

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

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

**Unit: COLLEGE OF ARTS AND SCIENCES**

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

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

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

### **Our Vision — University**

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

### **Our Mission — University**

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

### **Our Values — University**

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

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

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

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

## **Mission — COLLEGE OF ARTS AND SCIENCES**

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

## **Vision — COLLEGE OF ARTS AND SCIENCES**

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

## **Academic Program Goals and Outcomes**

### **Degree/Program/Option Goals**

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

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

#### Student Learning Outcomes

See attached documents from the Academic Units listed above.

#### Department/School Evaluation

##### Describe Department/School strengths:

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

##### Describe Department/School challenges:

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

##### Identify Department/School opportunities:

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

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

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

## Department/School Plans, Goals, and Metrics

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

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

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

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

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

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

**How will you measure your success?**

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

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

## Faculty/Staff/Student Achievement

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

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

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## Unit: Department of Biological Sciences

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

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

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

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

#### **Mission — Department of Biological Sciences**

**BS Biology Mission Statement** – We prepare students for:

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

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

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

**MS Biology Mission Statement** – We prepare students for:

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

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

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

#### **Vision — Department of Biological Sciences**

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

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

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

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

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

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

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

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

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

## Academic Program Goals and Outcomes

### Degree/Program/Option Goals

#### BS Biology Academic Goals

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

#### BS Clinical Laboratory Science Academic Goals

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

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

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

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

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

### Student Learning Outcomes

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

Upon completion of this program, the student will have:

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

BS Biology [Teacher Education]

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

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

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

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

[https://www.isbe.net/Documents/IL\\_prof\\_teaching\\_stds.pdf](https://www.isbe.net/Documents/IL_prof_teaching_stds.pdf)

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

[12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

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#### BS Clinical Laboratory Science

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

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

#### MS Biology

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

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

#### PBC Zoo and Aquarium Studies

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

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

## Department/School Evaluation

**Describe Department/School strengths:**

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- Much of the Department's curriculum involves multiple out-of-classroom academic experiences.
- The Department has a diverse, dynamic faculty that has collectively produced >170 peer-reviewed publications and given >500 presentations at professional meetings, while securing >\$5 million in grant funding. (This is based on data used for our AY18 Program Review.)
- The RISE Program introduces students to research experience, and our students have ample opportunity for independent research with individual faculty at the undergraduate level.
  
- CLS students are in demand by our affiliated hospitals and are successfully competing for limited seats in those clinical programs.
- All CLS students completing clinical training have passed the BOR certification exam.
- CLS students have had a 100% placement rate at regional hospitals and medical centers upon graduation in recent years.
  
- Program diversity allows us to attract a large number of graduate students.
- The coursework plan of the MS Biology degree provides a more flexible, yet rigorous, track for students.
- Several of our graduate students have projects affiliated with the Alice L. Kibbe Life Science Research Station.
- In the last ten years, we have had the highest number of Master's students enrolled in our program compared to other state universities. In four of the last ten years, we have conferred the most degrees compared to these institutions. (This is based on data used for our AY18 Program Review.)
- Our graduate students have a great deal of success securing jobs, getting accepted into Ph.D. programs, and getting accepted into medical programs.
  
- The PBC Zoo and Aquarium Studies curriculum is hands-on and laboratory-based with faculty delivering content in a small class format.
- Courses in our PBC program can also satisfy requirements for the M.S. degree in Biology offered at WIU.
- A growing partnership with the Niabi Zoo in Coal Valley, IL, will provide opportunities for our PBC students.
- Students in the PBC program are satisfied with their experiences and training when entering the job force, and they attain a high level of employment after completing the program.

#### **Describe Department/School challenges:**

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

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

#### **Identify Department/School opportunities:**

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

#### **Department/School Plans, Goals, and Metrics**

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

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

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

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

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

**How will you measure your success?**

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

**Faculty/Staff/Student Achievement**

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

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#	≥ 12	#	#	≥ 13	≥ 2	≥ 3	#	≥ 1

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#### **Unit: Department of Chemistry**

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

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

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

##### **Our Vision — University**

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

#### **Mission — Department of Chemistry**

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

#### **Vision — Department of Chemistry**

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

### **Academic Program Goals and Outcomes**

#### **Degree/Program/Option Goals**

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

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

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

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

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

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

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#### Student Learning Outcomes

##### **B.S. Chemistry – Chemistry option:**

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

##### **B.S. Chemistry – Biochemistry option:**

Students will demonstrate:

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

##### **B.S. Chemistry – Pharmacy option**

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

##### **B.S. Chemistry – Teacher Education option:**

Upon completion of the program students will:

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

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#### **B.S. Forensic Chemistry** Students will:

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

#### **M.S. Chemistry:**

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

### **Department/School Evaluation**

#### **Describe Department/School strengths:**

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

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

#### **Describe Department/School challenges:**

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

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

#### **Identify Department/School opportunities:**

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

### **Department/School Plans, Goals, and Metrics**

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

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

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

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

#### **How will you measure your success?**

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Enrollment Data

**Faculty/Staff/Student Achievement**

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

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

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

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

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

## Vision, Mission, and Values

### 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

# Western Illinois University

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

#### **Mission — Click or tap here to enter text.**

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

#### **Vision — Click or tap here to enter text.**

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

## Academic Program Goals and Outcomes

### Degree/Program/Option Goals

#### **B.S. in GIS Goals**

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

#### **B.S. in Geology Goals**

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

#### **B.S. in Meteorology Goals**

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

#### **M.A. in Geography Goals**

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

#### **Student Learning Outcomes**

##### **B.S. in GIS Learning Outcomes**

Students will demonstrate:

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

##### **B.S. in Geology Learning Outcomes**

Students will demonstrate:

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

##### **B.S. in Meteorology Learning Outcomes**

Students will demonstrate:

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

##### **M.A. in Geography Learning Outcomes**

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

## Department/School Evaluation

### Describe Department/School strengths:

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

### Describe Department/School challenges:

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

### Identify Department/School opportunities:

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

## Department/School Plans, Goals, and Metrics

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

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

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

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

**How will you measure your success?**

The number of majors and retention rates in each program.

## Faculty/Staff/Student Achievement

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

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int’l	Domestic	Int’l	Faculty	Staff	Student
<b>2</b>	<b>13</b>	<b>11</b>	<b>23</b>	<b>20</b>	<b>3</b>	<b>#</b>	<b>#</b>	<b>#</b>

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#### Additional Information

#### IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

##### Recruitment Initiatives

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

##### Retention Initiatives

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

##### Undergraduate/Graduate Research

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

##### Contributions to the University

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

##### Alumni Success

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

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## Unit: Department of English

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

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

Master of Arts in English

## Vision, Mission, and Values

### Our Vision — University

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

#### **Mission — Department of English**

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

#### **Vision — Department of English**

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

## **Academic Program Goals and Outcomes**

### **Degree/Program/Option Goals**

#### Bachelor of Arts in English

##### Option 1: Literature and Languages

This program's academic goals are to:

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

#### Bachelor of Arts in English

##### Option 2: English – Teacher Education

This program's academic goals are to:

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

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

#### Master of Arts in English

This program's academic goals are to:

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

#### Student Learning Outcomes

##### Bachelor of Arts in English

###### Option 1: Literature and Languages

Students will be able to:

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

##### Bachelor of Arts in English

###### Option 2: English – Teacher Education

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

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

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

#### Master of Arts in English

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

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

## Department/School Evaluation

### Describe Department/School strengths:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Describe Department/School challenges:**

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

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

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

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

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

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

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#### Identify Department/School opportunities:

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

#### Department/School Plans, Goals, and Metrics

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

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

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

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

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

## **How will you measure your success?**

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

**Goal 1:**

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

Increase in student share of overall enrollment

**Goal 2:**

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

**Goal 3:**

Development of revision plan or decision to keep current curriculum.

Implementation and approval for Fall 2021 semester

**Goal 4:**

If deemed feasible by department, development of timeline for implementation

## **Faculty/Staff/Student Achievement**

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

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

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## **Unit: Foreign Languages and Literatures.**

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

Foreign Languages and Cultures

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

#### **Our Vision — University**

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

#### **Our Mission — University**

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

#### **Our Values — University**

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

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

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

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

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#### **Mission — Foreign Languages and Literatures.**

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

#### **Vision — Foreign Languages and Literatures.**

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

### **Academic Program Goals and Outcomes**

#### **Degree/Program/Option Goals**

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

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

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

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

#### **Student Learning Outcomes**

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

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

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

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

## Department/School Evaluation

### Describe Department/School strengths:

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

### Describe Department/School challenges:

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

### Identify Department/School opportunities:

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

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

We will increase our recruitment initiatives.

## Department/School Plans, Goals, and Metrics

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

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

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

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

**How will you measure your success?**

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

## Faculty/Staff/Student Achievement

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

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

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## Unit: History

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

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

## Vision, Mission, and Values

### Our Vision — University

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### Our Mission — University

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### 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.

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

#### **Mission — History**

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

#### **Vision — History**

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

### **Academic Program Goals and Outcomes**

#### **Degree/Program/Option Goals**

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

#### **Student Learning Outcomes**

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

### **Department/School Evaluation**

#### **Describe Department/School strengths:**

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

#### **Describe Department/School challenges:**

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

#### **Identify Department/School opportunities:**

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

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for increased major recruitment.

## Department/School Plans, Goals, and Metrics

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

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

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

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

**How will you measure your success?**

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

## Faculty/Staff/Student Achievement

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

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>4</b>	<b>2</b>		

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## Unit: Liberal Arts & Sciences

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

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

### Vision, Mission, and Values

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#### Our Mission — University

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

#### **Mission — Liberal Arts & Sciences**

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

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

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

#### **Vision — Liberal Arts & Sciences**

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

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## Academic Program Goals and Outcomes

### Degree/Program/Option Goals

LAS graduates will be able to:

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

### Student Learning Outcomes

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

## Department/School Evaluation

### Describe Department/School strengths:

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

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

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

#### **Describe Department/School challenges:**

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

#### **Identify Department/School opportunities:**

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

## **Department/School Plans, Goals, and Metrics**

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

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

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

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

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

**How will you measure your success?**

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

## Faculty/Staff/Student Achievement

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

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

# 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: Liberal Arts & Sciences

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

MLAS

### Vision, Mission, and Values

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#### Mission — Liberal Arts & Sciences

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

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

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

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

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

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

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

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

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

#### Vision — Liberal Arts & Sciences

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

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

## Academic Program Goals and Outcomes

### Degree/Program/Option Goals

MLAS graduates will::

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

### Student Learning Outcomes

Students will demonstrate:

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

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

## Department/School Evaluation

### Describe Department/School strengths:

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

### Describe Department/School challenges:

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

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teach the course as a tutored study.

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

## Identify Department/School opportunities:

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

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

## Department/School Plans, Goals, and Metrics

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

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

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

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

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

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

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## How will you measure your success?

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

## Faculty/Staff/Student Achievement

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

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

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

## Unit: Department of Mathematics and Philosophy

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

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

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

#### **Mission — Department of Mathematics and Philosophy**

We prepare students for:

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

Furthermore, the Department's mission is:

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

#### **Vision — Department of Mathematics and Philosophy**

Our degrees will be known for:

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

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## Academic Program Goals and Outcomes

### Degree/Program/Option Goals

#### B.S. Mathematics

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

### Student Learning Outcomes

#### B. S. Mathematics. Students will:

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

## Department/School Evaluation

### Describe Department/School strengths:

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

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

For our graduate degree:

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

#### **Describe Department/School challenges:**

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

#### **Identify Department/School opportunities:**

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

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

## **Department/School Plans, Goals, and Metrics**

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

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year.

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

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

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

#### How will you measure your success?

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

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

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#	2	#	#	6	2	3	#	3

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Due to Dean's Office: 07 April 2020  
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**Unit: School of Nursing**

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

BSN

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#### **Mission — School of Nursing**

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

#### **Vision — School of Nursing**

Educating Leaders for Professional Nursing

#### **Academic Program Goals and Outcomes**

##### **Degree/Program/Option Goals**

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

##### **Student Learning Outcomes**

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

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

## **Department/School Evaluation**

### **Describe Department/School strengths:**

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

### **Describe Department/School challenges:**

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

### **Identify Department/School opportunities:**

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

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

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**Department/School Plans, Goals, and Metrics**

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

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

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

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

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

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

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

#### How will you measure your success?

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

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

The Annual Assessment of Learning Outcomes is available on request.

#### Faculty/Staff/Student Achievement

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

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
0	0	5	0	2	0	0	0	0

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## Unit: Department of Physics

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

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

## Vision, Mission, and Values

### Our Vision — University

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

#### **Mission — Department of Physics**

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

#### **Vision — Department of Physics**

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

## **Academic Program Goals and Outcomes**

#### **Degree/Program/Option Goals**

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

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

#### **Student Learning Outcomes**

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

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

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

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data acquisition or data analysis.

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

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

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

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

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

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

## Department/School Evaluation

### Describe Department/School strengths:

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

### Describe Department/School challenges:

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

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

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

#### **Identify Department/School opportunities:**

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

#### **Department/School Plans, Goals, and Metrics**

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

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

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

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

**How will you measure your success?**

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

### Faculty/Staff/Student Achievement

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

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>11</b>	<b>1</b>	<b>2</b>	<b>#</b>	<b>5</b>

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## Unit: Political Science

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

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

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

#### **Mission — Political Science**

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

#### **Vision — Political Science**

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

## **Academic Program Goals and Outcomes**

#### **Degree/Program/Option Goals**

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

#### **Student Learning Outcomes**

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

## **Department/School Evaluation**

#### **Describe Department/School strengths:**

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

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

#### **Describe Department/School challenges:**

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

#### **Identify Department/School opportunities:**

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

### **Department/School Plans, Goals, and Metrics**

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

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

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

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

#### **How will you measure your success?**

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

### **Faculty/Staff/Student Achievement**

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

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## Unit: Department of Psychology

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

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

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

## **Mission — Department of Psychology**

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

## **Vision — Department of Psychology**

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

## **Academic Program Goals and Outcomes**

### **Degree/Program/Option Goals**

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

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

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

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

Expand upon a careers/career development informational initiative

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

General Experimental Psychology Option:

Increase the number and diversity of our applicants

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

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

Enhance degree completion rates within the expected two year period

Develop formal tracking systems of alumni

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## Clinical/Community Mental Health Option:

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

Seek external and privately funded assistantships for our students

## Specialist Degree in School Psychology:

Increase the number of qualified applicants

Increase the ethnic diversity of applicants

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

## Student Learning Outcomes

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

Students will demonstrate an appropriate knowledge base in psychology

Students will demonstrate appropriate scientific inquiry and critical thinking skills

Students will demonstrate appropriate ethical and social responsibility skills

Students will demonstrate appropriate communication skills

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

#### General Experimental Psychology Option:

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

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

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

Students will demonstrate skill in written expression of ideas

Students will have the ability to engage in original research

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#### Clinical/Community Mental Health Option:

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

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

Students will form an integrated and professional clinical identity

#### Specialist in School Psychology:

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

Students will demonstrate appreciation of consultation and collaboration

Students will demonstrate competence in intervention and instructional support

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

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

Students will demonstrate knowledge about preventive and responsive services

Students will demonstrate knowledge of family-school collaboration services

Students will demonstrate appreciation for diversity in development and learning

Students will demonstrate competence in research and program evaluation

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

## Department/School Evaluation

### Describe Department/School strengths:

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

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

#### **Describe Department/School challenges:**

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

#### **Identify Department/School opportunities:**

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

### **Department/School Plans, Goals, and Metrics**

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

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

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

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

#### **How will you measure your success?**

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

### **Faculty/Staff/Student Achievement**

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

BOOKS	CHAPTERS / MONOGRAPHS, REFEREED ARTICLES	CREATIVE ACTIVITIES		CONFERENCE PRESENTATIONS		PROGRAM RECOGNITIONS		
		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
<b>0</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

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

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

## Unit: Department of Sociology and Anthropology

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

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

## 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 promote 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 (EVEN THOSE WHO DO NOT SHOW PROMISE AS WELL) and a willingness to work toward achieving academic excellence. We are committed to providing accessible, high-quality educational programs and financial support for our students.

*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, SOCIAL JUSTICE, and personal responsibility in the global community.

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

#### **ANTHROPOLOGY BA Program**

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

#### **SOCIOLOGY BA Program**

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

#### **SOCIOLOGY MA Program**

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

Vision —

#### **ANTHROPOLOGY BA Program**

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

#### **SOCIOLOGY BA Program**

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

#### **SOCIOLOGY MA Program**

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

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

## Academic Program Goals and Outcomes

### Degree/Program/Option Goals

#### ANTHROPOLOGY BA Program Goals

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

#### SOCIOLOGY BA Program Goals

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

#### SOCIOLOGY MA Program Goals

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

## Student Learning Outcomes

#### ANTHROPOLOGY BA Program Learning Outcomes

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

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

#### **SOCIOLOGY BA Program Learning Outcomes**

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

#### **SOCIOLOGY MA Program Learning Outcomes**

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

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

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

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

### **Department/School Evaluation**

Describe Department/School strengths:

#### **ANTHROPOLOGY BA Program Strengths**

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

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

#### **SOCIOLOGY BA Program Strengths**

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

#### **SOCIOLOGY MA Program Strengths**

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

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

#### **Describe Department/School challenges:**

##### **ANTHROPOLOGY BA Program Challenges**

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

##### **SOCIOLOGY BA Program Challenges**

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

##### **SOCIOLOGY MA Program Challenges**

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

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

#### Identify Department/School opportunities:

##### ANTHROPOLOGY BA Program Opportunities

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

##### SOCIOLOGY BA Program Opportunities

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

##### SOCIOLOGY MA Program Opportunities

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

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

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

## Department/School Plans, Goals, and Metrics

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

### **ANTHROPOLOGY BA Program Plans for 2020-2021**

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

### **SOCIOLOGY BA Program Plans for 2020-2021**

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

### **SOCIOLOGY MA Program Plans for 2020-2021**

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

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

### **ANTHROPOLOGY BA Program Goals**

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

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

#### **SOCIOLOGY BA Program Goals**

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

#### **SOCIOLOGY MA Program Goals**

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

#### **How will you measure your success?**

##### **ANTHROPOLOGY BA PROGRAM GOAL MEASUREMENT PLAN**

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

#### **SOCIOLOGY BA Program Goals**

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

#### **SOCIOLOGY MA Program Goal Measurement Plan**

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

### **Faculty/Staff/Student Achievement**

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		Domestic	Int'l	Domestic	Int'l	Faculty	Staff	Student
<b>1</b>	<b>2/1/2</b>	<b>0</b>	<b>0</b>	<b>12*</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>

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

### Additional Information

IMPLEMENTATION 2021 (Not required for 2020 Annual Program Review)

#### Recruitment Initiatives

Click or tap here to enter text

#### Retention Initiatives

Click or tap here to enter text

#### Undergraduate/Graduate Research

Click or tap here to enter text.

#### Contributions to the University

Click or tap here to enter text.

#### Alumni Success

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