



Northern Illinois University

2020 Program Review Report

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Reporting Institution: Northern Illinois University
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Contact Person: Dr. Carolinda Douglass
Telephone: 815.753.0492
Email: cdoug@niu.edu

College of Business

Program: B.S. in Accountancy (52.0301)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Accountancy prepares students with a solid accounting foundation and a broad-based general education background. In addition to core requirements, all undergraduate majors in the College of Business complete foundational courses in finance, management, marketing, and operations and management information systems. A B.S. in Accountancy prepares a graduate to work for clients in a number of environments including corporations, governments and private individual firms. According to the U.S. Bureau of Labor Statistics, B.S. prepared accountants earn a median salary of \$71,550 a year and the profession is anticipated to grow six percent (as fast as average) between 2018-2028.
- Major findings and recommendations: The program and department demonstrate a strength in teaching activities with numerous faculty members having received teaching awards and a faculty committed to student engagement. The program holds many career events for diverse students. For example, the department collaborates with the National Association of Black Accountants in providing a week-long accounting immersion for high school students to stimulate interest in business professions and professional opportunities in accountancy and business. In addition, a student organization, the Association for Latino Professionals for America, hosts an event in the fall semester, Latinos in Business, to reach out to Latino high school students. The program has robust relationships with community colleges and strong relationships with businesses and alumni in attracting new students and supporting student career events. Undergraduate enrollments in the program declined from 719 in 2014 to 609 in 2018. While the enrollment numbers have declined, undergraduate credit hours produced remains relatively stable. With respect to new freshmen, the trend in the applied-to-admitted ratio is improving, going from 62 percent in fall of 2014 to 70 percent in the fall of 2018. In addition, the trend in admitted-to-enrolled ratio for this group is relatively stable, ranging from 30 percent in the fall of 2014 to 29 percent in the fall of 2018. While total enrollment has declined, the number and percentage of transfer students has increased substantially, from 254 (35 percent) in fall 2014 to 318 (52 percent) in fall 2018. Further, the number of students graduating with a B.S. in Accountancy has been fairly consistent over the past five academic years and the percentage of minorities has remained relatively stable from 2014 to 2018. The program provides strong role models for women in accounting, as eleven of the eighteen tenure-track faculty members are women. The program has demonstrated strength in their Assurance of Learning (assessment of student learning outcomes) processes and have

solid alumni outcomes. Alumni respondents indicated that they felt prepared for their jobs (from 92 percent to 98 percent over the review period) and are satisfied with their degree (from 92 percent to 100 percent over the review period). The program is encouraged to examine the possibility of offering more courses online.

- Actions taken since the last review: Since the previous program review, the faculty of the B.S. in Accountancy have been diligent in working to improve the curriculum of the program and to engage in continuous quality improvement. For example, following up on assessment results, the program undertook a multi-pronged approach to address concerns about students' ability to apply appropriate technology to solve problems in beginning in 2013-2014. The program first invested in a summer series in Excel to strengthen faculty skill and comfort with the Excel platform and encouraged faculty to participate in workshops/training that would provide knowledge regarding data analytics. The program faculty then developed a three credit required data analytics course that students take in their senior year. This course discusses a critical thinking framework, highlights decision making biases, and requires students to clean, manipulate, and analyze data. It also includes the utilization of Tableau for visual presentations. To further advance students' knowledge and to provide employers and external stakeholders with additional confidence as to students' basic and advanced Excel knowledge, the program now requires students to complete Microsoft Excel Certification testing during their senior year in the program.
- Actions taken as a result of this review: In response to the findings of this program review, the program is working to increase the number of undergraduate accountancy courses offered online. The department's relationships with high schools and community colleges are noted as a best practice and these relationships are maintained by sending NIU accountancy faculty to engage with students on community college campuses (visits, presentations, competitions, etc.) and bringing high school and community college faculty and students to the NIU campus (competitions, symposiums, events with employers, etc.) The program intends to continue these practices and document the impact they have on attracting students to NIU.

Outcome

- Decision:
 x Program in good standing (review in 2024-2025 to align with AACSB accreditation cycle).
- Explanation: The Bachelor of Science (B.S.) in Accountancy program demonstrates strengths in teaching, engagement of students, and outreach to a diverse student body. Faculty members engage regularly in assessment practices and continuous improvement efforts.

Program: Master of Accounting Science (52.0301)

Major Findings and Recommendations:

- Major changes in the program: The Master of Accounting Science (M.A.S.) provides its graduates with the professional skills, knowledge, and competencies necessary to be successful professional accountants in today's complex business environment. This degree program focuses on broad-based accounting knowledge; knowledge in other business disciplines that complements a professional accounting career; the ability to integrate this knowledge to make business decisions; the development of research, communication, technology and team-building skills; and an understanding of ethical issues and expectations for professional conduct, in order to prepare graduates for leadership level careers. As with the B.S. in Accountancy, graduates work with clients in a variety of settings. According to the U.S. Bureau of Labor Statistics, accountants earn higher than average salary and the profession is anticipated to grow between 2018-2028.
- Major findings and recommendations: Current review of the M.A.S. degree indicated that the program attracts a robust and growing pool of students. Graduates of the program are well prepared to pursue careers in accountancy, as evidenced by high pass rates of the Certified Public Accountant (CPA) exam in Illinois. Program alumni pass at the rate of 65 percent on the first try (compared to a national first try pass rate of 47 percent). The program's goal to matriculate between 120-150 students per year has been met over the review period. This range allows the program to provide an exceptional learning environment for students given the current number of tenure-track faculty and staff. The percentage of women enrolled in the program from 2013 to 2018 ranged from 41 percent to almost 50 percent and the number of minority students increased from 17 percent in 2013 to 27 percent in 2017. The department sponsors three student organizations focusing on diversity that likely contributes to a more diverse applicant pool for the M.A.S. degree program. Ninety-eight percent of alumni surveyed over 2013-2017 reported being employed full time and 78 percent obtained their first job within six months of graduation. Further, 98 percent of alumni agreed that they were satisfied with M.A.S. program outcomes. This success is due to a robust internship program and multiple department career fairs. Alumni are regularly on campus, in classrooms, and at events. In 2018-2019, alumni sponsored or attended over 100 separate events (classroom presentations, student organization meetings, career fairs, NIU Cares Day, and others) to speak and interact with students. As with the undergraduate program, the faculty in the M.A.S. program are rigorous in their use of continuous improvement processes and student learning outcome assessment. The program staff were encouraged to continue their efforts in leveraging their alumni connections to develop financial and other support for the program.
- Actions taken since the last review: Quality improvement activities that have taken place since the last review have consisted of curricular revisions to improve student learning outcomes, specifically in the areas of student ability to support research conclusions, increased ability to perform data analytics, and in-depth learning in leadership and professional development. In October 2015, the program faculty revised and affirmed the M.A.S. learning outcomes and objectives to better position students for leadership roles in the dynamic business environments in which they will work.
- Actions taken as a result of this review: The program will continue to recruit a strong,

consistent pool of M.A.S. candidates who perform well on the CPA exam and report success in their careers long after graduation. Maintaining enrollments at an optimal level will also remain a priority for the program as they strive to balance enrollment growth and resource allocations effectively. The program will continue to emphasize the role of alumni support, both financial and experiential, to maintain the vibrancy of the program.

Outcome

- Decision:

 x Program in good standing (review in 2024-2025 to align with AACSB accreditation cycle).

- Explanation: The Master of Accounting Science (M.A.S.) program demonstrates strengths in student learning outcomes, engaged and experiential learning activities, and positive alumni outcomes including high pass rates on the CPA exam. Faculty members engage regularly in assessment practices and continuous improvement efforts.

Program: Master of Accountancy (52.0301)

Major Findings and Recommendations:

- Major changes in the program: The Master of Accountancy (M.A.C.) program affords individuals with an undergraduate degree in a discipline other than accounting to pursue this field and qualify to sit for the Certified Public Accountant (CPA) exam in Illinois. The M.A.C. was started in the fall of 2017 and has been offered in the evening at the NIU Naperville Center and online with students completing courses on a part-time basis as part of a cohort, with the ability to complete the degree in two years. According to the U.S. Bureau of Labor Statistics, accountants earn higher than average salary and the profession is anticipated to grow between 2018-2028.
- Major findings and recommendations: Fifteen students enrolled in the M.A.C. program as part of the initial fall 2017 cohort group. The cohort possessed a varied range of earned undergraduate degrees and included four students already possessing advanced degrees. Students in the first two M.A.C. cohorts are diverse; approximately 25 percent are ethnically diverse, and 58 percent are female. Additionally, the students range in age from 23-56 and have varying years of work experience (1-25+ years). The faculty expects to admit 12-15 new students to the M.A.C. program each fall. As of the time of the review, the M.A.C. enrollment was at 24 students with an enrollment goal of 30 – 50 students per year. Although no alumni data were available at that time, the program was found to be providing a robust vehicle for promoting positive career change for students. At the time of the review, assessment processes were in place, but little assessment of student learning data had been collected. The program was recommended to continue with the collection and use of assessment data.

- Actions taken since the last review: This is the first program review for the M.A.C.
- Actions taken as a result of this review: As a result of this review, the program will continue to monitor and balance the needs to be achieved between M.A.C. enrollment growth and M.A.S. enrollment stability. The program faculty plan to leverage the success of the M.A.C. program, especially with respect to online options, in the M.A.S. and B.S. programs as appropriate. The program will continue to increase its collection and use of student learning assessment data.

Outcome

- Decision:
 Program in good standing (review in 2024-2025 to align with AACSB accreditation cycle).
- Explanation: The Master of Accountancy (M.A.C.) program is a new program that is showing early signs of success. Students seem pleased with the program and the program faculty are building up assessment processes.

Program: Master of Science in Taxation (52.1601)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Taxation (M.S.T.) program is an advanced study in taxation designed to prepare students to provide professional services to taxpayers to assist them in navigating complex and frequently changing tax laws. The program provides opportunities to develop knowledge related to federal, state, local and international tax laws. The U.S. Bureau of Labor Statistics estimates the mean income for tax preparers at \$49,000 a year and projects a flat to negative job growth outlook in the period from 2018-2028.
- Major findings and recommendations: All faculty in the M.S.T. program have active tax practices or are former practice professionals. All faculty hold a CPA designation or license to practice tax law. This provides the faculty with the ability to enrich classroom discussion with their practitioner experience. Faculty are encouraged to bring practicing professionals to class and many take advantage of their relationships with the practice community. The program enjoys significant participation by both women and minority students. The program now has a minority student enrollment of one-third, and over half of the program participants were women over most of the years under review. However, both enrollments and graduates have declined during the period. Overall enrollment has declined from a peak of over 250 students to around 50 in the spring of 2019. Graduates from the program decreased from 31 to less than 10 during this same time.
- The program faculty have tried to determine the reasons behind the enrollment decline.

Alumni report very favorable impressions of the quality of education, satisfaction with time to degree and overall satisfaction with the M.S.T. program. Instructors and faculty are enthusiastic about teaching and have reported a very favorable impression of both students and the quality of their work. Faculty have also heard from employers who report a favorable impression of M.S.T. degrees in the marketplace and see value in hiring employees with this degree. Finally, the practice of taxation is growing ever more complex – necessitating the skills delivered by an advanced degree in the subject. The shortage of students in the M.S.T. degree program appears to be due to factors that cannot be easily controlled including a reduction in employer reimbursement for M.S.T. coursework as more corporations elect to offer this training in-house. The M.S.T. program is currently being phased out with the last students completing by summer 2021. While the M.S.T. program was found to be a quality program, the market demand for all M.S.T. programs has declined. The department has tried to market tax education products in an executive education format, but competitive challenges have limited success in that area. Therefore, the department will seek to enhance tax education offerings, including the possibility of offering a CPA review course within the M.A.C. and M.A.S. programs.

- Actions taken since the last review: Since the last program review, faculty in the M.S.T. program have engaged in several continuous quality improvement activities. Among these are changes in the curriculum to align with changes in tax laws, the introduction of a “levelling course” to ensure foundational knowledge for all students as they enter the program, and the initiation of an online format for the program.
- Actions taken as a result of this review: As a result of the current review, the program faculty has made a decision to terminate the M.S.T. within the next year. Future taxation options will be considered within other programs.

Outcome

- Decision:
 Program to be eliminated at the request of the Department
- Explanation: The Master of Science in Taxation (M.S.T.) program has experienced decreased demand despite consistent quality. The faculty of the Department of Accountancy have determined that the program should be eliminated.

College of Education

Program: M.S. in Educational Research and Evaluation (13.0601)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Educational Research and Evaluation prepares students to utilize data through educational assessment, evaluation, and

qualitative and quantitative research. Students design educational evaluations, implement, and interpret qualitative and statistical data analytic procedures, and relate the findings to educational and social science policy. Students pursue this degree either in a general track or with an area of study in advanced quantitative methods, in assessment, or in program evaluation. Study in the general track allows students to focus on a specific discipline of the department, e.g., evaluation and technology or qualitative research. The area of study in advanced quantitative methods prepares students for careers as data analysts/statisticians in educational, business, and professional settings, as well as in governmental agencies. The area of study in assessment furthers students' knowledge of the theory and practice of assessment; this specialization also provides opportunities for teacher professional development. The area of study in program evaluation prepares students for careers as evaluators for school districts, business and professional organizations, culturally based institutions, and military and government agencies.

- Major findings and recommendations: Enrollment in the M.S. in Educational Research and Evaluation has increased significantly over the review period from 2015 (7 enrolled students) to 2019 (19 enrolled students), and the department anticipates increased enrollment growth in the future. Enrollment gender diversity has also grown with females representing 29 percent of the students in 2015 and 74 percent in 2019. Program faculty are heavily involved in recruitment, targeting promising B.S. students, and promoting offerings at area high schools, to increase awareness of the graduate degree. The program faculty encourage students to undertake one of the three graduate certificate programs related to this area to further distinguish themselves in the field. These are in the areas of quantitative methods, qualitative methods, and response to intervention (RtI). Alumni express support for the program and attribute success to faculty members. Throughout the review period, 100 percent of respondents to the NIU annual alumni survey indicated that they felt the degree prepared them for their current job and 100 percent indicated that overall they were satisfied with the degree. The program has both online and face-to-face offerings providing flexibility for students. Faculty in this program and others in the Department of Educational Technology, Research, and Assessment grapple with high teaching and advising loads in comparison with peer institutions. The department is looking at ways to address this issue.
- Actions taken since the last review: Since the last review, the program has engaged in several quality improvement activities. Among these: (1) the program has standardized the process for facilitating student internships and practicums. A clinical faculty member now coordinates these activities, collects information from internship/practicum supervisors concerning how student learning outcomes have been met by these experiences, and ensures that submission deadlines for these experiences are met by students; (2) greater effort has been put towards enhancing online course offerings in a manner that provides engaged collaborative learning among students. Further, a number of the courses are offered in “flipped” format, whereby lecture material is pre-recorded and students may access this material at their convenience. This allows class time to be reserved for discussion, practice exercises, problem-solving, and student presentations; and (3) the program is working towards having 100 percent of the courses available in online format.

- Actions taken as a result of this review: As a result of this review, the program faculty plan to work to develop new endorsements and Certificates of Graduate Study to further enhance program growth. For example, the program faculty plans to develop two stackable teaching endorsements in the computer applications and education areas. Such efforts would provide students additional opportunities to obtain specialized teaching endorsements in high demand areas (e.g., STEM), as well as graduate degrees in Research and Evaluation, and Instructional Technology. Additionally, the department plans to collaborate with NIU Outreach to develop a Certificate of Graduate Study in STEAM learning. A second important area the program plans to address is faculty workload and retention. Several of the internal reviewer comments related to opportunities for growth were centered around the issue of high teaching and advising loads compared to peer institutions. The department chair, program directors, and department personnel committee will continue to seek ways to minimize service responsibilities for pre-tenure faculty, so as to maximize the amount of time available for research endeavors. Additionally, the department and college are currently working on a workload policy plan that would attempt to appropriately support faculty for the work that they undertake and where possible more evenly distribute these tasks.

Outcome

- Decision:
 Program in good standing (review in eight years in 2027-2028).
- Explanation: The Master of Science (M.S.) in Educational Research and Evaluation has been growing in enrollments over the review period. Alumni are satisfied with the degree program and the faculty are engaged in continuous improvement efforts.

Program: M.S.Ed. in Instructional Technology (13.0501)

Major Findings and Recommendations:

- Major changes in the program: The Masters of Science in Education (M.S.Ed.) in Instructional Technology prepares students to be competent practitioners and creative leaders in all major areas of the field. Students develop competencies in such areas as performance technology, instructional software design and development, information access, materials' selection and evaluation, media administration, program evaluation, and instructional design, development, and evaluation. According to the U.S. Bureau of Labor Statistics, individuals in this field with a master's degree earn a median of \$66,290 per year. The profession is projected to grow at about 6 percent between 2018 and 2028.
- Major findings and recommendations: Enrollments in this program have declined over the review period from a high of 91 students in 2014 to a low of 47 students in 2017. Recently the numbers have increased to 61 in 2018, in response to the faculty's recruitment and retention efforts. This degree fits within a very competitive marketplace and the program needs to build on recent enrollment gains. Delaware Cost Study data indicate that the

program is very cost effective for the university. Alumni and faculty are in regular contact and significantly add to recruitment and retention efforts. Alumni report an overall satisfaction with the degree program over the review period that ranges from 90 to 100 percent. Blended, face-to-face and online offerings help provide flexibility to students and faculty. The program faculty engage in regular continuous quality improvement efforts.

- Actions taken since the last review: Actions taken as a result of the previous review include: (1) the faculty have increased the Technology Specialist Cohort program with ten General Technology Specialist cohorts and three specialized cohorts (in Huntley, Rockford, St. Charles) and (2) the M.S.Ed. program has been redesigned to meet state requirements. Faculty have engaged in extensive curricular mapping and have aligned/realigned all courses and field experiences to new Illinois Teaching Standards as well as standards of the Association for Educational Communications and Technology, and the International Society for Technology in Education. Along with this, faculty have revised and continually updated course content, added new assignments, and developed online modules to better prepare students for the job market.
- Actions taken as a result of this review: As with the M.S. in Educational Research and Evaluation, as a result of the current review, the M.S.Ed. in Instructional Technology program faculty plan to work to develop new endorsements and Certificates of Graduate Study, and address faculty workload and retention. In addition, a recent loss of online support staff continues to be a priority. In order to sustain high quality and rapid growth in online offerings, the department is working diligently to secure funding to reinstate an online support staff position. Additional actions focus on aligning budgetary funds earned by the department, such as differentiated tuition costs, to support technology and curricular needs.

Outcome

- Decision:

__x__ Program in good standing (review in seven years i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).
- Explanation: Students graduating from the Masters of Science in Education (M.S.Ed.) in Instructional Technology program have good job prospects and this is likely to increase with the recent COVID-19 pandemic moving more educational offerings at all levels online. Alumni are satisfied with the degree program and the faculty are engaged in continuous improvement efforts.

Program: Ph.D. in Instructional Technology (31.0501)

Major Findings and Recommendations:

- Major changes in the program: The Doctor of Philosophy (Ph.D.) in Instructional

Technology prepares students for positions of leadership in research and the development of new knowledge and applications in instructional technology. Students explore issues and advances in performance, instruction, and computer-based and distance-learning environments. Graduates are prepared for technology leadership roles in diverse settings including all levels of education, industry, government, and not-for-profit agencies. The doctoral program builds on the practical competencies of the master's program to prepare the student for the integration of theory and skills as the base for original research. As part of this program review process, the program and the department undertook an external review. Both internal and external peer review comments are embedded in this report.

- Major findings and recommendations: External peer reviewers indicated: (1) the department's fiscal and administrative resources were adequate to exceptional; (2) faculty have a high level of scholarly productivity in the department, (3) there is a high level of dissertation supervision per faculty member and advising loads are high; (4) the department would benefit from a more coherent vision to support external funding; (5) recruitment efforts appear active and effective. The student demographics are diverse and includes international students; and (6) collegiality and morale among faculty, staff, and students is commendable compared to other programs nationally. Added to these findings, the internal peers from NIU found that the degree has high demand with over 100 students in the last year of the review and, per Delaware Cost Study data, has a low cost per credit hour ratio. The internal reviewers also concurred with the external reviewers in several areas including the need to reassess faculty advising and dissertation supervision loads to ensure that students are receiving the proper level of support for their learning and scholarship.
- Actions taken since the last review: Since the previous review, program faculty proposed and gained approval to have the degree changed from an Ed.D. to a Ph.D. to better reflect the substance of the degree program. The transition to a Ph.D. program enabled NIU to tap unmet demand in the state as prior to the NIU degree conversion, no public university in Illinois had a Ph.D. in Instructional Technology. The new Ph.D. degree became available to students beginning Fall 2016, when enrolled students were offered the option of changing to the Ph.D. program and completing the new degree requirements or remaining as Ed.D. students. Program and curriculum updates and development work by program faculty have enabled the offering of the Ph.D. program primarily online, which has enabled students from outside of Illinois to take the program and has increased the overall number of Ph.D. applicants. In collaboration with students, faculty, and program staff, the ETRA Graduate Student Association was created and has been officially recognized by NIU's Student Association. The department has cosponsored with the Graduate School to host Graduate Student Colloquium on a regular basis.
- Actions taken as a result of this review: As a result of the current review, the program faculty and department leadership plan to further develop Certificates of Graduate Studies, address issues of faculty workload including advising, maintain and increase online course offerings, and further promote faculty scholarship. While maintaining a very high level of credit hour generation at reasonable costs, department faculty are actively engaged in scholarship. On average each year a typical faculty member will present three papers at professional conferences, publish 1-3 refereed articles, and participate in grant and contract

activities. An area of growth emphasis is to increase the number of externally funded grants/contracts secured. To realize this goal, faculty are seeking to develop more formalized, organized and collaborative strategies to seek external funding. In particular, the department has proposed to establish an initiative called the Knowledge Network for Integrated Transformation (KNIT), centered on technology, learning analytics, partnerships, and diversity. The KNIT initiative would allow faculty a unique opportunity to collaborate on projects bridging these interest areas with the pursuit of large-scale funding often not feasible with a single investigator.

Outcome

- Decision:

__x__ Program in good standing (review in seven years, i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).

- Explanation: The Doctor of Philosophy (Ph.D.) in Instructional Technology program has faculty with a high level of scholarly productivity, strong and effective recruitment efforts, student demographics that are diverse, and a low cost per credit hour.

Program: M.S.Ed. in Educational Psychology (42.2806)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Education (M.S.Ed.) in Educational Psychology program promotes the understanding and practical application of theory and empirical knowledge regarding human development, learning, and motivation in sociocultural contexts. Courses relate to learning and developmental processes within educational settings (e.g., schools, family, work, and neighborhood). The program includes two tracks, one for students going on to pursue the Ph.D. in Educational Psychology and another for those who wish to boost their teaching effectiveness. All students are required to successfully complete a master's thesis or project.
- Major findings and recommendations: Enrollments have declined over the review period from a high of nine students to a low of two. In Fall 2019, there were only four students in the program. Retention has also been a concern with 25 percent of the applicants withdrawing or dropping during the review period. In terms of degrees conferred for the program, the rate has remained relatively steady, ranging from two to four graduates per year between FY2014 and FY2018. The Department of Leadership, Educational Psychology and Foundations (home department of the program) underwent an external review as a component of this program review and the external reviewers found that while the program effectively serves students in both tracks, the difference in populations may be a primary source of the ongoing recruitment and retention difficulties. Further, they noted that there was "no clear evidence of an active recruitment program." Given changes in the field, the

external reviewers did not believe the program, in its current form, was an area for likely growth.

- Actions taken since the last review: Since the last review, the program appeared on the IBHE's Annual Report of New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities in 2019 and has been in a redesign phase since 2018. Changes have been made to the curriculum and faculty are exploring the viability of diversifying teaching and learning modalities (i.e., online/hybrid). The program faculty has been planning to use a cohort-based model to offer the redesigned program.
- Actions taken as a result of this review: As a result of the current review, the program faculty will consider the future viability of the program given the number of years the program has experienced low enrollment.

Outcome

- Decision:
 Program in good standing but under further review by department and college (update on program status to be submitted in one year).
- Explanation: While the program had been in redesign prior to this review, it is now under consideration for future viability.

Program: Doctor of Philosophy (Ph.D.) in Educational Psychology (42.2806)

Major Findings and Recommendations:

- Major changes in the program: The Ph.D. in Educational Psychology enables students to acquire an understanding of psychological processes that underlie human development, learning, and teaching and to develop necessary skills to interpret and design research in educational settings. The program provides students with opportunities to develop original and creative thinking and research in the areas of human development, cognition and learning, and motivation. Students relate this knowledge to selected areas of interest, which include sociocultural, historical, and philosophical foundations of education, instructional technology, research methods and assessment, linguistics, special education, or teacher education. Applicants are required to have completed a master's degree in educational psychology, psychology, special education, curriculum and instruction, educational research and evaluation, or a related field.
- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers noted the level of commitment of faculty to teaching and learning as a program strength. Further, the utility of the degree and student interest in the degree were also determined as strengths for this

program. Reviewers recommended that faculty increase their research productivity and scholarship and work to secure more external grants to support research and provide graduate assistantships. The external peer reviewers echoed these recommendations. Specifically, the external peers noted that “from the perspective of disciplinary equivalents, as well as from the perspective of the service, teaching, and research load expectations for the faculty in LEPF, the overall productivity is lower than what would be expected.” Further, they commented that “compared to similar programs, it appears that students in this doctoral program have limited opportunities to gain access to long-term funding solutions that will enable them to work in their field while pursuing a degree. Additional financial resources to support graduate students may assist in this and improve the time to graduation.” Enrollments in the program have been increasing over the review period from 14 in Fall 2014 to 24 in Fall 2018. Delaware Cost Study data indicate that both the cost per credit hour and cost per student for the program is below the costs for peer institutions.

- Actions taken since the last review: Since the last program review, the program faculty sought and received approval from NIU and the IBHE to change the degree designation from a Doctor of Education (Ed.D.) to a Doctor of Philosophy (Ph.D.) to better reflect program curriculum and the career paths of graduates. This approval, granted in 2014, had a positive impact on enrollments as noted above.
- Actions taken as a result of this review: The program faculty are committed to engaging in a more scholarship and pursuing grant opportunities and, where possible, the program and department will look to provide support for graduate assistantships.

Outcome

- Decision:
 x Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Ph.D. in Educational Psychology has growing enrollments and low costs compared with peer programs. The faculty are committed to increasing research, scholarly productivity, and grant opportunities.

Program: M.S.Ed. in School Business Management (13.0499)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science in Education (M.S.Ed.) in School Business Management program prepares students to serve as school business managers. Students engage in a plan of studies that includes course work, internship, and field experiences directly related to the school business management function in elementary and secondary, or higher educational systems. A student who completes the M.S.Ed. in School Business Management satisfies the educational requirements for the chief school business official endorsement to the Type 75 Illinois Administrative License. According to the U.S.

Bureau of Labor Statistics, individuals in this profession in Illinois earned a mean annual salary of \$57,000 in 2019.

- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers found that this is a unique program where in addition to training students for a M.S.Ed., the curriculum also offers a certification program for those students who already obtained a M.S.Ed., and expedited licensure for those students who already have an M.B.A. or associate degree in business. The program recruits students from several locations around the state and admits a cohort of approximately 30 students every other semester. At the time of the review, 43 students were enrolled in the program. Most program courses follow a hybrid model, which consists of a combination of online synchronous/asynchronous lectures as well as face-to-face meetings. The program has a well-established mechanism for assessment and update of the program (e.g. yearly meetings with the Board of Directors of the Illinois Association of School Business Officials (IASBO)). The program has a first-time pass rate for the Type 75 Illinois Administrative License exam of over 90 percent. External reviewers described the program as “a national leader” in the field and noted that there are strong quality control mechanisms in place and a ready pool of applicants. Further, the external reviewers stated, “the expertise that has been collected through clinical faculty and adjunct instructors serves a specific and important need. The approach to recruiting both masters-seeking students as well as certificate program completers is a wise approach that should be continued to serve as many individuals as possible.” Among the strengths of the program the external reviewers underscored the dedication and expertise of the clinical faculty in the program, the strong relationship of the program with IASBO, and strong recruitment of and service to students.
- Actions taken since the last review: The program faculty engage in continuous quality improvement. Since the last review several changes have been made including: (1) modifications to the model for internship instruction with a single Internship Supervisor who organizes and directs all candidates; (2) receiving and making adjustments according to important feedback on program quality from the IASBO advisory group; and (3) developing greater flexibility with regards to coursework and the scheduling of classes.
- Actions taken as a result of this review: In response to the current program review, the program faculty plan to continue to support existing relationships with IASBO partners and utilize their professional publications, communication outlets, and conference venues as a key strategy for recruiting students from across Illinois. The program will also continue to meet on a regular basis with the IASBO/NIU Advisory Board to ensure that ongoing curricular developments and programmatic innovations are sustained.

Outcome

- Decision:

 x Program in good standing (review in eight years i.e., 2027-2028).

- **Explanation:** The M.S.Ed. in School Business Management program has solid enrollments and has been described as a “national leader” by qualified external peer reviewers. The program has a strong partnership with the Illinois Association of School Business Officials that helps keep its curriculum current.

Program: M.S.Ed. in Educational Administration (13.0401)

Major Findings and Recommendations:

- **Major changes in the program:** The Master of Science in Education (M.S.Ed.) in Educational Administration program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The program focuses on the knowledge, skills, and dispositions required for persons who are interested in obtaining a principal endorsement on a Professional Educator License (PEL) in order to be eligible to work as a principal, an assistant principal, or in related or similar positions. The goal of the program is to prepare visionary leaders with the skills and knowledge to effectively implement and manage an educational environment that utilizes evidence of student learning to drive continuous school improvement. According to the U.S. Bureau of Labor Statistics, master-prepared K-12 principals make a median salary of \$96,400 and the occupation is anticipated to grow four percent between 2018 and 2028.
- **Major findings and recommendations:** The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. The internal reviewers cited the demand for the program, high placement/advancement rates for graduates of the program, high retention of students in the program and the quality of core and adjunct faculty in the program as strengths. The external reviewers stated the “overall program quality is excellent.” They noted similar strengths highlighted by the internal reviewers. They identified challenges in the areas of: (1) a burden placed on faculty due to significant amounts of travel to teaching locations and internship sites; (2) high class sizes that can negatively influence learning; and (3) unpredictability of cohort locations for each admission cycle, as these are based on enrollment numbers, which can result in challenges for recruitment. Despite these challenges, enrollments have grown over the review period from six in fall of 2014 to 47 in fall of 2018. Alumni satisfaction with the degree has been high throughout the review period ranging from 88 percent to 100 percent.
- **Actions taken since the last review:** Since its last review, the program underwent an extensive redesign as a result of Illinois Public Act 096-0903 and the accompanying changes to the Illinois Administrative Code and the Illinois School Code. With the requirement that all programs in Illinois be approved under the state’s new program rules by June 1, 2014 or cease operation, faculty in LEPF formed the required school district partnership agreement with Kaneland Community Unit School District 302 and developed the newly designed program, receiving approval from the Illinois State Educator Preparation and Licensure Board on August 2, 2013. Improvements to the program included a more complex comprehensive program admissions process, the development of new courses and fieldwork,

a three-semester supervised internship with structured activities, the addition of an on-site principal mentor, an 80-hour residency and preparation for the successful passage of the new content tests and teacher evaluation modules.

- Actions taken as a result of this review: As a result of the current review, the program faculty will limit the number of internship supervision assignments to eight students per course and attempt to geographically coordinate supervision placements. This should ease faculty burden. The department has also requested an additional Clinical Assistant Professor position to join the department and assist with upcoming new student cohorts.

Outcome

- Decision:

__x__ Program in good standing (review in seven years i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).

- Explanation: The M.S.Ed. in Educational Administration program has high and steady enrollments, rigorous curriculum aligned with state standards, high alumni satisfaction, and strong core and adjunct faculty.

Program: Ed.S. in Educational Administration (13.0401)

Major Findings and Recommendations:

- **Major changes in the program:** The Educational Specialist (Ed.S.) in Educational Administration program is designed to prepare candidates for school district superintendent level positions. The program includes course work and an internship that provides for a yearlong district leader preparation experience. Students earn their superintendent endorsement upon successfully completing the program and fulfilling all state requirements. The goal for the program is to prepare visionary leaders with the skills and knowledge to effectively implement and manage an educational environment that utilizes evidence of student learning to drive continuous school improvement. NIU's Ed.S. in Educational Administration was the first in the state to match the updated standards mandated by the Illinois General Assembly.
- **Major findings and recommendations:** The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers noted several strengths in the program including a 100 percent pass rate on superintendent licensure, a well-designed course sequence and clinical faculty members with strong practitioner experience. External reviewers found: (1) a strong curriculum that is "well articulated and includes handbooks and master syllabi for each course that include key assessments for licensure;" (2) "excellent strategies in place to recruit and maintain students;" and (3) solid

research and scholarship among the faculty. Enrollments have been increasing during the review period with seven in fall 2014 to 47 in fall 2018.

- **Actions taken since the last review:** Since the last review, The Ed.S. in Educational Administration program has been substantially modified to meet the new requirements adopted by the Illinois State Board of Education. Course content, activities, and internship experiences have become more rigorous, while aligning to and addressing the State Standards and Educational Leadership Constituent Council Standards is more evident. In addition, internship mentors must now submit assurance verifications supporting his/her leadership qualities and school district assurances, in order to serve in this capacity. This significant change has enhanced the program with a higher quality of preparation for the professional field, as required by Administrative Code Part 33. Professional leadership learning standards have been aligned throughout course content with a corresponding rubric assessment ensuring student mastery. All students to date (2016 enrollment forward) have satisfactorily passed the State Content Test required for superintendent licensure.
- **Actions taken as a result of this review:** In response to the current review, the program will conduct additional market research on whether it might be feasible and consistent with prospective student needs to link degree requirements for the M.S.Ed, in School Business Management to the Ed.S. in Educational Administration. The program will also look for opportunities to increase core faculty and/or practitioner experts.

Outcome

- **Decision:**
 x Program in good standing (review in seven years i.e., 2026-2027 to align with the Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).
- **Explanation:** The program has a strong curriculum aligned with the requirements adopted by the Illinois State Board of Education, enrollments are growing, and graduates of the program are successful in passing the superintendent licensure exam.

Program: Ed.D. in Educational Leadership and Policy Studies (13.0401)

Major Findings and Recommendations:

- **Major changes in the program:** The Doctor of Education (Ed.D.) in Educational Leadership and Policy Studies is intended to prepare individuals for administrative service and leadership positions in schools, institutions of higher education, or other agencies. The doctoral program provides instructional experiences designed for satisfactory development of conceptual, human, and technical skills and understandings required for successful leadership in various administrative roles with emphasis on educational research, the role of the leadership in society, community power structure, and organizational theory. Students choose

between two distinct specializations: Educational Leadership or Educational Policy Studies. The Educational Leadership specialization is designed as a pathway for individuals who have completed their Ed.S. and hold an Illinois Superintendent Endorsement. The Educational Policy Studies specialization is designed for individuals who hold a master's degree but do not hold or wish to pursue an Ed.S. degree and are interested in doctoral-level analysis of educational issues, policies, and practices. The program underwent substantial revision in 2017.

- Major findings and recommendations: The home department of the program, the Department of Leadership, Educational Psychology and Foundations (LEPF), underwent an internal and external peer review as part of the program review. Internal reviewers found there is a need and desirability for the program, revisions and changes in curriculum seem to have made the program more marketable, and the practitioner experience of faculty connected with program has added substantially to the overall quality of the program. Further, they expressed a concern that faculty seem to be overwhelmed with responsibilities, including serving on or chairing many dissertation committees and recommended that establishing an interdisciplinary collaboration with other units might help reduce this burden and assist students in graduating in a more timely manner. External reviewers commended the program for being proactive in the past few years to address the large number of dissertation pipeline students and guide them to completion and for temporarily suspending program admissions to allow time for thoughtful curriculum revision. The external reviewers described the modified curriculum as “sound and comparable to that of peer Ed.Ds.” As with the internal reviewers, the external reviewers expressed concern about the dissertation load for faculty and recommended that the program adopt national trends by encouraging students to simultaneously work on course and dissertation work. This would involve a greater number of faculty in the dissertation process and ease the load of the few faculty members in the program who currently shoulder the majority of dissertation advising.
- Actions taken since the last review: Since the last review, starting in the fall of 2015 and concluding in the fall of 2017, a faculty steering group met to re-imagine the Ed.D. in Educational Leadership and Policy Studies program. In addition to being deliberate about the need to move students through the dissertation in a more timely manner, the group: (1) discovered that the Ed.S. and Ed.D. programs were often taken in an overlapping fashion, meaning that a student earning the Ed.S. and superintendent licensure were often taking Ed.D. course credits as well. This led the faculty group to re-design the EdD. into two pathways; (2) modified the entrance requirements such that a candidate must have earned an Ed.S. prior to applying for the Ed.D. program; (3) modified entrance requirements such that a candidate with an Ed.S. from an institution other than NIU could be admitted to the program; (4) more tightly sequenced the coursework in the program; and (5) better aligned the program with national trends for doctoral level preparation in educational leadership and policy studies.
- Actions taken as a result of this review: As a result of the current review, the program plans to reach out to other peer institutions to engage in conversations about how to reduce the faculty burden in the dissertation process. The program faculty will also engage in cross-departmental collaborations with faculty experts at NIU in an effort to address the

dissertation load issue.

Outcome

- Decision:
 x Program in good standing (review in seven years i.e., 2026-2027 to align with Council for the Accreditation of Educator Preparation and Specialized Professional Association cycles).
- Explanation: The Doctor of Education (Ed.D.) in Educational Leadership and Policy Studies program has solid demand, a sound curriculum and the program faculty engage in meaningful continuous quality improvement activities.

College of Education and College of Liberal Arts and Sciences

Program: B.S. in Applied Management (30.9999)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Applied Management program has two options one housed in the College of Education within the Department of Educational Technology, Research and Assessment and the other in the College of Liberal Arts and Sciences within the School of Public and Global Affairs. Each option is distinct. The B.S. in Applied Management within the College of Education focuses on Instructional Technology, Training, and Evaluation (ITTE) and prepares students in this field for careers in business, government, and education. The program is an online bachelor's degree completion program designed for students holding an Associate of Applied Science (A.A.S.) degree in a discipline directly related to the program's emphasis, including computer software development, graphic design, management or web development, or for professionals who hold either an Associate of Arts (A.A.) or Associate of Science (A.S.) degree.
- Within the College of Liberal Arts and Sciences, the B.S. in Applied Management focuses on public service and gives mid-level managers and first responders the skills and knowledge needed for public sector leadership in a rapidly changing world. Designed for professionals with an A.A.S., or an A.A./A.S. degree in criminal justice, law enforcement, fire science and emergency management, the program builds on this foundational knowledge and provides new pathways for career advancement and further education. Given the distinct nature of each of these options, the program review was conducted looking separately at both options.
- Major findings and recommendations: The Bachelor of Science (B.S.) in Applied Management ITTE option has been operating in its current state for three years. It is a fully online program. Enrollments in the program are low with a range of 9 to 18 students over the last three years. However, there is a diverse student population within these ranks with 45 percent of the students being female and 50 percent identifying as non-white over the review

period. The program faculty have been active in a number of recruitment activities conducted through online webinars, college fairs, fliers, and leveraging the program's website, the faculty actively use Navigate, a predictive analytics tool for retention, to monitor and modify retention activities. To date, only seven individuals have graduated from the program but those alumni who responded to an alumni survey (n=4) all indicated that they were satisfied with faculty interactions, advising, courses, time to degree, and overall with the degree.

The Bachelor of Science (B.S.) in Applied Management Public Service option was redesigned by program faculty and implemented in fall 2017. Significant curricular issues in the redesign process included meeting the demands by the College of Liberal Arts and Sciences curriculum committee for (1) a research methods requirement and (2) an academically sound process and basis for awarding the B.S. in Applied Management Public Service option proficiency credits. The former issue was resolved through the offering of an online section of a Department of Political Science research methods course for B.S. in Applied Management Public Service option students. The latter was resolved with the creation of a new course whereby a School of Public and Global Affairs instructor assists students in developing a portfolio that aligns prior learning with the B.S. in Applied Management Public Service option core competencies. As of the time of this review, there were no graduates of the redesigned option.

- Actions taken since the last review: This is the first program review for the Bachelor of Science (B.S.) in Applied Management ITTE option. The Bachelor of Science (B.S.) in Applied Management Public Service option was redesigned between 2015-2017 following the last program review. The program now better meets the needs of police, fire, and public works employees. A major change to the new B.S. in Applied Management Public Service option was opening the degree to working adults who had an A.A. degree.
- Actions taken as a result of this review: As a result of the current review, the program faculty supporting the B.S. in Applied Management ITTE option will continue to grow partnerships with community colleges in Illinois to market and promote the program. The faculty are also working with two local community colleges to develop a clear pathway for students transferring to NIU from these institutions. To provide additional funding for the program, the faculty are working with the College of Education to develop a differential tuition proposal and with several outside agencies to enhance external grants and funding.

As a result of the current review, the Bachelor of Science (B.S.) in Applied Management Public Service option will focus on moving the program 100 percent online, building a stronger pipeline of students from community colleges, and considering the possibility of transitioning the program into a distinct degree (e.g., a B.S. in Public Management or a B.S. in Public Service Management).

Outcome

- Decision:

 x Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The B.S. in Applied Management ITTE option is slowly growing enrollments and has a diverse student body. The Bachelor of Science (B.S.) in Applied Management Public Service option has been redesigned to better serve its target audience and is working on building enrollments.

College of Health and Human Sciences

Program: B.S. in Hospitality and Tourism Management (52.0901)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Hospitality and Tourism Management program prepares graduates with the foundational knowledge, demonstrated skills, and professional attitudes required in the field of Hospitality and Tourism Management. Graduates from this program are prepared for entry-level management positions and advanced study in hospitality and tourism management. Students gain up-to-date knowledge of hotel operations, food service, meeting and event management, as well as the skills needed to work in the industry's complex business environment. The program offers a degree completion option to students holding an Associate of Applied Science degree from a community college.
- Major findings and recommendations: The B.S. in Hospitality and Tourism Management program has had steady enrollments throughout the review period with an average of 88 students enrolled in the program. Alumni of the program report high levels of satisfaction with their time to degree (ranging from 80 percent to 100 percent across the review period) and with the overall program (100 percent across the review period). The program has a solid record of assessing student learning outcomes and utilizing that information for program improvement. The review demonstrated evidence of meaningful partnerships and affiliation agreements with local community colleges, innovative curricular developments, and ongoing continuous quality improvement activities. Recommendations were made to the program to increase alumni involvement in recruiting and placement efforts, using more social media to post events and activities, and moving beyond the standard NIU Alumni Survey to develop a specialized survey for graduates of the program to better understand programmatic outcomes.
- Actions taken since the last review: A variety of quality improvement activities have been conducted since the last review. In 2015, The Illinois Board of Higher Education approved the stand-alone B.S in Hospitality and Tourism Management degree program and the program became operational in 2016. Further, the degree has been modified to address ongoing trends and growth in the hospitality and tourism industry. For example, the degree now offers two areas of study including the Hotel and Meeting/Event Management, and Restaurant Management areas of study. The last review referenced recommended collaborations with community colleges and program faculty have accomplished this goal with articulations/degree pathways articulated with six community colleges as well as the addition of the degree completion program. The previous program document also referenced

a gender imbalance in the faculty; a male faculty member was hired in 2014 to address this situation.

- Actions taken as a result of this review: As a result of the current review, faculty members in the B.S. in Hospitality and Tourism Management program plan to work with the NIU Alumni Association to turn the Hospitality Tourism Management Day (created in 2019) into an annual event for alumni to return to campus to share their success and recruit interns and graduates. The program faculty will also make greater use of social media outlets and will gather input from their Advisory Board to develop online surveys for alumni and employers to better gauge the effectiveness of the B.S. in Hospitality and Tourism Management program.

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The Bachelor of Science (B.S.) in Hospitality and Tourism Management program has steady enrollments, high alumni satisfaction, good use of assessment of student learning outcomes data, and meaningful continuous quality improvement activities.

Program: B.S. in Nutrition, Dietetics, and Wellness (51.3101)

Major Findings and Recommendations:

- Major changes in the program: The Bachelors of Science (B.S.) in Nutrition, Dietetics, and Wellness program provides basic preparation for fulfillment of the baccalaureate requirements for careers in community nutrition programs, health and wellness, dietetics, as well as in other related areas. In addition, students are eligible for graduate studies in these areas. Students learn how to work with individuals, families, and the community to enhance holistic living and to be part of a health care team that advances nutrition to treat and prevent disease. There are two areas of study within this major: (1) Didactic Program in Dietetics (DPD) which prepares students for the dietetic internship necessary to become a Registered Dietitian, and (2) Nutrition, Health and Wellness, which provides students with the background necessary for roles in community agencies, educational institutions, corporate wellness programs, and personal training/consulting and health and fitness clubs. The didactic program option is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). According to the U.S. Bureau of Labor Statistics, bachelor prepared dietitians and nutritionists have a median pay of \$61,270 annually and the field is expected to grow 11 percent (faster than average) between 2018 and 2028.
- Major findings and recommendations: Enrollments among women have declined steadily throughout the review period, in parallel with overall enrollments at NIU, while enrollments among men have remained relatively stable. Most enrollments currently come from transfers

rather than freshmen. Diversity among enrolling students is lower than other majors in the School of Health Studies but is consistent with national trends in the field. Increasing scarcity in internships in this field, which are in high demand from students seeking the Registered Dietician Nutritionist (RDN) credential, is a national concern that has an impact on enrollments. Faculty recognize the need to participate in open houses at different community colleges and have begun to do so in order to bolster recruitment efforts. As with enrollments, degrees conferred on men in the major has remained stable. Among women, a 2017 drop occurred in degrees conferred due to the decreased availability of internships for those qualifying to seek the RDN. The consequent delay in graduation was corrected in 2018. Due to competition in the DPD for internships, the program has revised the non-internship area of study to increase graduates' qualifications for employment in positions not requiring the RDN certification. Assessment practices in the program are strong. The program is in good standing with ACEND. It is recommended that the program faculty add community college advisors to the Advisory Committee's membership to enhance the likelihood of recruiting majors and increasing diversity among the student population; continue the practice of using assessment to improve course requirements and new courses to enhance curriculum for students not qualifying for an internship; and consider pursuing development of an online curriculum for theoretical courses. These actions will likely make the B.S. increasingly attractive to employers seeking program graduates.

- Actions taken since the last review: In 2015, The Illinois Board of Higher Education approved the stand-alone B.S in Nutrition, Dietetics, and Wellness degree program, following which the program and its faculty moved to the School of Health Studies (from the School of Family and Consumer Science) which provided more structural coherence and easy recognition from students looking to become a Registered Dietician Nutritionist (RDN). (The M.S. in Nutrition and Dietetics also moved to the School of Health Studies at this time.) Faculty have implemented curricular modifications to the Nutrition, Health, and Wellness Area of Study to expand student interest in this program option. The focus of this area of study is on how nutrition and healthy eating play a role in health maintenance and prevention of chronic disease. Courses include preparation for job entry in the fields of community education, corporate wellness, and fitness/wellness counseling. This area of study also prepares students for graduate studies.
- Actions taken as a result of this review: In response to the current review, the program intends to include both short and long term priorities related to increasing enrollments, assessment of undergraduate curriculum with possible revisions, continued utilization of advisory committees, and faculty discussions of online delivery of curriculum. The top priority of the program will be dedicated to increasing enrollments which will be addressed through communication and advertising with college advisors, faculty mentors, and student groups. The undergraduate curriculum will be evaluated to determine if there are hidden barriers to student enrollment in various courses in the program.

Outcome

- Decision:

__x__ Program in good standing (review in seven years i.e., 2026-2027 in alignment with accreditation by the Accreditation Council for Education in Nutrition and Dietetics).

- Explanation: The Bachelor of Science in Nutrition, Dietetics, and Wellness program has engaged in strong assessment and continuous quality improvement activities to meet the changing needs of students, employers, and the field. The didactic program is in good standing with its disciplinary accreditor.

Program: M.S. in Nutrition and Dietetics (51.3101)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Nutrition and Dietetics program is designed to prepare students interested in community nutrition to work as registered dietitians in a variety of public and private health organizations in county, state, and government agencies or as patient-care dietitians in hospitals and other health care settings. Coursework focuses on both prevention and treatment of nutrition-related diseases, with course topics including maternal and infant nutrition, geriatric nutrition, obesity and eating disorders and counseling skills and strategies. Elective courses outside the discipline include topics in behavior change and the health care system. The program also prepares students to advance their studies in doctoral programs. Applicants are required to have completed a Didactic Program in Dietetics (DPD).
- Major findings and recommendations: The M.S. in Nutrition and Dietetics program has experienced steady but small enrollments over the review period (14-16 students). Ethnic diversity in enrollments remains low but is similar to national trends. Ninety-six percent of graduate students who sit for a first-time take of the Registration Exam for Dietitians pass, higher than the national average of 83 percent. Time to degree completion averages 2.5 years, but some students working on the thesis option may take 3 years. Students choosing the non-thesis option sit for a written comprehensive exam, with a 75-80 percent first-take pass rate. Alumni data report satisfaction in all programmatic categories. The program is in good standing with ACEND. The program was recommended to: (1) consult with their Advisory Committee for advice on attracting graduate student scholarships, to assist with increasing diversity among recruits; (2) work more extensively with the national professional organization to help market the M.S. program; (3) develop a professional portfolio for graduates not seeking licensure as RDNs that includes program designs and program assessments for nutrition care in acute-care community agencies and educational programs; and (4) pursue development of online courses.
- Actions taken since the last review: In 2016, the M.S. in Nutrition and Dietetics program and faculty moved to the School of Health Studies (from the School of Family and Consumer Science) which provided more structural coherence and easy recognition for students and more opportunities for collaboration with similar health care academicians within the school. Also, since the last review, the program faculty have engaged in rigorous assessment of student learning activities and continuous quality improvement activities, among which is the

change from oral to a written comprehensive exams for the non-thesis program option.

- Actions taken as a result of this review: In response to the current program review, the program faculty will be implementing short and long term priorities related to increasing enrollments, continued utilization of advisory committees, faculty discussions of online delivery of curriculum and development of a professional portfolio for graduates not seeking licensure for RDN. The top priority of the program will be dedicated to marketing the M.S. program through communication and advertising with college advisors, faculty mentors, and professional organizations.

Outcome

- Decision:
 x Program in good standing (review in seven years i.e., 2026-2027 in alignment with accreditation by the Accreditation Council for Education in Nutrition and Dietetics).
- Explanation: The M.S. in Nutrition and Dietetics program has strong assessment processes and continuous quality improvement activities in place. Graduates of the program have high pass rates on exams and high levels of employment and/or continuing education. The program is in good standing with its disciplinary accreditor.

College of Liberal Arts and Sciences

Program: B.A./B.S. in English (23.0101)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Art (B.A.) and Bachelor of Science (B.S.) degrees in English allow students to pursue one of three tracks: Studies in Literature, Secondary Licensure in English Language Arts or Studies in Writing, depending upon their professional interests. Studies in Literature traces the development of British, American and world culture and thought, from the earliest years to the most recent. This track leads to many career possibilities where the ability to read closely, interpret productively, think critically, and speak and write persuasively are essential skills. Secondary Licensure in English Language Arts prepares students to teach grades 9–12. Studies in Writing includes internship opportunities in professional writing, and editing on campus or with local businesses, companies, and organizations. Students select to earn either the B.A. or B.S. degree. The B.A. degree requires the fulfillment of the NIU foreign language requirement and the B.S. degree requires the fulfillment of the NIU laboratory science/mathematical/computational skills sequence.
- Major findings and recommendations: The Department of English underwent an internal and external peer review as part of the program review. Internal reviewers noted that while enrollments in the undergraduate program have declined during the review period,

commensurate with overall declines in university enrollments, they appear to have leveled off in the three years from 212 in fall 2016 to 214 in fall 2018. Alumni of the program report high satisfaction with their time to degree (from 81 percent to 100 percent during the review period) and with the degree overall (from 91 percent to 100 percent during the review period). External reviewers noted the curriculum has been revised in the program to make pathways to degrees more flexible and that teacher licensure, specifically has worked well in revising the curriculum continuously based on assessment feedback. The external reviewers also noted that, while there persists a “climate of survival” as the legacy of austerity measures that have been taken due to budget restrictions, there was “amazingly high morale and commitment among faculty, staff, and students.” Recommendations for the program include: (1) consider developing a strategic plan that will identify priorities and coordinate action steps on the priorities; (2) consider developing a leadership succession plan to prepare for near-term retirements of senior faculty who have guided critical programs; and (3) consider developing an advisory board that will increase engagement with alumni and provide a venue for testing changing market conditions for graduates.

- Actions taken since the last review: Since the last review (which was for the B.A. program only), the program faculty drafted an extensive revision of the B.A. curriculum to streamline an overly limited set of required courses that a reduced staff could not sustain; revised the First Year Composition courses in collaboration with NIU’s general education program; formed cross-curricular Themed Learning Communities; integrated NIU’s Common Reading Experience into the curriculum; adopted a 3 + 3 English B.A./Law J.D. option for students, and designed and received IBHE approval for the B.S. in English.
- Actions taken as a result of this review: In response to the current review, the department chair attended a meeting for campus leaders sponsored by the NIU Alumni Association on the topic of advisory boards and will research this possibility further with the program faculty. The department chair and directors have met to identify and advance department priorities, such as decreasing the size of certain department service committees to reflect the changing faculty size. Department leadership has emphasized shared governance and transparency, which seems to have contributed to the department’s high morale noted by external reviewers. In addition, the chair is working with directors and faculty to plan for leadership succession. Specific to the B.A./B.S. program, the program faculty plans to restructure department advising, continue to seek support for student research and to actively recruit and retain undergraduate students, and collaborate with university leadership on how to best serve the increasing number of NIU students whose first language is not English.

Outcome

- Decision:
___x___ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The B.A./B.S. in English program has steady enrollments, a variety of options for students, positive alumni outcomes, and is engaged in meaningful continuous quality improvement activities.

Program: M.A. in English (23.0101)

Major Findings and Recommendations:

- Major changes in the program: The Master of Arts in English program offers two tracks for students to choose from depending on the student's academic and professional goals. Track I is designed to prepare students for graduate work at the doctoral level. Students in this track must pass a proficiency examination in one foreign language. Track II is designed for students who are currently teaching in secondary schools or community colleges or who plan to teach at one of these levels, whether in literature, composition, or professional, technical writing; students who plan to teach English as a second language; students who seek careers as technical writers, editors, or trainers; students interested in other careers, such as business or public relations, that require strong written communication skills; and practicing professionals in any other professional field seeking to sharpen their written communication skills. Students have the option of taking a final comprehensive examination or writing a thesis. Students pursuing the M.A. in English may choose one of seven areas of study: (1) British and American literature; (2) English education; (3) film and literature; (4) linguistics; (5) literature and rhetoric/composition; (6) rhetoric and writing; and (7) teaching English as a second language.
- Major findings and recommendations: The Department of English underwent an internal and external peer review as part of the program review. Internal reviewers noted that enrollments in the M.A. program had dropped slightly during the review period (from 49 in fall 2014 to 42 in fall 2018) as had degrees conferred (from 27 in 2014 to 22 in 2018). Alumni of the program report high satisfaction with their time to degree (100 percent during the review period) and with the degree overall (from 87 percent to 100 percent during the review period). External reviewers noted that faculty expertise is strong in their areas of specialty, graduate student training in teaching is a hallmark of the M.A. and Ph.D. programs, and job placement is above average. They highlighted the need to plan for future retirements and concluded by saying "this is a solid program consistent with national averages but one that is made above average by the commitment of its faculty and students' investment in their own education." As with the undergraduate program, recommendations for the program include: (1) consider developing a strategic plan that will identify priorities and coordinate action steps on the priorities; (2) consider developing a leadership succession plan to prepare for near-term retirements of senior faculty who have guided critical programs; and (3) consider developing an advisory board that will increase engagement with alumni and provide a venue for testing changing market conditions for graduates.
- Actions taken since the last review: Since the last program review, the M.A. program has increased focus on four major areas of continuous quality improvement: (1) professionalization of students (e.g., increasing internship opportunities for students and involving students to a greater degree in committee work that shapes department policy, influences curriculum, and emulates workplace collaboration); (2) assessment (e.g., implementation in 2013 of a thesis options for all areas of study and the development of a

thesis-defense rubric); (3) program revision (e.g., expanding faculty areas of expertise to cover areas lost through retirements); and (4) enhancement of student learning outcomes (e.g., expanding outcomes and assessment of outcomes in the educator licensure area to better prepare students to understand state and national standards for secondary teaching). The Program has responded productively to changing workplace/academic expectations, disciplinary/state standards, and faculty attrition.

- Actions taken as a result of this review: In response to the current review, the department chair attended a meeting for campus leaders sponsored by the NIU Alumni Association on the topic of advisory boards and will research this possibility further with the program faculty. The department chair and directors have met to identify and advance department priorities, such as decreasing the size of certain department service committees to reflect the changing faculty size. Department leadership has emphasized shared governance and transparency, which seems to have contributed to the department's high morale noted by external reviewers. In addition, the chair is working with directors and faculty to plan for leadership succession. Specific to the M.A. in English program, the faculty plan to develop an M.A. student recruitment plan; reconfigure M.A. concentrations and certificates based on reduced faculty; and expand the assessment procedures that provide direct and authentic measures of graduate-level courses.

Outcome

- Decision:
___x___ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The M.A. in English program has steady enrollments, a variety of options for students, positive alumni outcomes, and is engaged in meaningful continuous quality improvement activities.

Program: Ph.D. in English (23.0101)

Major Findings and Recommendations:

- **Major changes in the program:** The Doctor of Philosophy (Ph.D.) in English program offers study in such areas as British and American literature, rhetoric and composition, language and linguistics, professional and technical writing, and film and literature. Distribution requirements direct students into applied as well as theoretical course work, preparing them for academic and nonacademic careers. A graduate faculty member works with each student to plan an appropriate program. Small graduate seminars enable each student to develop the critical and investigative skills and insights necessary to perform successful scholarship and teaching. Graduates go on to a wide variety of professional careers. NIU's Department of English has established connections with industry professionals across the Chicagoland area, where students will find positions in writing, editing and technical communication. For students seeking faculty positions in higher education, graduates of the NIU Ph.D. program

find academic positions in colleges and universities. The department offers regular professionalization workshops on topics such as abstract writing, presenting at conferences and publishing in scholarly journals. The Job Placement Advisor in the Department of English offers hands-on assistance for job seekers developing application materials and preparing for interviews.

- Major findings and recommendations: The Department of English underwent an internal and external peer review as part of the program review. Internal reviewers noted that enrollments in the Ph.D. program have been high with a small decline toward the end of the review period (from 61 in fall 2014 to 51 in fall 2018). Degrees conferred follow a similar pattern (with degrees ranging from 4 to 10 annually throughout the review period). Alumni of the program report unanimous satisfaction across several variables throughout the review period with 100 percent expressing satisfaction with their time to degree, preparedness for their current jobs, and overall satisfaction with the degree. External reviewers noted that faculty expertise is strong in their areas of specialty, graduate student training in teaching is a hallmark of the M.A. and Ph.D. programs, and job placement is above average. They also described the program faculty as a “high achieving faculty maximizing resources and exceeding expectations.” They took note of the prestigious awards faculty had received and the intramural and external funds faculty sought. They indicated that “faculty members are exceeding productive for a program of this size and scope” and “they are doing interesting, innovative, and relevant work.” As with the undergraduate and masters programs, recommendations for the program include: (1) consider developing a strategic plan that will identify priorities and coordinate action steps on the priorities; (2) consider developing a leadership succession plan to prepare for near-term retirements of senior faculty who have guided critical programs; and (3) consider developing an advisory board that will increase engagement with alumni and provide a venue for testing changing market conditions for graduates.
- Actions taken since the last review: Since the last program review and in alignment with the M.A. program, the Ph.D. program has increased focus on four major areas of continuous quality improvement: (1) professionalization of students, (2) assessment, (3) program revision, and (4) enhancement of student learning outcomes. One area that is unique to the Ph.D. program in these continuous quality improvement efforts is that of dissertation reviews. As a part of the assessment of student learning, external dissertation reviewers are regularly engaged to provide evidence that approved revisions in the Ph.D. program hold promise for producing continued high-quality work in candidates’ scholarship.
- Actions taken as a result of this review: In response to the current review, the department chair attended a meeting for campus leaders sponsored by the NIU Alumni Association on the topic of advisory boards and will research this possibility further with the program faculty. The department chair and directors have met to identify and advance department priorities, such as decreasing the size of certain department service committees to reflect the changing faculty size. Department leadership has emphasized shared governance and transparency, which seems to have contributed to the department’s high morale noted by external reviewers. In addition, the chair is working with directors and faculty to plan for leadership succession. Specific to the Ph.D. in English program, the program continues to

seek additional support for graduate student research.

Outcome

- Decision:
___x___ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Ph.D. in English program has steady enrollments, a variety of options for students, positive alumni outcomes, and is engaged in meaningful continuous quality improvement activities.

Program: M.S. in Statistics (27.0501)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Statistics program is designed to help students develop the skills necessary for immediate employment as statisticians or applied probabilists, or for more advanced study. Individuals in this field develop and/or apply mathematical or statistical theory and methods to collect, organize, interpret, and summarize numerical data to provide usable information. They may specialize in fields such as biostatistics, agricultural statistics, business statistics, or economic statistics. NIU's M.S. program is unique for its emphasis on applied statistics and probability courses. According to the U.S. Bureau of Labor Statistics, the average mean income of statisticians nationwide is \$95,680 and the job growth is high in this field, projected at 30 percent (much faster than average) between 2018-2028.
- Major findings and recommendations: The M.S. in Statistics program has solid enrollments with an average of 21 students each year of the review period. Retention of students is good as are alumni outcomes. For example, across the review period, 83 percent of alumni reported employment within six months of graduation and 84 percent reported overall satisfaction with the degree. The program has recently revised the student learning outcomes for the program and is linking those with strong assessment methods. Program faculty have strong records of productivity in the field. According to the Delaware Cost Study, the program operates with less cost per students and cost per credit hour than peer institutions.
- Actions taken since the last review: Since the previous review, program faculty completed a major overhaul of the M.S. program in connection with the development of the new Department of Statistics and Actuarial Sciences established in 2019. This major undertaking in program revision mainly concentrated on modernization of the M.S. program. New course development was a major part of this initiative. Statistics and the data sciences are increasingly based on sophisticated computer dependent modeling techniques. At the same time the new M.S. degree was designed to be more flexible, letting students build their own degree based on their specific interests while keeping a small set of core courses focused on

topics that every student should know. To address the quality of in-class instruction the program faculty have instituted a system of in class peer reviews of fellow faculty. The M.S. program assessment plan has evolved and now includes much more direct assessment of student learning in several of the core courses in the program.

- Actions taken as a result of this review: In response to the current program review, program faculty are planning to grow the M.S. in Statistics. The program's curriculum has been re-designed with that in mind and the program could double in size without needing any additional resources. Program faculty are committed to implementing a good marketing campaign to achieve this. Program faculty are also currently developing a Ph.D. in Statistics proposal to better serve students interested in pursuing doctoral studies in the field. The program is in the process of forming an advisory board, consisting of alumni from industry in positions of leadership. The program faculty will consider offering more off-campus or online courses.

Outcome

- Decision:
__x__ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Master of Science (M.S.) in Statistics program has solid enrollments with plans to expand them even further, alumni outcomes are strong, and the program faculty engage in continuous quality improvement activities.

Program: B.S. in Mathematical Sciences (27.0101)

Major Findings and Recommendations:

- Major changes in the program: The Bachelor of Science (B.S.) in Mathematical Sciences program prepares students with diverse career goals, and develops unique strengths and talents, which are valuable in an increasingly technical society. The B.S. degree program results in many obvious career skills such as attention to detail, comfort with numbers and computation, and a familiarity with standard mathematical models. In addition, latent skills that develop during the study of higher mathematics are rigorous, logical thinking, problem-solving skills, appreciation of and familiarity with complex structures and algorithms, and the ability to learn technical, detailed, or abstract material. Students choose from one of four emphases within the program: (1) general, (2) applied mathematics, (3) computational mathematics, and (4) mathematics education.
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- Major findings and recommendations: The Department of Mathematical Sciences underwent an internal and external peer review as part of the program review. Internal reviewers noted that the program provides a great benefit to the University through the provision of service courses but that enrollments in the major have been declining over the review period, with

165 students in fall 2014 and 116 in fall 2018. Likewise, degrees conferred have dropped from 55 in 2014 to 46 in 2018. However, the percentage of minority students in the program has been on the rise over the review period and alumni outcomes have been strong. Over the review period, 84 percent of alumni reported that the degree prepared them for their jobs, 71 percent reported obtaining employment within 6 months of graduation, and 96 percent reported overall satisfaction with the degree. The internal reviewers also noted that the program faculty face challenges in developing and implementing effective coursework for today's students. Compared to five years ago, students are less prepared and need more remedial help. The program has implemented the use of academic supports e.g., instructional videos, and offered various pilot sections of basic mathematics courses that included co-requisite courses, both strategies that appeared enhance student learning. With adequate funding, the program would like to run more co-requisite courses to stimulate enrollment and support students. The external peer reviewers noted that overall, the program faculty "are doing relatively well given the limited resources and loss of faculty. While enrollment is down, it is down less than that of the university as a whole. The department would benefit from creating a clearly defined shared vision for the future of the department. The faculty within the department have great potential. Creating a realistic strategic plan would allow the faculty to fully engage and focus on creating paths for success within the realities of recent changes." The program was recommended to continue to provide evidence as to how development of basic mathematics co-requisite courses will stimulate enrollment, increase retention, and prove to be a positive action for the University as a whole and consider ways to attract more students.

- Actions taken since the last review: Since the last program review, the department has addressed its service role to the overall undergraduate mission of the university in several ways. For example, the department secured funding for "lightboard" equipment and set up a small studio for the production of short instructional videos. So far, over 65 video segments have been produced, mainly for the first semester calculus course. These videos are used to elaborate on subjects and techniques presented in the classroom and are available on YouTube; since June 2018 they have been viewed thousands of times. The department has continued to improve the B.S. program, adjusting to changes in the overall job market and state-mandated alterations to the teacher licensure program. For example, the department completed a thorough examination of the math modeling course (MATH 360) and has instituted substantial changes to the student assessment scheme for this course. The Illinois State Board of Education (ISBE) enacted sweeping changes to its teacher licensure program during the review period. This necessitated substantial changes to the advising and course planning for our undergraduate majors pursuing the mathematics education emphasis, in addition to careful monitoring of ISBE's actions.
- Actions taken as a result of this review: In response to the current program review, the program faculty has developed an instructional plan to address the burgeoning number of admitted students who are not academically prepared for the beginning university course in mathematics for B.S. students, MATH 110, and hopes to expand the co-requisite course model. In addition, the program faculty has instituted plans for a few smaller sections of MATH 101 (the basic computational competency general education requirement for all B.A. majors) to be offered to underprepared students. These sections will also include enhanced

support for students.

Outcome

- Decision:

__x__ Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The Bachelor of Science (B.S.) in Mathematical Sciences has solid alumni outcomes, is working to improve recruitment, and is actively involved in addressing issues across the campus related to students who enter NIU and are underprepared for basic mathematics courses.

Program: M.S. in Mathematics (27.0101)

Major Findings and Recommendations:

- Major changes in the program: The Master of Science (M.S.) in Mathematics program prepares students for work in multiple fields with courses in a wide variety of subjects including applied mathematics, complex analysis, differential equations, differential geometry, functional analysis, group theory, mathematics education, matrix computations, number theory, numerical analysis, optimization, probability theory, ring theory, statistics, and topology. The M.S. in Mathematics offers specializations for students in Pure Mathematics, Mathematics Education, Applied Mathematics, and Computational Mathematics. According to the U.S. Bureau of Labor Statistics, the average mean income of masters-prepared mathematicians nationwide is \$95,680 and the job growth is high in this field, projected at 30 percent (much faster than average) between 2018-2028.
- Major findings and recommendations: The Department of Mathematical Sciences underwent an internal and external peer review as part of the program review. Internal reviewers noted that the program supports student preparation for strong career paths in both education and industry. Graduates' employment numbers were strong over the review period with most alumni hired within 6 months of graduation and 80 percent reporting the degree prepared them for their current job. One-hundred percent of alumni reported over the review period that they were satisfied with the time to degree and the overall degree program. Enrollments over the review period have remained steady with 22 students in fall 2014 and 23 in fall 2018. Similarly, degrees conferred have been steady with 12 in 2014 and 10 in 2018. Assessment of the student learning outcomes in the M.S. program has been incomplete at times over the review period. The program developed new student learning outcomes in 2017 following a review by the NIU University Assessment Panel which recommended expanding upon and/or revising the student learning outcomes to provide more detail about what students will learn specifically related to the discipline. The Panel also suggested including more direct methods of assessment, both formative and summative, that would provide more meaningful data in assessment processes. The internal reviewers also noted that the program faculty have no plans to develop fully online courses or hybrid courses to

service M.S. students and they recommended consideration of these in addition to leveraging the success of graduate placement to increase enrollments in the future. External peer reviewers noted that student demographics of the program are typical and that stipends for M.S. students are appropriate. However, they pointed out that “the assessment plan the department currently follows is time intensive and the reports do not seem complete. Improving this plan could save time and result in information that could be used by the department more effectively.”

- Actions taken since the last review: Since the last program review, the program faculty have undertaken several steps to improve the M.S. degree program. First, the faculty overhauled the comprehensive examination structure to allow more flexibility and better align with the required coursework for the degree. More Graduate Teaching Assistantships were made available for eligible M.S. students, and the stipend increased to make these more competitive. Course scheduling was altered/enhanced to better serve part-time M.S. students employed as full-time teachers in local high schools. Finally, small but significant changes to the course requirements in the Graduate Catalog were made to the various M.S. degree emphases to better prepare students for application to doctoral programs and future employment, both within and outside academia.
- Actions taken as a result of this review: In response to the current program review, the program faculty will increase recruitment efforts to enroll M.S. degree seeking students. The faculty are also considering the development of on-line courses to serve area high school teachers wishing to pursue an M.S. in Mathematics Education. Historically the department has had approximately 6-10 area high school teachers, but further recruitment has been hampered since such students were confined to evening classes during the regular academic year and available for summer offerings. The department expects greatly increased enrollment if sufficient resources are available to develop the necessary online curriculum.

Outcome

- Decision:
__x__ Program in good standing (review in eight years i.e., 2027-2028).
- Explanation: The Master of Science (M.S.) in Mathematics program has steady enrollments and is working to enhance these. Alumni outcomes are strong, and the program faculty are working to improve methods for assessment of student learning outcomes.

Program: Ph.D. in Mathematical Sciences (27.0101)

Major Findings and Recommendations:

- Major changes in the program: The Doctor of Philosophy (Ph.D.) in Mathematical Sciences is a nontraditional program in that all students work with an application (typically with a heavy computing component) of current mathematics in another academic discipline or

industry. This culminates in a semester interning at a governmental or industrial research facility as part of the degree requirements. The result is a perspective of the mathematical sciences as an integrated whole with appropriate roles for both pure and applied mathematics. The required combination of course work, experience, and research enables a graduate of the program to pursue a career in either academic or non-academic settings.

- Major findings and recommendations: The Department of Mathematical Sciences underwent an internal and external peer review as part of the program review. Internal reviewers noted the program strongly supports student preparation for strong career paths in both education and business. Over the review period, 100 percent of alumni reported both preparedness for their current job and overall satisfaction with the Ph.D. degree. Program faculty deliberately limits admission to ensure a quality education is provided to students and that students have an opportunity to work one-on-one with faculty. With the reduction in faculty in the program, doctoral student enrollments have also decreased from 46 in fall 2014 to 32 in fall 2018. Internal reviewers noted that additional faculty could lead to growth of the Ph.D. program. External peer reviewers noted that the program was “doing relatively well given the limited resources and loss of faculty.” They also stated that “overall research and scholarship of the faculty is lower than would be expected from a department of this size...however, examination of the vitas provided indicates that overall research levels of tenure-line faculty members are strong” and that, “the quality of the scholarship overall is good.” Further, the external reviewers stated that, “The department would benefit from creating a clearly defined shared vision for the future of the department. Creating a realistic strategic plan would allow the faculty to fully engage and focus on creating paths for success within the realities of recent changes.” Internal recommendations included continuing efforts to develop strong ties with past graduates of the program to encourage financial and other support and hire additional faculty positions, as possible, to promote program growth.
- Actions taken since the last review: Since the last program review, the program faculty have undertaken several steps to improve the Ph.D. degree program. First, the Graduate Teaching Assistantship stipend was increased to make it more competitive. Second, curricular improvements were made to allow greater flexibility for students. Last, small but significant changes to the course requirements in the Graduate Catalog were made to the various course groups for the doctoral degree to better align the coursework with available specializations.
- Actions taken as a result of this review: In response to the current program review, the department’s Advisory Committee has begun work on a strategic plan last semester, in conjunction with the dean's request for a four-year hiring plan. The department chair is working to encourage faculty members to seek more external grant funding. There are several active grants and grant proposals to outside funding agencies pending as of this writing, with more to come in the near future. The department intends to further restrict enrollment in the Ph.D. program due entirely to the greatly reduced number of faculty able to direct doctoral dissertations. If and when the number of tenured/tenure-track faculty returns to appropriate levels to support it, the program will return to historical levels.

Outcome

- Decision:

Program in good standing (review in eight years i.e., 2027-2028).

- Explanation: The Doctor of Philosophy in Mathematical Sciences has lost faculty members over the review period but has scaled back the number of doctoral students accordingly and continues to have solid alumni outcomes.

Centers and Institutes

Center: Center for the Interdisciplinary Study of Language and Literacy (90.1399)

Major Findings and Recommendations:

- Major changes in the program: The Center for the Interdisciplinary Study of Language and Literacy's (CISLL) mission is to support research about understanding the processes involved in language and literacy skills in order to enhance quality of life at home, at work, and in the community. CISLL's expertise includes research about: (1) the development of language and literacy skills across the lifespan; (2) literacy skills for changing technologies and communications; (3) how people teach, learn, understand and produce spoken and written language; (4) understanding why some individuals struggle in these domains, and how to help; and (5) how these processes and activities can be optimized for all individuals.
- Major findings and recommendations: CISLL has demonstrated the affiliates' (1) strong commitment to support the Center, (2) scholarly productivity, (3) new research on language and literacy and the collaborations to enhance productivity around language and literacy.
- Actions taken since the last review: Since the last review, CISLL has had some changes in key leadership. Of the four founding members in 2009, only one still remains in a leadership position in the Center. The Center has and continues to put effort toward sustaining leadership and faculty affiliates over time. CISLL established its current mission in 2010 and has and will continue to engage in continuous strategic planning that are driven by the Center's mission.
- Actions taken as a result of this review: Recommendations offered by the review panel were (1) revision of the mission, vision, goals, areas of emphasis, and public service to clarify and project an identity; (2) affiliates' engagement in strategic action planning; and (3) articulation of current research projects to differentiate the Center from competitors. Administrative leadership recommended continuation of the Center.

Outcome

- Decision:

Center is in good standing (review in 2022).

- Explanation: The Center for the Interdisciplinary Study of Language and Literacy has demonstrated the faculty affiliates with a strong commitment to support the Center and high levels of current and projected future scholarly productivity. The Center engages in continuous planning.

Center: Northern Illinois Center for Accelerator and Detector Development (90.4001)

Major Findings and Recommendations:

- Major changes in the program: The Northern Illinois Center for Accelerator and Detector Development (NICADD) is dedicated to the research and development of new particle accelerator and detector technologies. These advances help ensure the vitality and future of particle physics. NICADD collaborates with colleagues at Argonne National Laboratory, Fermilab, the European Organization for Nuclear Research (CERN), and other institutions on a number of research projects. These resources allow NICADD to provide valuable research opportunities to the many NIU students who assist with this work. NICADD research focuses on a range of subject areas and includes the following: (1) studies of the dynamics of very intense particle beams; (2) development and design of particle beams, accelerators, beam diagnostics detectors and algorithms; (3) participation in world-leading collider experiments; and (4) development of detectors and detector technologies for use in high-energy physics experiments and medical physics.
- Major findings and recommendations: The Center clearly demonstrated (1) NICADD researchers have had great success in winning external funding for their collaborative research projects, largely through their research partnerships with Argonne, Fermilab, and CERN; (2) the Center serves as an important locus of facilities and resources for beams physics and high energy physics; instrument development and graduate programs are key dimensions to support the NICADD research; (3) faculty affiliates, particularly those in physics, are very productive and well established in their areas of research; and (4) it is a high performing research center with close connections to Argonne National Laboratory, Fermi National Accelerator Laboratory, and CERN.
- Actions taken since the last review: Since the last review, in addition to the high level of scholarly productivity noted above, NICADD has been heavily involved in outreach activities both with NIU students and the broader community. Among these, NICADD helped to establish the STEM Outreach program, NICADD faculty and students help to maintain and operate the Davis Hall Observatory, and NICADD affiliates have engaged in numerous public activities such as the STEM Café, Fermilab tours, and the Ask-a-Scientist program.
- Actions taken as a result of this review: Two recommendations provided by the panel review were (1) utilization of overhead funds to recruit graduate students (e.g., supplement scholarships and GA stipends); and that (2) the College of Liberal Arts and Sciences and

NICADD should work together to prioritize NICADD space needs. Administrative leadership recommended continuation of the Center.

Outcome

- Decision:

 x Center is in good standing (review in 2022).

- Explanation: Northern Illinois Center for Accelerator and Detector Development has demonstrated the success in gaining external funding, collaboration with national laboratories in innovative research, and extensive community outreach.

Center: Center for the Study of Family Violence and Sexual Assault (60.4407)

Major Findings and Recommendations:

- Major changes in the program: The Center for the Study of Family Violence and Sexual Assault (CSFVSA) is dedicated to conducting research designed to understand the diverse causes and consequences of various forms of interpersonal violence, including child maltreatment, intimate partner violence and sexual assault. The Center strives to provide an empirical foundation that promotes accurate assessment, as well as effective prevention and treatment of interpersonal violence and related conditions, such as post-traumatic stress.
- Major findings and recommendations: CSFVSA's showed (1) outstanding Center productivity; (2) an excellent record of external funding; (3) strong cooperation with the Department of Psychology – including funding of graduate students; and (4) strong community relationships. The review panel observed that the Center (1) might consider applying for a diversity post-doc through the Office of Diversity, Equity and Inclusion in the next round of competition; (2) development of a five-year strategic plan; (3) connecting future goals and targets for productivity in scholarship and extramural funds to the Center's mission; and (4) revision of the Center's vision, mission, and strategy as well as articulation of the relationship with NIU's mission.
- Actions taken since the last review: Since the last review, the CSFVSA has continued its long-standing record of externally supported research in critical areas as described above and has strengthened its commitment to engaging in military related research including identifying recruits' pre-military history of violence and the consequences of this history on functioning while serving in the military; attempting to understand the impact of combat deployment on rates of family violence (child maltreatment and spouse abuse) within military families; assisting the military in developing and evaluating family violence-related assessment methods; assisting the military in developing and evaluating family violence and sexual assault intervention and prevention programs; and tracking and understanding changes in the annual rates of child maltreatment and spouse abuse in military families.

- Actions taken as a result of this review: It is recommended that the Center (1) consider applying for a diversity post-doc through the Office of Diversity, Equity and Inclusion in the next round of competition; (2) develop a five-year strategic plan; (3) create a strong connection of future goals and targets for productivity in scholarship and extramural funds to the Center's mission; and (4) consider revision of the Center's vision, mission, and strategy as well as articulation of the relationship with NIU's mission.

Outcome

- Decision:
 Center is in good standing (review in 2023).
- Explanation: Center for the Study of Family Violence and Sexual Assault has demonstrated the success in gaining external funding and serving the public interest.

Center: Institute for the Study of Environment, Sustainability, and Energy (90.3099)

Major Findings and Recommendations:

- Major changes in the program: The mission of the Institute for the Study of Environment, Sustainability, and Energy (ESE) is to foster interdisciplinary research, education, and community engagement to promote understanding of the environment and the development of creative and effective solutions to environmental and sustainability issues. The ESE integrates perspectives and methods from the natural sciences, social sciences, humanities, technology, and engineering. The Institute offers a collaborative B.A./B.S. degree program and interdisciplinary research with faculty from the College of Liberal Arts and Sciences, College of Engineering and Engineering Technology, and the College of Law. Other Colleges at NIU join in the collaborative efforts, including the School of Art and the College of Health and Human Sciences, through team-taught courses and research programs.
- Major findings and recommendations: Institute for the Study of Environment, Sustainability, and Energy (1) is a broad program that fosters interdisciplinary research, undergraduate education and community engagement; (2) offers a rigorous undergraduate program and engages students in various forms of experiential learning; (3) encourages public dialogue about environmental issues through community outreach and education; and (4) promotes sustainability and environmental awareness at NIU. ESE has been successfully growing its undergraduate program and linking grant opportunities to educational goals.
- Actions taken since the last review: This is the first full review for ESE.
- Actions taken as a result of this review: It is recommended that ESE (1) articulate research opportunities with the development of the new Northern Illinois Center for Community Sustainability; (2) discuss with the Division of Research and Innovative Partnerships the

allocation of facilities and administrative costs (F&A) as the institute generates higher revenues; and (3) consider transforming the Certificate of Undergraduate Study in Sustainable Food Systems into a bachelor's degree emphasis.

Outcome

- Decision:

__x__ Center is in good standing (review in 2023).

- Explanation: The Institute for the Study of Environment, Sustainability, and Energy fosters interdisciplinary research, undergraduate education, and community engagement. The center encourages public dialogue about environmental issues through community outreach and education.

Center: Center for Burma Studies (60.0501A)

Major Findings and Recommendations:

- Major changes in the program: The Center for Burma Studies is a non-political, non-degree granting, administrative and academic unit with its major objective to collect and preserve information and artifacts of all kinds concerning the study of the peoples and cultures of Burma/Myanmar, and to make these materials broadly available for research and study. The Center has nine goals in support of that objective: (1) the maintenance and expansion of a comprehensive research library to sustain the field of Burma studies; (2) the collection, care, and exhibition of the arts of Burma; (3) the support and promotion of undergraduate and graduate teaching concerning Burma; (4) the organization and hosting of self-supporting national and international conferences on Burma studies; (5) the publication of relevant scholarship on Burma; (6) the care and enhancement of archival resources such as photographs, music records, oral histories, personal papers, and field notes; (7) the promotion of outreach activities to schools and communities; (8) encouraging the performance of Burmese arts; and (9) the securing of educational opportunities through scholarships, internships, and fellowships.
- Major findings and recommendations: The Center for Burma Studies (1) has its own *Journal of Burma Studies* that is published twice a year; (2) serves as a unique center in the country for cataloguing and maintaining historical pieces from Burma; (3) has been creating collaboration opportunities for research opportunities (e.g., environmental studies, anthropology, geology, geography, and health studies); and (4) has engaged in scholarly productivity that has kept scholars engaged and small grants are leading to bigger grants, such as the \$250,000 support from the Institute for Museums and Library System (IMLS) to organize a workspace to house the Burma Art Collection in Founders Memorial Library on the NIU campus.
- Actions taken since the last review: In addition to the findings listed above, since the last review, the Center has engaged in continuous improvement in outreach to students and the

broader community. For example, the Center has implemented on-line teaching modules such as the *Arts of Burma* and the *Burmese Literature and Burmese Language* online modules. These have been well received. Another example, *The Art of Burma: The Journey of Karen Refugees of Illinois*, is a travelling art exhibit that has been shared widely with local community colleges and libraries.

- Actions taken as a result of this review: Two recommendations were made to the Center: (1) develop a succession plan for the leadership and (2) articulate collaborations with external institutions in Myanmar (e.g., Mandalay University, Yadanaban University, and University of Yangon) and internal collaborations in NIU (e.g., ENVS).

Outcome

- Decision:

 x Center is in good standing (review in 2023).

- Explanation: The Center for Burma Studies serves as a long-standing and unique center in the U.S. in multiple ways including the publishing of the *Journal of Burma Studies* and the cataloguing and maintaining of an extensive collection of historical pieces from Burma.