REVIEW OF THE PH.D., ED.D. IN EDUCATIONAL ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 13.0401
Educational Leadership and Administration, General

OVERVIEW

The Ph.D., Ed.D. in Educational Administration program at Illinois State University is housed in the Department of Educational Administration and Foundations within the College of Education. The Department houses three degree programs and three graduate certificate programs: M.S. in College Student Personnel Administration; M.S., and M.S.Ed. in Educational Administration, Ed.D., and Ph.D. in Educational Administration, Post-Baccalaureate Teacher Leader Certificate, Post-Master's Graduate Certificate for Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate for Chief School Business Official. At the time of this program review, the Ph.D., Ed.D. in Educational Administration program offers four concentrations: Ph.D. Higher Education Concentration, Ed.D Higher Education Concentration, Ph.D. P-12 Administration Concentration, and Ed.D. CPED P-12 Concentration. These concentrations allow experienced educators and administrators to advance their knowledge in ways that will further their careers and enable them to make further contributions to higher education. The last review of the Ph.D., Ed.D. in Educational Administration program occurred in 2012-2013.

Enrollment and Degrees Conferred, 2012-2019
Ph.D., Ed.D. in Educational Administration, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	98	125	114	127	124	104	48	43
Degrees conferred, graduating fiscal year	13	10	8	33	17	4	3	3

Table notes:
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

General outcomes for the doctoral degree program
- A doctoral graduate will have acquired the skills, knowledge, values, and commitment necessary to lead educational organizations and institutions.
- A doctoral graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values, and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.

Specific outcomes for the p-12 educational administration Doctoral degree concentration
A doctoral degree graduate with the P-12 concentration will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:
- Develop, articulate, implement, administer and share with the district's community a vision focused on learning.
- Develop and sustain a district instruction program that promotes student learning and staff professional growth at the district level.
- Manage a district's organization, operation and resources to produce a safe, efficient, and effective learning environment.
- Work positively with families and community members by identifying and responding to diverse community interests and needs, and mobilizing community resources.

- Promote the success of all students in a school district by acting with integrity, fairness, and in an ethical manner.
- Understand and respond to the political, social, economic, legal and cultural context of the school district, the community, the state, and the nation.
- Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

Specific outcomes for the higher education educational Administration doctoral degree concentration
A doctoral degree graduate with the higher education concentration will have the knowledge and skills necessary to:
- Apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well-versed in the following areas:
  - Cultural and societal issues that affect higher education
  - Economic, legal, political, and social issues that affect higher education
  - Organization, governance, leadership, and administrative theories
  - Higher education finance, law, and planning
- Understand and utilize design and analysis factors when interpreting research literature and when conducting research and evaluation studies.
- Identify and utilize appropriate software for administrative purposes (i.e. data-base management, presentation, statistical, spreadsheet, word processing, web-page design).
- Understanding the roles, functions, and interrelationships among a college's or university's major constituents, including students, faculty, staff, and trustees.
- Understand, articulate, and advance the interests of the institution in promoting a diverse community involving students, faculty, staff, and programs.
- Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

Students learning outcomes

P–12 Educational Administration Ph.D./Ed.D. concentration student learning outcomes
A graduate from the P–12 Educational Administration doctoral sequence will have developed the ability to approach challenges and opportunities in schools and the community using multiple perspectives and leadership skills in order to:
- Learning Outcome 1: Develop, articulate, implement, administer, and share with the district's community a vision focused on learning
- Learning Outcome 2: Develop and sustain an instruction program that promotes students' learning and staff's professional growth districtwide
- Learning Outcome 3: Manage a district's organization, operation, and resources to produce a safe, efficient, and effective learning environment
- Learning Outcome 4: Work positively and equitably with all families and community members by identifying and responding to a diverse array of community interests and needs and by mobilizing community-based resources
- Learning Outcome 5: Promote the districtwide success of all students by acting with integrity, fairness, equity, and in an ethical manner
- Learning Outcome 6: Understand and respond to the political, social, economic, legal, and cultural contexts of the school district, community, state, and nation
- Learning Outcome 7: Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences

Higher Education Administration Ph.D. concentration student learning outcomes
A graduate from the Higher Education Administration doctoral sequence will have developed the knowledge and skills necessary in order to
- Learning Outcome 1: Reflect on and articulate the nuanced meanings and complexities of education as both a tool for oppression and transformation
- Learning Outcome 2: Apply interdisciplinary scholarship in the broad exploration of education and social change to include the following areas:

- Cultural, economic, legal, political, and social issues that affect student development, school organization, teaching, and learning
- Transformative leadership, organization, and administrative theories
- Learning Outcome 3: Identify and explain the social forces, practices, and ideas that limit human capacity and inclusivity
- Learning Outcome 4: Use transformative ideas, practices, concepts, and approaches that promotes equity while demonstrating a critical understanding of 1) systemic oppression in education as microcosm of the larger society, and 2) ways of knowing, conceptual frames, theories or strategies to address oppressive patterns of privilege and internalized oppression, beliefs or assumptions that promote exclusion, inequalities, and injustices
- Learning Outcome 5: Work positively with families and community members by identifying and responding to institutionalized inequity and diverse community interests and needs in the mobilization of institutional and/or community resources
- Learning Outcome 6: Promote and advocate for the success of all students through cultural consciousness praxis
- Learning Outcome 7: Conduct research that contributes to an understanding of social justice educational practices and/or theory and dissemination of the results of that research to relevant audiences

Program curriculum (2018-2019)

The Ph.D. in Higher Education concentration requires 75 credit hours. This includes 15 credit hours of core courses, 33 credit hours from a selection of departmental courses, 12 credit hours of elective courses, 15 credit hours of dissertation research and a doctoral examination.

The Ed.D. in Higher Education concentration requires 75 credit hours. This includes 60 credit hours from a selection of departmental courses, 15 credit hours of dissertation research and a doctoral examination.

The Ph.D. P-12 Administration concentration requires 75 credit hours. This includes 15 credit hours of core courses, 33-36 credit hours from a selection of departmental courses, 9-12 credit hours of elective courses 15 credit hours of dissertation research and a doctoral examination.

The Ed.D. CPED P-12 requires 75 credit hours. This includes 51 credit hours from a selection of departmental courses, 9 credit hours of elective courses, 15 credit hours of dissertation research and a doctoral examination.

Program delivery

The program is offered on the Normal campus.
The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

Department faculty (Fall 2019)

18 tenure track faculty members (6 Professors, 10 Associate Professors, and 2 Assistant Professors)
17 non-tenure track faculty members (1 full-time, 16 part-time, totaling 5.50 FTE)

Specialized accreditation

During the period of review, the National Council for Accreditation of Teacher Education (NCATE) served as an accreditor of this program. NCATE has merged with Teacher Education Accreditation Council (TEAC) to form the Council for Accreditation of Education Preparation (CAEP). Department of Educational Administration and Foundations intends to renew CAEP (formerly NCATE) Accreditation for Advanced Programs and will put forward the Principal Preparation Sequence for Exemplary Program recognition by the University Council for Educational Administration (UCEA).

Changes in the academic discipline, field, societal need, and program demand

Nationally, the focus of administrative concerns in higher education has shifted from its post-WWII focus to expand and maintain state higher education systems to a concern for completion and equity in completion. This is at the

heart of reform efforts at community colleges and was forcefully articulated by Tom Bailey and his colleagues in their book, *Redesigning America's Community Colleges: A Clearer Path to Student Success*. The focus on completion and equity can also be seen in performance funding initiatives, including Illinois' efforts, which highlight "success of students who are academically or financially at risk, including first-generation students, low-income students, and students traditionally underrepresented in higher education." It is here the department faculty see a shift from a focus on funding enrollment to funding outcomes. The concern for completion and equity has also been the focus of powerful nonprofit organizations, such as the Lumina Foundation. In response to cultural and political changes and class-, race-, identity-, and immigration-status based tensions, there has been a marked increase in student demand for coursework and degree programs focused on the Social Foundations of Education due to the area's primary focus on diversity, equity, inclusion, critical thinking, activism, social justice, and advocacy. In particular, doctoral program applicants and students report growing interest in activism and advocacy in order critically to engage in and respond to ongoing sociopolitical issues; therefore, Higher Education Administration program faculty are undertaking curricular revision and the department faculty have designed and debuted a new doctoral sequence: Leadership, Equity, and Inquiry. Additionally, the department faculty voted to eliminate the Graduate Record Exam (GRE) as a pre-condition for admission to doctoral studies, replacing the GRE metric with in-person applicant interviews in an effort to counterbalance the well-documented bias and inequitable effect associated with standardized admissions-exam testing on underrepresented students' educational opportunity. Finally, as state lawmakers continue to divest in higher education, the dramatically increased scale of student loan debt often required to complete advanced degrees has influenced and will continue to influence candidates' decisions on whether to apply to advanced degree/certificate programs.

Responses to previous program review recommendations

The 2012-2013 program review resulted in two recommendations.

1. *Look nationally to identify peer and benchmark doctoral P–12 Educational Administration programs to which the Department's program may aspire. Once programs have been identified, compare the P–12 Ed. D. and Ph.D. programs with identified aspirational programs and draw connections to measures of program quality.* In response to this recommendation the Department of Educational Administration and Foundations:
   - Designed the Leadership, Equity, and Inquiry doctoral sequence in 2015 in response to market-driven demand
   - The P–12 Educational Administration faculty revised the curriculum to align with CPED principles. Since 2010,59 Illinois State University operates as a tier-two institution of the Carnegie Project on the Education Doctorate (CPED).60
2. *Continue efforts to establish a Higher Education Advisory Board similar to the P–12 Educational Administration Advisory Board.* The Department established an Advisory Board for P–12 Educational Administration and Higher Education Administration programs.

Major findings

The mission of the Department of Educational Administration and Foundations is to prepare people from diverse backgrounds for leadership opportunities. To that end, the graduate programs under review in this self-study reflect steady, strong, and robust numbers of applicants and graduates.

- In response to the 2016 Department of Educational Administration and Foundations Climate Report the Department moved resolutely to re-brand the department in an image attractive to a diverse group of adult learners. The department established a tagline, "Become the Next Leader," as a mantra for all Department program offerings, transforming the Department's web presence with updated content reflective of and consistent with re-branding.
- Department faculty and staff-initiated to renovate department learning and living spaces. Simultaneously, faculty began to engage in difficult conversations to reconcile their differences and agree to the terms of a working relationship moving forward. Two books were offered to faculty as a precondition for engaging in difficult conversations about department climate and moving forward: "Difficult Conversations: How to Discuss What Matters Most" & "Getting to Yes: Negotiating Agreement without Giving In." Finally, the department faculty agreed as a department unit never to walk by students, but rather always to affirm and welcome who students are and what they bring to the learning community.

- With the assistance of the P–12 Coordinator, Mr. Brad Hutchison, the Department established a joint-degree degree program with Eastern Illinois University to offer a cohort of Ed.S. graduates the P–12 Educational Administration Ed.D. The program aggressively expanded principal partnerships to bring in several administrators who have been instrumental in program admissions leading to the eventual hire of 65 percent of graduates across three student cohorts. The Department offered the inaugural Principal Leadership Academy in summer 2018 to 27 interested applicants. The department's principal coaches—Pat Halloran, Mary Ahilen, and Ty Wolf—facilitated academy seminars. In summer 2016, department faculty participated in Curriculum Audit Training designed to assist faculty in aligning more closely school-system factors with degree-sequence course content. This two-day session was attended by 12 department tenure-track faculty members. Additionally, in the P–12 program area, Dr. Paul Baker authorized major changes to the LEADS Fellowship he funds to allow Superintendent Endorsement students not enrolled in a P–12 doctoral program to apply.
- Dr. Beth Hatt, Associate Department Chair at the time, and the Department's Social Foundations of Education and Research faculty put forth a new doctoral sequence, the Leadership, Equity, and Inquiry Ph.D., and their proposal was adopted unanimously by faculty referendum. Faculty agreed to terminate all rolling graduate admissions and admissions of graduate-students-at-large in favor of adopting a fall-only, cohort-only admissions model designed to place all department graduate students within cohort communities with peer-elected leadership. Following the Educational Administration and Foundations' Climate Report findings, the program faculty chose to alter the Ph.D. in Educational Administration and Foundations' comprehensive exam format and process to address issues of fidelity and equity for all doctoral students. Lastly, the following facility use agreements were established by the Department Chair to provide off-campus adult learning spaces for a Superintendent Endorsement and P–12 Educational Administration CPED/Ed.D. cohort; a Principal Preparation Sequence cohort in Peoria; the New Leaders cohort at Dyett High School (who completed the Superintendent Endorsement before entering coursework for the Leadership, Equity, and Inquiry Ph.D. Sequence) and the ILACHE Leadership, Equity, and Inquiry Ph.D. cohort at Northeastern Illinois University's El Centro Campus.
- In 2016, the Department began holding faculty summer work sessions specifically to encourage and facilitate the Department's learning-community culture. These work sessions focus on teaching adult learners in large time blocks, consistent with the Department's Ph.D./Ed.D. instructional delivery models; both tenure-track and NTT faculty participate. Out of these sessions emerged a Weekend Cohort Instructional Template. The Department faculty transitioned all graduate admissions to a fall-only, cohort-only model; redesigned the Illinois Superintendent Endorsement Post-Master's Certificate, launched a new Teacher–Leader Post-Master's Certificate, and participated in the Academic Program Review self-study of the College Student Personnel Administration master's program. Soon thereafter, the Department developed partnerships with New Leaders of Chicago and the Illinois Latino Council on Higher Education to provide access to underrepresented and talented students interested in obtaining the Ph.D. in the Department's Leadership, Equity, and Inquiry sequence.
- The Department moved swiftly to author, revise, and vote on the current Department Governance Document as well as the Doctoral Program Student Handbook. The faculty established an organizational chart for the Department which includes the appointment of faculty area coordinators for Research, Social Foundations of Education, and Higher Education Administration. That same momentum to uphold and enhance department-level shared governance continues today as the Department has established a functional Board of Advisors in response to a recommendation from the previous Academic Program Review self-study of the Department's graduate programs. As evidenced by the Department's contribution to the precipitous ascension of Illinois State's graduate programs in U.S. News and World Report's rankings, stable demand for the Higher Education Administration Ph.D. Sequence and growing demand for the Master of Science in Educational Administration Principal Preparation Sequence; the P–12/CPED Educational Administration Ed.D. Sequence; and the Leadership, Equity, and Inquiry Ph.D. Sequence, the program faculty conclude the Department's programs are highly sought-after and highly competitive. Moreover, the data-driven organizational, curricular, and policy changes the department has designed and embarked upon bode well for success of the department's goal to remain a major player in leadership education and the development of educational leaders in Illinois and beyond. In order to achieve this end, however, the department faculty recognize that there is much work ahead in terms of curriculum reforms and continuous improvement; improvement and reform the program must complete against the strong headwinds of internal department resistance and minimal support from University Administration for graduate education offered in the Department; a campus-wide phenomena confirmed by the strategic review and site visit performed by the Council of Graduate Schools in February of 2019. Nonetheless, the Department has implemented several reforms to address student retention and time-to-completion.

Initiatives and plans

- The Department of Educational Administration and Foundations requires a significant number of tenure-track faculty to deliver and serve its programs, both in course delivery and doctoral committee membership.
  - In 2014, the Department had 22 tenure-track faculty members with flat or decreased enrollments. Graduate enrollment over the past five years has demonstrated a positive trajectory in enrollments.
  - Dr. Jim Palmer's retirement will dramatically affect a substantial number of current doctoral students. Data-driven evidence of current and future highlight the importance of a search for his successor to adequately serve current and future students. A continued, dramatic shortage in the number faculty with available load capacity to chair or serve on dissertation committees is already affecting students and, as doctoral-program enrollment increases, will severely affect students' ability to complete. Without a significant influx of new, tenure-track faculty, graduate students will no longer adequately be served by the Department or the institution. Given the precipitous decline in the Department's total number of tenure-track faculty over the past 5 years, the number of now-retirement eligible, tenure-track faculty members creates urgent need for a significant influx of university-level support to hire faculty to serve P–12 Educational Administration, Higher Education Administration, and Leadership, Equity, and Inquiry sequence students. The Department will continue vocally to advocate for these vital resources, as will the department's graduate students.
  - The severe, chronic shortage of tenure-track faculty is affecting the Department in ways other than faculty's ability adequately to serve graduate programs. Being understaffed is also affecting negatively faculty productivity in scholarship and service since tenure-track faculty generally are now teaching more and serving on many more dissertation committees. When faculty's scholarly productivity is suppressed due to the institution denying the Department's resources needed to deliver programs to enrolled students, the university's reputation suffers since the Department's faculty scholars publishing and presenting less research means the Department and Illinois State are having less of an impact on the field. Finally, a suppression of faculty's scholarly productivity due to these institutional constraints also threatens to undermine the tenure and promotion of untenured faculty and the promotion of Associate Professors seeking promotion to Professor.
- As an academic unit, the Department administration, faculty, and staff have learned important lessons about how nimble department faculty can and must be to institutional and political change given the unprecedented changes in support, resources, credit-hours, and agency the Department uniquely has experienced over the past several years. Perhaps most significant to the Department's agility in the face of such change is its good fortune in leadership. Department Chair Dr. Sutton's educational credentials, knowledge, enthusiasm, and strategic, prescient hiring of well-networked support staff such as Mr. Brad Hutchinson, has ushered in an era of excitement about how curricular, fiscal, philanthropical, and social entrepreneurial opportunities can fuel not only positive department-level change, but generate significant new ways the Department can serve local, state, and national educational interests.
- Increase the visibility of department faculty scholarship and leadership in national and international organizations utilizing the Department's social media outlets and through Illinois State's web presence.
- Curricular review of programs will remain ongoing and will focus on the Department's response to changes in the Department's multidisciplinary academic fields, and to state and national legislation and policy change
- The Department will explore the feasibility of distance learning offerings in developing a fully online Graduate Research and Community College Leadership Certificates
- Faculty will implement program milestones for every doctoral student in the form of a writing portfolio. This tool is intended to provide formative assessment of students' ability to write academically at a level where they can competently, confidently approach and succeed in doctoral comprehensive exams, the dissertation proposal, and the dissertation. Faculty maintain implementation of a writing portfolio not only can improve many students' time to degree but will also increase student satisfaction with department programs by responding proactively to student-level data.
- The doctoral program faculty can make the nature of academic discourse more transparent for graduate student adult learners through design and delivery of explicit instruction in such areas as helping students develop an academic language lexicon, in accruing definitions of key terms from research and data analysis methodologies and methods, and developing an understanding of the philosophies of science utilized in research in the social sciences and their associated epistemologies and ontologies.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the Ed.D., Ph.D. in Educational Administration to be in Good Standing.

The Academic Planning Committee thanks the program for a comprehensive self-study report and commends the involvement of multiple stakeholders to generate data. The Ed.D., Ph.D. in Educational Administration is designed to prepare people of diverse backgrounds for leadership, activist, and advocacy roles in education. Program demand is largely driven by full-time principals and other school administrators or college/university personnel who intend to become leaders in their institutions or in their specific area of expertise. The program currently offers two sequences: Educational Administration (Ed.D., Ph.D.) and Higher Education Administration (Ph.D.). The program also offers three Post-Master's graduate certificate programs: Chief School Business Official, General Administration in Educational Administration, and Superintendent Endorsement in Educational Administration. Both of the sequences are entitlement programs for teacher licensure through the Illinois State Board of Education (ISBE). By completing graduation requirements, students are eligible to apply for a Professional Educator License (PEL) Superintendent Endorsement with ISBE. The committee recognizes the program faculty for maintaining active membership in the University Council for Educational Administration and for operating as a tier-two institution of the Carnegie Project on the Education Doctorate (CPED). The committee commends the program for being accredited by the National Council for Accreditation of Teacher Education (NCATE) during most of the review cycle and for pursuing continued accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The committee notes that national and state-wide enrollments have decreased and commends the program for its success in not only stabilizing but increasing its enrollments through the development of off-campus cohorts. The committee also notes that the program faculty engage in a multifaceted approach to recruitment, including the hiring of a communication strategist, and the active use of social media to engage with alumni, community and school partners; and the community at large. We note that the partnerships with ISBE's Regional Offices of Education and school districts from a diverse set of rural and urban settings are a strength of the program. The committee commends the program for establishing an advisory board, sharing program information with these stakeholders, and consulting with them regarding program improvement. We encourage the program faculty to continue to examine ways to increase enrollments through broadened marketing efforts and the continued development of additional cohorts.

The committee recognizes the program faculty's efforts to support student success. The committee commends the codifying of policies and procedures for students in its *Educational Administration Doctoral Student Handbook*. We commend the program for its successes in recruiting and enrolling underrepresented students to create a diverse student body. The committee notes that the program faculty have shifted from the use of standardized Graduate Record Examination (GRE) scores to in-person interviews in an effort to avoid potential bias and inequitable effects associated with standardized tests. The self-study report describes plans to revise comprehensive exam procedures to shift to a department-wide comprehensive exam which is expected to allow students to take the exam nearer the completion of core course work. The department reports these plans to have been effectively implemented. Additionally, the report describes a plan to implement a writing portfolio for students intended to assess formative writing skills. We also recognize opportunities for student engagement through several co-curricular opportunities supported by program faculty. The committee recognizes the student participation at regional, national, and international conferences and commends the use of scholarship funds to support student travel. We also commend the program faculty for their efforts to support student study abroad experiences through grant funding.

The committee recognizes the program faculty for their commitment to continue to seek ways to infuse diversity across the curriculum and co-curricular opportunities not only within their programs, but across the University as well. We note the development of proposals for a new doctoral program concentration focused on Leadership, Equity and Inquiry and faculty interest in certificates focused on Graduate Research and Community College Leadership. The committee commends the inclusion of diversity, equity, and inclusion focused courses (e.g., EAF 433: Leading Learning for Equity and Social Justice, EAF 436: Leadership for Diverse Learning Needs, and recent topical offerings in EAF 526: Critical Readings in Education Foundations). The committee notes the extensive work outlined in the program review report and encourages faculty to continue their efforts to ensure that all students experience a climate of inclusivity. The committee congratulates the program for supporting its students who were awarded Illinois' Diversifying Faculty in Higher Education Fellowships through the Illinois Board of Higher

Education (IBHE). The committee also commends the program's use of off-campus locations and partnerships to support their cohorts of diverse students. We commend your willingness to work with the department's subject liaison librarian to provide research assistance, collection development, and instruction. However, the committee is concerned regarding the short description provided in the Milner Library section and in particular, information related to resource selection, information fluency skills, and resource access and challenges. We encourage the program to work even more closely with the subject librarian in the development of this portion of the self-report to accurately record current efforts and partnerships as well as ensure library resource and instruction needs are being met.

The committee recognizes the program faculty for their commitment to diversity and inclusion as evidenced by actions the department has taken to promote an inclusive learning environment. We commend the program's diversity within the faculty and their engagement in "difficult discussions" which have encouraged the development of a strong climate which recognizes the diverse cultural backgrounds among its faculty. The committee also recognizes these faculty members for their contributions not only to the Ed.D., Ph.D. in Educational Administration program, but also to other Illinois State programs/minors that focus on diversity, equity, and inclusion (e.g., holding affiliate faculty positions in Women's and Gender Studies, Latin American and Laino/a Studies, Ethnic Studies, and African American Studies; collaboration with the Dean of Students Office to offer *Power to the People: Learning and Leading for the Democratic Ideal*). We note that the program faculty hold elected leadership positions in international, national, state, and regional organizations; serve on the editorial boards of several major refereed journals with international readership; and edit or coedit multiple refereed international, national, and regional journals. The committee commends the program's support of the Center for the Study of Education Policy at Illinois State University, including the center's publication of two nationally recognized research journals, external grant success (with awards totaling $6.3 million in grants and contracts), and partnerships with the National Board Resource Center and the Illinois Center for Specialized Professional Support, both at Illinois State University.

Follow-up Reports.
Assessment Plan. The self-study report outlines some of the elements of a plan for the assessment of student learning outcomes (e.g., student, graduate, alumni, and employer surveys; alignment of student standards/learning outcomes and courses); however the committee asks that the program faculty work with University Assessment Services to formalize a complete plan that not only includes these elements but also how student performance on various direct assessment strategies from courses can be used to examine student learning in relation to the program's student learning outcomes. Perceptions gathered from various stakeholders have provided valuable inputs for program planning, and additional indirect assessment strategies to consider may include systematic documentation of feedback already being gathered by faculty through informal contacts with students and alumni. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021.

Aspirational Programs. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study, with a focus on broadening the scope of the selection of aspirational programs beyond that of the identified comparators. In a subsequent follow-up report, the committee recommends the faculty address this section through analyses of aspirational programs selected nationally along with a discussion of how these analyses have informed the strategic planning of the program. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty members of the Ed.D., Ph.D. in Educational Administration program for the opportunity to provide input regarding educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Educational Administration faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for recruitment and enrollment growth. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. The committee encourages the program to continue to develop and implement their plan for student recruitment and retention, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting.

Develop a plan for curricular review and revisions. The department reports that program faculty have reviewed and considered a plan to revise the program curriculum. The committee recommends that program faculty continue to explore the impact of requiring 75 credit hours for degree completion, which is the highest among comparator programs. The committee also recommends that the program faculty closely examine the high percentage of extensions granted and develop actions designed to reduce the number of extensions needed.

Increase coordination with Milner Library. We recommend faculty work with the department's subject liaison librarian to examine and evaluate the library's journals and monograph collection related to Educational Administration and Foundations to aid in both the selection and deselection process of these sources, particularly given faculty desire to incorporate interdisciplinary curricula related to leadership, equity, and inquiry. We also recommend the program work with the subject librarian to develop tiered information fluency learning outcomes for the department, align those outcomes to the curriculum, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a recruitment and retention plan for faculty. The committee recognizes the decrease in tenure track faculty and relatively high ratio of non-tenure track to tenure track faculty during the period under review. We note that a decline in faculty scholarly productivity in 2016 corresponded with a drop in faculty, but also note these activities have rebounded and have demonstrated a positive trajectory since that time. The committee recommends that the program leadership, in consultation with appropriate university units, develop a formal plan for faculty recruitment and retention in order to meet their goal of increasing diversity in their faculty ranks. Additionally, the committee asks that the program review the graduate faculty status of their eligible faculty members.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to continue to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its development and implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.