expanding vocal range and control.

MFA Theatre: Acting, Design (all areas), Directing –

Goals: To develop the knowledge, skill, professionalism, communication, problem solving, and research skills in all genres of theatre.

Student Learning Outcomes

BA THEATRE:

Learning Outcome #1: Analyze a wide variety of dramatic forms, genres, and performance styles.

Learning Outcome #2: To develop an appreciation and understanding of world theatre history and theory.

Learning Outcome #3: To synthesize vocabulary and technical skills for interpreting a script for performance/production.

Learning Outcome #4: Apply knowledge of all aspects of production including stage management, design and technical processes and production.

Learning Outcome #5: To have substantial opportunities for experiential learning in production and performance.

BFA MUSICAL THEATRE:

Learning Outcome #1: To develop an appreciation and understanding of the musical theatre repertory and an understanding of the acting style, vocal performance needs, and physical engagement of each role assigned through the study of Musical Theatre History.

Learning Outcome #2: To analyze scenes and songs from musical theatre, and find ways to fully inhabit the characters as singer-actors.

Learning Outcome #3: To demonstrate technical expertise in jazz, tap, ballet, and other dance forms specific to musical theatre genres.

Learning outcome #4: Develop as musicians/singers, and to expand range and vocal control.

Learning outcome #5: Perform in experiential learning in production and performance.

MFA THEATRE: ACTING, DESIGN (ALL AREAS), DIRECTING:

Learning outcome #1: To develop the knowledge and skills necessary to pursue a professional career in acting,

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

directing, or theatre design.

Learning outcome #2: To demonstrate good work ethic, good preparation, good craft, and professionalism in realized campus productions as well as in professional summer productions.

Learning outcome #3: To demonstrate skills in communication, problem solving, in research, and to synthesize their knowledge of the literary, historical and philosophical aspects of theatre and related arts.

Department/School Evaluation

Describe Department/School strengths:

1. The Department of Theatre & Dance is a family. This is our greatest strength. We respect, support, care deeply, challenge, inspire, guide, protect, while sharing our talents with students to create great art.
2. We offer preprofessional training for students who seek careers in professional theatre or as teachers of theatre arts.
3. The Department of Theatre and Dance houses one of Western Illinois University's "Signature Programs" – Musical Theatre.
4. Our students' lives are enriched by study, performance, and appreciation of theatre in a diverse environment.
5. Our program is an award winning program, having won regional as well as national awards through the KC/ACTF programs.
6. We offer students a rich range of expertise in many aspects of the performing arts including acting, singing, dance, stage combat, directing, intimacy directing, choreography, design, crafting, and in all technical areas of theatre.
7. Our students are exposed to rigorous academics in the classroom including analysis and research culminating in the demonstration of skills in communication, problem solving, and professionalism.
8. Our students benefit from substantial, diverse opportunities they experience in production and performance.
9. Our students experience theatre production/performance in three very different styles of performance spaces.
10. Our students have the opportunity to work our three shops which are administrated like those in professional venues.
11. Our students have the opportunity to audition/interview on campus for as many as four professional summer stock theatre companies each year.
12. Our students study with and often work along side nationally known guest artists.
13. Our professors are experienced professionals as well as teachers, scholars and artists.
14. Located a train ride from Chicago our students have access to world class productions and companies.

Describe Department/School challenges:

1. The Department of Theatre & Dance provides a substantial number of productions each academic year with a very limited budget. We need additional funding.
2. Our three shops and shop supervisors which/who build each production are over worked. We lost our scene shop technician in the last round of layoffs and are very short staffed. We need a scene shop technician.
3. We offer experiential learning and innovative experiences with a very limited budget for equipment and supplies. We need additional funding.
4. We offer guest artists experiences with no budget for our guest artist program. We need additional

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

- funding.
5. We continue to grow our Musical Theatre program but are limited in the number of students we can accept because of our limited number of vocal teachers. Last year one of our Musical Theatre Voice Professors retired. We were granted an emergency hire for one year. We desperately need to keep this faculty member. We cannot continue to recruit, teach, and guide our students in the area of voice without this position. We need our Unit B Voice Instructor position to be continued.
 6. Our Head of Performance retired this year and we are not replacing that faculty member. We need additional faculty directors/acting teachers. Specifically someone to lead our MFA Acting Program.
 7. Our main office generates almost all the social media, posters, programs, and public relations for production with a part time Office Manager. We need a full time Office Manager.
 8. Most universities our size offer showcases for graduating students. Currently our BFA Musical Theatre students produce/perform in a showcase production on campus. We bring guest artists to adjudicate the production. We need to offer a showcase that travels to Chicago or NYC to compete with other schools. We do not have the money to do this.

Identify Department/School opportunities:

1. To continue to increase awareness of our programs in our region by continuing our community college/high school workshop program.
2. To increase opportunities for graduates by continuing on campus interviews/auditions with summer stock and professional companies.
3. To increase opportunities for graduates of all of our programs in showcase specific opportunities for each program by collaborating with other universities.
4. To create proficiency screening auditions for the MFA Actors at the ends of their 1st and 2nd years.
5. To reexamine the goals of all the MFA programs. To conduct meetings with all MFA faculty and create a shared vision for the programs.

Department/School Plans, Goals, and Metrics

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

1. To add more faculty and new students to our Recruitment Committee.
2. To reach out to Alums for help recruiting.
3. To build a stronger MFA Faculty with a shared vision.
4. To build a stronger BA Faculty with a shared vision.
5. To streamline the Dance curriculum – dropping sections that repeat each semester to help fill other needed sections.
6. To heighten the quality of our choreographer's skills and consequently pieces they produce for the Dance Concerts.
7. To create additional outreach activities that connect students with the community.
8. To collaborate on production with other programs within the COFAC and WIU as a whole.
9. To actively pursue donors for BFA Showcase, travel to American College Theatre Festival, and for additional assistantships.

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

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

1. To build the BFA Musical Theatre Program to 40 students.
2. To build the BA Theatre Program to 40 students.
3. To build the Dance Minor to 30 students.
4. To keep the BFA Musical Theatre Program's retention rate at 100%.
5. To raise the BA Theatre Program's retention rate to 95%.
6. To create a MFA Recruiting Subcommittee of our current Recruiting Committee with the goal of recruiting and retaining graduate students.
7. To create a Arts Administration Major and Minor.

How will you measure your success?

1. Spring 2020 we had 32 BFA Musical Theatre majors. Two graduated. We will assess our progress after all students are registered for fall/spring.
2. Spring 2020 we had 22 BA Theatre majors. Three graduated. We will assess our progress after all students are registered for fall/spring.
3. Spring 2020 we had 21 Dance Minors. We will assess our progress after all students are registered for fall/spring.
4. We will assess the BFA retention rate at the end of the year.
5. We will assess the BA retention rate at the end of the year.
6. We schedule a team meeting with the MFA Recruiting Subcommittee and assess our progress at the end of the year.
7. We will assess the progress of the Arts Administration Major/Minor progress at the end of the year.

Faculty/Staff/Student Achievement

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

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	2	147	1	22	0	2	2	13