

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2012-2017

Submitted to the Academic Senate
May 9, 2012

Approved by the Board of Trustees
July 27, 2012

Illinois State University formally reiterates and reaffirms its commitment to the principles of equal opportunity, affirmative action and diversity. Discrimination based upon race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity and expression, order of protection status, or veteran's status is a violation of federal and state law and university policy and will not be tolerated. This non-discrimination policy applies to all programs administered by the University. However, this policy should not be construed to infringe upon the free exchange of ideas essential to the academic environment. To the extent allowed by law, all employment decisions, including those affecting hiring, promotion, demotion, or transfer; recruitment; advertisement of vacancies; layoff and termination; compensation and benefits; or selection for training will be made consistent with established Illinois State University policy. Responsibility for communicating, interpreting, and monitoring the University's equal opportunity policy has been assigned to the Office of Equal Opportunity, Ethics, and Access.

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**ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2012-2017**

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SECTION I

UNIVERSITY PROFILE, MISSION, AND VISION

University Profile

Illinois State University was founded in 1857 as the first public institution of higher education in the state. Documents establishing the University were drafted by Abraham Lincoln. For its first 106 years the University was predominately a teacher education institution. On January 1, 1964, the University officially became a multipurpose institution. Today the University offers degree programs at the undergraduate, graduate, and doctoral levels in nearly 190 fields of study.

Illinois State is one of 12 public universities in the state. The institution is governed by an eight-member Board of Trustees. Seven board members are appointed by the Governor and confirmed by the Illinois Senate. The eighth member is a student elected annually by the student body. The University operates on the principle of shared governance. The Academic Senate is comprised of faculty, students, and staff members elected by their peers and acts in an advisory role with regard to university policies concerning faculty and students, academic programs and planning, and university concerns.

Sixty-eight undergraduate degree programs are offered through the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. The Graduate School coordinates 42 master's programs, 10 certificate programs, and nine doctoral programs. The University supports 10 state-approved research and service centers. University academic and research programs are supported by the services and collections of Milner Library.

Programs offered by Illinois State have been approved by the Illinois Board of Higher Education. The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Teacher preparation programs at the University are accredited by the National Council for Accreditation of Teacher Education (NCATE), approved by NCATE-affiliated specialized professional associations, and certified by the Illinois State Board of Education. Illinois State holds discipline-based accreditation from 25 agencies.

In fall 2011 the University enrolled 21,080 students in on-campus programs, including 18,535 in undergraduate programs and 2,545 in graduate programs. That was the highest fall enrollment on campus since 1992. An additional 230 students were enrolled in off-campus programs. The mean ACT score for the fall 2011 freshman class was 23.9.

Students enrolled in fall 2011 came from 96 of the 102 Illinois counties, all 50 states and the District of Columbia, and 59 other countries. Fifty-seven percent of the students came from Illinois counties in the Chicago metropolitan area. Nineteen percent came from McLean or adjacent counties. Fifteen percent of enrolled students self-identified with one or more minority groups. The student body also included a significant number of non-traditional learners and persons with disabilities.

Eighty-five percent of Illinois State University freshmen return for their sophomore year. Seventy percent of students who enroll in the University as native students and 84 percent of transfer students graduate within six years.

In fall 2011 the University employed 1,205 department faculty members. Continuing a long institutional tradition, the faculty is dedicated to the provision of superior teaching and includes numerous scholars who are recognized at national and international levels.

Source: *2011 University FactBook*, Planning, Research and Policy Analysis, Illinois State University.

Illinois State University . . .

A small-college experience with large-university opportunities

OUR HERITAGE

The first public university in Illinois, Illinois State University was founded in 1857 as a normal university to prepare the state's teachers. Our institution has a rich heritage as the state's leader in all facets of teacher education, from classroom instruction to educational administration and national policy setting. Illinois State is now a Doctoral Research-Intensive University offering more than 160 major/minor options in six colleges, but that early emphasis on teacher preparation is reflected in our values-based commitment to creating an optimal learning environment for all Illinois State students, whether undergraduate or graduate, on campus or off campus.

Illinois State University is distinguished as the only public university in Illinois to be classified as a National Doctoral Research-Intensive University by the Carnegie Foundation for the Advancement of Teaching. The University provides baccalaureate programs in the biological, physical, social, and applied sciences; humanities; technology; business; professional programs; teacher education; and the fine and performing arts; and is committed to providing graduate education in areas of programmatic strength and need at master's and doctoral levels.

Strong programs of scholarship (research and creative activities) recognized at national and international levels result in the acquisition, synthesis, dissemination, and creation of new research knowledge, coupled with the application of knowledge, and the invigoration of undergraduate and graduate education. Strong mission-driven public service and outreach activities complement the University's teaching and research functions and help expand the horizons of knowledge and culture among students, colleagues, and the general citizenry.

OUR MISSION

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, our scholarship, and the connections we build between them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

OUR VISION AND VALUES

By acting on our values in every respect, Illinois State University will come to occupy a unique position of strength and visibility among the institutions of higher education in Illinois, nationally, and internationally. Illinois State University will continue to be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience combined with the resources of a large university.

Individualized Attention: Providing the supportive environment characteristic of a small college through an innovative General Education program, strong student-faculty-staff connections, superior student services, and a focus on each student as an individual, with unique educational needs and potential. Illinois State is a campus dedicated to placing the learner at the center of teaching and scholarship.

Public Opportunity: Assuring students access to the educational, research, and service opportunities characteristic of a large university, including a wide range of high-quality programs, faculty mentors who are scholars and creative artists of repute in their disciplines, and the support of outstanding facilities, technologies, and library resources.

Active Pursuit of Learning and Scholarship: Working with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process; contributing new knowledge through research, creative artistry, and other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Diversity: Encouraging community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society; a diverse faculty and staff mentoring a diverse student population, enhancing pedagogical, research, and service functions.

Innovation: Supporting disciplinary excellence and personal growth of students, faculty, and staff through knowledge development and innovative applications in undergraduate and graduate study, pedagogy, research, creative activities, and public service.

Illinois State University Mission Statement

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Adopted by the Academic Senate, May 7, 2008

Board of Trustees Vision Statement for 2014

Through the Mission, Vision, Goals and Actions of Illinois State University's Strategic Plan titled *Educating Illinois*, Illinois State University will be recognized in 2014 as:

- An institution that prepares students to be successful in a globally competitive and culturally diverse environment, while serving the University-related needs of its faculty, staff, alumni and university stakeholders
- A branded national leader in selected academic programs, scholarship and service as reflected in university ranking systems and college-related publications
- An academically entrepreneurial university, with an emphasis on reviewing current offerings and exploring new academic opportunities, including the possibility of additional professional schools
- A world-wide partner with innovative academic, corporate and governmental organizations
- A campus with facilities that reflect the University's heritage, while recognizing the need to use sustainable resources that protect and enhance the environment
- A technologically advanced institution that facilitates high-quality campus and distance learning, teaching and research
- A top choice of employers as they search for highly qualified individuals who can become outstanding employees in Illinois and beyond
- A University that prepares students for the active civic engagement that is important in a democratic society
- A campus that offers a diverse spectrum of academic, cultural, social and athletic activities
- An institution that respects the need to maintain affordability and accessibility for Illinois State students and responds to the reduced federal and state commitment to higher education funding through aggressive private fundraising

Presented 02/16/2007/Resolution No. 2007.02/06 - passed unanimously

Mission of the College of Applied Science and Technology

The College of Applied Science and Technology cultivates the intellectual and personal growth of individuals through premier teaching, research, and outreach programs. We emphasize relationships between theory and practice in order to graduate technologically skilled life-long learners who can contribute effectively to their profession and society.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to ignite intellectual curiosity and promote reflection on human experience and the natural world. By discovering and disseminating knowledge, we serve society and prepare students for fulfilling lives and productive careers as life-long learners, engaged citizens, and leaders in the 21st century.

College of Arts and Sciences Core Values

- The pursuit of learning and scholarship advances knowledge, invigorates our curricula, and contributes to service.
- Individualized attention fosters students development as life-long learners, critical thinkers, and engaged citizens who are knowledgeable in their fields.
- Public opportunity and civic engagement are responsibilities of a state university.
- Diversity of ideas, backgrounds, and approaches to the pursuit of knowledge enriches and promotes the personal and intellectual development of all students, faculty, and staff.

Mission of the College of Business

Through our shared commitment to excellence in teaching, research, and service, we prepare students to be skilled and ethical business professionals who will make significant positive contributions to organizations, to communities, and to our larger society.

Mission of the College of Education

The College of Education at Illinois State University will transform 21st century learning.

Mission of the College of Fine Arts

The College of Fine Arts' mission is to educate developing artists, performers, scholars, teachers, and therapists. We believe in advancement of the arts within a diverse intellectual and social environment through collaboration in learning and artistic practice. Underlying all our work is the commitment to the arts as a vital and fundamental cultural force necessary to the functioning of a democratic society and to the education of its citizens.

To fulfill this mission, the College is committed to providing cultural and aesthetic education and activities for all students and community members. The College serves the region as a center for professional arts activities and is the University's gateway for public access to these cultural opportunities. This commitment and these activities are central to the overriding public service mission of Illinois State University.

Mission of the Mennonite College of Nursing

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally prepared nurses who will lead to improved health outcomes locally and globally. We promote excellence in teaching research, service and practice with a focus on the vulnerable and underserved. We are committed to being purposeful, open, just, caring, disciplined and celebrative.

Through this mission MCN contributes to the pursuit of goals set forth in *Educating Illinois 2008-2014*, especially positioning students to excel, demonstrating excellence in scholarship, teaching and learning, enhancing pride in and allegiance to the University, and promoting well-being.

Mission of the Graduate School

Graduate education advances the University's mission to expand knowledge and culture among students, colleagues, and general citizenry through teaching, research, and service. Graduate education provides opportunities for all students, including those from underrepresented groups, to learn advanced skills enabling them to generate knowledge through research and creative endeavors, to disseminate their scholarship, and to prepare for careers throughout the public and private sectors.

The Graduate School supports the expansion and strengthening of graduate programs including: 1) master's programs in areas that build on strengths of undergraduate programs, have a unique educational focus, or prepare students for viable careers and 2) doctoral programs in areas of demonstrated programmatic strength and expertise or where a compelling societal need exists.

Mission of the Illinois State University Libraries

The mission of the Illinois State University Libraries is to create and sustain an intuitive and trusted information environment that enables learning and the advancement of knowledge in a culturally and technologically superior setting. Illinois State Libraries' staff are committed to developing innovative services, programs, space, strategies, and systems that promote discovery, dialogue, learning, and the human spirit.

SECTION II

INSTITUTIONAL PRIORITIES

A key purpose of the Academic Plan is to reaffirm the interrelationships among the Board of Trustees' vision, the university mission, and missions of the seven colleges that comprise the University. The Academic Plan seeks to further the Illinois Board of Higher Education statewide strategic initiative, known as the *Illinois Public Agenda*.

Educating Illinois is the five-year strategic plan for Illinois State University. The plan advances the Board of Trustees' vision, builds upon institutional heritage and accomplishments, guides the University in its daily operations, and provides a map to the future. The latest edition of the plan, *Educating Illinois 2008-2014: Priorities for Illinois' First Public University*, has been endorsed by the Board of Trustees and each university governance group.

The University began the process of revising *Educating Illinois* in fall 2011, as charged by President Al Bowman in his September 2011 State of the University Address. President Bowman has appointed a task force to complete the revision by February 2013.

The complete text of *Educating Illinois 2008-2014* follows.



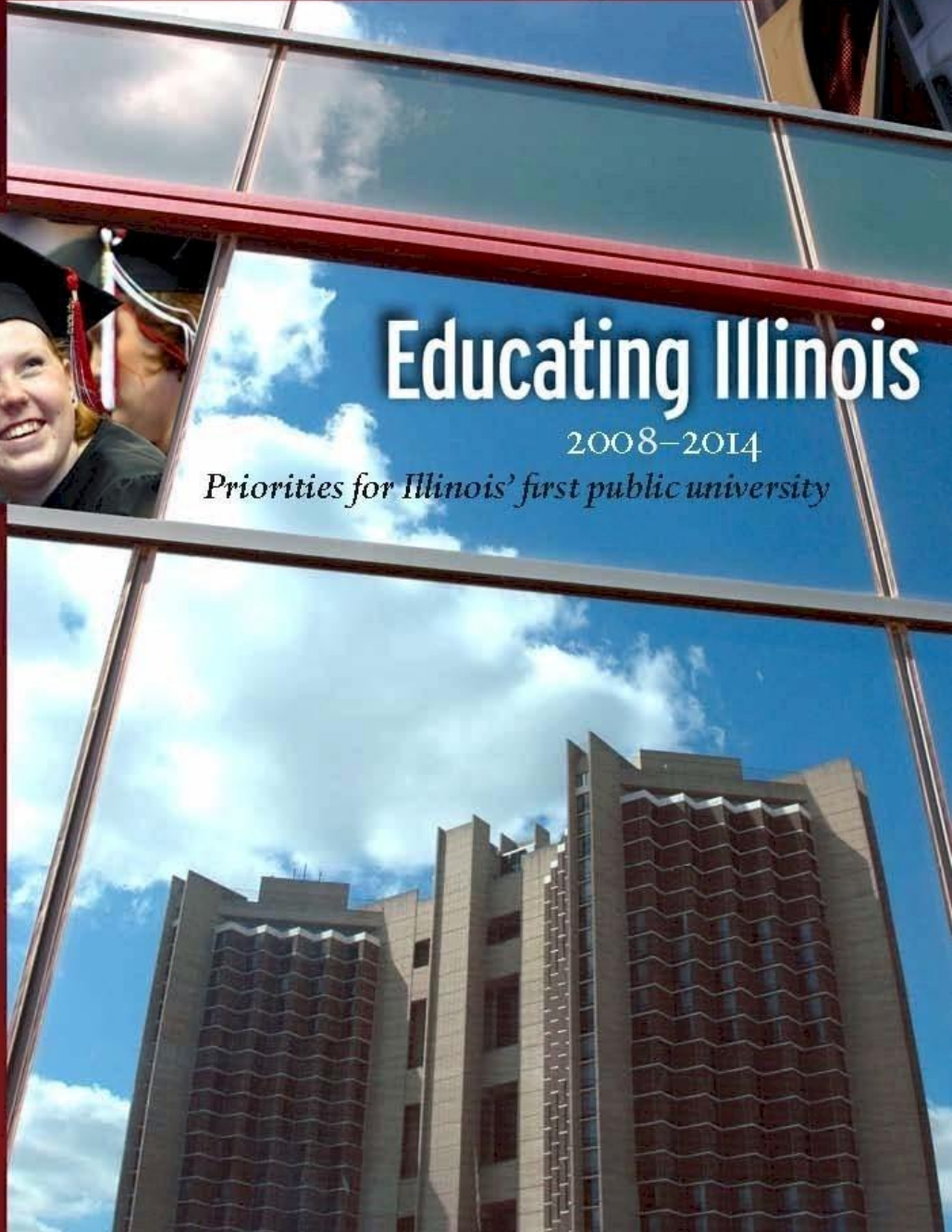
**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university



Educating Illinois

2008–2014

Priorities for Illinois' first public university



***Educating Illinois 2008 - 2014:
Priorities for Illinois' First Public University***

Illinois State University – Illinois' first public university – is an institution of first-choice for increasing numbers of academically talented and motivated students. Demand for the University's programs and services is strong, as is the student body. The student academic profile is at historic highs in terms of ACT composite scores, class rank, and grade point averages. Student retention and graduation rates are among the highest of the Illinois public universities.

Illinois State's quality and excellence are increasingly recognized nationally. In four consecutive rankings, *Kiplinger's Personal Finance* magazine has identified the University among the top 100 public institutions in the country for excellence and affordability. *Washington Monthly* has listed Illinois State among its top university choices. *Academic Analytics* has placed the University among the top 20 small research institutions in the United States. The Carnegie Foundation for the Advancement of Teaching selected Illinois State as one of only eight institutions in the country to participate in the Political Engagement Project, which is an initiative of the American Democracy Project.

The University maintains strong, mutually reinforcing commitments to scholarship and to undergraduate and graduate education. The institution's defining characteristic is the pursuit of this dual commitment within the context of five core values: pursuit of learning and scholarship, individualized attention, public opportunity, diversity, and civic engagement. These values in practice result in exemplary instruction. Undergraduate and graduate students are encouraged to become involved in research and creative activities, leading to an invigorating curriculum, as well as the acquisition and dissemination of new knowledge.

There is ample evidence of excellence achieved during the University's first 150 years. To maintain such quality in the future, a number of challenges must be overcome. The demographic profile of the state and nation is changing. High school graduates will be fewer in number, increasingly more diverse, and bring varying levels of expectations and preparation. Funding is another concern, as state support for the University has declined to approximately one-fourth of Illinois State University's operating budget. No reversal of this trend is predicted for the near term, yet public demands for affordability, access, and accountability are expected to intensify. Technologies supporting teaching, learning, research, and administration will continue to change – becoming even more pervasive and expansive. While a number of improvements to facilities have been made over the past few years, more work remains to ensure classrooms and laboratories sufficiently support academic program requirements. To emerge from the next decade even stronger than it is today, Illinois State must have a plan to address these challenges – a plan that builds upon the past successes of the institution, guides decision-making, and prioritizes staffing and financial resources. That plan is *Educating Illinois 2008-2014: Priorities for Illinois' First Public University*.

Educating Illinois 2008-2014 builds upon the University's heritage, strengths, and recent accomplishments. It recognizes that changes in the external environment will require actions on the part of the University. The plan articulates a vision for the University that evolved after extensive consultation with students, faculty, staff, and alumni from throughout the Illinois State community. It includes goals that describe what the University intends to accomplish, as well as strategies for advancing each goal and examples of activities instrumental to implementation of the plan. Implementing *Educating Illinois* will require the concerted effort of the entire university community. Each division, unit, and office is charged with advancing the goals and strategies of *Educating Illinois* through its day-to-day activities, planning, and resource allocation.

HERITAGE

Illinois State University – the first public university in Illinois – was founded in 1857 as a normal university to prepare the state's teachers. The University consequently has a rich heritage as the state's leader in all facets of teacher education, from classroom instruction to educational administration and national policy setting. Its early emphasis on teacher preparation is reflected in a values-based commitment to creating an optimal learning environment for all Illinois State University students.

While preparing teachers remains a strong emphasis at Illinois State, the University's offerings have expanded over time. There are six colleges, including Arts and Sciences, Applied Science and Technology, Business, Education, Fine Arts, and Nursing. Collectively they offer more than 160 major/minor options. In addition to teacher education, baccalaureate programs are offered in the biological, physical, social, and applied sciences; humanities; technology; business; professional programs; and the fine and performing arts. Illinois State is committed to providing graduate education in areas of programmatic strength and need at master's and doctoral levels as well. Milner Library supports the University community's opportunities for learning and scholarship with its varied collections, services, and resources. The University's Honors program promotes and enhances students' academic and social experiences.

Academic excellence results in the acquisition, synthesis, dissemination, and creation of new research knowledge that invigorates undergraduate and graduate education. Mission-driven public service and outreach activities complement the University's teaching and research functions and help expand the horizons of knowledge and culture among students, colleagues, and the general citizenry. For example, the University is distinguished as the only public university in Illinois to be classified as a National Doctoral/Research University by the Carnegie Foundation for the Advancement of Teaching. It is the only public university in Illinois classified by the Carnegie Foundation as being 'more selective' among those institutions where transfer students constitute at least 20 percent of entering undergraduates.

Students, faculty, and staff work together as partners in a unique culture of strong shared governance that has strengthened relationships within the University community, as well as external communities. Illinois State University promotes a culture of comprehensive and continuous planning as evidenced by the University's strategic plan, as well as a number of other operational plans that advance the goals of *Educating Illinois*. These complementary plans include, for example, the *Information Technology Strategic Plan*, the *Long-Range Plan for Housing and Dining*, and the *Campus Master Plan*.

The University has nearly 170,000 living alumni located across the country and the world -- over 110,000 in Illinois. In addition to the over 20,000 students enrolled on-campus, the University provides credit and non-credit courses and services to an additional 55,000 people each year.

MISSION

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.¹

VISION

Illinois State University will continue to occupy a unique position of strength and visibility among the institutions of higher education in Illinois, the nation, and the world. Illinois State University will continue to be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience at an institution that offers excellent undergraduate and graduate programs and supports high-quality research, scholarship, and creative activities.

¹ As approved by the Academic Senate on February 6, 2002, and amended on May 7, 2008.

CORE VALUES

The campus community is committed to the Pursuit of Learning and Scholarship, Individualized Attention, Public Opportunity, Diversity, and Civic Engagement. These five core values are central to the University, as they influence and guide the University's priorities and plans.

Pursuit of Learning and Scholarship: Illinois State University works with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process. The University contributes new knowledge through research, scholarship, and creative activities, as well as other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Individualized Attention: Illinois State University provides a supportive environment. An innovative General Education program, strong student-faculty-staff connections, and superior student services focus on each student as an individual, with unique educational needs and potential. The University is dedicated to placing the learner at the center of teaching and scholarship, to recognizing the importance of each faculty and staff member to the successful operation of the programs and services provided, and to acknowledging the on-going contributions of its former students, faculty, and staff.

Public Opportunity: Illinois State University assures students access to educational, research, and service opportunities through a wide range of high quality programs; faculty mentors who are scholars and creative artists of repute in their disciplines; and the support of outstanding facilities, technologies, and library resources. The University partners with business, industry, government, and education providing leadership in statewide, national, and international initiatives; expanding service and outreach; and enhancing financial support for instructional, scholarship, and service activities.

Diversity: Illinois State University affirms and encourages community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society. The University supports a diverse faculty and staff who mentor a diverse student population. The University endeavors to create a varied and inclusive community where all students, staff, and faculty are active participants in a global society characterized by teamwork, respect for differences, civic engagement, and educational goals which celebrate diversity.

Civic Engagement: Illinois State University prepares students to be informed and engaged citizens who will promote and further the collective goals of society. The University promotes active learning experiences through which students will gain an awareness and understanding of civic engagement as a lifelong responsibility. Furthermore, the University encourages faculty and staff to serve as engaged civic leaders and role models promoting the quality of life for all citizens through collaborative and individual action.

GOALS

Illinois State will focus resources and attention on strategic goals, strategies, and activities that address the most pressing challenges the institution will face in the near future. The University's dedication to providing an educational experience of the highest quality, combined with its commitment to scholarship and creative activities, can continue to be realized if faculty and staff remain true to the core values of the institution and to the advancement of the goals set forth herein.

As the University looks to the future, it faces a number of internal and external challenges that it must address to ensure continued success and realize its vision. These challenges relate to the changing demographics of the state and country; resource availability; technologies and facilities; and public demands for accountability, affordability and access. The goals and strategies that follow are designed to specifically address these challenges.

Goal 1: Illinois State University will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.

As an institution of first-choice for high-achieving and motivated students, Illinois State provides students with transformational learning experiences. Students are educated to become active citizens. The University recognizes

its responsibility to provide a welcoming, safe, and supportive environment in which each individual can learn and excel, is treated with respect, and offered a wide range of opportunities. Students recognize their ability to influence social change and must be given the knowledge and skills necessary to do so. They should be given opportunities for service learning and experiential learning in multicultural settings. Faculty and staff must challenge students in ways that prepare them to become global leaders in this time of technological change and workforce diversification.

- Strategy 1: Ensure learning opportunities are accessible and affordable for a diverse pool of students. Implementation will include activities such as:
- a) Reviewing and revising enrollment targets in each major to accommodate enrolled students;
 - b) Enhancing financial aid and scholarship assistance for undergraduate students, including support for Monetary Award Program recipients whose maximum awards are not sufficient to cover tuition and fees at the University and recruitment incentives for new students; and
 - c) Increasing support for graduate assistantships.
- Strategy 2: Develop and implement stronger transfer student orientation and transition programs.
- Strategy 3: Coordinate, support, and evaluate student services and advisement systems to facilitate improvements in all student graduation and retention rates.
- Strategy 4: Increase enrollment and improve retention and graduation rates of underrepresented students.
- Strategy 5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives. Implementation will include activities such as:
- a) Having a campus dialog on increasing the role of research, scholarship and creative activity in the undergraduate experience;
 - b) Exploring opportunities for furthering the involvement of the Honors Program;
 - c) Expanding international linkages to provide more opportunities for students to study abroad and to complete international internships;
 - d) Providing the information technology environment necessary to prepare students for a rapidly changing workforce; and
 - e) Partnering with other institutions for course sharing opportunities.
- Strategy 6: Infuse multiculturalism and civic engagement throughout the curriculum in general education and all degree programs, as well as with co-curricular activities.

Goal 2: Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.

Illinois State supports a diverse and accomplished faculty and staff committed to excellence in teaching and learning at the graduate and undergraduate levels. The University is committed to engaging faculty and students in a variety of experiences that will enhance teaching, research and scholarship and elevate Illinois State's reputation at the state, national, and international levels. Students are provided with opportunities to participate in research and creative endeavors that encourage them to view learning as a lifelong process. Faculty generate new knowledge through nationally and internationally recognized original contributions to their disciplines. The University must address the barriers faculty face as they seek external funding, work to publish in their disciplines and continue to serve the University and its students.

An outstanding faculty and staff is the core of any great university. The University's ability to achieve the next level of excellence is dependent upon recruiting and retaining the highest quality faculty and staff who are committed to the University's values, and to providing premier educational experiences through exemplary teaching, scholarship, and service. Providing competitive salaries to faculty and staff continues to be a priority.

- Strategy 1: Recruit, retain, and promote outstanding faculty and staff committed to the values of the University. Implementation will include activities such as:
- a) Increasing salaries to allow more competitive recruitment and retention of faculty and staff in all units; and
 - b) Initiatives to recruit and retain a more diversified faculty and staff.
- Strategy 2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities. Implementation will include activities such as:
- a) Enhancing Milner Library collections, services and resources to support instruction, scholarship and creative activities; and
 - b) Updating *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design* to take into consideration other plans such as The Redbird Renaissance and the continued development of the Gregory Street property.
- Strategy 3: Facilitate the appropriate use of on-site, on-line, and other innovative delivery methods of instruction. Implementation will include activities such as:
- a) Installing, maintaining, and updating appropriate teaching technology in all classrooms; and
 - b) Expanding instructional and technological support to facilitate faculty in updating teaching strategies and using new instructional technologies effectively through services such as the Center for Teaching, Learning and Technology.
- Strategy 4: Assist faculty and staff as they seek external funding, work to publish in their disciplines and continue to serve the University and its students. Implementation will include activities such as:
- a) Establishing and supporting a center for research and scholarship that provides strategic development opportunities for faculty engaged in research and scholarly activities;
 - b) Providing centralized support for assisting faculty and staff with preparation and submission of grant applications;
 - c) Providing additional support and incentives for faculty to engage in research such as paid leaves, travel, and graduate student support;
 - d) Enhancing the visibility of, and training and support for, academic technology applications for research; and
 - e) Developing doctoral programs in academic disciplines with long-term research potential.
- Strategy 5: Expand international faculty exchanges to enhance faculty knowledge and internationalization of curriculum.
- Strategy 6: Expand the systematic reflection on, and study of, teaching and learning through continued national leadership in the Scholarship of Teaching and Learning (SoTL) initiative.

Goal 3: Illinois State University will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the university.

Illinois State encourages the development of programs that support the academic mission of the institution and provides opportunities for informing and energizing students, alumni, faculty and staff who will contribute their time and talents to the life of the institution. The University will expand student, faculty, staff and alumni participation in publicizing the strengths of the University to the world at large. An enriching lifelong connection to Illinois State University will provide the University with an established network of loyal, committed alumni.

- Strategy 1: Provide access to, and promote a diverse set of, high-quality cultural, social, recreational, and intercollegiate athletic opportunities for both the University and local communities.

- Strategy 2: Enhance the institution's ability to connect to students and alumni and foster creative partnerships among alumni, students, faculty, and staff.
- Strategy 3: Build connections among local, state, national, and international partners.
- Strategy 4: Ensure coordinated and consistent promotion of the University's contributions, services, and successes to external constituencies.
- Strategy 5: Increase the recognition of, and appreciation for, faculty, staff, and student service to individuals, committees, and organizations internal and external to the Illinois State community.

Goal 4: Illinois State University will be accountable and fiscally responsible to internal and external stakeholders.

Illinois State recognizes its responsibility to the citizens of Illinois as well as to its students, faculty, staff and alumni to be fiscally prudent and accountable. The University will meet the challenges associated with resource constraints by continuing to employ sound business principles.

- Strategy 1: Establish an integrated, long-range financial planning process that is transparent, reflects all sources of funds, and allows for strategic decision making at all levels.
- Strategy 2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.
- Strategy 3: Link requests for new funds and allocate resources to promoting the goals and strategies articulated in *Educating Illinois*.
- Strategy 4: Increase funds raised from private sources.
- Strategy 5: Develop creative financial partnerships with external profit and non-profit organizations to advance the University's mission.
- Strategy 6: Enhance computer network and data security and reliability.

Goal 5: Illinois State University will promote a healthy, safe, and environmentally sustainable campus.

Illinois State values a healthy, safe, and environmentally sustainable campus that enhances individual health and community well being, fosters positive teaching/learning experiences, and promotes environmental stewardship. A campus with these values addresses critical life-safety needs in facilities; incorporates environmentally sustainable principles in campus facilities and operations; supports initiatives designed to improve the health of its students, faculty, and staff; and is prepared to respond in times of emergency.

- Strategy 1: Develop and implement programs and activities designed to promote the mental and physical health of students, faculty, and staff. Implementation will include activities such as:
 - a) Completing the Student Fitness and Kinesiology Recreation Center and promoting the facility's utilization; and
 - b) Maintaining staffing for the University's counseling services at levels recommended by related professional organizations.
- Strategy 2: Develop and implement programs and activities to promote the safety of students, faculty, and staff. Implementation will include activities such as:
 - a) Coordinating existing safety plans; and

- b) Developing new plans where gaps exist and ensure readiness for communicating with the University community in the event of an emergency.

Strategy 3: Complete capital improvement projects that address health and safety issues as well as adequate and efficient utility support. Implementation will include activities such as:

- a) Remodeling and rehabilitation of the Fine Arts Complex, Milner Library, Stevenson Hall and Turner Halls;
- b) Addressing the deferred maintenance priorities identified in *Facilities Condition Assessment*; and
- c) Completing new power plant and related infrastructure improvements.

Strategy 4: Develop and implement a University policy on environmental sustainability.

ACCOUNTABILITY

Illinois State University is committed to advancing the goals and strategies set forth in *Educating Illinois*. Upon the University's endorsement of the plan, a team will be convened with the purpose of coordinating the processes necessary for implementation. The team's charge will be to work with each division, unit, and office of the University to identify: the divisions, units, and offices that will assume leadership in advancing each strategy, the specific actions and activities needed to complete each strategy, a time-frame for doing so, and the indicators/metrics that will be considered in determining success.

As implementation of *Educating Illinois* proceeds, it will be important to regularly assess the progress being made in advancing the goals and strategies of the University's new strategic plan. The Planning and Institutional Research office will report on plan outcomes on a regular basis. An annual report will be made to the Board of Trustees as well to the campus community. Implementation progress will also be documented on the *Educating Illinois* website at <http://www.educatingillinois.ilstu.edu>. To ensure that the plan continues to address the needs of the future, *Educating Illinois* will be reviewed and updated in 2011.

Appendix A

Educating Illinois Task Force Membership

Co-Chairs	Jan Murphy, Associate Provost Debra Smitley, Assistant Vice President for Finance and Planning
Governance Group Representatives	Lane Crothers, Chair, Academic Senate (until May 2007) Dan Holland, Chair, Academic Senate, (May 2007 – May 2008) Mary Campbell, Academic Senate Melody Palm, Chair, Civil Service Council Dave Horstein, Student Body President (May 2007 – May 2008) Ross Richards, Student Body President (until May 2007) Steve Klay, Chair, Administrative/Professional Council
President's Office and Vice Presidents' Representatives	Jay Groves, Assistant to the President, President's Office Bob Aaron, Executive Director, University Marketing & Communication, Vice President for University Advancement (until October 2007) Jerry Abner, Assistant Director, University Marketing & Communication, Vice President for University Advancement (December 2007 – May 2008) Mark Walbert, Associate Vice President, Academic Information Technology, Vice President for Academic Affairs Jan Paterson, Dean of Students, Vice President for Student Affairs Debra Smitley, Assistant Vice President, Finance and Planning
Colleges' Representatives and Intercollegiate Athletics	Marion Willetts, Associate Professor, Sociology & Anthropology, College of Arts and Sciences Klaus Schmidt, Associate Professor, Technology, College of Applied Science and Technology (until January 2008) Joaquin Vila, Professor, Information Technology, College of Applied Science and Technology (January 2008 – May 2008) Patricia Klass, Chair, Educational Administration & Foundations, College of Education Gail Russ, Associate Professor, Management & Quantitative Methods, College of Business Leslie Sloan Orr, Associate Professor, School of Theatre, College of Fine Arts Chad Kahl, Associate Professor, Milner Library Susan Kossman, Assistant Professor, Mennonite College of Nursing Leanna Bordner, Associate Director, Intercollegiate Athletics
Students	John Davenport, Doctoral, Educational Administration & Foundations Kevin Martin, Junior, Business Teacher Education

Educating Illinois Task Force Staff

Angela Engel, Planning and Institutional Research
Linda Thomas, Planning and Institutional Research

Appendix B

Campus Consultation

Educating Illinois Task Force members met with representatives from the following groups at least once during the course of its deliberations. In addition to meeting with these representatives, the Task Force provided updates of its work and solicited comments through the *Educating Illinois* Task Force website, open forums, the *Illinois State* report, post cards, and e-mail notifications.

Academic Senate	Milner Library
Administrative/Professional Council	Office for Diversity and Affirmative Action
Alumni Association Board of Directors	Office of Enrollment Management and Academic Services
Association of Black Academic Employees	People Realizing Individuality & Diversity Through Education (PRIDE)
Athletic Council	President's Cabinet
Campus Technology Council	Provost's Advisory Council
Civil Service Council	Research and Sponsored Programs
College of Applied Science and Technology's College Council	Senior Professionals
College of Arts and Sciences' College Council	Spanish Club
College of Business	Student Affairs Council
College of Education's College Council	Student Government Association
College of Fine Arts' College Council	Student Leaders
Council for the First Year Experience	Undergraduate Students, Politics and Government
Energy Management	University Advancement Division
Facilities Planning and Construction	University Chairs Council
Facilities Management	University Club
Finance and Planning Division	University Extended Learning Steering Committee
Graduate Council	University Research Council
Graduate School	
Graduate Student Association	
International House	
Mennonite College of Nursing	

Academic Program Initiatives

All academic units at Illinois State University regularly scan their disciplines and allied professions for changes that may necessitate changes to academic programs at the University. Program initiatives may be identified during the accreditation or program review processes or outside those processes.

The following is a brief description of academic program changes either underway at this time or expected to be proposed in the next few years. These include new degree or certificate programs, new research and service centers, new program locations, and changes to unit or program names. This list does not include changes to curricula of existing programs.

Policies and procedures are in place for institutional review in each of these categories to ensure that appropriate input has been obtained before any change is made. Some changes require approval by external agencies. For more information contact the Office of the Vice President for Academic Affairs and Provost.

New Programs

Anthropology, M.A., M.S.

*Pending review by the Board of Trustees
Approved by Academic Senate, April 12, 2012*

The proposed M.A., M.S. in Anthropology will incorporate and expand on areas currently taught in the M.A., M.S. in Archaeology. The proposed program will offer three sequences currently taught in the Archaeology program and two new sequences. The program will be administered by the Department of Sociology/Anthropology and is expected to enroll 25 students. If the program is approved, the M.A., M.S. in Archaeology will be disestablished once all students in that program have either matriculated or have been admitted to the new program.

Biochemistry, B.S.

*Pending approval by the Illinois Board of Higher Education
Approved by the Board of Trustees, February 17, 2012*

The B.S. in Biochemistry is one of two programs intended to replace the Biochemistry and Molecular Biology (BMB) program. The B.S. in Biochemistry is designed to replace an existing biochemistry sequence within the BMB program. The new program will be administered by the Department of Chemistry. Although sharing a common set of courses with chemistry, the new program is distinct in its advanced course requirements. The program is designed to lead to an American Chemical Society certified degree. The program is expected to enroll 47 students.

Engineering Technology, B.S.

*Pending approval by the Illinois Board of Higher Education
Approved by the Board of Trustees, February 17, 2012*

The B.S. in Engineering Technology is an interdisciplinary course of study that provides experiences in automation, product design, process control, plastic materials, quality management, and/or technical project management. The curriculum will prepare professionals with skills to manage projects and processes in government and private enterprise settings. The degree program has been developed as a stand-alone major from an existing sequence within the industrial technology degree. The program is currently accredited by the Association of Technology, Management, and Applied Engineering. Administered by the Department of Technology, the program is expected to enroll 60 students in the first year and 75 students by the fifth year.

Legal Studies, B.A., B.S.

*Pending approval by the Illinois Board of Higher Education
Approved by the Board of Trustees, February 17, 2012*

In most job markets a four-year degree is now the hiring standard for paralegals. The proposed B.A., B.S. in Legal Studies is designed to provide future practitioners that level of preparation. A recommendation by the American Bar Association has informed development of the program from an existing minor. The program will be administered by the Department of Politics and Government. Enrollment is expected to increase from seven in the first year to 25 by the fifth year.

Molecular and Cellular Biology, B.S.

*Pending approval by the Illinois Board of Higher Education
Approved by the Board of Trustees, February 17, 2012*

The B.S. in Molecular and Cellular Biology is one of two programs intended to replace the Biochemistry and Molecular Biology (BMB) program. The B.S. in Molecular and Cellular Biology is designed to replace an existing molecular and cellular biology sequence in the BMB program. The new program will be administered by the School of Biological Sciences and is expected to become the major of choice for pre-med students. Enrollment is expected to start at 150 students and stabilize at 250 by the fifth year.

Nursing Practice, Doctor of

*Pending review by the Board of Trustees
Approved by Academic Senate, April 27, 2012*

The proposed Doctor of Nursing Practice program in the Mennonite College of Nursing is designed to prepare nurses with a blend of clinical, organizational, economics, health care improvement, and leadership abilities to serve as clinical or administrative leaders in health care systems or as educators in a variety of settings. With its focus on translating research into clinical practice, the program will provide candidates seeking a doctorate in nursing with an alternative to the more research-focused Ph.D. in Nursing. The proposed program is a response to the recent shift in requirements for advanced nursing practice positions from the master's degree to the doctorate. Courses will be delivered online to approximately 15 students enrolled annually utilizing a cohort model. Full cost recovery will be used to fund the program through student enrollment.

New Research and Service Centers

Center for Applied Information Systems Technology

*Pending approval by the Illinois Board of Higher Education
Approved by the Board of Trustees, February 17, 2012*

The proposed Center for Applied Information Systems Technology (CAIST) will advance information technology education, training, consulting, and applied research for business, education, and government. CAIST will also support the Illinois Critical Skills Shortages Initiative that has identified information technology as a key sector to spur economic development in the state. The center will be affiliated with the College of Applied Science and Technology and will provide academic support through out-of-class learning experiences, collaborative research in information technology, and contracted services for internal and external constituencies.

New Program Locations

MBA Chicago

Pending approval by the Illinois Board of Higher Education

Through this initiative the Master of Business Administration program will be offered to a cohort of Chicago area working professionals with undergraduate business degrees and substantial post-college work experience. Admission standards and graduation requirements for the cohort will be the same as those applicable to the on-campus MBA program. Courses will be taught by MBA program faculty at the downtown Chicago office of the Illinois State University Foundation. The program will be delivered Friday evenings and Saturdays over 20 months. The program will be self-supporting based on tuition revenue.

Name Changes

School of Teaching and Learning

Pending review by the Administrative Affairs and Budget Committee of the Academic Senate

The College of Education and the Department of Curriculum and Instruction have requested that the Department of Curriculum and Instruction be re-designated a school and that the school be named School of Teaching and Learning. The proposed change is intended to keep the program aligned with professional norms of the discipline. The request has been unanimously endorsed by department faculty.

School of Theatre and Dance

Approved by the Office of the Vice President and Provost, April 12, 2012

The College of Fine Arts and the School of Theatre have requested a change in the unit name, to the School of Theatre and Dance, to more accurately reflect the full scope of program offerings in the school. School of Theatre faculty has voted unanimously to support the change.

SECTION III

ACADEMIC UNIT STRATEGIC PLANS AND FY2013 OBJECTIVES

Each college at Illinois State University has developed a five-year strategic plan to guide the college in furthering its mission and achieving its vision. Each plan aligns with the university strategic plan, *Educating Illinois*. In addition, each college develops annual objectives intended to implement strategies identified in its strategic plan. Annual objectives are aligned with the fiscal year calendar.

College strategic plans and fiscal year objectives included in this section are listed below. This section also includes fiscal year objectives for the Graduate School.

College of Applied Science and Technology Strategic Plan, 2008-2013
College of Applied Science and Technology FY13 Planning Document

College of Arts and Sciences Strategic Plan, 2010-2015
College of Arts and Sciences Fiscal-Year 2013 Objectives

College of Business Mission, Vision, Core Values, Strategic Goals and Action Steps [2011-2014]
College of Business Fiscal Year 2013 Objectives

College of Education Five Year Plan, 2007-2012
FY2013 Objectives [College of Education]

Mennonite College of Nursing Strategic Map: 2010-2013
Major Objectives for FY13 [Mennonite College of Nursing]

Illinois State University College of Fine Arts Strategic Plan 2012-2017
Major Objectives for FY13 [College of Fine Arts]

Illinois State University Libraries 2011-2015 Strategic Plan: A Pathway to the Future
Milner Library Objectives for FY 13

Graduate School Major Objectives for FY 13

CAST STRATEGIC PLAN

Vision

The College of Applied Science and Technology graduates individuals skilled in critical thinking with a life-long passion for learning and a strong commitment to civic engagement.

Mission

The College of Applied Science and Technology cultivates the intellectual and personal growth of individuals through premier teaching, research, and outreach programs. We emphasize innovative relationships between theory and practice in order to graduate technologically skilled life-long learners who can contribute effectively to their profession and society.

Goals, strategies, and actions

1. CAST provides premiere comprehensive undergraduate programs.

Strategy 1A: Offer each student opportunities for experiential learning, including but not limited to student research, service learning, civic engagement, honors programs, volunteering, internships, study abroad, and community outreach activities.

Action 1Aa: *Expand international faculty and student exchanges to enhance globalization of curriculum.*

Strategy 1B: Promote diverse educational opportunities as a means of broadening life experience and cross-cultural understanding for students and faculty.

Action 1Ba: *Establish international/global educational programs in appropriate disciplines.*

Action 1Bb: *Attract underrepresented faculty throughout the college.*

Action 1Bc: *Increase enrollment and improve retention and graduation rates of underrepresented students.*



Strategy 1C: Increase tenure-track, non-tenure track, and/or AP personnel, as necessary, to accommodate quality teaching and research.

Strategy 1D: Utilize accreditations, where appropriate, to promote quality and rigor in undergraduate programs.

Strategy 1E: Continue to emphasize career placement opportunities for all students.

Strategy 1F: Pursue alternate delivery of courses to meet global changes and market conditions.

Action 1Fa: Expand availability of distance education courses to allow for more diverse demographics.

Action 1Fb: Create on-line degree program in disciplines with demonstrated high occupational demand.

Strategy 1G: Continue and expand participation in general education programs through curricula offerings.

Strategy 1H: Continue to update ASPT policies to reward activities that promote premiere undergraduate education experience.

Action 1Ha: Increase ASPT recognition for mentoring undergraduate students.

Action 1Hb: Promote a holistic evaluation of teaching.

Action 1Hc: Support opportunities for faculty to engage in "scholarship of teaching and learning" projects.

Strategy 1I: Increase university contribution to the support of mandated student teacher and intern supervision.



2. CAST provides graduate education programs that have state, national, and international reputations for excellence.

Strategy 2A: Pursue doctoral degrees building on strengths of selected M.S./B.S. programs.

Strategy 2B: Pursue alternate delivery of courses to meet global changes and market conditions.

Action 2Ba: Expand availability of distance education courses to allow for more diverse demographics.

Action 2Bb: Create on-line degree program in discipline with demonstrated high occupational demand.

Strategy 2C: Create programs of distinction in selected areas of strength.

Strategy 2D: Create "centers that matter" to enhance opportunities for faculty, students, and private sector collaboration.

Strategy 2E: Provide resources to recruit high quality grad students.

Action 2Ea: Increase number of available teaching assistantships for graduate students.

Action 2Eb: Enhance financial allocation to graduate assistantships to maintain a competitive position within Illinois State and with other universities.

Strategy 2F: Continue to update ASPT policies to reward activities that promote premiere graduate education experience.

Action 2Fa: Increase ASPT recognition for mentoring graduate students.

Action 2Fb: Promote a holistic evaluation of teaching.

Strategy 2G: Provide resources to attract and maintain graduate faculty.



3. CAST maintains state, national, and international recognition for quality research and scholarship.

Strategy 3A: Strengthen available resources for scholarship, research, sabbatical leaves, grant writing, professional activities, and other faculty development opportunities.

Action 3Aa: Provide support and encourage sabbatical leaves for post-tenure faculty.

Action 3Ab: Create mini-sabbaticals for tenure-track faculty.

Action 3Ac: Enhance travel funds for faculty and students.

Action 3Ad: Expand URG program to provide increased support for additional faculty.

Action 3Ae: Establish/Enhance funds for college-level competitive grants and release time for external grant acquisition.

Action 3Af: Continue to provide research training opportunities for faculty members, such as academic writing circles, grant-writing workshops, and summer funding opportunities.

Strategy 3B: Provide incentives and ongoing support for interdisciplinary/ interuniversity research projects.

Strategy 3C: Increase collaboration with laboratory schools as appropriate.

Strategy 3D: Reward faculty through ASPT process for quality research and scholarship.

Action 3Da: Recognize faculty for securing funding for GAs.

Action 3Db: Recognize faculty for participation in national/international conferences/journals as officers, member of editorial team, etc.

Action 3Dc: Recognize faculty for enhancing graduate student participation in research dissemination.

Action 3Dd: Recognize faculty for disseminating research through peer-reviewed manuscripts and popular press publications.

4. CAST provides outreach initiatives that enhance the public and private sectors.

Strategy 4A: Recognize and reward students, faculty, and staff involved in strategic collaborations and targeted community outreach.

Strategy 4B: Establish and enhance collaborations with the private sector, schools, community, government, and non-government organizations.

Action 4Ba: Continue development of student advisory board.

Action 4Bb: Establish a college advisory board to include political, business, and educational members.

Action 4Bc: Establish an emeritus faculty and administrator advisory board.

Strategy 4C: Encourage and recognize civic engagement.

Action 4Ca: Support collaboration and faculty involvement with public entities to provide workshops and other experiences (e.g., Children's Discovery Museum, STEM PenPals).

Strategy 4D: Establish cooperative partnerships with professional and community organizations to discuss, interpret, and apply knowledge to public policies and professional practice.

Strategy 4E: Continue sponsorship of Science and Technology Week and CAST in Focus and continue to seek extramural sponsorship.

Strategy 4F: Explore expansion of outreach activities that couple with teaching and scholarship.

Strategy 4G: Encourage dissemination of knowledge through popular press.

Action 4Ga: Enhance College website and create official brand mark.

5. CAST provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus.

Strategy 5A: Promote student technology fluency, as well as relevant faculty and staff development, in the use of technology for teaching and scholarship.

Strategy 5B: Establish up-to-date technology and infrastructure to support teaching and research activities.

Action 5Ba: Establish Internet connectivity throughout CAST teaching and research facilities.

Action 5Bb: Facilitate the appropriate use of internet-based and other innovative delivery methods of instruction.

Action 5Bc: Continue to offer development workshops for state-of-the-art topics.

Action 5Bd: Allocate technology funds to support equipment and other technology-related purchase and maintenance.

Action 5Be: Continue to maintain and support University Farms.

Strategy 5C: Create an Executive Technology Committee (ETC) to recommend technology-related policies and procedures.

Action 5Ca: Develop guidelines to protect intellectual properties.



Strategy 5D: Collaborate with university technology units (e.g., CTLT) to more efficiently use CAST resources.

Strategy 5E: Provide funding for permanent line support staff.

Action 5Ea: Hire sufficient support staff for teaching and research laboratories.

Action 5Eb: Hire sufficient support staff to maintain CAST technology facilities and infrastructure.

6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.

Strategy 6A: Increase private support and research funding to supplement state funding and tuition, in order to guarantee an operating budget that supports academic excellence.

Action 6Aa: Continue to develop Excellence Fund (Annual Fund).

Action 6Ab: Continue to re-connect with CAST annuitants.

Action 6Ac: Continue to promote data driven alumni development.

Action 6Ad: Identify and target CAST alumni populations around the region and country with friend-raising efforts.

Action 6Ae: Increase project specific fund-raising efforts to enhance teaching, research, and service.

Strategy 6B: Develop and implement an effective, efficient, integrated, comprehensive College marketing plan.

Action 6Ba: Continue development activities for Science and Technology Week, CAST in Focus, events in Chicago, and trustee visits.

Strategy 6C: Establish positive reputation with the central administration.

Strategy 6D: Continue to excel in all professional areas currently related to internal support.

Strategy 6E: Excel in outreach and philanthropy efforts that will establish a strong reputation for CAST in the community.

Strategy 6F: Encourage efforts to increase local, state, federal support of the College.

Strategy 6G: Expand administrative training opportunities such as mentoring, fellowships, internships, and mini-sabbaticals.



(Plan adopted by CAST Council on May 9, 2008)

College of Applied Science and Technology FY13 Planning Document

I. Major Objectives for FY13

The College has established six major goals with strategies and corresponding action items listed under each goal for FY13. Each of the College's goals is linked and fully supports the values, institutional priorities, and action items espoused in *Educating Illinois*.

College of Applied Science and Technology Goals

CAST...

provides premier comprehensive undergraduate programs; (Supports Educating Illinois Goals 1, 2, 3, 4, and 5)

provides graduate education programs that have a state, national, and international reputation for excellence; (Supports Educating Illinois Goals 2, 3, and 4)

maintains state, national, and international recognition for quality research and scholarship; (Supports Educating Illinois Goals 2, 3, and 4)

provides outreach initiatives that enhance the public and private sectors; (Supports Educating Illinois Goals 1, 2, 3, and 4)

provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus; (Supports Educating Illinois Goals 1, 3, and 5) and,

attracts, develops, and maintains meaningful relationships with internal and external constituencies. (Supports Educating Illinois Goals 3 and 4)

The priority objectives to be addressed in CAST for FY13 are:

1. Provide opportunities for enhancing the academic success of CAST students.
 - a. Continue support of the Washington, D.C Internship program and encourage participation by all academic units.
 - b. Engage CAST Hall of Fame, Academy of Achievement, and CAST Advisory Board members in mentoring current students regarding selection of meaningful professional development opportunities.
 - c. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students.
 - d. Develop a plan for enhancing the integration of transfer and non-traditional students in the College.

2. Provide opportunities to enhance the experience of the faculty through mentoring and professional development.
 - a. Revise the CAST new faculty mentor program to encourage ongoing development in the areas of teaching and collegiality as well as the current area of research.
 - b. Develop a dedicated budget and application process in support of collaborative professional development opportunities for faculty members.
 - c. Continue CAST Leadership Fellows program.
3. Explore the feasibility of expanding graduate programs in selected areas.
 - a. Revise and submit the proposal for a doctoral degree program in Kinesiology and Recreation.
 - b. Seek funding in support of a Master's in Public Health program in Health Sciences.
4. Expand the CAST Global Scholars initiative.
 - a. Encourage student and faculty participation in existing international exchange experiences.
 - b. Promote and encourage faculty participation in the Fulbright Scholars Program.
 - c. Promote and encourage student participation in Fulbright, Goldwater, Truman, and Udall Scholarship Program.
 - d. Seek opportunities for development of student and faculty exchange programs with international universities and ensure inclusion of all CAST units.

ILLINOIS STATE UNIVERSITY



COLLEGE OF ARTS AND SCIENCES

Strategic Plan 2010-2015
October 29, 2010

INTRODUCTION: BUILDING ON STRENGTH IN A CHALLENGING TIME

Illinois State University, the first public university in Illinois, has built on its historical legacy as one of the leading Normal Schools to establish a strong reputation for academic excellence in a broad array of academic disciplines. At the heart of this thriving, multi-purpose University is the College of Arts and Sciences, which comprises students, faculty, and staff engaged in educational, research, and service activities in the core academic disciplines of the humanities, social sciences, natural sciences, and mathematics. The College exemplifies the University's multiple contemporary functions:

- with its strong commitment to the University's General Education program, the College affects the academic preparation of every undergraduate on campus;
- with its outstanding secondary education programs, the College continues the University's tradition of excellence in teacher preparation;
- with its strong disciplinary programs at undergraduate, master's, and doctoral levels, the College prepares students for fulfilling lives and productive careers as global citizens;
- with its faculty deeply engaged in scholarly activity, the College advances knowledge; and
- with its service activities, the College fulfills its responsibility to contribute to the greater good.

The University began a remarkable period of success with the development and release of *Educating Illinois 2000-2007*. Since that time, *Educating Illinois* has twice been updated, most recently in 2008. Each iteration was marked by thorough consultation with a broad cross-section of University stakeholders and specification of concrete measures to ensure accountability.

Similarly, this plan updates the *College's Strategic Plan for 2005-2010*, which developed a distinctive identity for the College and shaped many achievements in the last five years. A few highlights among them are:

- Six interdisciplinary Programs of Excellence were established, and each has garnered significant external funding to support its research and outreach activities
- Start-up funding for scientists was increased 100%, and start-up funding was made available to new faculty in humanities and social science disciplines
- Over 40 new international collaborations or exchanges have been initiated
- Technology support was re-organized into an integrated unit, CAS-IT, with a dedicated budget and enhanced levels of service
- Significant enhancements were made to network access in high-need areas and in server facilities and functionalities
- A weekly electronic newsletter, *CASNews*, provides information on College events and achievements of faculty, staff, and students to over 3,000 subscribers
- The College developed four highly engaged advisory boards: The Community Advisory Board, the Chicago Advisory Board, the Attorneys Advisory Board, and the Emeritus Faculty Advisory Board; many departments and Schools have developed their own Advisory Boards as well
- Alumni Day and Homecoming activities have increased, and an Executive-in-Residence program has been established featuring a successful alum who visits campus to give a talk and meet with students
- The Latin American and Latino/a Studies program was re-organized and revitalized, experiencing a 47% growth in minors from 2009 to 2010
- The Center for Renewable Energy, a collaboration with the College of Applied Sciences and Technology, has emerged as a leading educational, research, and policy-shaping body

The new *CAS Strategic Plan 2010-2015* was developed in the midst of uncertain economic times, and some initiatives may be delayed until the funds needed to realize our goals are available. Nonetheless, the *Plan* attests to the vibrancy of our intellectual community and provides an appropriately challenging set of goals for the coming years. It builds on the successes of the *College of Arts and Sciences Strategic Plan 2005-2010* while responding to contemporary concerns and anticipating future opportunities. It re-aligns the College's vision with that articulated in *Educating Illinois 2008-2014* and charts a course for continuing academic excellence in the College. With careful fiscal planning and strategic prioritization of initiatives, we will work diligently to move forward and realize our vision as responsibly and expeditiously as possible.

The Planning Process

The Strategic Planning Steering Committee was formed to be representative of all constituencies in the College, with elected representatives from among Department Chairs, tenure-track faculty, students, non-tenure-track faculty, Administrative/Professionals, and Civil Service staff. Volunteers from the Emeritus Faculty, Community, and Chicago

Advisory Boards also served. The committee worked together to update the existing mission, vision, and values statements in light of *Educating Illinois 2008-2014*, the existing strengths of the College, and the emerging opportunities suggested by local, national, and international trends. Each of these sections was carefully developed with opportunity for input from all constituencies. The newly defined areas of strategic focus and resulting goals grew out of these discussions. Concrete actions were developed, along with measurable outcomes, to ensure that we could document our progress on each goal.

The draft *Plan* was then presented for consideration to the Council of Chairs and the College Council, and was released for review and comment by the entire College community. It was formally approved on October 29, 2010.

The Strategic Planning Steering Committee

Jay Ansher, A/P Staff Representative, Physics
Dagmar Budikova, Sciences Faculty Representative, Geography-Geology
Melissa Busher, Social Sciences Student Representative, Sociology-Anthropology
Salvatore J. Catanzaro, Executive Associate Dean (Committee Chair)
Emma DeWalt, Sciences Student Representative, Chemistry
Elizabeth Hatmaker, Non-Tenure Track Faculty Representative, English
Daniel Holland, Sciences Faculty Representative, Physics
Christopher Horvath, Humanities Faculty Representative, Philosophy
Heather Jordon, Administrative Fellow, Mathematics
David Malone, Sciences Chair Representative, Geography-Geology
Rob McDade, Community Board Representative
Kevin McKenzie, Humanities Student Representative, English
Dale Perona, Chicago Advisory Board Representative
Gordon Redding, Emeritus Faculty Representative, Psychology
James Reid, Humanities Faculty Representative, Languages, Literatures, and Cultures
Ali Riaz, Social Sciences Chair Representative, Politics and Government
Diane Smith, CS Staff Representative, English
James Swindler, Humanities Chair Representative, Philosophy
Maura Toro-Morn, Social Sciences Faculty Representative, Sociology-Anthropology
Kathryn Wehrmann, Social Sciences Faculty Representative, School of Social Work

MISSION STATEMENT

The mission of the College of Arts and Sciences (CAS) is to ignite intellectual curiosity and promote reflection on human experience and the natural world. By discovering and disseminating knowledge, we serve society and prepare students for fulfilling lives and productive careers as life-long learners, engaged citizens, and leaders in the 21st century.

VISION STATEMENT

To provide the premier undergraduate educational experience in the humanities and the social, natural, and mathematical sciences in Illinois;

To provide excellent selected graduate programs in the humanities and the social, natural, and mathematical sciences;

To produce scholarly and creative achievements that make the greatest possible contributions to our disciplines and to the public good; and

To increasingly enrich an intellectual community, built with the collaboration of faculty, students, and staff, that supports students' development as engaged citizens.

VALUES STATEMENT

*(Bold = values stated in *Educating Illinois*)*

Consistent with the University-wide strategic plan, *Educating Illinois*, CAS values **the pursuit of learning and scholarship, individualized attention, public opportunity, civic engagement, and diversity**. We recognize these values to be interconnected and mutually reinforcing.

The pursuit of learning and scholarship advances knowledge, invigorates our curricula, and contributes to society. This includes:

- *a strong liberal arts and sciences tradition* that expands learners' horizons and provides a basis for continual learning;
- *innovation* in the search for new knowledge and in the development of curricular programs;
- *dissemination and application* of new knowledge in publication, teaching, and service activities;
- *on-campus partnerships* that enrich learning opportunities across disciplines and for the entire University;
- *integration* of theory and practice; and
- *academic freedom and responsibility* in creative expression and the uninhibited pursuit of truth and knowledge.

Individualized attention fosters students' development as life-long learners, critical thinkers, and engaged citizens who are knowledgeable in their fields. This includes:

- *faculty-student collaboration* in teaching, learning, and research;
- *proactive and responsive advisement* and other academic services; and
- *co-curricular programs* that enhance the breadth and depth of intellectual and social life.

Public opportunity and civic engagement are responsibilities of a state university. This includes:

- *continuing collaborative relationships* with communities, civic organizations, businesses, and their leaders that support and promote learning, research, service, culture, and quality of life on- and off-campus;
- *service-learning opportunities* that lend themselves to reflective intellectual and personal development of students while having a meaningful impact on local, regional, national, and international communities; and
- *celebrating and disseminating* the accomplishments and contributions of students and faculty that enrich community life.

Diversity of ideas, backgrounds, and approaches to the pursuit of knowledge enriches and promotes the personal and intellectual development of all students, faculty, and staff. This includes:

- *embracing* the strengths of diversity, as arise from age, gender, ethnicity, physical ability, race, religious traditions, sexual orientation, and social class;
- *global and international dimensions* to learning, research, and creative activity; and
- *openness* to and civil discussion of diverse views.

AREAS OF STRATEGIC FOCUS

To fulfill our Mission, achieve our Vision, and enact our Values, we work toward goals in the following Areas of Strategic Focus:

Strategic Focus 1: Facilitate academic excellence.

Strategic Focus 2: Enhance the systems and infrastructure supporting academic excellence.

Strategic Focus 3: Diversify and enhance financial support for academic excellence.

Strategic Focus 4: Share and promote our academic excellence.

**Strategic Focus 1:
Facilitate academic excellence**

Goal 1.1 *Develop and maintain rigorous academic curricula.*

- Action 1.1.1 Identify opportunities to pursue disciplinary and interdisciplinary curricular innovation in emerging areas where faculty strengths align with student and societal needs.
- Action 1.1.2 Review and update planning processes to ensure the optimal delivery of majors, minors, and general education courses.
- Action 1.1.3 Support departments in the development and delivery of rigorous and innovative courses and programs.
- Action 1.1.4 Support growth of student involvement in and enhancement of international curricular programs, such as the student exchange and study abroad programs.

Goal 1.2 *Enhance opportunities for co-curricular learning activities.*

- Action 1.2.1 Encourage faculty development of and participation in co-curricular activities.
- Action 1.2.2 Support growth of student involvement in and enhancement of regional and national co-curricular programs.
- Action 1.2.3 Support growth of student involvement in and enhancement of international co-curricular initiatives.
- Action 1.2.4 Provide support for departmental and inter-departmental colloquia that encourage student participation.
- Action 1.2.5 Increase support for academically-oriented student organizations.

Goal 1.3 *Enhance support for faculty research and creative activity.*

- Action 1.3.1 Enhance funding for faculty travel to conduct and present research and creative works.
- Action 1.3.2 Provide faculty and departments with enhanced materials to facilitate the pursuit and implementation of external grants and fellowships.
- Action 1.3.3 Collaborate with Research and Sponsored Programs to increase scientific research computing support and consulting services to faculty, staff, and students.
- Action 1.3.4 Foster and support development of collaborative research teams.
- Action 1.3.5 Increase support for journals edited by our faculty.
- Action 1.3.6 Ensure equity, transparency, and accountability in Department/School policies on teaching, research, and administrative assignments aligned with faculty professional development needs and productivity levels.

Goal 1.4 *Enhance and encourage support for student research and creative activity.*

- Action 1.4.1 Enhance funding for student travel to conduct and present research and creative works.
- Action 1.4.2 Foster and support the development of collaborative student research

- teams within and outside the College and University.
 - Action 1.4.3 Enhance funding for student research initiatives during the academic year and in the summer.
 - Action 1.4.4 Enhance support for faculty supervision of student research.
 - Action 1.4.5 Seek ways to increase support for graduate teaching and research assistantships.
- Goal 1.5 *Enhance support for faculty and staff professional development.*
- Action 1.5.1 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for pre-tenure faculty.
 - Action 1.5.2 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for mid-career and late-career faculty.
 - Action 1.5.3 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for Chairs.
 - Action 1.5.4 Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for NTT faculty.
 - Action 1.5.5 Increase support of professional development of university staff and academic professionals in areas such as education, technology, and university governance.

Strategic Focus 1: Selected Accountability Measures

- Number of new courses, concentrations, sequences, minors, and major programs approved through the curricular process at the undergraduate and graduate levels
- Number of revised courses, concentrations, sequences, minors, and major programs approved through the curricular process at the undergraduate and graduate levels
- Percent of courses meeting or exceeding College minimum for level (i.e., 100, 200, etc.)
- Funding provided to support co-curricular programs
- Number of new international collaborations, exchanges, study abroad programs
- Number of students participating in study abroad
- Number of new co-curricular activities
- Number of colloquia/outside speakers open to students
- Funding for faculty professional travel
- Number of external grant and fellowship applications submitted
- Dollar amount of external grant and fellowship applications submitted
- Number of external grant and fellowship applications awarded
- Dollar amount of external grant and fellowship applications awarded
- Establish, review, and update as needed a web-based “one-stop shop” for faculty seeking sources of grant funding or assistance with the application process
- Develop, review, and update as needed Department/School policy statements on equitable and transparent faculty assignments and accountability for teaching, research, and administrative activities
- Hold at least one College event per year (e.g., brownbags) designed to foster connections among potential research collaborators
- Percent increase in journal editor support (annual increments of 10% to 15% as funding allows)
- Funds distributed to support student research-related travel
- Number of students supported for research-related travel
- Other funding for student-faculty research
- Amount of GA funding across the College
- Percent increases in GA funding across the College
- Number of faculty professional development activities hosted or co-hosted by the College (including Faculty Professional Development Series and Newly Tenured Faculty Forum)
- Number of faculty attending professional development activities hosted or co-hosted by the College
- Number of faculty involved in College-facilitated writing groups
- Number of staff professional development activities hosted or co-hosted by the College
- Number of staff attending professional development activities hosted or co-hosted by the College

Strategic Focus 2:
Enhance the systems and infrastructure supporting academic excellence

- Goal 2.1 *Ensure administrative facilitation of academic excellence.*
- Action 2.1.1 Streamline annual budget and planning processes.
 - Action 2.1.2 Strengthen and modernize inventory redistribution systems.
 - Action 2.1.3 In collaboration with the Office of the Chief Technology Officer, improve wireless infrastructure across the College.
 - Action 2.1.4 Enhance college-wide administrative support for faculty research, including facilitation of collaboration efforts.
 - Action 2.1.5 Create a Technology Executive Committee of professionals employed in the College to recommend technology policies and ensure efficient deployment of staff and allocation of resources.
- Goal 2.2. *Continue to develop and maintain technology infrastructure and professional staff to support scholarship, creative activity, and student learning.*
- Action 2.2.1 Seek funding for a systematic program of desktop and laboratory computer recapitalization.
 - Action 2.2.2 Create stable, clear, and unambiguous faculty and staff computer recapitalization process.
 - Action 2.2.3 Support development of support staff members dealing with technology.
 - Action 2.2.4 Seek funding to help departments support software and hardware maintenance agreements.
- Goal 2.3. *Enhance physical infrastructure to support sustainable growth of academic activities and programs.*
- Action 2.3.1 Conduct systematic periodic reviews of new buildings and facilities enhancements needed for long-term program growth.
 - Action 2.3.2 During the implementation of the new University Master Plan, collaborate with CAS Departments and Facilities Management to ensure appropriate allocation of new/remodeled infrastructure that reflects current and long-term needs.
 - Action 2.3.3 Work with the Office of Development and College donors to seek external funds for new buildings that meet gold or platinum sustainability standards as well as serve the College's research and instructional needs.
 - Action 2.3.4 Work with Departments to ensure most ideal use of space.
- Goal 2.4. *Make physical infrastructure and administrative practices sustainable.*
- Action 2.4.1 Develop web-based forms for submission of internal grant and sabbatical applications, productivity reports, and tenure and promotion applications.
 - Action 2.4.2 Increase percentage of course syllabi that are entirely electronic.
 - Action 2.4.3 Identify opportunities to work with Facilities Management to enable local adjustments to heating/cooling and lighting where needed.

Strategic Focus 2: Selected Accountability Measures

- Review and update budget process as necessary
- Number of wireless access points in College areas
- Number of meetings of the Technology Executive Committee
- Develop, review, and update a College computer recapitalization plan
- Develop, review, and update as needed a technology and equipment needs assessment for each Department and School
- Develop, review, and update as needed a facilities needs assessment for each Department and School
- Number of faculty and staff desktop computers recapitalized
- Number of support staff supporting technology
- Dollars spent for professional development of support staff dealing with technology
- Number of Academic Facilities Project requests submitted
- Number of Academic Facilities Project requests funded
- Develop, review, and update web-based forms for College business
- Number of web-based forms in use
- Number and percent of courses with electronic syllabi
- Number of locations with local control over heating/cooling and lighting

**Strategic Focus 3:
Diversify and enhance financial support for academic excellence**

- Goal 3.1 *Increase funding from external research grants and contracts.*
- Action 3.1.1 Work with Research and Sponsored Programs to help provide mentoring for faculty developing grant proposals.
 - Action 3.1.2 Consider the re-establishment of a College Research Office.
 - Action 3.1.3 Enhance use of College-wide systems to disseminate information about research opportunities.
 - Action 3.1.4 Identify and disseminate external funding opportunities tailored to the ISU mission and suited to the talents of our faculty and students.
 - Action 3.1.5 Facilitate the development of cross-College collaborations.
 - Action 3.1.6 Track funding success rates for various agencies and make that information available to faculty.
- Goal 3.2 *Increase funding from contracts for course delivery, custom programs, and other educational activities.*
- Action 3.2.1 Facilitate the development of contracts to deliver customized courses and programs.
 - Action 3.2.2 Work with the Provost's Office and the Vice President of Finance and Planning to develop models to support enhanced course offerings both in Summer Session and during the regular academic year.
 - Action 3.2.3 Help publicize enhanced course offerings to faculty and students when any new funding models are implemented.
 - Action 3.2.4 Help identify external constituencies for offering customized courses and programs.
 - Action 3.2.5 Encourage the continued development of international programs, both on campus and abroad.
- Goal 3.3 *Increase opportunities for resource generation via mission-consistent services and consulting.*
- Action 3.3.1 Facilitate development of faculty-led service units that provide mission-consistent, fee-based services.
 - Action 3.3.2 Help identify opportunities for faculty to provide consulting services based on their professional expertise.
- Goal 3.4 *Increase contributions from alumni, friends, and benefactors.*
- Action 3.4.1 Increase opportunities for alumni, friends, and benefactors to interact directly with students and faculty.
 - Action 3.4.2 Continue strengthening ties with alumni, particularly at the departmental level.
 - Action 3.4.3 Continue bringing distinguished alumni to campus.
 - Action 3.4.4 Develop alumni affinity groups within the College.
 - Action 3.4.5 Strengthen Corporate and Foundation fundraising efforts.

Strategic Focus 3: Selected Accountability Measures

- Number of external grant and fellowship applications submitted
- Dollar amount of external grant and fellowship applications submitted
- Number of external grant and fellowship applications awarded
- Dollar amount of external grant and fellowship applications awarded
- Number of contract courses delivered
- Number of new international collaborations, exchanges, study abroad programs
- Number of faculty listed in Experts Clearinghouse on College website
- Number of fee-for-service units
- Annual contribution to College Excellence Fund
- Annual contribution to Department Excellence Funds
- Number of new endowments
- Alumni giving rate
- Number of corporate/foundation gifts or grants
- Dollar amount of corporate/foundation gifts or grants
- Number of alumni participating in Alumni Day activities
- Number of College and Department/School Hall of Fame inductees

**Strategic Focus 4:
Share and promote our academic excellence**

- Goal 4.1. *Increase mission-consistent outreach and partnerships with our on-campus and community constituencies.*
- Action 4.1.1 Increase the number and variety of service-learning opportunities for students.
 - Action 4.1.2. Create a service-learning taskforce or other means of identifying service-learning expertise and resources within the College to enhance visibility of service-learning opportunities.
 - Action 4.1.3 Create a discussion forum on service-learning to include both campus and community stakeholders.
 - Action 4.1.4 Develop partnerships with CTLT as necessary to connect faculty interested in service-learning with the resources they need.
 - Action 4.1.5 Develop web-based resources for faculty interested in developing service learning and other outreach opportunities, such as community-based research.
 - Action 4.1.6 Develop a mentorship program to assist faculty interested in outreach.
- Goal 4.2. *Promote the local, state, national, and international visibility of the College's programs, student successes, and faculty and staff achievement.*
- Action 4.2.1 Continue development and distribution of communications to the College community and its stakeholders
 - Action 4.2.2 Develop mechanisms for connecting community organizations to faculty and staff with the research and consulting expertise they need.
 - Action 4.2.3 Encourage and facilitate departmental reporting of significant achievements by creating a well-publicized, easily accessible, and streamlined process for doing so.
 - Action 4.2.4 Enhance use of blogging, podcasting, and social networking technologies to keep internal and external stakeholders informed and connected with College programs and achievements.
 - Action 4.2.5 Use new media and social networking technologies as appropriate to publicize College accomplishments.

Strategic Focus 4: Selected Accountability Measures

- Number of service learning opportunities
- Number of individuals subscribed to service-learning listserv
- Establish, review, and update webpage summarizing service-learning activities
- Number of service-learning mentors available in College
- Number of faculty and staff leading service-learning projects
- Number of faculty and staff providing academic/creative expertise in the community (e.g., community-based research, consulting, curating museum exhibits)
- Number of public lectures/community presentations on academic topics by faculty, staff, and students
- Number of issues of *CASNews*
- Number of articles in *CASNews*
- Number of unique visits to College website
- Establish a social networking presence for the College, and track success as appropriate (e.g., number of “friends” or “followers”)

College of Arts and Sciences Fiscal-Year 2013 Objectives

1. To recruit, support, and retain an outstanding faculty, CAS will

- Continue to seek the best candidates for our open faculty positions.
- Through careful use (and internal reallocation) of our existing funds, and through seeking other sources of funds, strive to offer more competitive start-up packages for new faculty.
- Continue with our Faculty Professional Development Series, to mentor new faculty.
- Create a new mentoring/discussion series for department chairs.
- Seek to enhance funds for scholarly travel, in addition to travel associated with student teacher supervision.

2. To create the best possible environments for learning and scholarship, CAS will

- Renovate space for the departments of English and Communication Sciences and Disorders (CSD), to allow the Publications unit to be located nearer English, and to provide much-needed space for offices and laboratories in CSD.
- Renovate computer and instructional labs used for teaching in Chemistry and Mathematics.
- Replace aging scientific equipment used for teaching and research (e.g., microscopes and autoclave for Biological Sciences).
- Upgrade technology for some classrooms.
- Purchase new software and renew software licenses for several departments.
- Establish a 4-year cycle for recapitalizing faculty computers.

3. To increase opportunities for students engaged in co-curricular activities outside the University, CAS will

- Continue to partner with departments to create scholarships for students to participate in the Washington DC Internship program.
- Work to identify and remove possible University barriers to studying abroad (e.g., a student may feel that he/she cannot study abroad because of time-to-degree issues arising from the structure of the curriculum).
- Seek to increase private giving in support of off-campus activities (e.g., study abroad, internships, competitive academic teams, etc.).

4. To attempt to increase diversity among students and faculty, CAS will

- Work to identify outstanding candidates from underrepresented groups for open faculty and staff positions.
- Where appropriate, seek University funds to facilitate the recruitment of faculty candidates from underrepresented groups.

- Through reallocation of existing College funds, and through seeking additional sources of funds, strengthen the interdisciplinary minor in Latin American and Latino/a Studies. In light of changing demographics in Illinois, a strong program concerned with Latin America and the Latino/a experience will become an increasingly important part of the College curriculum.



Mission, Vision, Core Values, Strategic Goals and Action Steps

Approved by the Coordinating Team, April 22, 2011

Mission: Through our shared commitment to excellence in teaching, research, and service, we prepare students to be skilled and ethical business professionals who will make significant positive contributions to organizations, to communities, and to our larger society.

Vision: The first choice for business education in Illinois

Core Values:

- We value excellence in instruction and enhanced student learning. The College of Business supports the Illinois State University tradition of excellence in teaching. We attempt to provide a holistic approach to learning, relying on excellent classroom teaching but reaching beyond to provide mechanisms for students to engage faculty, industry and each other through experiential learning and individualized attention.
- We value a dedication to knowledge creation. Intellectual contributions and the intellectual discipline required of high quality scholarship are directly related to excellence in the classroom and in our service activities. Most of the efforts of the faculty will fall in the area of discipline-based scholarship as currently defined, but we also value intellectual contributions in the areas of interdisciplinary research, learning and pedagogy, and contributions to practice.
- We value a commitment to citizenship in and service to our institution, state, and nation. Our commitment to a dynamic global business environment demands that we take an active role, both as individuals and as a college of business, in the institutional and public processes related to our disciplines.
- We value a culture of shared governance. We operate in an environment of shared governance and we commit ourselves to an active role in campus shared governance processes.
- We value balanced excellence in the classroom, in research and intellectual contributions, and in service to our institution, our disciplines, and to the local, state, national and international communities.
- We value high ethical standards, as embodied in our Standards of Professional Behavior and Ethical Standards. As a community of scholars and business professionals, we strive to embody the characteristics of responsibility, honesty, trust, respect, and fairness in our professional and personal lives.

Linking the Mission, Vision, Core Values, Strategic Goals and Action Steps

Our mission is who we are, who we serve, and why we exist. We strive to achieve our vision. Our core values are the foundation for determining our strategic goals. Our action steps are measurable and help track progress toward our strategic goals.

	2011	2012	2013	2014
1. Prepare students to become skilled business professionals who can contribute positively to organizations and society				
1.1. High standards and expectations for student academic performance and professional conduct				
1.1.1. Heighten standards of excellence for student performance and ethical conduct. (EI, G1&2)				
1.1.2. Heighten rigorous academic expectations for business students. (EI, G1, S5&6)				
1.1.3. Build awareness and knowledge of ethical issues and standards of professional behavior and ethical conduct. (EI, G1, S5)				
1.2. A supportive and individualized educational experience. (EI, G 1, 2 &3)				
1.2.1. Strive for optimal (small) class sizes for core classes, major classes, and elective classes (EI, G1, S1&5, G2)				
1.2.2. Optimize and enhance summer session course offerings to support timely graduation. (EI, G1, S1-5)				
1.2.3. Build a strong sense of community among students, faculty, staff, and alumni. (EI, G3, S1-5);				
1.2.4. Increase the sense of satisfaction and pride among students, faculty, staff, and alumni.				
1.3. An integrated and responsive curriculum. (IE, G1&2)				
1.3.1. Maintain a mature assurance of learning process that continually addresses curricular needs and builds quality. (EI, G1, S1)				
1.3.2. Integrate PRME (UN Principles of Responsible Management Education) into the curriculum. (EI, G1, S5&6; G2, S5)				
1.3.3. Grow and enhance international opportunities for students and faculty. (EI, G1, S1)				
1.3.4. Increase the quantity and quality of student internships while maintaining academic quality and rigor. (EI, G1, S1)				
1.3.5. Sharpen life-long learning skills and integrate them into the curriculum and programs.				
1.3.6. Build and strengthen graduate programs, including the MBA, CMBA, BS/MPA, and MSA.				
1.3.7. Explore and assess opportunities for new undergraduate and graduate program offerings.				
1.4. Students prepared for professional certifications and graduate programs.				
1.4.1. Increase the number of students pursuing professional and other graduate degrees. (EI, G1, S5)				
1.4.2. Increase the number of students obtaining professional designations. (EI, G1, S5)				
2. Build a community of excellent scholars, teachers, and support staff				
2.1. Excellent faculty and staff who meet the needs of COB stakeholders. (EI, G1&2)				
2.1.1. Recruit and retain high quality and diverse faculty and staff. (EI, G2, S1)				
2.1.2. Provide high quality Graduate Assistant research support to faculty. (EI, G2, S1, 2&4)				
2.2. A student body consisting of diverse, motivated individuals with high standards and high expectations. (EI, G1, S1-6)				
2.2.1. Recruit and retain a diverse group of high-quality students.				
2.2.2. Increase recruitment efforts targeted to high achieving high school seniors and potential transfer students.				
2.3. State-of-the-art facilities, technology, and technology support for students, faculty, and staff. (EI, G1, 2 &5)				
2.3.1. Maintain a building that is modern and provides a professional business setting.				
2.3.2. Increase knowledge and appreciation by students, faculty, and staff of evolving technology. (EI, G1, S1&5; G2, S3)				
2.3.3. Increase connectivity and technology support for students, faculty, and staff. (EI, G2, S3)				
2.4. Professional and social opportunities that facilitate self-discovery and professional development.				
2.4.1. Increase participation in professional conferences, seminars, and workshops.				
2.4.2. Increase opportunities for hearing and interacting with speakers invited to campus.				
2.4.3. Increase welcoming and celebratory events for students, faculty, staff and other selected constituents.				

Key: green means goal nearly accomplished; yellow means working toward that goal; red means working toward goal in beginning stages

	2011	2012	2013	2014
3. Promote and communicate our successes and our vision of excellence and national recognition				
3.1. A faculty with nationally recognized expertise. (EI: G2)				
3.1.1. Increase leadership roles in national organizations (and journals) in professional organizations. (EI: G2, S1,4,5&6)				
3.1.2. Increase private and federal grant research activity. (EI: G2, S4)				
3.1.3. Increase funding and encouragement for faculty professional development opportunities. (EI: G2, S2,4&5)				
3.2. Maintenance of AACSB International accreditation for business and accounting. (EI: G1, 2&3)				
3.2.1. Monitor and close the loop on all assessment plans for all programs.				
3.2.2. Monitor and achieve standards for Academic Qualification (AQ) and Professional Qualification (PQ).				
3.2.3. Finalize revisions to the mission, vision, and strategic plan.				
3.3. An effective marketing communications strategy. (EI: G3&4)				
3.3.1. Create an infrastructure to assure visual, language and message continuity.				
3.3.2. Create and follow a marketing and media relations plan which included a social media strategy.				
3.3.3. Create an appropriate sub-brand for the COB within the ISU brand.				
3.4. National and international recognition of the COB.				
3.4.1. Seek out opportunities for national rankings and recognitions for all degree programs.				
3.4.2. Obtain recognition for excellence through rankings and other third party information sources.				
4. Create and strengthen partnerships with alumni and business organizations				
4.1. Programs that strengthen partnerships. (EI: G1-4)				
4.1.1. Create and support appropriate centers and institutes.				
4.1.2. Develop and maintain appropriate initiatives and partnerships.				
4.2. Businesses and organizations that partner with COB and hire graduates.				
4.2.1. Increase opportunities for business partners to meet and interact with students.				
4.2.2. Increase number of business partners who seek to interview and hire our students.				
4.2.3. Increase student awareness of career options and the soft skills needed to succeed in a career.				
4.3. Private financial support.				
4.3.1. Increase private giving for: scholarships, databases, research, professional development, and general support.				
4.3.2. Increase the number endowed professorships and endowed chairs funded through private giving.				
4.3.3. Grow the COB endowment to \$25 million.				
4.4. An active and vibrant COB Alumni Network.				
4.4.1. Increase membership and participation in LinkedIn and other social media outlets.				
4.4.2. Increase opportunities for alumni to reconnect and become involved the life of the college.				
4.4.3. Create an active alumni network involved in career networking and providing mutually supportive opportunities.				

Key: means goal nearly accomplished; means working toward that goal; means working toward goal in beginning stages

College of Business Fiscal Year 2013 Objectives

Action items support strategic goals and critical success factors in our strategic plan.

- High standards and expectations for student academic performance and professional conduct
 - Heighten standards of excellence for student performance and ethical conduct.
 - Heighten rigorous academic expectations for business students.
 - Build awareness and knowledge of ethical issues and standards of professional behavior and ethical conduct.
- A supportive and individualized educational experience.
 - Strive for optimal (small) class sizes for core classes, major classes, and elective classes
 - Optimize and enhance summer session course offerings to support timely graduation.
 - Build a strong sense of community among students, faculty, staff, and alumni.
 - Increase the sense of satisfaction and pride among students, faculty, staff, and alumni.
- An integrated and responsive curriculum.
 - Maintain a mature assurance of learning process that continually addresses curricular needs and builds quality.
 - Integrate PRME (UN Principles of Responsible Management Education) into the curriculum.
 - Grow and enhance international opportunities for students and faculty.
 - Increase the quantity and quality of student internships while maintaining academic quality and rigor.
 - Sharpen life-long learning skills and integrate them into the curriculum and programs.
 - Build and strengthen graduate programs, including the MBA, CMBA, BS/MPA, and MSA.
 - Explore and assess opportunities for new undergraduate and graduate program offerings.
- Students prepared for professional certifications and graduate programs.
 - Increase the number of students pursuing professional and other graduate degrees.
 - Increase the number of students obtaining professional designations.
- Excellent faculty and staff who meet the needs of COB stakeholders.
 - Recruit and retain high quality and diverse faculty and staff.
 - Provide high quality Graduate Assistant research support to faculty.
- A student body consisting of diverse, motivated individuals with high standards and high expectations.
 - Recruit and retain a diverse group of high-quality students.
 - Increase recruitment efforts targeted to high achieving high school seniors and potential transfer students.
- State-of-the-art facilities, technology, and technology support for students, faculty, and staff.
 - Maintain a building that is modern and provides a professional business setting.
 - Increase knowledge and appreciation by students, faculty, and staff of evolving technology.
 - Increase connectivity and technology support for students, faculty, and staff.
- Professional and social opportunities that facilitate self-discovery and professional development.
 - Increase participation in professional conferences, seminars, and workshops.
 - Increase opportunities for hearing and interacting with speakers invited to campus.
 - Increase welcoming and celebratory events for students, faculty, staff and other selected constituents.
- A faculty with nationally recognized expertise.
 - Increase leadership roles in national organizations (and journals) in professional organizations.
 - Increase private and federal grant research activity.
 - Increase funding and encouragement for faculty professional development opportunities.
- Maintenance of AACSB International accreditation for business and accounting.
 - Monitor and close the loop on all assessment plans for all programs.

- Monitor and achieve standards for Academic Qualification (AQ) and Professional Qualification (PQ).
 - Finalize revisions to the mission, vision, and strategic plan.
- An effective marketing communications strategy.
 - Create an infrastructure to assure visual, language and message continuity.
 - Create and follow a marketing and media relations plan which included a social media strategy.
 - Create an appropriate sub-brand for the COB within the ISU brand.
- National and international recognition of the COB.
 - Seek out opportunities for national rankings and recognitions for all degree programs.
 - Obtain recognition for excellence through rankings and other third party information sources.
- Programs that strengthen partnerships.
 - Create and support appropriate centers and institutes.
 - Develop and maintain appropriate initiatives and partnerships.
- Businesses and organizations that partner with COB and hire graduates.
 - Increase opportunities for business partners to meet and interact with students.
 - Increase number of business partners who seek to interview and hire our students.
 - Increase student awareness of career options and the soft skills needed to succeed in a career.
- Private financial support.
 - Increase private giving for scholarships, databases, research, professional development and general support
 - Increase the number endowed professorships and endowed chairs funded through private giving.
 - Grow the COB endowment to \$25 million.
- An active and vibrant COB Alumni Network.
 - Increase membership and participation in LinkedIn and other social media outlets.
 - Increase opportunities for alumni to reconnect and become involved the life of the college.
 - Create an active alumni network involved in career networking and providing mutually supportive opportunities.

College of Education Five Year Plan 2007-2012

The College of Education five-year goals and actions include:

Regenerate the professions of teaching, administration, and scholarship

- Rejuvenate teacher inquiry to educate diverse learners in an information and communication technology society.
- Prepare and provide school and higher education leadership to integrate standards that meet 21st century learner needs.
- Create mechanisms to respond to increasing globalization influences on professional preparation, research, scholarship, and leadership.
- Create support for faculty seeking to regenerate their own knowledge base and skills in order to educate diverse learners for the 21st century.
- Review all programs to target admissions and resource allocation to meet emerging and projected societal needs for teachers, administrators, faculty, and educational leaders.

Challenge and create solutions to educational inequity

- Prepare educational professionals to teach and lead in challenging school settings.
- Inform and advocate for research-based policy solutions to educational inequity and school challenges.
- Create evidence-based systemic solutions to school challenges in a 21st century information technology society.

Engage in unique, creative and productive partnerships

- Create and strengthen relationships between practicing professionals and College of Education faculty.
- Coordinate and formalize agreements across program partnerships.
- Create new partnerships whose purpose is to educate diverse learners in an information and communication technology society.
- Evaluate each partnership for its positive outcomes for all stakeholders.

Support cutting edge research and scholarly endeavors

- Create and support university and school research teams who pursue solutions to educating diverse 21st century learners.
- Develop and support research on field-based education for preparation of 21st century educational professionals and leaders.
- Implement effective, competitive models of graduate education based on research and contemporary practice.

Increase diversity at all levels of the organization

- Create a learning organization reflective of the diversity of the 21st century society
- Use systematic methods for recruitment, selection and retention of diverse faculty, staff, and students.
- Develop and support faculty and student global initiatives.

Develop a dynamic, comprehensive technological environment

- Create and implement a plan for integration of 21st century learning, information, and communication technology into the curricula of all programs.
- Provide and support professional development among the faculty in the integration and use of 21st century learning, information, and communication technology.
- Create and implement a plan for a 21st century learning, information, and communication infrastructure.

Increase our endowments and alternative resources

- Seek resources, funding, and endowments from corporate, individual, and foundation sponsors to attain our vision of transforming 21st century learning.
- Seek resources and funding from governmental agencies to attain our vision of transforming 21st century learning.

FY2013 Objectives	COE 5-Year Goals	Educating Illinois
Develop a new five-year plan for the College of Education	<i>COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 2, 3</i>
Transition the Department of Curriculum & Instruction to a School of Teaching and Learning	<i>COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 2, 3</i>
Continue to implement the Teacher Performance Assessment (TPA) by organizing additional professional development and planning efforts and increasing the numbers of candidates completing the TPA	<i>COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 2, 3</i>
Design new graduate initiatives including the professional doctorate, a “Teacher Leader” master’s program, and a proposal for a Teacher+Plus CPS principalship cohort; also, obtain University and ISBE approval to offer the redesigned principal preparation master’s program	<i>COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 2, 3</i>
Work with Eduventures to develop a suitable comparator set of peer COE’s in order to benchmark graduate programming resources and set enrollment and allocation targets	<i>COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 2, 3</i>
Provide opportunities to develop cultural competency among faculty and our students	<i>COE2—Challenge Inequity COE5—Increase Diversity COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 1, 2, 3, 4, 5</i>
Expand induction programming for new teachers in K-12 settings, including the Chicago Teacher Education Pipeline	<i>COE1—Regenerate Professions COE3—Partnerships</i>	<i>Educating Illinois Goals 1, 2, 3, 4</i>

FY2013 Objectives, cont.	COE 5-Year Goal	Educating Illinois
Engage more faculty and students in international opportunities and enhance international partnerships to support COE goals and initiatives	<i>COE5—Increase Diversity</i>	<i>Educating Illinois Goals 1, 2, 3, 4, 5</i>
Increase collaboration among COE departments to improve clinical experiences, curriculum, and scholarly output	<i>COE3—Partnerships COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 1, 2, 3, 4</i>
Provide support to COE faculty for the transition from Blackboard to Sakai	<i>COE6—Technological Environment</i>	<i>Educating Illinois Goals 1, 2, 3</i>
Foster the development of grantsmanship by increasing the numbers of new grant-writers within the faculty	<i>COE7—Increase Resources COE4—Cutting edge scholarship</i>	<i>Educating Illinois Goals 2, 3, 4, 5</i>
Analyze the impact of support for instructional capacity on undergraduate programming productivity measures	<i>COE1—Regenerate Professions</i>	<i>Educating Illinois Goals 2, 3</i>
Expand SEAT Center resources into the Exploratorium to increase access to assistive technologies	<i>COE6—Technological Environment</i>	<i>Educating Illinois Goals 1, 2, 3</i>
Investigate e-portfolio options for program assessment	<i>COE6—Technological Environment</i>	<i>Educating Illinois Goals 1, 2, 3</i>
Enhance partnership with the lab schools, especially with respect to instructional technology applications	<i>COE6—Technological Environment COE3—Partnerships</i>	<i>Educating Illinois Goals 1, 2, 3, 4</i>
Collaborate with College Development Director to establish goals and activities to continue to increase donations for Foundation funds, scholarships, Centers and endowed chairs	<i>COE7—Increase Resources</i>	<i>Educating Illinois Goals 3, 4, 5</i>

Illinois State University
College of Fine Arts

Strategic Plan
2012-2017

Approved by the College of Fine Arts Council
April 17, 2012

Our College

The College of Fine Arts at Illinois State University is comprised of the Schools of Art, Music, Theatre and the Program in Arts Technology. Degrees offered include the Bachelor of Arts, Bachelor of Science, Bachelor of Music Education, Bachelor of Fine Arts, Master of Arts, Master of Science, Master of Music Education, and Master of Fine Arts.

In 1970 the departments of Art, Music, and Theatre were organized into a single College. In subsequent years, Dance joined the College and the Arts Technology Program evolved to a degree-granting program. The College of Fine Arts has developed into a vibrant and dynamic organization with a broad spectrum of academic programs. Most academic programs are fully accredited by their respective national accrediting body.

The School of Art is accredited by the National Associations of the Schools of Art and Design and offers degrees in: Art History, Ceramics, Drawing, Glass, Graphic Design, Integrated Media, Painting, Photography, Printmaking, Sculpture, Teacher Education, Video, Visual Culture, and Woods and Metal.

The School of Music is accredited by the National Associations of the Schools of Music and offers degrees in: Collaborative Piano, Conducting, Composition, Liberal Arts, Music Business, Musical Theatre, Music Therapy, Performance, and Teacher Education.

The School of Theatre is accredited by the National Associations of the Schools of Theatre and offers degrees in: Acting, Dance, Design/Production, Directing, Theatre Studies, and Teacher Education including Dance Education.

Arts Technology majors work across the arts to create performances, installations, and multiple media works using the computer and its related technologies as primary instruments.

Students study in highly specialized studios, laboratories, and classrooms with highly trained faculty who are committed educators and practicing artists/scholars. College of Fine Arts students not only meet the admission standards of Illinois State, but also meet rigorous admission standards of the College. As a result, graduates of the College enter into fulfilling careers and lives in a variety of arts and arts-related professions.

All students in the College of Fine Arts are expected to understand how the arts influence the larger society and, conversely, must understand how the world at large must inform their work. To this end, the College embraces the liberal education of artists and values the training of artists in the context of a university.

In addition to being a major academic community, the College of Fine Arts is the cultural heart of Illinois State University and a hub of arts activities for Central Illinois. The College is home to University Galleries, Normal Editions Workshop, the Center for Performing Arts, Kemp Recital Hall, Westhoff Theater, and the Illinois Shakespeare Festival, and it hosts visiting artists in all disciplines and provides arts outreach activities to community members of all ages.

Our Mission

The College of Fine Arts' mission is to educate developing artists, performers, scholars, teachers, and therapists. We believe in advancement of the arts within a diverse intellectual and social environment through collaboration in learning and artistic practice. Underlying all our work is the commitment to the arts as a vital and fundamental cultural force necessary to the functioning of a democratic society and to the education of its citizens.

Our Values

The College of Fine Arts shares Illinois State University's commitment to the pursuit of learning and scholarship, individualized attention, public opportunity, diversity, and civic engagement as expressed in *Educating Illinois*. These five core values are central to the University and the College as they influence and guide our priorities and plans.

Pursuit of Learning and Scholarship: The College of Fine Arts works with students as partners in their educational development as artists, performers, scholars, teachers, therapists, and lifelong patrons of the arts. The College contributes new knowledge and creative expression through research, scholarship, and creative activities, as well as other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Individualized Attention: By its nature, the development of artists is an intensive process that includes individualized development through small class sizes and one-on-one mentorship in specialized classrooms, laboratories, and studios. The College fosters an educational process that recognizes each student as an individual with unique creative and intellectual potential.

Public Opportunity: The College of Fine Arts believes that all citizens should have access to quality arts education and enriching arts experiences. To achieve this, the College provides educational, research, and service opportunities through a wide range of academic, public service, and outreach programs.

Diversity: The College of Fine Arts affirms the value of a creative community that has an understanding of and respect for differences among students, faculty, and staff. The College fosters an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society. Like the University, the College of Fine Arts supports a diverse faculty and staff who mentor a diverse student population in creative endeavors.

Civic Engagement: The College of Fine Arts recognizes that in order to prepare students to be informed and engaged artists and citizens it must engage in learning experiences in which students gain an awareness and understanding of the value of civic engagement. Furthermore, like the University, the College encourages faculty and staff to serve as engaged civic leaders and role models promoting the quality of life for all citizens through collaborative and individual action.

Our Goals, Strategies, and Actions

This plan utilizes Illinois State University's strategic plan, *Educating Illinois*, as a guide in its form and content. It also draws upon the University's *Research, Scholarship and Creative Expression: A Strategic Research Plan* and *Master Plan 2010-2030: Looking to the Future*. This plan is organized by major College goals, which are followed by strategies describing how to achieve each goal. Many strategies are accompanied by specific actions necessary to implement that strategy.

The purpose of this plan is to provide the College of Fine Arts with guidance over the next five years. Although the plan is broad in its scope and specific in its actions, it is not intended to limit the creation, change, or the execution of plans that come about as a result of external events or new initiatives developed by the University or College faculty, staff, and students. In light of this, the goals, strategies, and actions contained in this plan will be annually reviewed for relevance and progress.

Goal One: Provide meaningful curricula that reflect contemporary and traditional cultural values.

Strategy 1 Strengthen interdisciplinary relationships.

Action: Review first-year and capstone experiences in the College to explore the development of a College-wide colloquium course that would serve students at the beginning and/or at the end of their studies.

Action: Increase the College's curricular partnership with interdisciplinary minors in International Studies, Women's Studies, and Civic Engagement, etc.

Action: Pursue new collaborative minors, sequences, and degree programs with units outside the College.

Action: Establish curricular goals that foster an understanding of civic engagement as a lifelong responsibility in the arts.

Strategy 2 Encourage more international study.

Action: Develop plans of study for all majors incorporating semester- or year-long study abroad experiences, while maintaining the appropriate time-to-degree.

Action: Foster student and faculty exchanges with international universities.

Action: Establish *Global Initiatives Committee* across the College to investigate internal and external opportunities.

Strategy 3 Improve coordination among College academic programs.

Action: Clarify points of mutual interest among technology-dependent programs such as Arts Technology, Graphic Design, Theatre Design, and Integrated Media and seek to coordinate curricula when feasible.

Strategy 4 Review and update selected sequences, minors, and degrees within the College to distinguish the College as a leader in curricular innovation.

Action: Determine the feasibility of creating new programs and units in the College that leverage the strengths of current programs.

Action: Develop on-line instruction to provide more flexibility in vying for a wider student population.

Action: Examine feasibility and interest for College-wide cross-disciplinary courses.

Strategy 5 Improve time-to-degree for select programs. The College of Fine Arts is committed to a four-year baccalaureate degree.

Action: Develop a culture where students are expected to complete their degree in four years.

Action: Research curricular practices and review all curricula for time-to-degree.

Action: Promote flexible curriculum strategies enabling students to take full advantage of unique opportunities to enhance their undergraduate experience.

Action: Examine undergraduate plans of study for curricular barriers for non-traditional and transfer students.

Goal Two: Establish policies and practices that strengthen educational innovation and teaching excellence.

Strategy 1 Establish Appointment, Salary, Promotion and Tenure (ASPT) policies that encourage innovation and teaching excellence.

Action: Articulate meaningful learning outcomes in all courses.

Action: Emphasize long- as well as short-term assessment measures of successful teaching.

Action: Encourage participation in Center for Teaching, Learning & Technology training.

Action: Include the Scholarship of Teaching and Learning as a valued scholarship activity in all ASPT documents.

Strategy 2 Strengthen ties between research/creative activity and teaching.

Action: Foster the development of special topics courses in specific research areas of individual faculty members.

Action: Foster faculty research colloquia/exhibition/performances in courses.

Strategy 3 Develop a faculty recruitment plan to tie position priorities to program areas of greatest need.

Goal Three: Promote and increase research, scholarship, and creative activities for faculty, staff, and students across the College.

Strategy 1 Increase the level of external funding across the College.

Action: Establish a cohort of grant-writing mentors to build a structure of shared support and responsibility for grant writing, submissions, and funding in the College.

Action: Continue to pursue private foundation support for research and scholarship targeted to the needs of our College.

Action: Develop a plan to increase the number of interdisciplinary and cross-institutional collaborations.

Action: Establish programs designed to increase staff and student involvement in formal research endeavors.

Action: Develop a plan to increase faculty and staff collaborations with other institutions to enhance competitive grant proposals.

Action: Develop a strategy to facilitate participation in pursuing external funding to support scholarship by considering flexible/differential teaching and research loads.

Action: Continue to work with our Congressional delegation to develop and promote federal initiatives and projects.

Action: Persist with the University in securing 501(c)(3) status to broaden funding opportunities for the College.

Action: Work with the Director of Development in the College to leverage matching or cost-sharing requirements of external funding agencies.

Strategy 2 Increase resources to enhance support for research endeavors across the College.

Action: Increase indirect cost allocations generated by successfully funded research grants and contracts in the College.

Action: Supplement University Research Grant funds dispersed to the College to encourage faculty interest in establishing international research or bilateral student exchange partnerships.

Action: Increase Dean's Travel Awards program.

Action: Establish research and travel awards for staff members.

Action: Establish graduate research assistantships.

Strategy 3 Strengthen the sense of creative community among scholars and artists within the College.

Action: Expand the role of the College Research Committee to include enhanced faculty and staff development opportunities.

Action: Establish avenues for faculty and staff to communicate their interests and projects to their colleagues.

Action: Create a College newsletter and website highlighting the outstanding research, scholarship, and creative activities of our faculty, students, and staff.

Strategy 4 Celebrate and promote the outstanding research, scholarship, and creative pursuits of the College.

Action: Acknowledge and share in the achievement of College Research Award winners.

Action: Recognize faculty and staff who submit external grant proposals either individually or collaboratively with others across disciplines.

Action: Establish an annual research award ceremony to highlight significant achievements of faculty, staff, and student work.

Action: Develop a plan to more effectively share the research pursuits of the College to a wider audience - raising public awareness of accomplishments.

Strategy 5 Become a leader in technological applications to creative activities and teaching.

Action: Re-establish internal grants from the Office of Research in Arts Technology (ORAT) for faculty and staff development, specifically targeting experimentation with technology, the scholarship of teaching and learning with technology, or scholarly explorations of the theory, impact, and aesthetics of arts technologies.

Strategy 6 Explore opportunities for strategic relationships with external partners/communities.

Action: Continue to develop outreach initiatives to establish research agendas.

Action: Maintain and expand upon positive relationships with principal (community; governmental; school districts; community colleges) partners.

Action: Explore the creation of an *Arts or Innovation Incubator* designed to support artists pursuing adventurous and imaginative work in the arts.

Goal Four: Establish strategies that foster the admission, enrollment, and retention of a talented and diverse student body.

Strategy 1 Coordinate recruitment activities across the College and University.

Action: Establish an integrated application system between the University Admissions application, the anticipated new student information system, and the College of Fine Arts two-tier applications for programs with interviews, portfolio reviews and auditions.

Action: Facilitate shared recruitment opportunities across the College.

Action: Create an administrative and technical infrastructure that fosters regular updates and maintenance of all College web pages.

Strategy 2 Utilize targeted student recruiting to increase enrollment in areas of critical need.

Action: Explore non-traditional recruiting strategies to find qualified and talented students.

Action: Enhance recruitment efforts of students with 26-29 ACTs.

Action: Increase scholarship funding from private sources.

Action: Coordinate, support, and evaluate student services and advisement systems to maximize student graduation and retention rates.

Action: Establish effective transition and retention practices for at-risk students new to the college by helping them develop and foster relationships on campus and better prepare them to face the academic and artistic rigors of college courses.

Strategy 3 Strengthen relationships with key feeder schools and two-year institutions.

Action: Create regular programming for College students and faculty to visit and perform/showcase work at key feeder high schools and colleges.

Action: Advertise faculty, student, and alumni performances in Chicago, to Chicago schools, and create engagement opportunities for secondary students.

Action: Share Fine Arts core curricula with community college faculty in an effort to create transparency and preparedness for transfer.

Strategy 4 Examine best practices in student services to facilitate improvements in graduation and retention rates.

Action: Coordinate, support, and evaluate undergraduate academic advisement systems.

Action: Establish effective transition and retention procedures for transfer, non-traditional, and at-risk students by better preparing them to balance the academic and artistic rigors within the College.

Action: Provide mentorship and other support for non-traditional and returning students.

Goal Five: Enrich and broaden student opportunities for community engagement.

Strategy 1 Expand our involvement in primary and secondary schools.

Strategy 2 Develop a plan for implementing region-specific exhibits, concerts, and performances featuring composers, artists, playwrights, etc. from Illinois.

Strategy 3 Increase opportunities for interaction between students and College of Fine Arts alumni.

Action: Bring recent graduates back to campus to share their experiences and give advice on starting a career.

Action: Develop physical and virtual networks of alumni who are willing to provide assistance and advice for new graduates.

Strategy 4 Develop a unified approach to community engagement with a cohesive mission, marketing strategy, and development plan.

Action: Continue the development and expansion of outreach to schools and children.

Action: Establish collaborative, community-based events drawing upon external groups to join College of Fine Arts groups in performance.

Action: Create satellite labs/studios in various community locations that would provide programming using civic engagement modules.

Action: Develop partnerships with junior highs and high schools within the community to expand opportunities in the arts to this age group.

Action: Develop a partnership with the Regional Office of Education to work with teachers in their professional development.

Action: Join and participate in the Area Arts Roundtable.

Strategy 5 Increase arts learning opportunities for special needs populations.

Action: Develop art viewing/performance experiences for children with special needs and their families.

Action: Establish the Illinois Chapter of Very Special Arts at Illinois State.

Goal Six: Insure a safe, efficient, pedagogically effective, and welcoming physical environment for all students, faculty, staff, and guests.

Strategy 1 Increase the scope and efficiency of facilities and equipment usage within the College.

Action: Create a College-wide facilities workgroup with the charge of developing a plan to upgrade, expand, and share resources and spaces when feasible.

Action: Encourage student inventiveness and cross-department collaboration by establishing flex-space that can be used for student-based theatre, dance, or music productions, art and arts technology installations, or integrated performances where a formal theatre structure is not needed or desired.

Strategy 2 Be proactive in identifying and addressing physical plant needs related to safety and the ability to deliver instruction within an aging infrastructure.

Strategy 3 Improve College security.

Action: Work with the University to develop procedures providing controlled evening access to buildings to improve safety while maintaining accessibility.

Action: Improve security systems for performance spaces, exhibit spaces, and storage spaces.

Strategy 4 Make public areas more welcoming to patrons and visitors.

Action: Create a permanent concessions counter in the Center for the Performing Arts lobby to be used for evening and weekend performances.

Strategy 5 Regularly showcase the work of faculty, students, and staff from all disciplines in display windows and other strategic locations around the college, drawing the attention of visitors to the work that is done in the College.

Strategy 6 Once planning dollars have been released, appoint a representative committee to engage in ongoing planning for our new complex.

Strategy 7 Continue advocacy for Fine Arts space in Uptown Normal that serves the needs of the College while providing value to the University and the town.

Goal Seven: Increase private contributions for the purpose of furthering the mission and goals of the College.

Strategy 1 Strengthen ties to alumni.

Action: Develop strategies to engage young alumni.

Action: Continue and expand alumni events in strategically selected locations.

Action: Encourage the development of faculty and staff social and professional ties to alumni of all eras to improve alumni connections and networking.

Strategy 2 Involve the entire College of Fine Arts in the fund raising effort.

Action: Engage academic leaders and faculty in efforts to identify and cultivate donors who are able to make significant contributions to the college.

Action: Engage students by integrating philanthropy and the expectation of a lifetime relationship with the College during enrollment and as they exit the College.

Action: Create a plan and begin efforts to cultivate significant parent contributors during and after their student's graduation.

Action: Increase student graduation giving to 50%.

Action: Increase faculty and staff participation to 90% annually.

Strategy 3 Establish a College of Fine Arts Advisory Board.

Action: Invite a group of educational leaders, arts philanthropists, working artists and involved patrons to advise the Dean and provide leadership in securing gifts to the College.

Action: Pursue professional development opportunities to increase the effectiveness of volunteers.

Strategy 4 Increase membership in the Friends of the Arts.

Action: Work with Friends of the Arts board to create a comprehensive annual calendar of events, marketing and solicitations for the organization.

Action: Partner with the Annual Giving leadership to increase response to Friends of the Arts solicitations.

Strategy 5 Increase annual giving.

Action: Partner with Annual Giving to increase effectiveness of the campaign.

Strategy 6 Increase Major Gifts.

Action: Working with faculty and staff, develop the College major gift portfolio to identify alumni and friends capable and willing to make gifts of \$20,000 or more.

Action: Develop promotional materials touting the scholarship and creative work of faculty, students, and staff to be shared with prospective donors by the Director of Development.

Strategy 7 Improve patron information systems.

Action: Explore the possibility of adopting a ticketing system that provides support for fund raising efforts and audience development.

I Major Objectives for FY13

At Illinois State University we have enjoyed a place of pride in the minds of our colleagues, our neighbors, and our students. With the support of the Provost's office, the President, and our friends, we are not dwelling on past glory, but are looking forward to a future with new facilities, new opportunities, and, of course, new students.

But these are challenging times to be in the arts in this country. As our State's foremost trainer of arts educators, of particular concern to us is the reduction in fine arts and music education in K-12 schools in the face of tight budgets and demands for student attention to science and math. It is more and more clear, that our advocacy for the arts must stretch beyond Cook Hall, or even Hovey Hall.

With this in mind, our major goals for the coming year, whether they have to do with curricular revisions, facing facilities issues, or increasing attendance at our hundreds of arts events, are all aimed at demonstrating the vitality and the vital-ness of the fine arts.

1. Deliver the curriculum

Address continuing pressure on instructional capacity funds to maintain the curriculum, while expanding course offerings where demand best practices warrant. Create efficiencies in shared resources, the strategic use of teaching assistants, and identifying optimal class sizes. Develop international study and arts business opportunities for Fine Arts majors. [*Educating Illinois, Goal 1, Strategies 5, 6*]

2. Deliver the fall class

Recruit students with proven success and with high potential, especially in highly competitive areas. Stay the course we have plotted for recruitment with our frequent personal contact with potential students, continuing to build on successful partnerships with community colleges, visits to high schools, and portfolio reviews and auditions on-site where possible. Coordinate recruitment across the College where possible, sharing resources, contacts and insights, and advocate for our own programs and those of our colleagues. We suffered a slight drop in our first-year class in AY 2012, and we will make every effort to renew the successful recruitment of AY 2011 this next year. [*Educating Illinois, Goal 1, Strategy 2*]

3. Deliver on the promise of our relationships

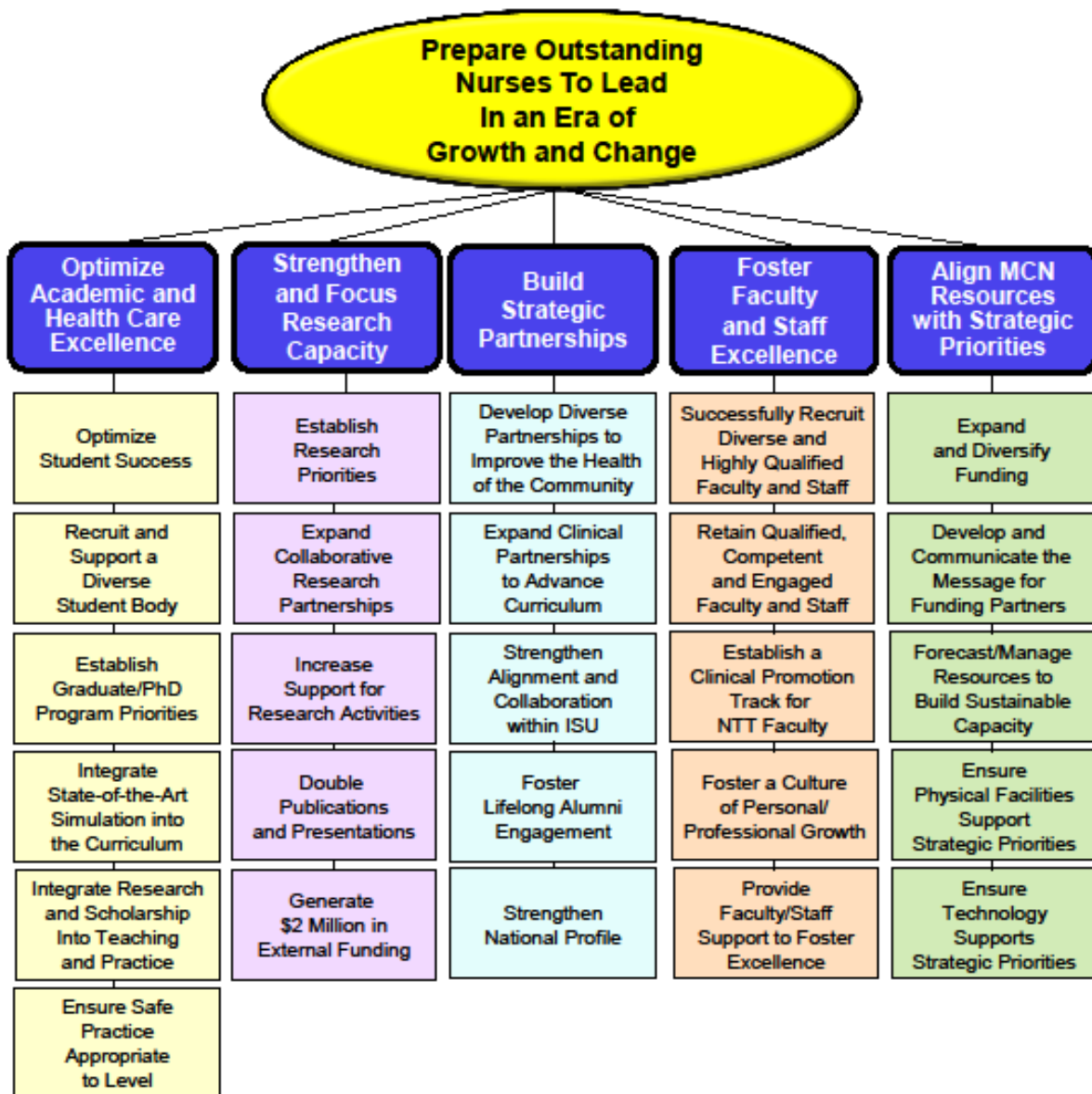
Build on growing successes with alumni visits in New York, Chicago, and Los Angeles to foster continued involvement with the University, and grow our donor base. [*Educating Illinois, Goal 3, Strategy 2*]

4. Deliver on our compact with our community.

Our community is our audience, our benefactors, and the friends and employers in our students' futures. Building on the revitalization of the Friends of the Arts and other supporters, we will continue to create opportunities for community involvement in the arts, not just as audiences. We will finalize establishing our Fine Arts advisory board to allow us to benefit from the insights of our alums and friends, as we consider new projects and directions for the arts. Hand in hand with seeking more involvement from our community is our wish to see continued strong involvement of our students and faculty in the community. Developing additional service learning opportunities, internships, and community based projects is a key part of our new Strategic Plan, which we anticipate will be approved by our College Council in April. [*Educating Illinois, Goal 3, Strategies 1, 3, 4*]



Strategic Map: 2010-2013



I. Major Objectives for FY13

Overview

The Strategic Plan (see Appendix A) developed in spring 2010 has continued to guide the work within the College of Nursing for the past year. Input from college stakeholders, community partners, alumni, friends of the College and the Strategic Planning Council members continues to play an important part of implementation of the Strategic Plan. The development of a vision statement is underway.

Goal 1: Optimize Academic and Health Care Excellence (Educating Illinois Goals 1, 2, & 4)

- Optimize Student Success.
 - Implement the traditional 4-year plan of study approved by UCC in October 2011 and identify evaluation plan including student, faculty and EMAS responses.
 - Evaluate Academic Success Plan program as no new resources have yet been allocated despite doubling undergraduate enrollment.
 - Pilot additional faculty support to the Academic Success Plan program to guide students requiring additional study in preparation for the NCLEX-RN. Students complete the program at three different points within the year (May, August, and December) increasing the intensity of the Academic Success Plan implementation.
 - Pilot a structured peer tutoring program with six students paid to tutor other students who will undergo orientation to the role and work closely with faculty and the Success Plan Coordinator.
- Finalize the revision of the College Plan for Assessment.
- Consider CCNE consultant to review implementation and evaluation of curriculum as we enter five year mid accreditation timeline.
- Evaluate student response to increased class sizes in theory classes.
- Pilot a process to split some theory classes in order to maintain quality.
- Evaluate student and faculty responses of PhD program as the first students move toward dissertation and program completion.
- Obtain approval for post-master's Doctorate in Nursing Practice (DNP) program and begin preparation for implementation.
- Revise MSN in Nursing Systems Administration (NSL) for smooth transition to DNP.
- Identify and begin implementation of marketing plan for graduate programs and RN-BSN sequence to ensure future success of programs.
- Enhance implementation and evaluation of new simulation teaching technologies.
 - Identify evaluation plan for simulation.
 - Evaluate student response to simulation.
- Recruit and Support a Diverse Student Body.
 - Fully implement and evaluate new admission criteria for the traditional pre-licensure sequence and RN to BSN sequence.
 - Implement new retention criteria for pre-licensure sequence.
 - Identify plan to enhance retention of freshmen and sophomore nursing students completing the 4-year plan of study beginning fall 2012.
 - Expand college scholarships awards to include targeted freshmen and sophomores.

Goal 2: Strengthen and Focus on Research Capacity (Educating Illinois Goals 1, 2, 3, & 4)

- Evaluate the Effectiveness of the Strategies Outlined in the Strategic Plan for Scholarship.
 - Continue to develop and refine scholarship interest groups.
 - Focus faculty recruiting efforts on scholarship interest groups.
 - Continue to refine and focus collaborative research partnerships.
 - Evaluate the creative incentive structure that ties productivity to increased support.
 - Promote the inter-disciplinary and inter-professional research.
 - Continue to develop faculty research skills through internal and external mentoring, seminar series, and peer review.
 - Promote the use of existing university and college resources to support research and scholarly efforts.
 - Continue to increase refereed publications and national presentations.
 - Support external grant application quality and quantity.
 - Publicize faculty and student scholarly achievement to promote a national reputation.
 - Work with the College Research Committee to revise and develop policies and guidelines to support scholarship.
- Evaluate support for sabbaticals; no MCN faculty has ever taken a sabbatical, which does not help our scholarship productivity.
- Identify areas that could serve as pillars of strength for research at MCN.
- Continue work on Cancer Care Collaborative.
- Continue work on school innovation project and involve program evaluation specialist to begin team of researchers in this area.

Goal 3: Build Strategic Partnerships (Educating Illinois Goals 1, 2, & 4)

- Identify opportunities for focused integration and alignment between MCN and ISU as a whole.
- Continue to develop and evaluate partnerships with schools in State Farm Project, Community Cancer Center, Advocate BroMenn, OSF St. Joseph, Memorial Medical Center, and McLean County Public Health Department.
- Identify metrics for State Farm America's Promise Project.
- Expand clinical partnerships to advance curriculum.
 - Explore RN to BSN cohort options with clinical partners.
- Strengthen alignment and collaboration within ISU seeking opportunities for interdisciplinary research partnerships.
- Continue to foster lifelong alumni engagement.
- Strengthen national profile through national presentations and refereed publications.

Goal 4: Foster Faculty and Staff Excellence (Educating Illinois Goals 1, 2, 4, & 5).

- Successfully recruit diverse and highly qualified faculty and staff.
 - Receive approval to pilot approach to assignments that span 12 months in critical faculty shortage area, given required summer courses.
- Retain qualified, competent and engaged faculty and staff.
 - Upgrade office support specialist position in OSFS.
 - Evaluate need to repeat Crucial Conversations workshop for interested faculty and staff.
 - Promote participation in the University Leadership Initiative.
 - Implement development plans for all personnel.
 - Assess and revise the 360 evaluation process.
 - Continue retreats for Leadership Council.

- Evaluate changes in technology services and changes in roles for key staff related to new NSL and collaboration with University Help Desk for adequate coverage of MCN.
- Explore possibilities for a clinical promotion track for NTT faculty.
- Foster a culture of professional and personal growth through development plans, offerings, new employee/faculty orientation, mentoring program, retreats, and 360 evaluation.
- Provide faculty/staff support to foster excellence through development plans, offerings, new employee/faculty orientation, mentoring program, retreats, and 360 evaluation.
- Provide support to meet programming needs related to the expansion with GAs and student workers to assist programming in the NSL, OSFS, with faculty and other staff.
- Evaluate whether continued investment in Digital Measures for the College and integrate with the MCN website.
- Increase emphasis on identifying and nominating MCN personnel for appropriate awards to acknowledge and value their work.
- Continue implementation of SharePoint as a tool for improving effective communication and collaboration.
 - Evaluate resource commitment for full implementation including training of faculty and staff.
 - Foster a culture that encourages use of SharePoint as a collaborative tool through training and support.

Goal 5: Align MCN Resources with Strategic Priorities (Educating Illinois Goals 2, 4, & 5)

- Expand and diversify funding by continuing to seek new partnerships.
- Continue to highlight clinical simulation recognition opportunities for interested donors with goal of total of one million dollars in total support.
- Highlight importance of planned giving with alumni.
- Develop and communicate the message for funding partners by launching a new development piece to expand fundraising beyond scholarships.
- Forecast and manage resources to build sustainable capacity.
 - Explore mechanisms for data collection for efficiency and effectiveness.
 - Complete templates for data collection associated with AACN, CCNE, Annual Budget Report, MCN Fact Sheet, and other common reports including definitions of data sets.
 - Review collective college data on S: drive to determine relevance of data and move to SharePoint for web access to foster collaboration.
 - Consult with Office of EMAS and other university offices to review standard data reports produced with definitions of data sets included.
 - Conduct analysis of AP/CS position descriptions by area for overlap, function and equity.
 - Ensure physical facilities support strategic priorities.
 - Ensure technology supports strategic priorities.

II. Provost Enhancement Requests for Supplemental Funding, Strategic Budget Carryover and Personnel Requests

All supplemental requests for program enhancement, strategic budget carryover, and personnel requests are included on PERS 936 and PERS 937 submitted electronically with the final documents.

MILNER LIBRARY

ILLINOIS STATE UNIVERSITY LIBRARIES

2011-2015

STRATEGIC PLAN

A PATHWAY FOR THE FUTURE

MARCH 2011

ILLINOIS STATE UNIVERSITY LIBRARIES STRATEGIC PLAN

A PATHWAY FOR THE FUTURE

INTRODUCTION

During the next five years, ISU libraries will make decisions that will shape the information services for thousands of its students, faculty and community. These decisions will be thrust upon us by changing times, technological advancements, the financial outlook of the institution and the State of Illinois. It is incumbent upon us to rise to the challenge and take on the responsibility for making decisions that add value to the University— for information service is our domain of expertise.

We will make decisions on the types of resources needed and strive to achieve the ideal balance of formats required by new generations of students and faculty as sound sources for their scholarship and research.

We are obliged to take a deeper look at our facilities and patterns of usage and alter floor plans to reflect the needs of our broadly networked interdisciplinary community, rather than rely on the requirements of the past geographical footprint.

We will become the nucleus of the next generation of academic libraries and open new channels of communication and collaboration with our community and others around the nation. We will also excel in serving our users and strive to be the best-equipped staff to facilitate all types of information needs necessary for the success of all who come in contact with ISU Libraries.

We will aspire to fulfill our vision statement:

To be the preeminent center of learning, information, culture, and technology in higher education.

And find direction from our mission statement:

The mission of ISU Libraries is to create and sustain an intuitive and trusted information environment that enables learning and the advancement of knowledge in a culturally and technologically superior setting. ISU Libraries' staff are committed to developing innovative services, programs, space, strategies, and systems that promote discovery, dialogue, learning, and the human spirit.

EDUCATING ILLINOIS

The new vision and mission for ISU Libraries are another building block that will augment ISU's ability to achieve the goals stated in Educating Illinois.

The new strategy will help ISU to position its students to excel as the Libraries will be able to offer a new environment that facilitates the acquisition of knowledge and culture in a technological setting

that surpasses other institutions not only on the state level, but also nationally and internationally. This will result in improved learning opportunities and help retention, learning experience, and stimulate creativity. (Educating Illinois, Goals 1 & 2)

The Libraries' cultural activities will be enhanced by working collaboratively with community artists and cultural groups to expand the offerings of ethnically and internationally diverse events. These activities will aim to enhance the quality of life on campus, provide students and other members of the community access to persons and issues that stimulate their own reflection, support and contribute to the academic environment of the institution. These activities will be designed in cooperation with other units at the University to inter-relate academic activity and the social and everyday life on the campus and to reflect Illinois State's commitment to the education and development of the whole person. (Goals 3 & 5)

The ISU Libraries also plan to seek new funding opportunities that will supplement its state funding through grants and fundraising mechanisms. (Goal 4)

VISION AND MISSION LINKS TO ISU COLLEGES

ISU Libraries mission and vision are consistent with the College of Applied Science and Technology where the Libraries and CAST seek to graduate technologically skilled, life-long learners who can contribute effectively to their profession and society. They are also congruent with the mission of the College of Business. The College of Business and the Libraries seek to strengthen society through learning, research and service along with the preparation of professionals who are productive citizens in a dynamic global environment; engaging in knowledge creation.

In the same vein, the libraries will assist the College of Education in its pursuit of transforming teaching and learning by making all tools and research materials available in a new environment that enables the advancement of knowledge.

The Libraries' mission aims at creating a culturally and artistically rich environment where our College of Fine Arts students will be able to hone their skills by allowing them opportunities to develop as artists, performers, and scholars. We believe in the advancement of learning through cultural activities, the arts, and the creation of a social environment that facilitates collaboration and open dialogue.

While Mennonite College of Nursing is working diligently to create a dynamic community of learning to develop exceptionally well-prepared nurses, the Libraries will be there to assist Mennonite College of Nursing's mission through its offerings of current research materials and innovative services.

Amid the College of Arts and Sciences' effort to ignite intellectual curiosity and promote reflection on human experience and the natural world, the Libraries will assist in the achievement of the college's mission by augmenting the students' and faculty's ability to discover, aggregate, understand, and disseminate newly acquired knowledge.

STRATEGIC GOALS

1. Create the next generation academic library that offers state-of-the-art services and informational assets.
2. Transform libraries' space to meet the needs of current and future users
3. Collaborate with strategic partners outside the Libraries
4. Enhance staff capabilities

STRATEGIES & ACTIONS

1. Create the next generation academic library that offers state-of-the-art services, cultural, technological, and informational environment.

- Provide users with expert support to enable them to evaluate, manage, and use information to fulfill their needs.
- Provide seamless access and complete description to all library resources through a comprehensive discovery system.
- Develop, assess, and maintain collections that support changing student and faculty information needs.
- Institutionalize innovation by developing metrics for continuous assessment and analysis of user behavior and information needs to inform improved procedures, resources, and services as needed.
- Enhance learning and scholarship opportunities through ongoing development of digital collections, technological systems, and user-driven collection and service strategies.
- Market library services, resources and spaces in ways that meet users' expectations and work styles.
- Increase the Libraries' capacity to create, acquire, manage, preserve, and access scholarly content in diverse digital formats regardless of platform.
- Investigate possibilities for e-commerce in collaboration with University Archives and the Milners' Digitization Center to capitalize on the demand for key resources.
- Explore new organizational structures for Library staff and new service models to enhance user services.
- Investigate state-of-the-art patron information transaction management systems such as LibAnswers and Altarama for their utility in managing user transactions.
- Enhance the Libraries' Internet presence by integrating current and future web-based applications such as mobile access, iCampus portal, Facebook, Twitter, Flickr, YouTube and iTunesU.

2. *Transform Libraries space to meet the needs of current and future users*

- Regularly assess space usage in all Libraries locations and align space planning with evolving patron use and needs.
- Enhance the appearance and functionality of the University Archives, patron workspaces, and public spaces.
- Create interactive exhibit spaces, podcast and video cast studios and a gaming room.
- Renovate Libraries' facilities in order to bring 20% more per year into ADA compliance until entire library is fully compliant.
- Renovate/repair the basement storage area.

3. *Collaborate with strategic partners outside the Libraries*

This level of cooperation will not be limited to other colleges/units around campus but will also include grant organizations, consortia, businesses, cultural institutions, and prominent individuals. Actions include:

- Encourage interaction of Libraries' faculty and staff with all groups of users, with non-library groups at ISU and with additional organizations to identify opportunities for new collaborations such as the new pilot project of institutional repositories led by Northern Illinois University.
- Promote integration of the Libraries with campus curricula and research through deployment/embedding of liaisons between the Libraries and campus entities.
- Enhance Milner Library's role as steward of the University's intellectual capital through institutional repository development.
- Be an active partner in the development of infrastructure that supports innovative research and publishing tools.
- Support open access publishing experiments in collaboration with ISU faculty and researchers.
- Expand Libraries' partnerships that serve groups of constituents' services for students studying abroad and curriculum revision teams.
- Increase awareness of the Post Baccalaureate Certification Program in School Librarianship throughout the state and expand the Program to better meet the needs of the school library program students and the need for qualified librarians in the state of Illinois.
- Support the University's priorities and address emerging University issues in library planning and assessment activities.
- Demonstrate alignment of Libraries projects with University priorities in our external communications on the website and in other public-facing venues, such as fundraising materials, other publicity materials, exhibits, and events.
- Improve the visibility of Milner's Digitization Center and of digital collections as avenues for improving library funding.
- In consultation with the constituents, enhance the Libraries' sustained growth, space and budget for its Special Collections.

4. Enhance staff capabilities

- Provide opportunities for staff to become more technologically skilled and adaptable.
- Create an efficient and effective technological environment for the Libraries faculty and staff.
- Encourage staff to experiment, innovate, and try new approaches to their work through regular Library-wide in-house, and departmental staff development planning processes.
- Provide staff with opportunities for access to appropriate hardware and software, and facilitate training and other professional development.
- Develop policies that ensure equity and access to training, mentoring and professional development.
- Synchronize projects among departments to improve work flow.
- Create online and face to face venues for sharing resources and expertise among liaisons and college contacts.

IMPLEMENTATION

This strategic plan will be implemented over the next five years. The detailed strategies and proposed activities for the first year are attached in Appendices 1- 12. In subsequent years, the proposed activities will be prioritized through library-wide discussions, rigorous reviews and data analysis to inform annual activities and further adjust the planning process.

MILNER LIBRARY

OBJECTIVES FOR FY 13

Milner Library's strategic directions and each of the specific goals are intended to enhance the library's ability to support the University's mission in teaching, learning, research and alumni relations as described in *Educating Illinois*. The strategic directions were created in FY 12 with specific goals for FY 13 contributed by department heads and other library faculty and staff. Several additional broad goals have been included for possible exploration, the specifics of which will be developed in consultation and collaboration with library and campus constituents.

Goal 1: Create the next generation academic library that offers state-of-the-art services, cultural, technological, and informational environment.

Planning

- Conduct a series of campus-wide conversations and planning processes concerning the future of Milner Library. Outcomes of these processes will directly affect the development of parallel plans regarding Milner Library's spaces, collections, services, development efforts and speaker programs.
- Develop a strategic plan for the future of Special Collections in collaboration with campus constituents that addresses the challenges of storage and exhibit space, security, inventory and access to its amazing collections, and the active use of these materials in the curriculum.
- Use data concerning library operations in a systematic and planned manner to inform decision-making and actions. Data gleaned through several large campus-wide initiatives (IT Review, LEAPForward, etc.) will be consolidated with internal data and user feedback and linked, where possible, to project management.

Services

- Initiate delivery of library materials directly to faculty offices through campus mail. Faculty will select their preferred option at the time they place a request for materials in the local or I-Share catalog: pick up their materials at the library's circulation desk or have their materials sent directly to their campus mail address.
- Extend library hours to 3 a.m. as a pilot project in response to a request from the Student Government Association.

Collections

- Develop a plan in close collaboration with key constituents that provides justification for decision-making regarding Milner Library collections. Among others, this plan will: 1) assess the adequacy of the materials budget in meeting campus needs; 2) insure access in open stacks to the most important works in the library's collections; 3) identify criteria to be used in designating materials to open stacks, close stacks or withdrawal; and 4) define the process and criteria for the addition and removal of databases.
- Identify potential cost savings and space savings through a study of the overlaps in coverage of online and print journals and databases. Analysis will also include benefits of acquiring online journal back-files and consortium-based collections (e.g., Hathi Trust).
- Conduct a thorough review of all serials subscriptions in collaboration with campus faculty to ensure that Milner subscribes to the most needed journals and other serials.
- Continue to expand seamless access to needed research by exploring on-demand journal article delivery options as an alternative to annual subscriptions.
- Enhance access to important local collections, especially those located in the University Archives and Special Collections. This will involve continuing inventory of collections, collection management systems and new workflows for digitization and provision of electronic access. New digital collections will include *The Voices of Extremism*, a large collection of interviews with radical political thinkers conducted between 1948 and 1980; the interactive display of Japanese pottery; and posters of World War I and II.

Reference and Instruction

- Collaborate with campus IT to increase access and personalization to library channels in iCampus in order to provide real-time information about materials borrowed, materials requested, course reserves items, most used research tools.
- Redesign the reference services area in order to facilitate more productive interactions between librarians and staff, and patrons.
- Lead voter registration for the third consecutive Presidential Election through Reference Services to many first-time voting students, as part of Milner's support of the University's civic and political engagement commitment.
- Pilot a collaborative project with a small number of academic departments to identify the critical research skills that students require to succeed in the discipline and then to map the teaching of those skills across the curriculum.

- Obtain Type 10 Program status from State Board of Education for the Post Baccalaureate Certificate Program in School Librarianship, a joint project between Milner Library, the College of Education, and the Department of Curriculum and Instruction to meet the statewide need for certified school librarians.

Technologies

- Implement a robust system for streaming media in order to enhance campus delivery of audio and video recordings.
- Collaborate with the campus community to populate the recently implemented institutional repository, ISU ReD. The goal is to retain and capture knowledge creation originating at Illinois State University through such products as journal articles, student research, theses and dissertations, and local online journals.
- Enhance the technology experience of library users through various means, including: developing the web page; exploiting the functionality inherent in our content management system; implementing a more robust system for hosting the Library's digital collections; consolidating the server infrastructure; and beginning implementation of campus-wide IT recommendations.

Preservation

- Acquire equipment to implement solvent-based treatments that will be critical for preservation efforts of library collections, especially large-format print and poster collections.

Goal 2: Transform libraries' space to meet the needs of current and future users.

- Evaluate the current way-finding signage and implement new signage that helps students and faculty to better navigate Milner Library.
- Explore the piloting of a limited coffee service in collaboration with campus constituents.
- Continue upgrades of furniture and technologies throughout the building. Within the context of continuing uncertainty about funding for renovation of Milner Library, we will move ahead to replace hundreds of chairs, add technologies and equipment required by students and faculty, and to further comply with the American with Disabilities Act.

Goal 3: Collaborate with strategic partners outside the Libraries

- Develop relationships with alumni and others who have an interest in the future of Milner Library and who would be willing to contribute time and resources to its development. We will work closely with University Advancement to move this initiative forward.
- Explore synergies with other academic support services as a way to identify collaborations that enhance learning, research and provide collective cost savings.
- Engage the University Library Committee and new Student Advisory Committee in evaluating and participating in the development of new library services and products.
- Participate in a \$575,000 Institute of Museum and Library Services grant with several other Illinois universities to investigate strategies for digital preservation by small and medium size institutions.
- Collaborate with the Graduate School to facilitate the processing of electronic dissertations which will be placed on ISU ReD (the institutional repository) as well as on an international database of fulltext dissertations to which Milner subscribes.
- Investigate possible collaboration with Research and Sponsored Programs concerning the development and support for a Grants Center and scholarly communication activities.
- Implement in collaboration with key constituents an annual, one-day children's literature event named in honor of former ISU faculty member Taimi Ranta.
- Work closely with the Consortium of Academic and Research Libraries of Illinois (CARLI) to develop and expand services and products, and to provide important professional development opportunities.

Goal 4: Enhance staff capabilities

- Implement a program to identify needed skills that sustain employees in a constantly evolving library environment and develop an organized learning program.
- Investigate and enhance the quality of library work life by focusing on building relationships and community. Research has indicated that quality of service to patrons is directly related to quality of organizational climate.
- Enhance feedback mechanisms about the library administration as a way to better understand how it can improve efforts to support the fundamental work of the Library.

Graduate School Major Objectives for FY 13

Support for Educating Illinois Goals 1 and 2:

Educating Illinois 2008-2014 Goal 1

Illinois State University will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.

Educating Illinois 2008-2014 Goal 2

Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.

Graduate recruitment

Support targeted departmental/school recruitment efforts by funding recruitment proposals consonant with enrollment management targets

Promote targeted recruitment of underrepresented groups and international students, with involvement from graduate departments/schools.

Continue work with Admissions and web support to encourage departments to make graduate program websites user-friendly, attractive to prospective applicants, and compliant with university policy.

Financial support for graduate study and timely completion of degrees

Continue efforts to increase graduate-student stipends to competitive national levels, as the state and university's budget permit. (If no new funds are available for this purpose, Graduate Council recommends not increasing the minimum stipends in FY 13, since any required internal reallocation in departments is likely to decrease the total number of assistantships.)

Preserve purchasing power of tuition waivers, another important tool in recruitment, by increasing waivers by the same percentage as the fall tuition increases, preserving their purchasing power in credit hours.

Review and support for effective, high quality graduate programs

Continue to work with programs and the Academic Planning Committee's program review process to establish optimal enrollment targets for graduate students through management of applications/acceptances, and to review time to degree and retention as well as program quality

Continue to assist in development, assessment and refinement of on- and off-campus graduate degree and certification programs; as necessary and deemed appropriate by departments and schools, assist in planning for discontinuation of programs that are no longer serving their purpose

Increase the percentage of faculty with graduate faculty status by providing department chairs and school directors with current and accurate information on the full and associate status of their current faculty members and on eligibility requirements for nomination of new and continuing faculty.

Continue support for graduate student research through Research Symposia and associated grant program

Continue graduate coordinator support and development through meetings, workshops, communications, development of web-based tools

Research and planning for the future of graduate education at Illinois State

Continue work with Milner Library staff to develop plans for dissemination of information about copyright and permissions, as well as potential electronic submission of theses and dissertations

Continue to monitor public, private, and for profit initiatives in graduate education for possible implications for graduate programs at Illinois State

Continue work with HR and Legal on revision of *GA Handbook* and establishment of appropriate categories of GAs to meet federal and legal and regulatory requirements and support graduate study, while maintaining as much flexibility as possible for employing units on campus

Review tuition structure with attention to the potential effects of tuition increases on graduate recruitment and retention; continue to explore the possibility of a truth-in- tuition policy for graduate students.

SECTION IV

PROGRAM REVIEWS

At Illinois State University primary responsibility for quality of academic programs resides with campus faculty. The Academic Planning Committee, an external committee of the Academic Senate, is charged with facilitating review of both long-standing and newly-established programs. Program review is carried out in accordance with guidelines established by the Illinois Board of Higher Education (IBHE) and in a manner consistent with academic planning mechanisms and shared governance at the University.

The program review process is both a critical and constructive process designed to help an academic unit identify strengths and weaknesses of its academic programs. The program review process encourages the development and maintenance of high-quality academic programs that are administered efficiently and in accordance with the university mission.

The program review process involves extensive analysis of each program by its faculty with input from program stakeholders including students and alumni. Each analysis is then reviewed by the Academic Planning Committee. The committee works collaboratively with program faculty to identify recommendations for program development and modification. The recommendations serve to inform the department or school, college, and University on decisions regarding resource allocation, faculty staffing, program focus, admissions standards, curricular content, and other academic matters. The Academic Planning Committee provides these recommendations in summative reports submitted to the Academic Senate, the Board of Trustees, and the IBHE.

Each of the 129 academic programs offered by the University is reviewed every eight years. Progress of new programs is reviewed three years after program establishment. The University has 10 research and service centers approved by the IBHE. Each of these is reviewed every four years.

The 2010-2012 program review cycle involved review of 24 ongoing academic programs and five research and service centers. A summary report for each program follows.

Schedules for reviews of all programs and centers are included at the end of this section.

Review of the B.S. in Athletic Training 51.0913

Introduction. The Athletic Training Education Program (ATEP) leading to the B.S. in Athletic Training prepares students to become certified athletic trainers. Established in 2003, the major was developed from a strong program sequence. The program self-study occurred throughout the 2010-2011 academic year and was a collaborative effort of faculty, students, and the ATEP advisory council.

Overview of academic unit. ATEP is housed in the School of Kinesiology and Recreation (KNR) within the College of Applied Science and Technology. KNR offers five undergraduate programs, including ATEP, and four minors. With the 2011 move to the new Student Fitness and Kinesiology/Recreation Building, all KNR faculty members are now in the same location. The building has faculty office space, several laboratories, and five classrooms. All KNR applicants and majors are advised by two program advisors. KNR enjoys a rich relationship with the Milner Library subject specialist. The specialist regularly attends school meetings, and faculty members are encouraged to contact her to request instruction or support with research. Primary responsibility for annual budgetary planning rests with the director of the school assisted by the school administrative council, which is comprised of the assistant school director, directors of the five undergraduate programs, and the director of the graduate program.

Overview of degree program. The ATEP mission is “to develop graduates who possess entry-level knowledge and skills in the prevention, recognition, treatment, and rehabilitation of athletic injuries while emphasizing integrated learning, problem-solving, critical thinking, and professionalism.” Graduates are prepared to “successfully challenge the Board of Certification exam and become certified athletic trainers who foster excellence, either by entering the work force or continuing educational pursuits in seeking an advanced degree.” Consistent with *Educating Illinois*, the university strategic plan, students are provided a “small-college atmosphere with large-university opportunities” through low student-faculty ratios in classes and clinical experiences. The program aligns with goal three of the *Illinois Public Agenda*, the state plan for higher education policies and resources (“increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society”).

Curriculum of the B.S. in Athletic Training. The ATEP curriculum is structured to meet all competencies and proficiencies outlined by the National Athletic Trainers’ Association (NATA) and to maintain accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). The curriculum is designed to promote learning over time. Students are taught concepts and given numerous opportunities to practice and have additional exposure to those concepts until they are mastered. This approach is particularly evident in practicum courses, as all students within the clinical portion of the program have out-of-class academic experiences (clinical rotations) on a daily basis. The purpose of clinical rotations is to allow students to practice athletic training by applying what they learn in the classroom and laboratory to clinical practice. Due to the hands-on nature of the program, no ATEP courses are offered online.

Faculty of the degree program. Program faculty includes two tenured/tenure track faculty members, both with terminal degrees, and two non-tenure track faculty members, one with a terminal degree and the other working toward one. Although relatively young, faculty members are striving to develop national reputations. Research interests include prevention, evaluation, and treatment of shoulder injuries in the overhead athlete; therapeutic modalities; athletic training education; and ankle instability. Faculty members regularly present at the local, state, regional, national, and international levels.

Program goals and quality measures. Program faculty has identified four indicators of program quality: program size, clinical education, faculty quality, and strength of curriculum. Using these indicators, faculty has compared the program at Illinois State with athletic training education programs at like-sized public institutions in the Midwest. ATEP compares favorably to the identified programs on each quality indicator. While there are slight variations in how each program meets clinical education requirements, all programs utilize intercollegiate and high school athletics. Only one comparison program requires as much time at a general medical site as the program at Illinois State. All the programs employ faculty members who received their degrees at institutions other than those at which they teach. Since the majority of the curriculum in an accredited program is mandated by accreditation standards, there is little variation in curriculum across comparison programs. However, none of the comparison programs has laboratory and classroom space comparable to ATEP.

Changes in level of student demand. Student demand for the program has increased steadily over the past five years, from 87 students enrolled in spring 2008 to 122 enrolled in fall 2011. Because the University of Illinois at Urbana-Champaign no longer offers an athletic training education program, student demand for the program at Illinois State is expected to increase.

Major changes in the program's discipline, student demand, societal need, institutional context. The athletic training profession has experienced minor changes during the last five years as a result of continuous quality improvement by the governing bodies of the profession. These improvements have resulted in changes to competencies mandated by the accreditation agency (CAATE) and, in turn, to the ATEP curriculum.

Athletic trainers are working in more varied settings than ever before. Athletic trainers are employed by the military, police departments, fire departments, automobile manufacturers and other industries as well as physical therapy clinics, physicians' offices, and performance enhancement centers, while maintaining ties to athletics at every level. This expansion has increased the need to expose students to a greater variety of work environments.

Summary of the program's student learning assessment plan. The program assessment plan was recently modified to ensure its alignment with current discipline competencies that were revised by NATA in February 2011. Student learning objectives progress from basic understanding to higher order application and integration, with emphasis on the "learning over time" continuum. Assessment data have helped inform curricular changes to meet accreditation requirements.

Accreditation from affiliated agency. ATEP is accredited by CAATE, with the most recent accreditation awarded on July 15, 2006. The program is currently undergoing self-study in preparation for the next CAATE accreditation review. The self-study report is due to CAATE on July 1, 2012, and the follow-up accreditation site visit will most likely occur between October 2012 and February 2013. Every year the program submits an annual report to CAATE that outlines how the program has maintained compliance with accreditation. Thus far, the program has exceeded all CAATE standards each year.

Description of actions taken since the last review including instructional resources and practices and curricular changes. This is the first ATEP review on the eight-year program review cycle. In response to a three-year progress report submitted in October 2006, ATEP was commended for being a "strong and viable program" and for "development of a comprehensive assessment plan resulting in recent curricular updates and ongoing improvement." Although commended in 2006, the program has not been idle since. Efforts have been made to keep the assessment plan current and to maintain program quality. Perhaps most notable is the recent move to the new Student Fitness and Kinesiology/Recreation Building, where academic programs enjoy an immense laboratory and more classroom space. With these improvements the teaching and practice of athletic training at Illinois State has been greatly enhanced.

The program’s major findings and recommendations and actions taken as a result of this review.

While completing this program review, the need to revise the program assessment plan became self-evident. Modifications were necessary to align the program with Athletic Training Education Competencies issued by NATA in February 2011. Student learning objectives in the revised plan progress from basic understanding to higher order application and integration, with emphasis on the “learning over time” continuum.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Athletic Training to be in Good Standing. Committee members commend the program for a quality review and report that provides evidence of its assertions. The committee also commends faculty scholarship, successful efforts to increase student diversity, infusion of Milner Library resources into the curriculum, and faculty participation in Center for Teaching, Learning, and Technology programs. The committee also notes utilization of an advisory council to obtain feedback for program improvement.

Recommendations. The Academic Planning Committee recommends that the program address the following program-identified improvements within the next regularly scheduled review cycle.

- Complete the comprehensive self-study for continuing accreditation.
- Continue to revise selected courses to meet changing accreditation standards.
- Continue to increase clinical offerings.
- Continue to support faculty professional development, especially to help young faculty achieve professional goals while moving the program forward.
- Increase involvement in undergraduate research projects.

Comparative Data, B.S. in Athletic Training

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Eastern Illinois University								12	34
Illinois State University		44	106	107	104	100	102	119	119
S I U - Carbondale							32	33	10
U of I - Urbana/Champaign								29	34
Western Illinois University								90	101

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University								11	13
Illinois State University			13	12	24	32	21	22	23
S I U - Carbondale							7	14	0
U of I - Urbana/Champaign							4	11	15
Western Illinois University								6	13

Review of the B.S. in Exercise Science 31.0505

Introduction. The B.S. in Exercise Science program prepares its graduates for life-long learning and careers in fitness, sports performance, health/wellness, and rehabilitative- and research-related areas. The self-study for this program began in 2010 through formation of a committee to evaluate and revise the program and the program assessment plan. Faculty, students, program alumni, and Milner Library staff contributed to the evaluation. The program also gathered input from comparable institutions across the country offering similar programs.

Overview of academic unit. The School of Kinesiology and Recreation (KNR) within the College of Applied Science and Technology offers undergraduate programs in athletic training, exercise science, physical education teacher education, recreation and park administration, and therapeutic recreation. While these are distinct programs leading to different professions, KNR prides itself on collaboration among students and faculty. Two full-time advisors advise all KNR undergraduates. Facilities in the new Student Fitness and Kinesiology/Recreation Building include the Anatomy and Physiology Laboratory, Athletic Training Research and Education Laboratory, Biomechanics Laboratory, Fitness Laboratory, Physiological Assessment Laboratory, Psychology of Sport and Physical Activity Laboratory, and two computer labs. Budget requests are made by exercise science faculty to the exercise science program director, who then passes the requests to the KNR director for prioritization.

Overview of degree program. The mission of the Exercise Science program is to provide students with knowledge of the scientific principles underlying human movement and performance and with experiences applying that knowledge. The program supports the goals of *Educating Illinois*, the university strategic plan, by providing students significant workplace experience to enhance their employability, supporting a faculty that is scholarly productive and whose teaching is highly regarded, and promoting numerous events to support community pride in the University. The Exercise Science program contributes to goal three of the *Illinois Public Agenda*, the state plan for higher education policies and resources, through use of several competency-based assessments and through extensive work placement opportunities through professional practices.

Curriculum of the B.S. in Exercise Science. The curriculum builds on general education goals by providing theoretical and practical opportunities for problem solving, both in classes that emphasize a theory-into-practice approach and in professional practice. The exercise science major consists of 67 hours, including 20 in core KNR classes, 22 in sequence courses, at least 10 in professional practice, and 15 cognate hours. Several courses are occasionally available fully online, and most courses use at least some online components. Several exercise science courses use library research databases to complete assignments. The library liaison has developed a library guide specifically for exercise science, and the liaison maintains regular contact with exercise science faculty in person at faculty meetings and via email.

Faculty of the degree program. All nine tenured and tenure track faculty member have terminal degrees relevant to their areas of specialization. Of the nine tenured and tenure track faculty members, five are full professors, two are associate professors, and two are assistant professors. Of the two non-tenure track faculty members, one holds a terminal degree, and one holds a master's degree. Since 2007, faculty members have produced 58 publications, made 108 presentations, and received 20 University Research grants and 23 external grants. Three faculty members have served as editorial board members on leading journals. In addition, two faculty members have won university research awards. Faculty members are consistently evaluated by students as "excellent" on the teaching evaluation instrument used by the college and have been recognized for innovation in online instruction.

Program goals and quality measures. Program goals for the next three to five years are to promote premier academic programs, engage in quality scholarship, foster an envied workplace, and promote and engage in service and outreach activities. Through the self-study process, comparisons to peer programs were made using student/faculty ratios, admission and academic performance standards, scholarly output of faculty, and the nature of the capstone experience for undergraduates. The Illinois State program was found to have a more desirable faculty-student ratio than any of the comparison institutions, to be similar in terms of academic requirements, to have a similar scholarly output (with the exception of more grant procurement at one comparison institution), and to have one of the more demanding and extensive professional practice experiences. Some comparison programs were found to have both pre-professional and advanced tracks to their degrees, while Illinois State offers only the pre-professional option.

Changes in level of student demand. Student demand remains high, increasing slightly since 2007 and continuing to exceed capacity. In response to demand, enrollment has grown by an average of 6 percent over the last three years.

Major changes in the program's discipline, student demand, societal need, institutional context. There have been no significant changes in the discipline recently, although there is now a greater awareness in society of the need for qualified fitness professionals. In addition, demand for programs that prepare students for professions such as physical therapy remains high. The Exercise Science program exemplifies the university mission in several respects: faculty quality, distinctiveness of curriculum, volume and quality of faculty scholarship, involvement in service and outreach activities, and emphasis on individualized attention.

Summary of the program's student learning assessment plan. As part of the self-study process, the program worked with University Assessment Services to revise the student learning assessment plan for the program. The revised plan involves assessing six outcomes at multiple stages of the program via specially-designed rubrics for each of four classes, an exit survey, and the alumni survey.

Accreditation from affiliated agency. There is no accrediting agency for the exercise science discipline.

Description of actions taken since the last review including instructional resources and practices and curricular changes. This is the first full program review for the Exercise Science program. The three-year progress report completed in 2007 found the program in good standing and recommended careful attention to enrollment management. The program has worked with the Office of Enrollment Management and Academic Services to establish an optimum enrollment.

The program's major findings and recommendations and actions taken as a result of this review. The major recommendations as a consequence of the program review are to investigate feasibility of an alternative track in exercise science that allows the student to take additional advanced courses in lieu of the professional practice requirement and to initiate the new learning outcomes assessment plan.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Exercise Science program to be in Good Standing. Committee members commend the program for a quality self-study and report. The committee also commends the program for its recently revised assessment plan, efforts to increase student diversity, participation in the University Honors program, and infusion of Milner Library resources into the curriculum.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to work with the office of Enrollment Management and Academic Services to monitor enrollment and to develop and implement a strategy to keep enrollment goals aligned with program resources.
- Continue efforts to establish additional clinical sites.
- Develop a plan to track program alumni for their success in employment or graduate study.
- Continue efforts to recruit faculty and students from underrepresented groups.

Comparative Data, B.S. in Exercise Science

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Eastern Illinois University							805	826	842
Illinois State University			22	100	156	154	165	175	168
S I U - Carbondale						239	138	137	153
S I U - Edwardsville						149	71	76	90
U of I - Chicago	327	394	455	497	481	513	569	619	538
U of I - Urbana/Champaign	455	484	543	601	611	589	594	575	581
Western Illinois University				463	485	453	458	183	212

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University							184	145	163
Illinois State University				6	36	47	48	56	59
S I U - Carbondale						42	35	24	29
S I U - Edwardsville						14	31	32	36
U of I - Chicago	88	78	65	66	85	103	108	144	142
U of I - Urbana/Champaign	107	111	128	144	141	180	151	179	153
Western Illinois University				71	92	82	86	27	43

Review of the B.S., B.S. Ed. in Health Education 13.1307

Introduction. The B.S., B.S. Ed. in Health Education program prepares students to serve as health education teachers and other health education professionals in school and community settings. The review process for this program began in spring 2011 and has involved program faculty, students, and alumni. The program assessment plan was utilized to gather data and inform program improvements.

Overview of academic unit. The Department of Health Sciences within the College of Applied Science and Technology offers five undergraduate degree programs: environmental health, health education, health information management, medical laboratory science, and safety. All department programs are aligned with goals and strategic activities of *Educating Illinois*, the university strategic plan. Health Education program resources and energies are devoted to creating extraordinary learning opportunities based on responsibilities and competencies of the National Commission for Health Education Credentialing (NCHEC) and on teaching standards of the National Council for Accreditation of Teacher Education (NCATE) and the State of Illinois. The department collaborates with Mennonite College of Nursing and contributes courses to the General Education program.

Overview of degree program. The program is designed to prepare students to promote positive health behaviors by planning and implementing programs, preparing and presenting instructional materials, assessing individual health needs, teaching and training, and acting as health resource persons. Program majors choose one of two sequences: school health education or community health education. The program is the only degree-granting program of its type in Illinois that is accredited by both NCATE and the Society for Public Health Education/American Association for Health Education Baccalaureate Accreditation Council (SABPAC).

Curriculum of the B.S., B.S.Ed. in Health Education. The curriculum is appropriately designed to prepare graduates for careers in school or community health education. Every health education major completes a core of 21 credit hours. Students in the school health education sequence must be admitted into the university Professional Studies program and successfully complete clinical experiences. The health education curriculum promotes civic engagement and social justice through courses and co-curricular activities aligned with the American Democracy Project.

Faculty of the degree program. There are four full-time tenured/tenure track faculty members and one full-time non-tenure track faculty member in the program. Faculty members teach a substantial number of general education courses and supervise honors projects. All faculty members are involved in state and/or national professional organizations.

Program goals and quality measures. Health Education program goals are to be the program of choice for employers seeking graduates to fill school and community health education positions and to produce graduates with discipline-related skills needed to succeed in health education careers.

Changes in level of student demand. Student demand for a health education degree has been steady throughout the review cycle. Through recruiting efforts and advisement, the program has attracted high quality transfer students and has balanced enrollment between the school and community sequences.

Major changes in the program's discipline, student demand, societal need, institutional context. Overall, the health education discipline has remained constant over the years. However, demand on professionals has grown as responsibilities and competencies of health educators have been expanded. The Health Education program curriculum is largely influenced by standards set forth by accrediting agencies. The program has adopted NCHEC 2010 Responsibilities and Competencies and has incorporated them into programmatic goals.

Summary of the program's student learning assessment plan. The department and each of its five programs work closely with University Assessment Services to ensure quality program assessment. Both student and program outcomes are assessed through a multiple-measures approach. Key stakeholders provide input on the degree to which outcomes are being achieved. Every two years each program is required to utilize assessment data to develop a "change document" that summarizes any program additions, revisions, or deletions.

Accreditation from affiliated agency. The Health Education program actively participates in NCATE accreditation of teacher education units on campus through ongoing work with the American Association for Health Education (AAHE), the NCATE specialized professional association for school health education. In spring 2011 program faculty submitted self-study documents for AAHE re-approval and NCATE re-accreditation. The community health education sequence is accredited by SABPAC. The program will request re-accreditation from SABPAC in spring 2012.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The program has initiated steps to develop and utilize an advisory council. This will continue to be a program priority. A plan is also being developed to more formally track graduates' job placements and satisfaction of both students and employers with the program. The program continues strong efforts to recruit a more diverse student enrollment and will continue its efforts to expand and encourage student participation in co-curricular activities such as peer education and membership in professional organizations.

The program's major findings and recommendations and actions taken as a result of this review. The program intends to pursue the following initiatives and plans during the next three to five years.

- Seek SABPAC re-approval in spring 2012.
- Ensure that each professional practice and student teaching placement has a one-on-one mentoring experience in a professional setting that engages the candidate in various health education activities.
- Continue to expand field experience placement opportunities with area professionals for both school health education and community health education.
- Host the Health Education Scholar Program during the fall of each academic year.
- Reinstate the Nolte Research Scholar Program for Student Research.
- Continue efforts to offer opportunities in both sequences to study health disparities and the ecological conditions that contribute to their existence and solution.
- Improve communication between program faculty and professionals in the field.
- Utilize alumni database information to help recruit professional practice sites and student teacher mentors.
- Host the Community Based Partners Breakfast to thank, recognize, and seek input from program stakeholders committed to the program.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S., B.S. Ed. in Health Education to be in Good Standing. Committee members commend the program for its efforts to increase diversity in the student population and for infusion of cultural learning into the curriculum. The committee also notes the "change document" initiative to keep the curriculum current.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue efforts to formalize and utilize an advisory council that will contribute to program assessment and improvement.
- Continue to develop a plan to better track graduate and employer satisfaction with the program.
- Increase evidence of how the assessment plan informs program direction beyond curricular change.
- Work with the director of the University Honors program to increase participation by health education majors in the Honors program.
- Develop and implement a plan to provide opportunities for increasing faculty scholarship.
- Work closely with the Milner Library subject specialist to develop greater degree-specific integration of library resources in the program.

Comparative Data, B.S. and B.S.Ed. in Health Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Eastern Illinois University	111	113	111	111	101	99	94	100	97
Illinois State University	114	117	124	121	116	136	107	128	131
Northern Illinois University	44	55	67	60	55	77	62	63	53
S I U - Carbondale	58	53	46	43	42	46	30	33	29
S I U - Edwardsville	38	39	47	63	56	60	56	70	61
Western Illinois University	31	38	35	24	15	12	18	16	20

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	38	42	43	39	41	40	41	45	31
Illinois State University	36	27	41	39	41	40	38	38	30
Northern Illinois University	12	10	23	15	13	22	21	19	18
S I U - Carbondale	22	18	15	18	9	11	14	8	10
S I U - Edwardsville	13	19	11	21	21	26	19	25	22
Western Illinois University	6	6	14	16	4	6	2	7	6

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	223	213	211	223	230	227	225	230	
Illinois State University	175	171	166	164	186	196	231	226	
Northern Illinois University	192	183	212	200	231	253	249	246	
S I U - Carbondale	194	186	183	203	191	210	269	253	
S I U - Edwardsville	164	162	151	176	180	172	195	161	
Western Illinois University	196	199	215	225	232	249	282	273	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	483	529	543	557	531	558	553	557	
Illinois State University	607	640	619	672	586	591	558	573	
Northern Illinois University	547	678	557	508	526	674	679	560	
S I U - Carbondale	522	529	532	526	526	547	411	386	
S I U - Edwardsville	829	869	1018	840	712	683	731	734	
Western Illinois University	579	626	622	669	675	645	641	636	

Note: Discipline Costs and Credit Hours represent all bachelor's programs with program codes beginning 13.13

Review of the B.S., B.S.Ed. in Physical Education 13.1314

Introduction. The B.S., B.S. Ed. in Physical Education (Teacher Education sequence), or PETE, is a teacher preparation program leading to K-12 specialist certification. The process for this review cycle began in 2010 when faculty members worked to develop a quality program assessment plan. Faculty, student, and alumni collaboration resulted in data accumulation and analysis that has influenced program improvements.

Overview of academic unit. The PETE program is located in the School of Kinesiology and Recreation (KNR) within the College of Applied Science and Technology. The mission of KNR is to provide “nationally acclaimed programs that promote physically active lifestyles and a healthy use of sport and leisure through exemplary teaching, scholarship and service.” The mission aligns with missions of the college and the University. KNR offers a diverse group of degree granting programs: athletic training, exercise science, physical education teacher education, and recreation and park administration. Programs are offered on the undergraduate and graduate levels. School highlights include national accreditation, state-of-the-art instructional technology in classrooms and laboratories, and twice-yearly visits by professional advisory teams to advise students and faculty about changes in the workplace.

Overview of degree program. The mission of the program is to provide students and faculty with learning opportunities that foster a lifetime of growth and development through hands-on teaching experiences, the understanding of theory related to teaching, and the appreciation of past, current, and future research in the field of physical education. The program is designed to meet the continual demand for quality physical educators in Illinois. Clinical experiences sequenced throughout the program provide PETE candidates opportunities to apply pedagogy learned in the classroom to real-world situations.

Curriculum of the Physical Education-Teacher Education program. The program can be completed as a native or transfer student, with or without a minor, or as a minor in conjunction with some other teacher education program on campus. The PETE major consists of 81 hours: 20 in core KNR courses, 35 in sequence courses, and 26 in professional (teacher) education courses. Professional education hours include physical education student teaching at both the elementary and secondary levels. The PETE curriculum has been designed with careful attention to student needs, teacher education requirements of the Illinois State Board of Education, and national standards adopted by the National Association for Sport and Physical Education (NASPE), the specialized professional association affiliated with the National Council for Accreditation of Teacher Education (NCATE). While not directly contributing to general education on campus, the program is designed to address and support three of the four major shared learning outcomes outlined in the General Education program.

Faculty of the degree program. PETE faculty currently consists of 11 members: four males and seven females. Tenured/tenure track faculty members include one full professor, three associate professors, and two assistant professors. All hold terminal degrees in physical education or related disciplines. Non-tenure track faculty members include three full-time members and two adjunct/part-time faculty. All hold at least a master’s degree in physical education pedagogy, administration, or kinesiology studies. PETE faculty is actively involved in scholarship through presentations at the state, national, and international levels and through referred publications.

Program goals and quality measures. The PETE program strives to consistently rank as one of the top producers of physical education teachers in the state and nation. The program is designed to meet the continual demand for quality physical educators and to support the *Illinois Public Agenda*, the state plan for higher education policies and resources. The program has a nearly 100 percent pass rate on the examination required for teacher certification in Illinois. Prospective employers frequently seek graduates of the program, a testament to the high quality physical educators who are prepared to enter the professional world immediately upon graduation.

Changes in level of student demand. The PETE program continues to be a highly sought major. The process for admission into the program is rigorous. All applications are reviewed by the Physical Education-Teacher Education Selection and Retention Panel. On average, 20-25 internal transfer students are admitted each semester. Thirty-five incoming students and 30 external transfer students are admitted to the program annually.

Major changes in the program's discipline, student demand, societal need, institutional context.

There has been an increased focus on accountability of K-12 physical education programs in the United States. Accordingly, the PETE program has placed a high emphasis on student assessment and use of technology to foster student learning. Changes in the program are influenced largely by changes in national standards for physical education teachers. The most significant recent program change is increased emphasis on skill, fitness, and tactical knowledge of program completers. The student learning assessment plan for the program has been modified to reflect this change.

Summary of the program's student learning assessment plan. During the review cycle program faculty worked with University Assessment Services to develop a meaningful assessment plan that measures student learning outcomes. Faculty, students, and alumni contributed to the process and are regularly and systematically engaged in utilizing student assessment data to help identify program strengths, weaknesses, and changes.

Accreditation from affiliated agency. The PETE program has been nationally accredited through NCATE for 63 years. NCATE typically requires accredited programs to submit to a review every five years by the appropriate specialized professional association affiliated with NCATE, in this case NASPE. NASPE approves the program, leading to accreditation by NCATE in conjunction with accreditation of the teacher education unit on campus. The PETE program was reviewed and received full accreditation in 2003 and will seek continuing accreditation from NCATE in spring 2012.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The program has responded to the previous program review with numerous changes. Program faculty has developed a quality assessment plan and continues to use the plan to guide changes for program improvement. At the request of the Provost, the physical education sequence in the program has been retained. The sequence has been renamed kinesiology studies to better represent all students enrolled in it. There has been an increased emphasis on educational technology as a tool teacher candidates can use to assess their own learning and the learning of their students. The program has incorporated new teacher observation software specifically designed for the program to help students maximize the learning they gain through their clinical experiences. Clinical hours have been increased and are offered in a developmentally-appropriate sequence, a capstone course has been implemented to help prospective graduates connect theory and practice as they are about to embark on their student teaching experiences, and cutting-edge technology has been integrated throughout the curriculum. E-journal subscriptions have been added to library resources for PETE majors, making it easier for students and faculty to access the research and theory necessary for them to grow as professionals.

The program's major findings and recommendations and actions taken as a result of this review.

The program has identified three areas that the program will address during the next review cycle: 1) continue to conduct student learning outcomes assessment, 2) continue to improve academic course offerings to meet the ever changing needs of program graduates, and 3) engage in quality scholarship.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Physical Education to be in Good Standing. Committee members commend the program for a strong review process and quality report. Assessment initiatives demonstrate a connection between data gathering/analysis and actions resulting in programmatic changes. The committee also notes how the program has increased its efforts to recruit faculty and students from underrepresented groups and has maintained good retention rates. Currency and utilization of library resources is also commended.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to respond to changes in the discipline with curricular and technological initiatives.
- Continue efforts to recruit faculty and students from underrepresented groups.
- Continue efforts to develop and utilize the assessment plan.
- Continue efforts to increase student and faculty participation in the University Honors program.
- Continue to monitor time-to-degree.

Comparative Data, B.A. B.S. and B.S.Ed. in Physical Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	96	64	52	52	66	64	71	76	67
Eastern Illinois University	423	496	595	669	767	767			
Illinois State University	581	535	441	349	316	296	270	271	280
Northeastern IL University	129	159	160	164	148	170	91	195	229
Northern Illinois University	405	276	303	346	315	340	352	365	329
S I U - Carbondale	175	183	195	227	222		107	114	101
S I U - Edwardsville						3	59	63	71
Western Illinois University	401	385	454						

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	4	14	3	1	2	2	7	6	7
Eastern Illinois University	84	83	83	105	128	153			
Illinois State University	128	122	112	105	75	73	77	48	49
Northeastern IL University	14	20	19	28	18	32	32	27	46
Northern Illinois University	46	43	45	55	36	60	80	74	71
S I U - Carbondale	41	43	31	40	50	3	28	21	23
S I U - Edwardsville						1	20	28	32
Western Illinois University	103	69	83						

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	315	327	337	341	393	377	344	272	
Eastern Illinois University	223	213	211	223	230	227			
Illinois State University	175	171	166	164	186	196	231	226	
Northeastern IL University	244	240	228	297	234	238	241	211	
Northern Illinois University	192	183	212	200	231	253	249	246	
S I U - Carbondale	194	186	183	203	191	210	269	253	
S I U - Edwardsville						172	195	161	
Western Illinois University	196	199	215						

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	391	382	335	391	306	347	347	346	
Eastern Illinois University	483	529	543	557	531	558			
Illinois State University	607	640	619	672	586	591	558	573	
Northeastern IL University	485	461	395	434	497	486	564	619	
Northern Illinois University	547	678	557	508	526	674	679	560	
S I U - Carbondale	522	529	532	526	526	547	411	386	
S I U - Edwardsville						683	731	734	
Western Illinois University	579	626	622						

Note: Discipline Costs and Credit Hours represent all bachelor's programs with program codes beginning 13.13

Review of the M.S. in Kinesiology and Recreation 31.0501

Introduction. The M.S. in Kinesiology and Recreation prepares professionals committed to the promotion of health-enhancing lifestyles by emphasizing the role of scholarship and focused disciplinary study. The self-study process for the program was guided by a seven member committee including the graduate program director and a representative from each of the six program sequences. The committee worked closely with graduate faculty and students to complete the process.

Overview of academic unit. The program is located in the School of Kinesiology and Recreation (KNR) within the College of Applied Science and Technology (CAST). KNR provides nationally acclaimed programs that promote physically active lifestyles and a healthy use of sport and leisure through exemplary teaching, scholarship, and service. The KNR mission aligns well with the CAST strategic plan, the university strategic plan (*Educating Illinois*), and the state plan for higher education policies and resources (*Illinois Public Agenda*).

Overview of degree program. The KNR graduate program is dedicated to quality research by students and faculty, quality teaching and learning, and development of high quality professionals able to meet economic needs of the state, region, and country. Between KNR funding and funding from other campus units such as Athletics and Campus Recreation, a high proportion of KNR graduate students receive assistantships.

Curriculum of the M.S. in Kinesiology and Recreation. The graduate program has six sequences, each with its own curriculum designed to meet the needs of the profession and train students for positions in the field. The sequences include athletic training, biomechanics, exercise physiology, psychology of sport and physical activity, recreation and park administration, and sport management. Regardless of sequence, this is a 33-hour program designed to be completed over two academic years. Two courses comprise the research core required of all students. All sequences allow students to complete either a thesis or a non-thesis research project as a culminating experience. Courses are designed to expose students to research as well as out-of-classroom experiences working with area agencies. Faculty/student research collaboration has allowed students to co-author 39 published articles and 136 presentations since 2005.

Faculty of the degree program. There are 25 tenure line faculty members and one non-tenure track faculty member with graduate faculty status in the program. All have terminal degrees and have distinguished themselves by obtaining certifications in their profession. Faculty members have demonstrated their quality and national reputation by publishing scholarly articles at the national and international levels, presenting research at prestigious conferences in their respective fields, writing textbooks, and making significant editorial contributions to scholarly publications.

Program goals and quality measures. The program compares favorably to 18 benchmark programs, including several Carnegie Doctoral/Research Extensive universities, in terms of admissions standards, culminating experiences, and research core requirements. Five program goals have been established for the next three to five years including: 1) continue to conduct student learning outcomes assessment, 2) improve efforts to recruit students, 3) maintain graduate student participation in research dissemination, 4) improve academic programs, and 5) improve the graduate assistant experience. These goals integrate with goals of KNR, CAST, and the University.

Changes in level of student demand. The program has experienced high demand as evidenced by increased enrollment. Admitted students are increasingly more academically qualified, and program admission is more competitive. Student demand has remained strong and consistent, averaging 88 students enrolled per year. This is the highest average enrollment for Illinois Board of Higher Education comparator programs.

Major changes in the program's discipline, student demand, societal need, institutional context. The most significant changes to the curricula have resulted from the needs of graduates entering the job market or pursuing terminal degrees. Program sequences closely monitor trends and issues in their respective fields and adapt accordingly through changes to the curriculum, new research investigations, new class discussion topics, and more out-of-classroom experiences to expose students to their profession. Program revisions are prioritized and reviewed to ensure alignment with the mission and vision of the school, college, and University. Four of the sequences have made curriculum changes recently. Curricular revisions reflect changes in the profession or addition of faculty expertise. KNR does not offer online classes but sometimes uses a hybrid model for two classes, depending on the instructor.

Summary of the program's student learning assessment plan. Assessment of student learning has three critical goals: 1) demonstrate advanced knowledge focused on a specific academic discipline; 2) demonstrate understanding of different research paradigms, synthesize research studies, and make practical applications of the results; and 3) demonstrate understanding of descriptive and inferential statistics and their application. The student learning assessment plan was revised in spring 2010. Data collected each semester is used to influence program changes.

Accreditation from affiliated agency. Athletic training is the only accredited sequence within the program. None of the other sequences have accreditations available to them. Athletic training is accredited by the National Athletic Trainers' Association and is one of only 15 institutions nationally with this distinction. The sequence received a five-year accreditation in 2009.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The following five items are recommendations resulting from the last program review. A brief summary of progress is provided for each.

- Develop short- and long-term program goals.
Program goals are reviewed and further developed annually prior to the first graduate faculty meeting in the fall semester. These goals drive the work agenda for the academic year.
- Develop a plan for ongoing assessment of new admission policies with an emphasis on increasing rigor.
While the revised assessment plan addresses student learning, rubrics in the plan are measures of baseline knowledge and rigor in the program.
- Demonstrate that ongoing assessment is used to monitor the quality of the curriculum and the courses offered.
The new assessment plan contains rubrics to make data collection and analysis uncomplicated. Data from fall and spring semesters are reviewed by the graduate program director and shared at the first graduate faculty meeting in the fall. The faculty is then asked to determine what improvements, if any, should be made to strengthen courses and the graduate program experience.
- Improve recruitment efforts to provide a more diverse enrollment.
Recruitment efforts are sequence specific and include distributing recruitment flyers to universities with high underrepresented populations, sending brochures to universities without master's degree programs, placing listings on professional association websites, and posting graduate assistantships on a multitude of job websites including the National Collegiate Athletic Association and the National Intramural and Recreational Sports Association.
- Form a plan to track graduates' employment and program satisfaction.
Graduate employment has been tracked inconsistently among the sequences. Two objectives for spring 2012 are to 1) track graduate job placement, and 2) develop an assessment tool to be administered at the end of the degree program to evaluate overall program satisfaction of graduates.

The program's major findings and recommendations and actions taken as a result of this review.

Major findings from this review include the following: 1) graduate assistant stipends are low compared to stipends offered by other campus units, 2) data are needed from the revised assessment plan, 3) graduate student job placement needs to be tracked, and 4) enrollment in the two research/statistics core courses needs to be monitored. Each finding has been incorporated into program goals and objectives for the upcoming three to five years.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.S. in Kinesiology and Recreation to be in Good Standing. Committee members commend the program for a thorough and thoughtful review and quality report. The report documents evidence of several noteworthy program components including faculty scholarship, the training program for graduate assistants, student involvement in research, and the assessment plan.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue efforts to recruit a more diverse faculty and student population.
- Continue efforts to improve graduate assistant stipends.
- Refine the alumni tracking system specific to the sequences.

Comparative Data, M.S. in Kinesiology and Recreation

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University			82	82	94	86	83	95	113
S I U - Edwardsville	66	77	71	72	75	66	71	75	73

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University			41	44	35	53	33	39	47
S I U - Edwardsville	34	32	28	25	24	44	31	37	43

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				175	194	221	288	252	
S I U - Edwardsville	260	203	331	340	325	350	283	161	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				898	791	742	646	708	
S I U - Edwardsville	493	686	432	423	398	451	485	584	

Review of the Ph.D. in Mathematics Education 13.1311

Introduction. The Ph. D. in Mathematics Education prepares individuals for careers as college or university professors. Review of the Ph. D. in Mathematics Education program began in fall 2010. The Ph.D. Review Committee gathered feedback through program assessment measures and reviewed this data. The Group for Educational Research in Mathematics (a departmental committee including faculty and graduate students) was responsible for the review process. The focus of the group was the research experiences of doctoral students throughout the program and whether the research experiences were sufficient to adequately prepare them for their dissertation work as well as for careers in academia as mathematics education researchers. The group examined the current curriculum in light of recent recommendations for the preparation of doctoral students in mathematics education and considered aspects of the program that could be improved. As the report was prepared additional faculty input was sought as required and appropriate. An online survey of doctoral graduates from 2005 to 2011 and annual doctoral student reflections on the program contributed to review data.

Overview of academic unit. The Ph. D. in Mathematics Education program is housed in the Department of Mathematics within the College of Arts and Sciences. The department has approximately 390 undergraduate majors, 94 master's students, and 17 Ph. D. students in mathematics education. In addition to offering strong programs for its majors, the department serves a central mission in its offerings of mathematics courses to the general student population, delivering more credit hours than any other department in the University.

Overview of degree program. The primary mission of the program is to prepare individuals for careers as college or university professors in schools of education or in departments of mathematics. In these careers the primary responsibilities will be to conduct and direct basic research on the teaching and learning of school mathematics (K-12), to teach courses to prospective teachers, and to carry out K-12 mathematics professional development with practicing teachers. Graduates are also qualified to assume positions as mathematics curriculum consultants or supervisors in school districts, researchers in educational laboratories, and staff members in educational publishing companies. Illinois State University is cited as having a relatively new doctoral program that is among the largest producers of doctoral graduates in mathematics education. Although the program produced its first graduate as recently as 1994, Illinois State ranks sixth (tied with Florida State University) among the top 30 producers of mathematics education doctorates from 1990 to 2005.

Curriculum of the Ph. D. in Mathematics Education. The curriculum of the Ph. D. in Mathematics Education program addresses specific program objectives and professional recommendations for core knowledge in the preparation of doctoral students in the field. Knowledge components address mathematics, curriculum, policy, teaching, diversity, technology, and research. All courses are regularly updated to reflect changes in the field and to take advantage of new publications. Students in the Ph. D. program participate in a variety of co-curricular and out-of-classroom academic experiences and gain research experiences through a variety of activities such as working on grant-related research projects, attending and co-presenting at conferences, and conducting dissertation research.

Faculty of the degree program. Thirty-one tenured and tenure track faculty members serve full-time in the department, and there are 28 non-tenure track instructors. All tenured and tenure track faculty have earned doctorates in their area; a number have more than one terminal degree. All are active in research as well as teaching, and a number have earned national reputations. Particular areas of scholarly and research prominence include mathematics education, discrete mathematics, actuarial science, and abstract algebra.

Program goals and quality measures. Indicators of quality for the Ph. D. in Mathematics Education program include a) the number and marketability of graduates, b) engagement of students in a variety of learning experiences beyond required coursework, and c) the strength of faculty in terms of diversity, national/international recognition, and grant opportunities. Programs at Western Michigan University, Portland State University, and San Diego State University can be considered appropriate comparators.

Changes in level of student demand. Although there were fluctuations in the number of applications received for admission to the program over the years of this review, the program has maintained a fairly steady enrollment average of about three students per year. Students are typically experienced teachers of mathematics. Most hold credentials for elementary or secondary school teaching, and some have backgrounds as community college instructors. A majority of students have undergraduate degrees in mathematics and have completed significant coursework in graduate-level mathematics. Many have a master's degree in mathematics. Eighteen percent of the students graduating during the period of this review represented minority populations, and all of the full-time resident students were supported through graduate teaching or research assistantships.

Major changes in the program's discipline, student demand, societal need, institutional context. Since the last program review there have been no changes to the core curriculum. However, in recent years the mathematics education field has become more focused on the importance and impact of policy on the teaching and learning of mathematics. Also, there has been a resurgence in the use of quantitative methods of research (involving psychometric models such as Item Response Theory and Rasch models).

Summary of the program's student learning assessment plan. The current assessment plan was recently developed and employs methods of assessing specific student outcomes as identified for the program. In addition, a number of direct measures are used to assess student performance related to the specific student learning outcomes, including papers, presentations, exams, and completion of the dissertation. Three indirect assessment methods are also used to inform the process: an alumni survey, the doctoral student progress report, and a student self-reflection on annual progress.

Accreditation from affiliated agency. There is no professional accreditation or approval agency for this program.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The previous program review recommended that the assessment plan include an analysis of student and faculty program satisfaction. Two measures have been instituted to evaluate this: an alumni survey and a student reflection on annual progress. Both of these assessment tools allow the program to gauge students' satisfaction with the program. Although no formal measure of faculty satisfaction has been implemented, faculty assignments to the Ph. D. Committee are rotated so all faculty members involved in the program have an opportunity to contribute to review and oversight of the program.

The program's major findings and recommendations and actions taken as a result of this review.

Enrollment and curriculum are the identified areas of focus for the next review cycle. Although overall enrollment has been fairly consistent over the last five years, averaging about 20 students per year, the program should maintain the yearly average and even increase the number of students admitted each year. Toward that goal, recruitment efforts will be refined with particular attention to identifying promising candidates from the Illinois State University master's program and participants in funded grant programs. In addition, increased offerings for part-time students (a population that comprises a significant number of inquiries into the program) will be investigated.

There are three facets in which curricular initiatives will be undertaken. First, the importance and impact of policy on the teaching and learning of mathematics needs to be addressed more explicitly in the program. Second, coursework and other experiences involving the use of quantitative methods of research need to be incorporated in students' plans of study. Both of these foci are prompted by recent changes in the field. Third, based on the findings of the alumni survey, the program will enhance students' career awareness and understanding of employment opportunities available to program graduates.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Ph.D. in Mathematics Education to be in Good Standing. Committee members commend the program for its intense training and mentoring of doctoral students, for its efforts to accommodate part-time students, and for its graduation of a significant number of students from underrepresented populations.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Work with University Assessment Services to refine the assessment plan to include student, faculty, and alumni satisfaction with the program.
- Work closely with the Milner Library subject specialist to develop greater degree-specific integration of library resources into the program.
- Compare the Ph.D. in Mathematics Education program to national benchmark programs and connect these aspiration programs to measures of program quality.
- Continue to monitor enrollment in the program and develop a strategy to meet enrollment goals in line with program resources.
- Track program graduates to document whether the program is succeeding in its goal of placing graduates in professorships.
- Continue to monitor and, as necessary, modify the program curriculum in response to changes in the discipline and feedback from program alumni.

Comparative Data, Ph.D. in Mathematics Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University	31	26	19	25	22	19	18	19	21

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	8	7	5	2	2	4	3	5	5

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	240	275	237	218	288	356	258	264	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	625	510	583	767	650	750	700	600	

Review of the B.A., B.S., B.S.Ed. in Business Teacher Education 13.1303

Introduction. The B.A., B.S., B.S. Ed. in Business Teacher Education (BTE) program at Illinois State University prepares graduates for elementary, middle school, and secondary school teaching positions. Review of the program began in spring 2010. The process involved surveying current students, cooperating teachers, and supervisors and reviewing state certification scores and other data to identify ways to improve the program.

Overview of academic unit. The BTE program is housed in the Department of Marketing within the College of Business, whose mission is to enhance lives, advance organizations, and strengthen society through teaching, research, and service.

Overview of degree program. The BTE program focuses on developing business, marketing, and computer educators through the pursuit of the Illinois State University conceptual framework for teacher education, “Realizing the Democratic Ideal.” This is the only program in Illinois that prepares students to become business teachers in grades K-12, allowing program graduates to teach computer- and technology-related subjects in all grade levels. Students must meet all academic requirements of the College of Business, and program majors are required to take the same business core classes as all business majors at the University. The program provides students with a broad perspective of business and its functional areas.

Curriculum of the B.A., B.S., and B.S.Ed. in Business Teacher Education. The BTE program is part of the entitlement program leading to the Type 10 Certificate, K-12 Specialist in Business Education. BTE is a performance based program that requires students to attend a program meeting each semester to receive updates and complete portfolio assessments. Students must have at least 100 clock hours in pre-clinical experiences prior to student teaching.

Faculty of the degree program. BTE faculty members have been recognized by external organizations as outstanding teachers and researchers. Each faculty member has multiple peer-juried journal articles, papers in national and international conference proceedings, and paper presentations at multiple university, state, national, and international conferences. Faculty members have provided leadership to state, national, and international business education organizations.

Program goals and quality measures. The university mission is to work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. The BTE program promotes the highest academic standards in teaching, scholarship, public service, and the connections built among them. Resources and energies are devoted to create the most supportive and productive community possible to serve the citizens of Illinois and beyond. The BTE program supports its community service mission in several ways. During the summer two graduate-level courses are offered online to practicing teachers. These courses are part of the state requirements to become teacher-coordinators of cooperative education programs in secondary schools. BTE faculty members have presented at the Elite Conference (a statewide conference designed for high school juniors and seniors interested in pursuing a career in teaching), Money Smart Week sponsored by the Federal Reserve (free classes and activities designed to help consumers better manage their personal finances), and the Illinois Institute for Entrepreneurship Education.

Changes in level of student demand. Eighty-nine percent of BTE students are white and non-Hispanic, with a fairly equal number of males and females. BTE majors are typically full-time, traditional students, although since 2008 students over 25 years of age have comprised approximately 11 percent of majors. ACT scores for incoming BTE freshmen have mirrored the increase in scores experienced university-wide. In addition, grade point averages of transfer students entering the program have generally exceeded those of new transfer students university-wide. Retention rates are quite good: 73.3 percent for native students and 100 percent for transfer students. In a typical year 20 or more BTE degrees are conferred. The six-year graduation rate for BTE native students is slightly below the university average. BTE students serve as ambassadors through diverse placements in pre-clinical field experiences and student teaching experiences. In fall 2010, 10.8 percent of BTE majors participated in the Honors program.

Major changes in the program's discipline, student demand, societal need, institutional context.

Business education has expanded to emphasize knowledge and skills required for starting and operating a business. Business education has also assumed a key role in helping K-12 students achieve common core objectives. Student demand for the program has remained relatively constant. The state recently increased the passing level on the basic skills examination by two standard deviations to ensure high quality. Close monitoring of the basic skills examination process must be maintained to ensure that students who enter the program are successful and are able to stay in the program.

Summary of the program's student learning assessment plan. The BTE assessment plan has three broad components: 1) expected student learning outcomes as described by student learning goals and objectives, 2) a measurement component made operational via the use of rubrics and content tests, and 3) the use of data to inform decision making. The current plan has 10 goals. Data are gathered through in-class assessments and through the basic skills and content knowledge examinations required by the state. Team, oral, and written skills are assessed in BTE 140, 260, 362, and 363/364 using rubrics developed in the college. Program assessment also occurs by surveying BTE student teachers and alumni, mentors, and supervisors. Several program enhancements have been implemented based on these assessments including a new course in entrepreneurship, a visit by senior methods students to a Chicago school, enhancement of study materials, and purchase of a SMART interactive whiteboard.

Accreditation from affiliated agency. The BTE program is approved by the Illinois State Board of Education, the teacher education unit is accredited by the National Council for Accreditation of Teacher Education, and the College of Business is accredited by the Association for the Advancement of Collegiate Schools of Business.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Since the last program review BTE has added a new faculty member, bringing the number of full-time tenured or tenure track faculty members to three. The program has enhanced its school/business/industry partnerships by participating in the Professional Development Schools program and has recently formed an advisory board to provide additional feedback regarding the program. Business education textbooks have been added to Milner Library holdings to help students develop effective lessons.

Major findings and recommendations and actions taken as a result of this review. In the next three to five years the BTE program will monitor the need for post-baccalaureate course offerings for business education teachers who do not pursue advanced degrees in the subject area, continue to increase library holdings in business education, and explore expansion of online course offerings. In addition, the BTE program will continue to demonstrate the value of and need for business teacher educators in grades K-12, continue efforts to improve student preparation for state licensure exams, and focus research on assessment of the program and best practices.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S., B.S. Ed. in Business Teacher Education to be in Good Standing. Committee members commend the program for a quality self-study and review report. The committee notes the program's willingness to seek ways to meet the needs of non-traditional students and the program's success in hiring an additional faculty member.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Work with Enrollment Management and Academic Services to develop a recruitment plan to address declining enrollment.
- Continue efforts with University Assessment Services to update and revise the formal assessment plan for the program and utilize the plan for program improvement.
- Work with University Assessment Services and college advisement staff to develop a strategy to identify and address challenges and obstacles to student academic progress.
- Work closely with the Milner Library subject specialist to infuse information literacy skills throughout the curriculum.
- Identify benchmark programs to which the program can aspire.
- Continue efforts to consult with the newly established advisory board for program improvement.
- Explore expansion of online course offerings that would attract students who would not otherwise participate in on-campus classes.

Comparative Data, B.A. B.S. and B.S.Ed. in Business Teacher Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	39	45	39	40	29	37	34		
Eastern Illinois University	5	2							
Illinois State University	78	94	86	93	96	94	101	88	74

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	4	1	4	1	1	1	0		
Eastern Illinois University	6	3							
Illinois State University	11	22	27	17	21	19	30	25	20

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	315	327	337	341	393	377	344		
Eastern Illinois University	223	213							
Illinois State University	175	171	166	164	186	196	231	226	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	391	382	335	391	306	347	347		
Eastern Illinois University	483	529							
Illinois State University	607	640	619	672	586	591	558	573	

Note: Discipline Costs and Credit Hours represent all bachelor's programs with program codes beginning 13.13

Review of the B.S., B.S.Ed. in Early Childhood Education 13.1209

Introduction. The Early Childhood Education program provides professional opportunities to students committed to becoming outstanding educators. The process for reviewing the program has involved analysis of assessment data over a three-year period. The analysis has been used to inform program decisions, revisions, and improvements. Faculty members continue to meet regularly with the program advisory committee to discuss assessment data and program trends.

Overview of academic unit. The Department of Curriculum and Instruction (C&I) offers multiple undergraduate degree programs that meet all Illinois State Board of Education (ISBE) certification guidelines, including early childhood education (ECE), elementary education (ELE), and middle level teacher education (MLE). A bilingual endorsement is also offered. In addition, the department provides pedagogical training for secondary school majors receiving degrees from 20 other programs throughout the University. C&I programs are nationally recognized by the National Association for the Education of Young Children (NAEYC), the Association of Childhood International (ACEI), and the National Middle School Association (NMSA). All programs meet and exceed rigorous standards for accreditation by the National Council for Accreditation of Teacher Education (NCATE) and ISBE.

Overview of degree program. The B.S., B.S.Ed. in Early Childhood Education prepares educators in the early primary grades. Program quality is ensured in several ways. The program utilizes performance based assessments and uses assessment data to revise and improve the program. Practicing teachers and program administrators are used in classroom and field experiences to provide relevant mentorship and leadership examples and guidance. The program has worked to develop and maintain relationships with community college partners offering early childhood transfer degrees. Partnerships for professional development schools, reciprocal professional development, and bridge program partnerships continue to be developed and grown.

Curriculum of the B.S., B.S.Ed. in Early Childhood Education. The ECE curriculum meets the Type 4 requirements set forth by ISBE. The curriculum embeds four distinct clinical experiences covering the span of the Type 4 certificate, including an infant/toddler experience, a preschool experience, a public school or Head Start pre-kindergarten experience, and a first, second, or third grade experience.

Faculty of the degree program. All ECE faculty members have terminal degrees and significant experience in specific areas of teacher preparation. Faculty members have received internal and external awards for excellence in teaching, research contributions and external funding success. C&I faculty members have received internal College of Education Outstanding Teaching and Researcher awards as well as Research Initiative awards and internal and external Service to the College of Education awards. Faculty members have served as state and national leaders through professional organizations, have published, and have presented at national and international conferences.

Program goals and quality measures. NAEYC standards are recognized as indicators of quality by the profession. High quality programs produce educators who promote child development and learning; build family and community relationships; observe, document, and assess to support young children and families; use developmentally effective approaches; use content knowledge to build meaningful curriculum; and understand the importance of becoming an early childhood professional and advocate. High quality programs also provide candidates an extensive variety of field-based experiences, from infant-toddler placements through third grade, in a variety of public school and private settings. The Illinois State program remains the largest supplier of early childhood professionals in the state for both private and public school educators.

Changes in level of student demand. Enrollment and degree production of ECE students have not changed significantly during the review period compared to statewide or institutional averages. ECE enrollment has fluctuated slightly due to enrollment sculpting of the elementary education program. ECE enrollment has generally remained steady at approximately 70 new students admitted each semester. Transfer student enrollment has also remained consistent at around 40 percent during the review period.

Major changes in the program's discipline, student demand, societal need, institutional context. The early childhood field, specifically at the state level, has experienced increased demand for bachelor-degreed teachers in all program types but, at the same time, an overall decrease in funding for early childhood programming. Schools and communities desire highly-qualified professionals teaching in early childhood programs, while fiscal constraints have impacted growth and expansion of programs at every level. Illinois State prides itself on a mission that promotes "a small-college atmosphere with large-university opportunities" and the "highest academic standards" in teaching, scholarship, service, and community connections. The ECE program aligns with this mission by offering a learning community within the larger university community to serve teacher candidates as they pursue teacher certification.

Summary of the program's student learning assessment plan. The program's current assessment plan was approved in 2009 and is designed to meet assessment expectations of both NCATE and ISBE. The plan includes seven performance based assessments.

Accreditation from affiliated agency. All teacher education programs at Illinois State University seek accreditation from NCATE. The ECE accreditation program review is conducted by the NAEYC, the national specialized professional association affiliated with NCATE. In August 2011 the ECE program received National Recognition and accreditation by NAEYC with one minor condition. This condition was addressed, and a response was submitted to NAEYC in September 2011. The program received National Recognition and accreditation with no conditions in March 2012. The program is also annually approved by ISBE and is currently in good standing.

Description of actions taken since the last review including instructional resources and practices and curricular changes. As a result of the 2003 program review, three recommendations were made regarding the ECE program. Responding to the first recommendation, identifying an optimum enrollment linked to program planning and resources, has been an ongoing, successful process. In response to changing state and national employment trends and projections, a plan for enrollment sculpting was put into place. This initiative has resulted in a decrease in the number of elementary education candidates each year and an increase in the number of early childhood, bilingual, and special education teacher candidates. Second, the program has worked to engage in long-term planning including identification of program needs and stronger connections to the department and college five-year strategic plans. Lastly, the ECE program has had the opportunity during the review period to further develop a relationship with the Department of Family and Consumer Sciences on campus and to explore establishment of a birth to three-year old childcare laboratory. In 2005, through the McLean County Association for the Education of Young Children in partnership with Illinois State University and Heartland Community College, a student chapter of NAEYC was formed. The possibility of establishing a birth to three-year old childcare laboratory was also explored. However, external funding for the laboratory was not secured to make this goal possible.

The program's major findings and recommendations and actions taken as a result of this review. As a result of this program review process, the ECE program will continue to strive to recruit and hire high-quality, diverse, tenure track faculty to improve the diversity of the ECE faculty and to continue to improve tenure to non-tenure track faculty ratios in the program. Additional initiatives will be deployed to attempt to increase diversity of the ECE student population. The program has further identified the issue of better preparing ECE candidates to meet the needs of English language learners and struggling readers. This will be accomplished by reducing barriers and time to graduation for ECE students desiring the Reading Teacher Endorsement and the Bilingual Endorsement. Lastly, to better equip ECE students to meet the shifting needs and mandates of the field, clinical experiences will be examined to increase the diversity of the experiences offered as well as to better align and integrate course work with methods and assessment courses.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Early Childhood Education to be in Good Standing. Committee members commend the program for model collaboration with Milner Library resources in developing and utilizing the Teaching Materials Center. The program's assessment plan is a quality plan with good feedback mechanisms and is noted by NCATE to be exemplary.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue efforts to develop a reading teacher endorsement.
- Continue to monitor “sculpted enrollment” for each of the undergraduate teacher programs.
- Determine feasibility of collaboration between the College of Education and the College of Arts and Sciences for development of bilingual discipline related programs.
- Continue to develop and support recruitment initiatives for student candidates and faculty hires.
- Explore ways to better integrate the current clinical schedule with methods courses and provide students better experiences in diverse clinical settings.

Comparative Data, B.S. and B.S.Ed. in Early Childhood Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Eastern Illinois University	115	108	133	174	209	203	213	242	204
Illinois State University	343	296	255	258	228	236	233	279	271
U of I - Urbana/Champaign	56	60	66	58	52				

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	34	17	32	28	35	40	34	60	41
Illinois State University	97	94	78	98	59	62	64	72	83
U of I - Urbana/Champaign	29	21	34	32					

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	210	204	210	215	212	230	245	229	
Illinois State University	191	223	221	250	278	272	322	323	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	527	496	500	507	539	499	509	512	
Illinois State University	683	555	546	498	511	510	472	448	

Note: Discipline Costs and Credit Hours represent all bachelor's programs with program codes beginning 13.12

Review of the B.S., B.S. Ed. in Elementary Education 13.1202

Introduction. The B.S., B.S.Ed. in Elementary Education (ELE) program serves teacher candidates as they pursue certification. The program utilizes a system of program assessment that provides an ongoing evaluation loop including feedback and input from faculty, students, and key stakeholders. The self-study has involved review of assessment data over a three-year period. Analysis of the data has been used to inform program decisions, revisions, and improvement.

Overview of academic unit. The Department of Curriculum and Instruction (C&I) provides professional opportunities to students who are committed to becoming outstanding educators. C&I offers multiple undergraduate degree programs that meet all Illinois State Board of Education (ISBE) certification guidelines. All programs meet and exceed rigorous standards for accreditation. The program aligns with the university mission by offering a learning community within the larger university community to serve teacher candidates as they pursue certification. This alignment with the university mission is reflected in the C&I mission statement, which also focuses on teaching, scholarship, service, and community connections.

Overview of degree program. The teacher preparation program at Illinois State is one of the largest in the country. It strives to offer candidates high quality coursework and field experiences while maintaining small class sizes and individualized attention in field experiences.

Curriculum of the B.S., B.S.Ed. in Elementary Education. The ELE curriculum meets elementary education requirements set forth by ISBE. The curriculum embeds diverse and engaging clinical experiences into coursework.

Faculty of the degree program. ELE faculty members have terminal degrees and significant experience in the specific areas of teacher preparation for which they have been hired. Faculty members have been the recipients of internal and external awards for excellence in teaching, research contributions and external funding success, including College of Education Outstanding Teaching and Researcher awards, Research Initiative awards, and internal and external Service to the College of Education awards. Faculty members are required to annually submit a report of their scholarly productivity as well as their teaching performance and service contributions. Quality and progression of research contributions, which include publications, presentations, and external funding applications, are evaluated by peers, and feedback is provided. Faculty members have served as state and national leaders for many professional organizations. Faculty scholarship has increased, including presentations at national and international conferences and publications in core journals such as the *Journal for Teacher Education*.

Program goals and quality measures. Association for Childhood Education International (ACEI) standards are held as true indicators of quality by the profession. These quality indicators include programs that produce strong ELE candidates prepared to meet the diverse needs of young children and families. High quality programs also provide candidates an extensive variety of field-based experiences. The Illinois State University program ensures that diversity training and technology are embedded in all coursework. Students receive 150-160 hours of clinical experience and student teaching, including opportunities across the country and abroad. The ELE program remains the largest supplier of elementary education professionals in the state, and both private and public school elementary education administrators look to the program to meet their needs with high quality candidates, professional development, and curricular collaborations.

Changes in level of student demand. The ELE program continues to have a high student demand. Enrollment sculpting has been initiated to meet employments needs and, as a result, enrollment and degree production of ELE students has decreased during the review period to better meet market needs in the state.

Major changes in the program's discipline, student demand, societal need, institutional context.

The elementary education field at both the state and national levels has seen substantive changes over the review period including high stakes testing, competition for "highly qualified teachers," response to intervention mandates, and State of Illinois and No Child Left Behind mandates. Although fiscal constraints have made the ELE job market much more volatile, the need for program graduates continues due to teacher attrition, retirements, and school reform.

Summary of the program's student learning assessment plan. The current assessment plan for the program was approved in 2009 and is designed to meet assessment expectations of both the National Council for Accreditation of Teacher Education (NCATE) and ISBE. The plan includes seven performance based assessments. Program assessment data is housed on the department SharePoint site, and all faculty members can access data, meeting minutes, and curricular decisions in process.

Accreditation from affiliated agency. All teacher education programs at Illinois State University seek accreditation from NCATE. The ELE accreditation program review is conducted by ACEI, a national specialized professional association affiliated with NCATE. The ELE program received National Recognition and accreditation from ACEI in August 2011. The program is also annually approved by ISBE and received an exemplary rating from ISBE for 2011-2012.

Description of actions taken since the last review including instructional resources and practices and curricular changes. As a result of the 2003 program review, five recommendations were made regarding the ELE program. ELE faculty and department administration have worked together to examine the first recommendation, identifying an optimum enrollment linked to program planning and resources. Ten years ago enrollment in ELE was approximately 1,500 students. Since that time the department has worked to sculpt enrollment so there are fewer ELE majors. Students are directed into early childhood education, middle level teacher education, and elementary education with the bilingual endorsement, all of which have higher employment needs than ELE. Regarding the second recommendation (defining and working to implement a balance of tenured and non-tenured faculty), with newly hired ELE faculty, as of fall 2011 over 50 percent of ELE classes were being taught by tenure track faculty for the first time in 10 years. Regarding the third recommendation, the diversity of program faculty has improved. Since 2007 the department has hired two ELE faculty members from diverse backgrounds. Diversity of students has fluctuated over the review period but has increased slightly between 2006 and 2010. The fourth recommendation (implementation of a thorough evaluation of advisement staff) has been examined, and several formal and informal strategies have been deployed. A formal evaluation process is in place at the university level for all administrative/professional and civil service employees. Since 2003 the department has held monthly meetings with advisors and the administrative team to improve communication and discuss informal feedback. Advisors have also set specific goals to better accommodate student needs. Communication in electronic format and in-group meetings has worked to improve services for students. The fifth recommendation (development of an alternate degree program for students who fail to make progress in the degree during their junior and senior year) was addressed by formalizing use of the Interdisciplinary Studies degree as a B.S. in ELE.

The program's major findings and recommendations and actions taken as a result of this review.

ELE program faculty members look forward to working toward recommendations resulting from the current program review process. These recommendations include beginning a program-wide initiative to map and align the elementary education curriculum with the student teaching experience, the newly mandated Teacher Portfolio Assessment/Performance Based Certification Assessment, and the 2010 Illinois Professional Teaching standards; examining all required program course objectives for content crossover and gaps; working to increase ELE tenure track to non-tenure track ratios equal to those across campus; and working with departments across campus offering elementary endorsements to remove barriers (such as scheduling issues) so students can obtain marketable endorsements.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Elementary Education to be in Good Standing. Committee members commend the program for a successful NCATE accreditation process and for improving the tenure track to non-tenure track ratio. The program has enhanced faculty diversity and has set a goal for more improvement in this area. The review report also provided evidence of an exemplary library component within the program curriculum.

Recommendations. The Academic Planning Committee recommends that the program address self-identified goals within the next regularly scheduled review cycle.

- Begin a program-wide initiative to align the curriculum with 1) the student teaching experience, 2) the newly mandated Teaching Portfolio Assessment/Performance Based Certification Assessment, and 3) the 2010 Illinois Professional Teaching standards; make appropriate curricular changes as warranted.
- Examine all required program course objectives for content crossover and gaps.
- Continue working to increase tenure track to non-tenure track ratios.
- Work with departments across campus offering marketable elementary endorsements to improve access to courses.
- Continue to monitor “sculpted enrollment” for each of the undergraduate teacher programs.

Comparative Data, B.S. and B.S.Ed. in Elementary Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	445	444	406	396	335	305	276	281	236
Eastern Illinois University	1039	1169	1185	1135	1119	1072	1040	998	934
Governors State University	326	379	322	310	259	260	265	281	255
Illinois State University	1518	1315	1345	1294	1206	1166	1200	1105	1084
Northeastern IL University	903	992	1008	948	901	935	512	834	899
Northern Illinois University	1224	466	411	384	412	403	382	324	361
S I U - Carbondale	578	595	548	509	461	498	483	488	456
S I U - Edwardsville	299	324	288	272	264	247	247	248	248
U of I - Chicago	139	182	138	92	112	105	104	126	114
U of I - Urbana/Champaign	315	289	292	303	300	267	261	259	268
Western Illinois University	866	808	817	776	784	765	669	651	607

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	28	32	31	31	35	23	20	28	26
Eastern Illinois University	249	250	243	299	253	292	275	243	244
Governors State University	79	101	94	84	77	65	60	75	72
Illinois State University	478	343	321	386	344	329	293	285	282
Northeastern IL University	147	151	142	181	159	145	156	150	144
Northern Illinois University	294	265	243	150	195	193	179	187	170
S I U - Carbondale	155	159	161	164	138	135	151	154	150
S I U - Edwardsville	139	122	112	113	114	116	108	115	109
U of I - Chicago	64	67	95	36	57	55	51	49	72
U of I - Urbana/Champaign	143	139	139	137	164	124	122	127	128
Western Illinois University	231	167	188	153	178	165	150	159	145

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	260	239	307	292	342	358	332	380	
Eastern Illinois University	210	204	210	215	212	230	245	229	
Governors State University	267	244	272	285	292	276	308	305	
Illinois State University	191	223	221	250	278	272	322	323	
Northeastern IL University	228	278	278	260	269	314	307	313	
Northern Illinois University	259	250	256	305	304	351	258	328	
S I U - Carbondale	237	247	270	264	233	248	252	250	
S I U - Edwardsville	210	213	252	245	241	251	260	251	
Western Illinois University	118	141	222	214	216	220	188	172	

Credit Hours per Staff Year by Fiscal Year

<u>UNIVERSITY</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	369	383	383	254	413	339	324	270	270
Eastern Illinois University	526	527	496	500	507	539	499	509	512
Governors State University	455	433	369	343	371	331	402	337	361
Illinois State University	602	683	555	546	498	511	510	472	448
Northeastern IL University	383	376	323	337	335	362	326	357	356
Northern Illinois University	489	408	460	439	396	421	298	633	630
S I U - Carbondale	406	419	418	390	415	474	475	463	441
S I U - Edwardsville	736	709	561	484	524	534	485	501	479
Western Illinois University	946	998	945	1093	1024	1185	1024	1002	1006

Note: Discipline Costs and Credit Hours represent all bachelor's programs with program codes beginning 13.12

Review of the B.S., B.S.Ed. in Middle Level Teacher Education 13.1203

Introduction. The B.S., B.S.Ed. in Middle Level Teacher Education (MLE) prepares students as educators for grades four through nine. The current self-study occurred over a three-year period and involved faculty, students, and alumni. Assessment data were reviewed to identify issues and trends and to inform program revisions and improvements.

Overview of academic unit. The Department of Curriculum and Instruction (C&I) provides professional opportunities to students who are committed to becoming outstanding educators. C&I offers multiple undergraduate degree programs that meet all Illinois State Board of Education (ISBE) certification guidelines. All programs meet and exceed rigorous standards for accreditation.

Overview of degree program. The teacher preparation program for middle level education at Illinois State University is one of the largest in the country yet strives to offer candidates high quality course work and field experiences while maintaining small class sizes and individualized attention in field experiences. The program supports and furthers the goals of *Educating Illinois*, the university strategic plan, and continues a strong tradition at Illinois State of preparing teachers who meet the needs of the diverse learners, families, and communities they will serve as educators. This long-standing tradition is exemplified in the solid connection with alumni, who serve as cooperating teachers and members of program advisory committees.

Curriculum of the B.S., B.S.Ed. in Middle Level Teacher Education. The MLE curriculum meets requirements set forth by ISBE. The curriculum embeds diverse and engaging clinical experiences into coursework. Native students are able to complete the degree in four years and transfer students in two. The General Education program at the University undergirds and supports the MLE program. The General Education program promotes outcomes that the MLE candidate then examines, considers, and applies in upper division coursework and field experiences through the lens of a future teacher.

Faculty of the degree program. MLE faculty members have terminal degrees and significant experience in the specific areas of teacher preparation for which they have been hired. They have been recipients of internal and external awards for excellence in teaching, research contributions and external funding success, including College of Education Outstanding Teaching and Researcher awards, Research Initiative awards, and internal and external Service to the College of Education awards. Quality and progression of research contributions, which include publications, presentations, and external funding applications, are evaluated by peers, and feedback is provided. Faculty members have served as state and national leaders through organizations such as the National Middle School Association (NMSA). In addition, faculty publications and presentations at national and international conferences have increased and have included contributions to core publications such as the *Journal for Teacher Education*.

Program goals and quality measures. NMSA standards are held as true indicators of quality by the profession. These quality indicators include programs that produce strong MLE candidates prepared to meet the diverse needs of young adolescents and families. High quality programs also provide candidates an extensive variety of field-based experiences. The MLE program ensures that diversity training and technology are embedded in all coursework. Students receive clinical experience and student teaching, including opportunities across the country and abroad. The program remains the largest supplier of middle level education professionals in the state, and both private and public school middle school administrators look to the program to meet their needs with high quality candidates, professional development, and curricular collaborations.

Changes in level of student demand. In the eight years since the last program review, enrollment has generally remained steady at approximately 60 new students each semester. Transfer student enrollment has also remained consistent at around 50 percent during the review cycle. During the last three years, MLE enrollment and degree production have increased as a result of an enrollment sculpting initiative to better meet market needs in the state.

Major changes in the program's discipline, student demand, societal need, institutional context. The middle level education field at both the state and national levels has seen substantive changes over the review period including high stakes testing, competition for "highly qualified teachers," response to intervention mandates, and State of Illinois and No Child Left Behind mandates. The need for MLE teachers has continued over the review period. Although fiscal constraints have made the MLE job market much more volatile, demand for graduates continues due to teacher attrition, retirements, and school reform. Illinois State University prides itself on a mission that promotes "a small-college atmosphere with large-university opportunities" and the "highest academic standards" in teaching, scholarship, service, and community connections. The MLE program aligns with this mission by offering a learning community within the larger university community to serve teacher candidates as they pursue teacher certification.

Summary of the program's student learning assessment plan. The program utilizes a system of ongoing assessment and evaluation that includes feedback from faculty, students, and key stakeholders. Program revisions are directed by state-mandated assessments, faculty-developed performance based assessments, and formal constituent feedback tools. The assessment plan meets expectations of both the National Council for Accreditation of Teacher Education (NCATE) and ISBE. There are seven performance based assessments and one assessment based on the Illinois Test of Basic Skills, the Middle Level Content Test, and the Assessment of Professional Teaching exam. Results of the assessment process have informed program changes and improvements.

Accreditation from affiliated agency. All teacher education programs at Illinois State University seek accreditation from NCATE. The MLE accreditation program review is conducted by the NMSA, a national specialized professional organization affiliated with NCATE. The MLE program received National Recognition and accreditation by NMSA in August 2011. The program is also annually approved by ISBE.

Description of actions taken since the last review including instructional resources and practices and curricular changes. As a result of the 2003 program review, three recommendations were made regarding the MLE program: 1) hire an additional faculty member, 2) increase the diversity of the faculty, and 3) promote the visibility of the program nationally. The program has hired three new faculty members during the review period to meet growing enrollment due to enrollment sculpting. One new hire is from an underrepresented group. The program has worked to increase its national visibility through participation in professional associations, standards review boards, and national accreditation reviews.

The program's major findings and recommendations and actions taken as a result of this review. As a result of the current review process, the MLE program will begin a program-wide initiative to map and align the MLE curriculum with the student teaching experience, the newly mandated Teacher Portfolio Assessment/Performance Based Certification Assessment, and the 2010 Illinois Professional Teaching standards. The MLE program will also examine all required program course objectives for content crossover and gaps. Lastly, the program will work with departments across campus offering middle level endorsements to remove barriers (such as scheduling issues) so students can obtain marketable endorsements.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Middle Level Teacher Education to be in Good Standing. Committee members commend the program for a thorough review and quality report. The program's assessment plan is high quality and informs revisions for program improvement.

Recommendations. The Academic Planning Committee recommends that the program address the self-identified areas for improvement within the next regularly scheduled review cycle.

- Monitor program enrollment to stay in balance with the availability of placements in clinical experiences.
- Continue to monitor "sculpted enrollment" for each of the undergraduate teacher programs.
- Examine and improve the scholarship process for middle level majors to recognize the most talented and dedicated students.
- Continue to recruit for diversity in both the student population and faculty.
- Continue to collaborate with the college and department to provide students access to and experience with technologies students are likely to encounter in public middle schools.

Comparative Data, B.S. and B.S.Ed. in Middle Level Teacher Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Eastern Illinois University	61	18	6			5	7		
Illinois State University	238	202	161	164	168	195	268	326	297

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	11	10	6						
Illinois State University	62	79	60	46	44	53	60	93	116

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	210	204	210						
Illinois State University	191	223	221	250	278	272	322	323	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Eastern Illinois University	527	496	500						
Illinois State University	683	555	546	498	511	510	472	448	

Note: Discipline Costs and Credit Hours represent all bachelor's programs with program codes beginning 13.12

Review of the B.S., B.S.Ed. in Special Education 13.1001

Introduction. The B.S., B.S.Ed. in Special Education prepares students for teacher certification in special education in three certification areas: Deaf and Hard of Hearing, Learning and Behavior Specialist I, and Low Vision and Blindness. The self-study for this review cycle began in spring 2010 and utilized assessment tools and data collection processes already in place.

Overview of academic unit. The Department of Special Education within the College of Education offers rigorous and comprehensive initial teacher preparation to approximately 950 academically-talented and service-oriented students. Recently renovated office and classroom facilities provide students with current technology in “smart classrooms” with Internet and wireless access. The Center for Special Education Assistive Technology in the department also provides relevant learning opportunities for program majors.

Overview of degree program. The program is the largest special education teacher preparation program in Illinois and is the only program approved to prepare special education teachers in all three initial certification areas: Deaf and Hard of Hearing, Learning and Behavior Specialist I, and Low Vision and Blindness.

Curriculum of the B.S., B.S.Ed. in Special Education. The curriculum is an initial preparation for students seeking certification as special education teachers. The curriculum is standards-based and is delivered by faculty members who collaborate to provide foundational courses, specialized courses, field experiences, and student teaching. The program includes core coursework that all special education majors complete together as well as specialty courses for each certification area. The curriculum follows a theory-to-practice model with coursework integrated with supervised clinical experiences that are developmental in nature.

Faculty of the degree program. Faculty members have a breadth of experience and expertise representing all disability areas and have demonstrated leadership in the profession. Technology is appropriately incorporated into instruction. Highly effective teaching methods are valued and supported, and faculty spend quality time with students through individualized support, guidance in professional organizations, opportunities for research, and honors work.

Program goals and quality measures. The Department of Special Education adopted a five-year strategic plan in 2008. Goals identified for the program include a) graduating an increased number of world-class professional special educators; b) seeking and challenging solutions to educational inequity; c) engaging in unique, creative, and productive partnerships; d) supporting cutting-edge scholarly endeavors; e) developing a dynamic, comprehensive technological environment; and f) increasing endowments and alternative resources.

Increasing endowments and alternative resources is a priority. The department has a positive start to communication with alumni but needs to develop alumni resource support. The department also needs to look to alumni and other sources for funds to support faculty and students in the areas of teaching, research, and service. Increased revenue streams would help maintain the status of the department as a leader in the field of special education. The department will continue to grow and develop faculty, students, and school partners by commitment to the above goals.

Changes in level of student demand. In response to continued student demand that has exceeded program capacity, the program has expanded to accommodate increased enrollment. The College of Education has supported the increase because it encourages teacher candidates to enroll in programs for which there are teacher shortages in the state. Demand continues to be high for the learning and behavior specialist I sequence. Student demand from internal transfers has increased, and demand from external transfers remains high. The Special Education program at Illinois State University is the largest in the state in enrollment and number of degrees awarded.

Major changes in the program's discipline, student demand, societal need, institutional context. Since the last program review there has been increased accountability for student outcomes expected of K-12 teachers. This shift has especially impacted assessment and data collection. In special education the increased expectation for achievement has resulted in more students with disabilities being taught in inclusive regular education classrooms. The Illinois State University Special Education program has responded to changes in the field by revising its curriculum and the specific skills it teaches. The program emphasizes outcomes for K-12 students and assesses the impact of teacher candidates' instruction. The Illinois State Board of Education (ISBE) has responded to the increased accountability with expectations for rigor in teacher preparation. The Illinois State University Special Education program meets and exceeds ISBE expectations.

There continues to be a high need for special education teachers within the K-12 education system. Educators with special education certification are required in every school building and continue to work with students, families, and other teachers in a variety of roles. High demand for special education teachers is projected to continue due to attrition of current teachers and continued identification of students who have disabilities.

This program contributes to the university strategic plan, *Educating Illinois*, and to the framework for all teacher education at Illinois State University, "Realizing the Democratic Ideal."

Summary of the program's student learning assessment plan. The assessment plan was revised in fall 2010 by adding assessment measures and specific mechanisms to review and analyze data from key stakeholders. Assessment data has been made accessible to all faculty members and is used to inform curricular changes and instructional methods.

Accreditation from affiliated agency. All teacher education programs at Illinois State University seek accreditation from the National Council for Accreditation of Teacher Education (NCATE). Special Education accreditation is conducted by the Council for Exceptional Children, the national specialized professional organization affiliated with NCATE. The accreditation process involves review of teacher candidate performance on eight key assessments including the state certification test. The Illinois State University Department of Special Education received National Recognition and accreditation for all three sequences in fall 2011 (deaf and hard of hearing, learning and behavior specialist I, and low vision and blindness). Accreditor comments were very favorable, and there were no areas suggested for improvement.

Description of actions taken since the last review including instructional resources and practices and curricular changes. In its last program review, the B.S., B.S.Ed. in Special Education program received one recommendation: determination of an optional track for students who lack competencies for program completion. The option for a major in Interdisciplinary Studies (IDS) with a concentration in Human and Educational Service was developed with input from faculty and academic advisors. The IDS major highlights the depth of coursework that students have in education and psychology and matches career options in the human services. Students who decide late in the program that they do not want to work in school settings and, therefore, do not want to pursue teacher certification may be counseled to pursue the IDS major. In addition, students who may not meet requirements of the standards-based curriculum or ISBE-required certification tests may be counseled to pursue the IDS major. This change allows students to graduate on time or nearly on time with a viable degree.

The program's major findings and recommendations and actions taken as a result of this review.

The Department of Special Education is committed to ongoing growth and development and has identified the following goals for program improvement.

- Maintain effective enrollment management of the program to continue to respond to a shortage of educators in the field.
- Increase endowments and alternative resources.
- Create and maintain unique K-12 partnerships.
- Proactively engage in the emphasis on increased accountability in teacher education.
- Support the pursuit of excellent teaching by all faculty.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Special Education to be in Good Standing. Committee members commend the program for a thorough program analysis and quality review report. The committee also commends the program’s assessment plan and its utilization for program improvement.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to work with the Office of Enrollment Management and Services to determine an optimum enrollment, and explore strategies to recruit students from underrepresented groups.
- Continue efforts to increase endowments and alternative resources.
- Continue to develop and maintain unique K-12 partnerships.
- Delineate the program’s efforts to participate in campus civic engagement offerings.
- Revisit the college and department’s seven-year cycle of computer recapitalization.

Comparative Data, B.S. and B.S.Ed. in Special Education

	<u>Enrollment, Fall Census Day</u>								
<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	55	16	5	1					
Eastern Illinois University	321	343	371	391	414	405	426	443	479
Illinois State University	707	718	742	783	786	758	835	927	964
Northeastern IL University	133	113	108	107	111	99	34	101	121
Northern Illinois University	541	508	459	436	400	387	379	374	394
S I U - Carbondale	139	147	163	176	167	196	187	176	180
S I U - Edwardsville	86	81	94	111	115	98	98	95	81
U of I - Urbana/Champaign	42	59	71	76	69	69	67	67	76
Western Illinois University	209	168	176	212	237	238	235	234	211

	<u>Degrees by Fiscal Year</u>								
<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	20	6	1	1					
Eastern Illinois University	57	66	50	57	72	92	97	65	108
Illinois State University	175	164	166	162	183	154	159	197	164
Northeastern IL University	36	16	22	12	17	15	19	14	12
Northern Illinois University	129	129	130	99	97	84	82	93	57
S I U - Carbondale	25	33	31	31	45	37	36	43	36
S I U - Edwardsville	45	22	40	35	55	43	48	43	38
U of I - Urbana/Champaign	12	12	21	21	22	24	20	20	25
Western Illinois University	74	23	21	30	34	32	39	39	32

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	304	263	352	299					
Eastern Illinois University	213	208	211	211	198	211	225	221	
Illinois State University	241	223	224	246	251	265	262	273	
Northeastern IL University	224	256	331	383	364	376	389	403	
Northern Illinois University	230	203	186	212	216	242	195	178	
S I U - Carbondale	186	262	256	264	236	257	258	254	
S I U - Edwardsville	189	211	221	202	214	204	227	211	
U of I - Urbana/Champaign	170	164	352	305	319	319	302	221	
Western Illinois University	216	278	248	245	237	235	246	304	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	473	561	374	484					
Eastern Illinois University	521	511	565	585	686	668	628	598	
Illinois State University	466	493	466	440	442	437	435	425	
Northeastern IL University	554	445	354	352	356	393	358	304	
Northern Illinois University	489	683	673	651	687	503	948	923	
S I U - Carbondale	644	374	331	364	415	332	351	341	
S I U - Edwardsville	624	429	541	562	512	528	496	502	
U of I - Urbana/Champaign	662	749	334	374	383	401	380	479	
Western Illinois University	562	437	537	582	559	543	533	598	

Review of the M.S., M.S.Ed. in Curriculum and Instruction 13.0301

Introduction. The Master's in Curriculum and Instruction is designed to prepare practicing teachers to be master teachers and leaders within their school districts. This self-study process has involved a review of data over a three-year period. The analysis has been used to inform program decisions, revisions, and improvements.

Overview of academic unit. The Department of Curriculum and Instruction (C&I) within the College of Education provides professional opportunities to students who are committed to becoming outstanding educators. C&I offers multiple undergraduate degree programs including early childhood education, elementary education, middle level teacher education, and a bilingual endorsement, all of which meet Illinois State Board of Education (ISBE) guidelines. In addition, C&I provides pedagogical training for secondary school majors receiving degrees from 20 other university programs. Graduate programs are offered for those seeking a Master's in Curriculum and Instruction, a Master's in Reading, or an Ed.D. in Curriculum and Instruction.

Overview of degree program. The M.S. in Curriculum and Instruction is a 30-hour program with either a six-hour culminating research experience or a thesis. Students may choose an area of concentration. The program supports *Educating Illinois*, the university strategic plan, in that it "promotes the highest academic standards in teaching, scholarship, public service and the connections built among them." The M.S.Ed. program is not currently accepting applications. The department is taking steps to eliminate that degree designation.

Three off-campus cohorts have finished the program since the last program review, and one off-campus cohort is nearing completion. The three completed cohorts (two in Pekin and one in Peoria) were requested by school districts in those locations. The off-campus cohort still in progress is in Springfield and is related to an Illinois Math and Science Partnership grant. Tenured and tenure track faculty provide instruction for all C&I cohorts and travel to the remote locations to teach the courses.

Curriculum of the Master's in Curriculum and Instruction. The program curriculum is designed to give students a core of relevant courses that form a foundation in curricular and instructional issues, an opportunity to establish a concentration in an area of interest or expertise, and a culminating experience in which students conduct an action research study. Core propositions of the National Board of Professional Teaching Standards (NBPTS) form the basis of the program curriculum. These propositions are: 1) teachers are committed to students and their learning, 2) teachers know the subjects they teach and how to teach those subjects to students, 3) teachers are responsible for managing and monitoring student learning, 4) teachers think systematically about their practice and learn from experience, and 5) teachers are members of learning communities. Course work includes theory and research activities which are showcased annually in a C&I research symposium.

Faculty of the degree program. All faculty members who teach and advise in the program have expertise in curricular and instruction issues plus areas of expertise that lend themselves to particular courses within the program. Program faculty members maintain levels of professional activity in their respective areas of expertise such as presenting at local, state, and national conferences and publishing in local, state, and national educational journals. Faculty members have published books and have been awarded university, state, and federal grants.

Program goals and quality measures. Because the program is intended to produce master teachers among practicing teachers, the goals and measures used as the basis of the program are the NBPTS core propositions listed above.

Changes in level of student demand. Program demand is largely driven by practicing teachers who intend to stay in the classroom but want to become teacher leaders in their buildings or in their specific area of expertise. Most students come from the surrounding geographic area, but there has been demand from distant school districts for which cohorts have been arranged. The program also provides course support for students majoring in special education, reading, and library science.

Major changes in the program's discipline, student demand, societal need, institutional context. There have been no major changes in the field of curriculum and instruction since the last review nor has societal need for the degree changed. Student demand and enrollment related to the Illinois State program have fluctuated during the review period. This fluctuation has been closely associated with initiation and completion of learning cohorts and, consequently, has occurred in a consistent pattern.

Summary of the program's student learning assessment plan. The program utilizes a system of program assessment in an ongoing evaluation loop and includes feedback and input from faculty, students, and key stakeholders.

Accreditation from affiliated agency. C&I programs are nationally recognized by the National Association for the Education of Young Children, the Association of Childhood International, and the National Middle School Association. All programs meet and exceed rigorous standards for accreditation by the National Council for Accreditation of Teacher Education (NCATE), ISBE, and the Illinois Board of Higher Education while substantively integrating the values and commitments set forth in "Realizing the Democratic Ideal," the conceptual framework for all teacher education programs at Illinois State University. There was no previous accreditation review for this program, since graduate programs were not subject to NCATE review before the current review cycle. The first NCATE accreditation review of the program is underway at this time.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The changes that have occurred in the program since the last program review have occurred primarily due to newly articulated assessments that meet standards per the NCATE accreditation process, which itself is new since the last program review. Most changes have been related to the tools used to assess rather than to the curriculum. Standards consistent with NBPTS propositions, assessments, and means to evaluate student performance are now clearly documented.

Since the last program review, steps have been taken to officially eliminate the M.S.Ed. degree designation. The M.S.Ed. degree is no longer accepting applicants, and it appears that all students are finished. The department is working to eliminate two related graduate C&I programs: M.S. in Instructional Technology and Design and the Post-Baccalaureate Graduate Certificate for Alternative Route to Secondary Teacher Certification.

The program has also taken steps to track alumni for job placement and job satisfaction. The focus has been on the latter, since the majority of students who enroll in the program are already employed as teachers or administrators.

The program's major findings and recommendations and actions taken as a result of this review. The NCATE review process for accreditation of the program is underway. The on-campus NCATE visit is scheduled for spring 2012. The NCATE report resulting from the accreditation process will be used by the department to identify areas for program revision and improvement.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.S., M.S.Ed. in Curriculum and Instruction to be in Good Standing. Committee members commend the program for its strong off-campus component that meets the needs of teachers and administrators in school districts throughout the state. Committee members commend the program for its high quality assessment plan used to guide program improvement.

The Department of Curriculum and Instruction will provide a follow-up report to the Provost's Office on disestablishment of the M.S.Ed. in Curriculum and Instruction, the M.S. in Instructional Technology and Design, and the Post-Baccalaureate Graduate Certificate for Alternative Route to Secondary Teacher Certification. Curricular proposals for disestablishment of the programs should be initiated no later than October 1, 2012. A follow-up report on the status of this curriculum work will be submitted to the Provost's Office no later than January 7, 2013.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Since it has been several years since the program has been revised, the department will review the program, including its admission requirements and courses.
- As the current off-campus cohort is expected to be completed in 2012, the program will continue to consider options for new off-campus cohort sites.
- The program will look nationally to identify peer and benchmark programs to which it can aspire and will then compare it to the aspirational programs and draw connections to measures of program quality.

Comparative Data, M.S. and M.S.Ed. in Curriculum and Instruction

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	45	35	30	32	40	28	21	33	30
Governors State University	239	168	154	111	82	138	92	88	73
Illinois State University	75	59	123	117	92	55	82	139	117
Northeastern IL University	50	54	59	48	49	43	40	40	46
Northern Illinois University	165	166	154	123	102	78	73	76	80
S I U - Carbondale	150	158	139	150	174	144	93	79	75
U of I - Urbana/Champaign							44	71	22

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	8	11	14	14	10	12	9	9	2
Governors State University	116	65	62	62	23	29	35	27	28
Illinois State University	51	28	14	51	27	40	48	44	48
Northeastern IL University	21	15	17	25	20	15	18	14	8
Northern Illinois University	102	68	84	74	76	36	38	28	57
S I U - Carbondale	94	55	40	62	63	60	96	31	31
U of I - Urbana/Champaign							6	23	43

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	172	204	218	241	197	318	330	338	
Governors State University	264	201	495	223	321	350	352	371	
Illinois State University	279	371	412	414	440	450	330	359	
Northern Illinois University	176	128	125	170	191	249	237	263	
S I U - Carbondale	279	365	362	391	411	441	447	480	
U of I - Urbana/Champaign							468	424	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	674	490	475	248	312	233	247	351	
Governors State University	434	411	373	368	383	410	376	444	
Illinois State University	599	369	318	420	361	372	596	463	
Northern Illinois University	473	452	456	362	337	232	321	828	
S I U - Carbondale	463	371	368	370	320	332	335	288	
U of I - Urbana/Champaign							291	287	

Review of the M.S., M.S.Ed. in Educational Administration 13.0401

Introduction. The Master's degree in Educational Administration and the corresponding Post-Master's Graduate Certificate - General Administration prepare students for leadership roles in education and lead to the General Administrative Endorsement (Type 75). The self-study process was conducted with the knowledge that, because of state mandates, both the current Master's and Post-Master's Certificate programs will be terminated by spring 2014 regardless of the outcome of this current program review. The Post-Master's Graduate Certificate - General Administration is addressed in a separate program review summary.

Overview of academic unit. The Department of Educational Administration and Foundations (EAF) within the College of Education provides quality programs that serve public educators in Illinois. Master's program graduates become the educational leaders of the state's P-12 schools. The faculty incorporates the principles of "Realizing the Democratic Ideal" (the College of Education conceptual framework) into the planning process, teaching, scholarship, and service.

Overview of degree program. To meet the new state program standards, program faculty must radically redesign its curriculum, admissions requirements, assessment practices, and relationships with public schools and agencies to offer the new principal and teacher leader endorsements that will replace the General Administrative Endorsement. Program survival is based on meeting the new state requirements and recruiting a viable number of students.

Curriculum of the Master's in Educational Administration. The M.S. Ed. program requires 39 hours of coursework including six hours of field-based professional practice. All classes are required to meet state and national standards, thus there are no elective courses. Students complete the program well within the six-year time limit. EAF also offers an M.S. in Educational Administration, but no students have selected the M.S. option since establishment of a separate M.S. in College Student Personnel Administration. EAF plans to drop the M.S. option when it redesigns its curriculum over the next year.

Faculty of the degree program. The educational administration profession expects programs to balance theory, research, and practice in the field. As a whole, program faculty should have academic as well as professional education credentials. All EAF faculty members are expected to attain graduate faculty status. Three newer faculty members have associate graduate faculty status; the rest have full graduate faculty status. The faculty demonstrates productive teaching, scholarship, and service activities. Doctoral student advising and serving on dissertation committees are expected parts of the teaching load. Many faculty members hold leadership roles in national organizations or serve on editorial boards of major journals.

Program goals and quality measures. Major goals of the program are to graduate all current students before program closure in 2014, design and receive approval to offer the new principal endorsement and teacher leader endorsement programs as soon as possible, and increase student enrollment to assure the continuation of the two new endorsement programs. These goals integrate with university goals of providing well-respected, rigorous graduate programs that produce alumni who will serve Illinois and be loyal graduates and promoters of the program. Over the last eight years the program has offered classes at three off-campus sites. In 2010, the Higher Learning Commission positively reviewed off-campus programs offered by the University, including the Master's in Educational Administration program. Off-campus programs met quality indicators related to adequacy of sites, instruction, advisement, feedback mechanisms, and completion rates.

Changes in level of student demand. On-campus student demand for the program decreased after new, more rigorous Educational Leadership Constituent Council (ELCC) and National Council for Accreditation of Teacher Education (NCATE) standards were imposed in 2003. The program deliberately reduced the number of student-at-large enrollments, introduced the Graduate Record Examination for admission, and required at least two years full-time teaching experience. Between the Master's and Certificate programs, 60 students are enrolled per year, and about 20 students complete the curriculum annually. Once new state standards are in place, the program anticipates that enrollments will stabilize and program completion rates will be satisfactory.

Major changes in the program's discipline, student demand, societal need, institutional context. The review process identified the following areas of change.

- The competition for students among state, private, and propriety programs increased over the last eight years, and student demand decreased as the EAF graduate programs maintained rigorous admission standards and program expectations.
- The change in state requirements for principal preparation programs relates directly to the oversupply of candidates earning Type 75 General Administrative Endorsement compared to the number of principal positions open. The state wants educational administration graduate programs to target and prepare fewer individuals who are capable of becoming school leaders through the new principal program. The state believes individuals who do not desire to be principals would be better served in content programs, curriculum programs, or teacher leader programs.
- EAF has sufficient human and technical resources to develop the new program. The challenge will be to initiate the program within the next two years and recapture the enrollment lost during phase out of the current program.
- The field of education has been under intense scrutiny for the past several years. It is expected that increased accountability and oversight measures will continue to affect the profession and the programs that prepare educational leaders.

Summary of the program's student learning assessment plan. The assessment plan for this program is built upon the latest Interstate School Leaders Licensure Consortium/NCATE standards. Program goals and student learning outcomes are measured using data to inform program revisions. Assessment tools assure that required accreditation components align over time as individual faculty members modify and update their courses. The program's major challenge is to assure that all faculty members assess student performance addressing NCATE standards in addition to their own academic guidelines.

Accreditation from affiliated agency. In February 2012 the EAF department received a positive review from its national accrediting body (ELCC). The M.S.Ed. in Educational Administration met all standards with no conditions, so the program has received National Recognition. The NCATE site visit is scheduled for spring 2012.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The department acted upon three related recommendations from the previous program review. First, it developed and implemented a separate Master's program in College Student Personnel Administration. The CSPA program successfully completed its three-year review in 2010. In addition, with a separate P-12 focus, the department created a P-12 advisory board. Second, the program has developed a strong assessment plan but will streamline it given the multiple accountability bodies to which it must report. The department has increased its funding of graduate assistantships through the availability of a partially endowed assistantship and sharing of resources with other departments. Additional changes in the program were made, but they were not a result of the previous program review.

The program's major findings and recommendations and actions taken as a result of this review.

Major findings regarding the program are as follows.

- EAF has been offering a rigorous Master's in Educational Administration program that meets national accreditation standards and has incorporated many of the upcoming new state standards that take effect in 2013.
- Program enrollment has decreased since 2006 as the number of competitor programs has increased and as the EAF program has increased its standards to match upcoming state changes.
- The Master's in Educational Administration and its Post-Master's Certificate program, along with similar programs in the state, will be discontinued by June 30, 2014.

Given the findings above, recommendations for the program are as follows.

- Assure that all current program majors have an opportunity to graduate before state-mandated closure of the current program in spring 2014.
- Quickly develop and receive approval to offer the revised Master’s program developed for the new state principal and teacher leader endorsements so the new program can begin before the old program ends.
- Restore to and maintain enrollment of the new program at sustainable levels.
- Develop strategies to increase diversity in the student body while maintaining the diverse and productive faculty.
- The department has a reputation for quality as demonstrated by successful internal, state, and national accreditation reviews. However, the next step for the program is to move from compliance and accountability to using assessment to support program improvement and growth. This requires involving more faculty and streamlining different assessment practices into a coherent system that can serve multiple purposes.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.S., M.S. Ed. in Educational Administration to be in Good Standing. Committee members commend the program for its attention to off-campus programing and for taking steps to accommodate part-time students. Also noted is the program’s interaction with Milner Library resources and their integration into the curriculum.

The Department of Educational Administration and Foundations will provide a follow-up report to the Provost’s Office that addresses the program’s response to newly imposed state standards for certification. The report will address goals and outcomes, changes to the curriculum, enrollment targets, and benchmark programs to which the Illinois State University program can aspire. This report will be submitted by October 1, 2013.

Recommendation. In view of anticipated changes to the program due to state mandates, the Academic Planning Committee has no recommendations at this time.

Comparative Data, M.S. and M.S.Ed. in Educational Administration

<u>University</u>	<u>Enrollment, Fall Census Day</u>								
	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	140	151	158	136	114	103	73	61	48
Eastern Illinois University	279	303	314	376	382	400	406	318	315
Governors State University	553	484	505	417	464	515	432	388	255
Illinois State University	168	155	119	124	126	77	62	45	56
Northeastern IL University	214	245	287	225	206	247	200	209	190
Northern Illinois University	244	292	290	286	265	266	179	159	107
S I U - Carbondale	57	47	37	53	72	61	56	56	44
S I U - Edwardsville	162	191	176	159	145	97	116	155	123
U of I - Chicago	32	30	14	6	2	1			
U of I - Springfield	257	302	364	240	181	134	88	78	67
U of I - Urbana/Champaign	75	58	69	83	107	117	105	120	107
Western Illinois University	99	99	114	125	176	176	175	139	154

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	76	58	55	80	55	43	63	32	21
Eastern Illinois University	84	157	152	137	180	155	197	157	165
Governors State University	300	173	215	218	189	202	312	214	199
Illinois State University	58	58	79	50	44	51	21	23	26
Northeastern IL University	103	73	102	132	86	109	108	77	107
Northern Illinois University	75	128	109	140	119	119	84	106	69
S I U - Carbondale	14	15	15	12	10	31	16	15	10
S I U - Edwardsville	45	45	58	41	52	41	24	53	48
U of I - Chicago	10	23	5	9					
U of I - Springfield	33	71	105	87	65	59	33	27	27
U of I - Urbana/Champaign	36	25	25	18	37	71	48	63	63
Western Illinois University	121	64	51	38	35	56	76	71	44

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	263	269	268	358	315	351	379	529	
Eastern Illinois University	349	217	293	264	308	313	249	274	
Governors State University	271	231	258	280	255	236	378	359	
Illinois State University	331	318	361	404	398	503	551	570	
Northeastern IL University	264	257	255	274	290	359	375	386	
Northern Illinois University	251	249	243	207	209	262	361	272	
S I U - Carbondale	325	325	385	381	371	378	458	441	
S I U - Edwardsville	175	230	230	292	284	349	281	243	
U of I - Springfield	177	194	142	167	232	288	327	373	
U of I - Urbana/Champaign	459	480	615	492	415	591	492	379	
Western Illinois University	287	395	304	239	339	234	294	368	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	349	349	321	144	160	159	153	247	
Eastern Illinois University	279	498	440	363	315	326	588	429	
Governors State University	428	316	418	409	520	485	376	370	
Illinois State University	392	376	336	337	357	313	310	276	
Northeastern IL University	364	406	394	374	386	336	364	366	
Northern Illinois University	412	398	447	417	445	430	302	490	
S I U - Carbondale	469	481	315	324	340	345	295	329	
S I U - Edwardsville	734	906	507	399	400	306	434	466	
U of I - Springfield	704	652	1101	1038	447	502	392	340	
U of I - Urbana/Champaign	356	362	287	282	299	267	303	258	
Western Illinois University	476	435	319	412	375	449	508	455	

Review of the M.S. Ed. in Reading 13.1315

Introduction. The cornerstone of a democratic society is a literate populace. The M.S.Ed. in Reading program at Illinois State University is committed to preparing teachers to plan and implement curriculum, instructional environments, and evaluation programs that ensure literacy learning of all children. The Reading program utilizes a system of ongoing program assessment that includes input from faculty, students, and key stakeholders.

Overview of academic unit. The Department of Curriculum and Instruction (C&I) within the College of Education offers multiple undergraduate degree programs including early childhood education, elementary education, middle level teacher education, and a bilingual endorsement, all of which meet Illinois State Board of Education (ISBE) guidelines. In addition, the department provides pedagogical training for secondary school majors receiving degrees from 20 other university programs.

Overview of degree program. The Reading program contributes to departmental, college, and university goals and meets all standards of the International Reading Association (IRA). The program is intended for K-12 educators teaching reading and writing and includes courses needed to meet ISBE requirements for Reading Specialist Endorsement.

Curriculum of the M.S. Ed. in Reading. The program curriculum is guided by research in the literacy field, IRA standards, and ISBE-required subareas for the Reading Specialist Endorsement. Coursework focuses on theory, research, and assessment of literacy learning.

Faculty of the degree program. Program faculty members have expertise in the areas of reading and literacy and hold doctorates in language, reading, and culture; English as a Second Language; or curriculum and instruction. Faculty members produce refereed articles, chapters, books, reviews, editorials, and grants.

Program goals and quality measures. C&I programs at Illinois State University are nationally recognized by the National Association for the Education of Young Children, the Association of Childhood International, and the National Middle School Association. All programs exceed rigorous accreditation standards of the National Council for Accreditation of Teacher Education (NCATE) and ISBE while substantively integrating values and commitments set forth in “Realizing the Democratic Ideal,” the conceptual framework for teacher education programs at the University.

Reading program faculty has identified the reading program at Columbia University as a model exemplified by NCATE and IRA for its high quality. The Illinois State University Reading program demonstrates many of the same quality features as the Columbia University program, especially in clinical and literacy coaching experiences. The Illinois State University program also has a strong year-long action research project as a culminating project.

Changes in level of student demand. There is a need for the program based on two areas of demand. First, the program serves students interested in advanced work in language and literacy education. These students are, in large part, classroom teachers and reading specialists. Second, the program provides course support for students enrolled in other university programs including special education, curriculum and instruction, and English.

Major changes in the program’s discipline, student demand, societal need, institutional context. No major changes in the program have occurred since the last review. At the time of the last review the program had been undergoing major changes that were discussed in the previous program review report. Program changes planned for the next few years will be informed by newly established standards for accreditation and certification.

Summary of the program’s student learning assessment plan. Student learning is assessed using five NCATE-prescribed assessments: 1) state licensure examinations of content knowledge, 2) an additional assessment of content knowledge, 3) an assessment of candidate ability to plan instruction or (for non-teaching fields) to fulfill identified professional responsibilities, 4) an evaluation of clinical practice, and 5) an assessment of candidate effect on student learning. The program uses two additional, optional assessments to collect data necessary for ISBE reporting.

Accreditation from affiliated agency. The program is reviewed by IRA through the NCATE accreditation process. The next on-campus accreditation visit is scheduled for April 2012. After NCATE review, discussions regarding program revisions will begin.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The program has responded to the recommendation in the last program review for curriculum revisions that align with 2003 IRA and ISBE Reading Teacher Endorsement requirements. Faculty created 18 assessments to align with each benchmark outlined by the standards. In addition, a survey was administered to alumni to track their program satisfaction. Results indicate a high level of satisfaction with faculty and curriculum.

The program's major findings and recommendations and actions taken as a result of this review. IRA has adopted new standards effective October 2010. A key goal for the Reading program is to align coursework and assessments to meet these standards. This is also an opportunity to address previous concerns regarding content and experiences that candidates seem to lack.

Specific changes suggested by assessment data and new standards include increasing knowledge of digital literacies and technology integration, increasing coaching experiences, adding a practicum for adolescents, and increasing knowledge of program and materials evaluation. Program faculty members have been working since fall 2010 on minor changes to existing courses and the addition of new courses. Most significantly, the new program will be split into two sequences, one for classroom teachers who seek a Master's in Reading but do not plan to perform reading specialist tasks and one for teachers who plan to obtain the Reading Specialist certificate from ISBE. Data also suggest that program and assessment revisions are needed to better demonstrate candidate performance in working with teachers in their schools. A culminating portfolio that includes video uploads may be a better assessment of content knowledge and impact on student learning than the existing written comprehensive exam.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.S. Ed. in Reading to be in Good Standing. The committee commends the program for its work with University Assessment Services to develop and implement a quality program assessment plan.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- As resources permit, continue to seek opportunities for off-campus cohorts to build enrollment and to diversify the student population.
- Continue to review the program and assessments and revise them as necessary to ensure alignment with 2010 IRA standards.
- Continue to develop and monitor coaching experiences for students, and devise performance based assessments to document student performance in working with teachers in their schools.

Comparative Data, M.S.Ed. in Reading

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	101	100	68	48	37	26	18	4	7
Governors State University	82	76	63	72	55	52	45	42	32
Illinois State University	121	110	97	85	94	111	108	94	74
Northeastern IL University	208	188	199	194	167	167	114	127	117
Northern Illinois University	162	168	113	159	193	161	138	153	169
S I U - Edwardsville					51	34	25	38	35
Western Illinois University	104	139	177	190	200	172	170	152	140

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	36	34	29	22	19	20	8	4	1
Governors State University	23	33	14	16	17	14	18	10	17
Illinois State University	57	39	35	53	35	31	40	36	22
Northeastern IL University	41	43	51	60	69	40	49	61	37
Northern Illinois University	65	51	89	52	48	117	61	47	105
S I U - Edwardsville				3	15	24	17	10	9
Western Illinois University	32	40	41	42	50	47	47	52	44

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	261	284	313	305	331	361	331	271	
Governors State University	411	308	363	381	509	527	497	504	
Illinois State University	219	280	277	262	315	306	301	341	
Northeastern IL University	349	389	371	388	363	402	443	392	
Northern Illinois University	196	243	284	245	311	352	365	329	
S I U - Edwardsville				243	234	288		182	
Western Illinois University	257	276	252	300	262	329	374	404	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	447	486	325	212	146	144	176	334	
Governors State University	307	322	337	320	380	285	299	265	
Illinois State University	674	469	410	528	476	532	613	466	
Northeastern IL University	361	326	309	329	343	292	327	355	
Northern Illinois University	481	338	321	296	268	343	325	508	
S I U - Edwardsville				540	750	386		900	
Western Illinois University	416	427	338	436	521	444	430	397	

Review of the M.S.Ed. in Special Education 13.1001

Introduction. The M.S.Ed. in Special Education prepares teachers to assume advanced roles that special educators are called upon to fill as expressed in the National Board for Professional Teaching Standards. The program uses an ongoing process to gather feedback from key stakeholders, analyze the feedback, and implement changes based on the feedback.

Overview of academic unit. One of three departments in the College of Education, the Department of Special Education (SED) enjoys national and international recognition in the fields of teacher education and special education. There are four levels of programs in the department: undergraduate (B.S., B.S.Ed.) master's (M.S.Ed.), post-master's certificate (Director of Special Education), and doctoral (Ed.D.).

Overview of degree program. The program offers a rigorous and comprehensive curriculum to approximately 90 academically-talented and leadership-oriented students. The program is designed to offer professional development opportunities to full-time and part-time students seeking advanced knowledge, including current general education teachers seeking to expand the skills they need to teach students with diverse learning needs. Distinctive features of this program include a) graduate faculty expertise in all areas of the field, b) opportunity for extensive experience with assistive technology, c) a collaborative model of curriculum development and delivery, and d) an option to complete advanced certificates. Historical enrollment rates indicate consistent demand for this program. The department actively recruits students from underrepresented groups and gives them priority for tuition waivers.

Curriculum of the M.S.Ed. in Special Education. The 39 credit-hour curriculum is a professional development program for teachers seeking advanced content competencies and teacher leadership skills. The curriculum is standards-based and is monitored by a performance based assessment system that utilizes artifact portfolio evaluation. The program is approved through the Illinois State Board of Education and accredited by the Council for Exceptional Children (CEC) within the National Council for Accreditation of Teacher Education (NCATE). Program faculty is currently revising the curriculum to recognize differing needs of two distinct groups of students who enroll in this program: experienced special education teachers and general education teachers who seek to enter the field.

Faculty of the degree program. The 23 tenured and tenure track faculty members and 29 non-tenure track instructors and clinical supervisors in the program collectively have experience and expertise in all disability areas including low vision/blindness and deaf/hard of hearing and have demonstrated leadership in the profession. Program faculty members have records of scholarship activity appropriate to establishing the program as respected and competitive in the preparation of advanced teacher leaders, administrators, and higher education faculty.

Program goals and quality measures. In the field of special education, indicators of quality advanced teacher leader preparation include a) national accreditation and recognition by the specialized professional association (SPA), b) effective implementation of a standards-based program through the guidance of a SPA such as the CEC, c) opportunities for authentic professional development that builds on graduate students' existing knowledge and experience, and d) opportunities for specialized study and advanced certification.

The SED department adopted a five-year strategic plan in 2008. Goals include a) graduating more world-class professional special educators; b) seeking and challenging solutions to educational inequity; c) engaging in unique, creative, and productive partnerships; d) supporting cutting-edge scholarly endeavors; e) developing a dynamic, comprehensive technological environment; and f) increasing endowments and alternative resources. One key priority for the next few years is increasing endowments and alternative resources. The department has made a positive start in communicating with alumni, but a stronger alumni resource support system is needed. Increased revenue streams would help maintain program leadership in the field.

Changes in level of student demand. Demand for the program remains high even in difficult economic times. In the past three years the admission rate has ranged from 61 percent to 74 percent, and the enrollment rate has ranged from 77 percent to 90 percent.

Major changes in the program's discipline, student demand, societal need, institutional context. Since the last program review, expectations of teacher accountability for P-12 learner outcomes have increased. This shift has especially influenced assessment and data collection. Demands for teacher accountability have resulted in a decision to revise the curriculum to reflect the varied teaching experience of applicants and the specific skills they need to respond to needs of the field and students with disabilities. The program emphasizes outcomes for P-12 students and assesses the impact of degree candidates' instruction. Special education teacher leaders with advanced professional development continue to be in high demand within the education system to meet the needs of diverse learners within diverse learning environments. This demand is projected to remain high due to attrition of special education teacher leaders with advanced degrees and certification.

Summary of the program's student learning assessment plan. The assessment plan consists of measures in learner outcome goals and feedback from key stakeholders, with several subareas measured in each. Modifications to the plan in 2009-2010 included refinement of assessment measures and the addition of more detailed information regarding mechanisms for gathering data from key stakeholders and analyzing results. Assessment data are utilized regularly to inform program revision.

Accreditation from affiliated agency. All Illinois State University teacher education programs, including advanced programs, seek NCATE accreditation. Accreditation review is based on NCATE unit standards, a set of national research-based standards developed by all sectors of the teaching profession. Accreditation requires an on-site review of the unit and a review of individual programs within the unit. The Illinois State University M.S. Ed. in Special Education has been fully accredited and nationally recognized through the 2003 accreditation process. The program will be part of an on-site NCATE accreditation evaluation scheduled for April 2012.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Since the last Illinois Board of Higher Education review of the program in 2003, curricular revisions and development of a well-defined assessment system have assured that the program is appropriately rigorous and in a position to obtain data needed for continuous improvement. The department is now developing a differentiated curriculum to support both experienced special education teachers and teachers in other areas who seek to enter the field. The program has targeted three areas for further improvement: a) monitoring enrollment and faculty credit hours to determine optimum enrollment, b) determining the program role in alleviating the shortage of special educators, and c) developing plans for diversifying enrollment. Program enrollment has increased since the previous program review.

The program's major findings and recommendations and actions taken as a result of this review. As a result of this self-study, the program will re-focus its efforts to attract graduate students and faculty from ethnically diverse backgrounds and underrepresented populations. The program will also continue to plan and finalize revision of the curriculum including new courses and revised syllabi. Other goals include a) further implementing the new program evaluation system and responding consistently to evaluation findings, b) seeking new means to recruit highly-qualified practicing special and general education teachers, and c) close monitoring of credit hours generated and costs associated with providing a high-quality program.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.S.Ed. in Special Education to be in Good Standing. Committee members commend the program for developing and utilizing a quality assessment plan and for its efforts to offer alternative methods for program delivery, especially to students from ethnically diverse areas. The program review provided evidence of meaningful interaction and curricular integration with Milner Library resources.

The Department of Special Education will submit to the Provost's Office a follow-up report that identifies national benchmark programs to which the M.S.Ed. in Special Education program aspires. The follow-up report will be submitted by October 1, 2012.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly-scheduled review cycle.

- Develop a long-term plan to increase endowments and alternative resources.
- Continue to review specializations in light of state needs.
- Continue efforts to recruit students from underrepresented groups.
- Delineate the program’s efforts for participation in campus civic engagement offerings.

Comparative Data, M.S. and M.S.Ed. in Special Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	86	80	62	41	51	49	32	50	72
Eastern Illinois University	11	14	17	13	18	12	16	17	15
Illinois State University	63	60	95	95	90	91	98	90	88
Northeastern IL University	339	269	278	253	270	225	235	234	243
Northern Illinois University	136	188	179	172	179	145	110	128	118
S I U - Carbondale	43	42	44	42	41	35	36	29	32
S I U - Edwardsville	41	36	46	46	57	41	42	46	35
U of I - Chicago	82	99	112	118	115	110	80	90	106
U of I - Urbana/Champaign	54	55	61	67	74	61	64	62	48
Western Illinois University	47	43	52	42	46	45	50	35	33

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	36	30	39	29	11	49	17	19	28
Eastern Illinois University	5	2	5	5	3	5	3	6	2
Illinois State University	23	21	15	23	22	28	28	22	17
Northeastern IL University	144	103	97	65	112	76	66	85	64
Northern Illinois University	42	53	87	75	66	76	54	60	42
S I U - Carbondale	1	5	6	7	15	3	9	6	2
S I U - Edwardsville	17	6	11	19	20	20	17	15	14
U of I - Chicago	35	23	37	35	66	48	28	33	40
U of I - Urbana/Champaign	24	20	38	21	24	37	21	41	15
Western Illinois University	22	13	12	10	13	5	6	12	10

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	328	304	367	348	440	447	403	224	
Eastern Illinois University	241	240	233	264	309	446	630	843	
Illinois State University	248	292	238	266	347	361	315	379	
Northeastern IL University	280	327	361	313	354	382	403	381	
Northern Illinois University	161	143	165	151	161	204	183	195	
S I U - Carbondale	396	343	340	340	397	406	485	362	
S I U - Edwardsville	260	252	292	308	225	220	283	266	
U of I - Chicago							408	369	
U of I - Urbana/Champaign	548	623	570	512	540	580	530	411	
Western Illinois University	258	329	430	455	380	385	508	612	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	430	491	349	205	148	115	179	391	
Eastern Illinois University	508	498	472	485	456	261	236	213	
Illinois State University	319	420	522	475	356	423	427	367	
Northeastern IL University	508	378	357	450	395	305	307	275	
Northern Illinois University	426	554	557	429	420	382	500	194	
S I U - Carbondale	251	348	413	424	302	287	238	355	
S I U - Edwardsville	549	329	443	417	548	527	471	466	
U of I - Chicago							302	348	
U of I - Urbana/Champaign	187	169	216	229	269	243	222	272	
Western Illinois University	460	360	324	321	406	383	327	333	

**Review of the Post Master’s Graduate Certificates
Superintendent Endorsement 13.0411
Chief School Business Official Endorsement 13.0499**

Introduction. This report summarizes the review of two Educational Administration and Foundations (EAF) programs: the Post-Master’s Graduate Certificates in Superintendent and Chief School Business Official (CSBO) Endorsements. The endorsement programs are stand-alone certificates embedded in the EAF doctoral program for those selecting the P-12 concentration. For this review process faculty reviewed curriculum and program components, students completed assessments, and alumni were surveyed. This is the first program review for the two certificate programs.

Overview of academic unit. The EAF department provides quality programs that serve public educators in Illinois. They, in turn, become the educational leaders of the state’s P-12 schools. Faculty members incorporate the principles of “Realizing the Democratic Ideal,” the College of Education conceptual framework, into the planning process, teaching, scholarship, and service.

Overview of certificate programs. The certificate programs have been developed for school leaders with at least two years of leadership experience who want additional certification but not a doctoral degree. The state requires applicants for state certification to be enrolled in an accredited program. Both programs require applicants to possess a Type 75 certificate, a master’s degree, and documentation of P-12 leadership experience. CSBO candidates who hold a master’s degree in business or accounting do not need the Type 75 certificate.

Curriculum of the Post-Master’s Certificates: Superintendent and Chief School Business Official.

The curriculum for both certificate programs is based on state and national accreditation requirements. The two programs require 36 hours of coursework, 75 percent of which is common between the two. All courses are required to meet state and national standards, so no electives exist. Students complete the programs well within the six-year time limit. However, not all completers apply for graduation from the University. They may just apply for state credentialing instead.

Faculty of the certificate programs. Nearly all classes are taught by full-time faculty members who are full or associate professors. Some have held administrative positions in the public school system prior to coming to Illinois State. Faculty members are skilled teachers, active scholars, and active contributors to the University and profession through their service. Several faculty members hold both Superintendent and CSBO certificates.

Program goals and quality measures. Program goals are to 1) work with the Office of Enrollment Management and Academic Services to accurately identify program completers, 2) maintain national accreditation, 3) keep abreast of state changes in the Superintendent program requirements and revise the curriculum accordingly, 4) provide high-quality programs that prepare educational leaders for Illinois’ diverse and changing environment, 5) maintain high-quality faculty who meet graduate faculty standards, and 6) develop a program assessment system that supports program improvement and accountability as well as reporting requirements of the National Council for Accreditation of Teacher Education (NCATE), the Educational Leadership Constituent Council (ELCC), the Illinois State Board of Education (ISBE), and Illinois State University. These goals integrate with university goals of providing well-respected, rigorous graduate programs that produce alumni who will serve Illinois and be loyal graduates and promoters of the program.

Changes in level of student demand. Demand for the certificate programs is limited. The Superintendent certificate-only enrollment averages 13 students per year. The CSBO certificate-only program currently has one student. The EAF department is committed to enhancing diversity of its student population and will continue to look for opportunities to work with school districts to offer cohort and off-campus programs, which are typically more diverse.

Major changes in the programs' discipline, student demand, societal need, institutional context. The most relevant trends relate to state mandates, particularly the state's intent to revamp requirements for Superintendent certification. ISBE is forming a statewide taskforce that will change the requirements. The EAF department is actively engaged in these discussions and will be ready to implement curricular changes as needed. No changes in state mandates for CSBO certification are anticipated at this time.

Summary of the programs' student learning assessment plan. Assessment plans for the certificate programs have goals which are tied to the national 2008 Interstate School Leaders Licensure Consortium standards.

Accreditation from affiliated agency. In February 2012 the EAF department received a positive review from its national accrediting body (ELCC) for the Post-Master's Superintendent Certificate program. The program met all standards with no conditions, so the program has received National Recognition. The NCATE site visit is scheduled for spring 2012. The Post-Master's CSBO program has met ISBE standards based on its last annual submission in February 2011. The CSBO program does not have a national accrediting body.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The programs have not undergone any prior program review.

The programs' major findings and recommendations and actions taken as a result of this review.

Major findings regarding the programs are as follows.

- The EAF department has been offering small but rigorous Superintendent and CSBO programs that meet state and/or national accreditation standards.
- The programs' enrollments are extremely small. However, there is no additional cost to the University, because all courses are offered as part of the doctoral program P-12 concentration. The certificate programs focus on individuals who are not interested in a doctorate but seek state certification. Maintaining the programs helps the University maintain its comprehensive service to public education.
- The University reports very low graduation numbers for the program. However, some students who complete the program do not apply for graduation.

Given the findings above, recommendations for the programs are as follows.

- Maintain the rigor of the certificate programs and their association to the doctoral offerings to assure their viability. When new Superintendent standards are created by the state in the next few years, the program will need to modify its curriculum and apply to ISBE for recertification.
- Work with Enrollment Management and Academic Services to correctly identify Post-Master's Certificate students and accurately document program completers.
- Move from compliance and accountability to using assessment to support program improvement and growth. This will require involving more faculty members in assessment and streamlining different assessment practices into a coherent system that can serve multiple purposes.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Post-Master's Certificates for the Superintendent and Chief School Business Official Endorsements to be in Good Standing.

Recommendations. The Academic Planning Committee makes the following recommendation to be addressed within the next regularly scheduled review cycle.

- Collaborate with Enrollment Management and Academic Services to track program completers who do not necessarily apply for a degree.

Comparative Data, Post-Master's Graduate Certificate Chief School Business Officer Endorsement

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University				1	1	0	0	1	0

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				0	0	0	0	0	0

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				404	398			570	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				337	357			276	

Comparative Data, Post-Master's Graduate Certificate Superintendent Endorsement

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University		16	9	10	8	9	6	16	14
Western Illinois University				34	83	57	62	47	42

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University		0	0	1	0	1	1	0	1
Western Illinois University				0	11	27	17	14	16

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University		318	361	404	398	503	551	570	
Western Illinois University				239	339	234	294	368	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University		376	336	337	357	313	310	276	
Western Illinois University				412	375	449	508	455	

**Review of the Post Master's Graduate Certificate
Director of Special Education
13.0402**

Introduction. The primary goal of the Post-Master's Graduate Certificate - Director of Special Education program is to produce graduates prepared to serve as leaders or administrators in the field of special education. The program is designed for students seeking the Director of Special Education certificate from the State of Illinois but not a degree. Students must pass the State Content Test to graduate from the program and obtain the state certificate. The program is closely allied with the Ed.D. in Special Education program. Some students are candidates for both.

Overview of academic unit. The certificate program is housed in the Department of Special Education within the College of Education. The department enjoys national and international recognition in the fields of teacher education and special education. The department offers four levels of programs: undergraduate (B.S. and B.S.Ed.), master's (M.S.Ed.), post-master's (Graduate Certificate - Director of Special Education), and doctoral (Ed.D.). Department faculty includes 23 tenure track and 29 non-tenure track instructors and clinical supervisors with experience and expertise in all areas of disability.

Overview of certificate program. The certificate program offers post-master's, non-degree certification upon completion of at least 24 credit hours, including professional practice experiences. The program is unique in Illinois in that it can be completed in conjunction with an Ed.D. in Special Education. The program is currently offered on campus and off campus to students enrolled in a cohort that meets in Burbank (suburban Chicago). Practicing school professionals can complete the program part-time. The program contributes to the overall mission of the University as articulated in the university strategic plan, *Educating Illinois*, by participating in the university community and engaging in individualized course planning and instruction. The program supports the *Illinois Public Agenda*, the state plan for higher education policies and resources, through provision of professional development for leaders, researchers, and administrators in an area of critical shortage.

Curriculum of the program. The 24-42 credit-hour curriculum includes foundational coursework that candidates may have already completed as part of their master's degree; an integrated core of courses based on Advanced Content Standards of the Council for Exceptional Children (CEC), the specialized accrediting organization in the profession; and professional practice experiences in each of four areas: program planning or implementation, policy and practice, finance and management of special education services or programs, and collaboration and communication. The curriculum allows candidates to complete some of the requirements for the Ed.D. degree offered by the department.

Faculty of the certificate program. Graduate faculty members collectively possess a breadth of experience and expertise representing all disability areas, from high-incidence to low-incidence, including low vision/blindness and deaf/hard of hearing. Highly effective teaching methods are valued and supported. Faculty members spend quality time with candidates through individualized support, opportunities for collaborative research, and guidance with participation in professional organizations, research symposia, and conferences. Faculty members have enhanced their national reputations as leaders in the profession over the last five years through presentations, keynote addresses, and an increased number of presentations and publications. Faculty members also serve as officers in professional organizations at the state, national, and international levels.

Program goals and quality measures. In 2008 the department created a five-year strategic plan through a six-month collaborative effort by its faculty members. Strategic plan goals include the following: a) graduate an increased number of world-class professional special educators; b) seek and challenge solutions to educational inequity; c) engage in unique, creative, and productive partnerships; d) support cutting-edge scholarly endeavors; e) develop a dynamic, comprehensive technological environment; and f) increase endowments and alternative resources. Indicators of program quality include a) national accreditation and recognition by the CEC, b) effective implementation of a standards-based program through CEC guidance, c) opportunities for authentic professional development that builds on candidate knowledge and experience, and d) opportunities for candidates to tailor the program to meet their educational needs and career goals.

Changes in level of student demand. Demand for the certificate program remains high even in difficult economic times. In 2011 both admission and enrollment rates were 100 percent. Since approval of the certificate program by the Illinois State Board of Higher Education in 2005, the department has offered the program to two Chicago-area cohorts in response to demand in that area for a high-quality advanced administrative leadership program.

Major changes in the program's discipline, student demand, societal need, institutional context. Demands for teacher leader and administrator accountability have influenced curricular decision making by program faculty. Particularly noteworthy are revisions to professional practice requirements intended to hone skills graduates need to respond to demands of the field and of students with disabilities. Based on retirement rates among special education administrators and higher education faculty, the demand for special education leaders is expected to remain high.

Summary of the program's student learning assessment plan. The current assessment plan consists of measures in three major areas: a) systematic assessment of learning outcome goals based on CEC Advanced Content Standards, b) feedback from key stakeholders, and c) analysis of and response to assessment results and feedback. Advanced Content Standards relate to leadership and policy, program development and organization, research and inquiry, student and program evaluation, professional development and ethical practice, and collaboration. Assessment data are utilized regularly by program faculty to inform ongoing program revision.

Accreditation from affiliated agency. The Director of Special Education program was nationally recognized by its specialized professional association (the CEC) in January 2012. The program will be evaluated on-site in April 2012 by the National Council for Accreditation of Teacher Education (NCATE) in connection with evaluation of the entire teacher education unit at the University.

Since inception of the program in 2006, it has been offered to off-campus cohorts in Oak Forest/Tinley Park and Burbank. In 2010 the Higher Learning Commission (HLC) reviewed all Illinois State University off-campus programs including the Director of Special Education Certificate. The programs met all HLC quality indicators.

Description of actions taken since the last review including instructional resources and practices and curricular changes. This is the first program review since initiation of the certificate program in 2006. Since that time, development of a well-defined assessment system has assured that the program is appropriately rigorous and positioned to obtain data needed for continuous program improvement. Program faculty continues to monitor enrollment and faculty credit hours to determine optimal enrollment, evaluate the role of the program in alleviating the shortage of special education directors, and track and strengthen ties with program alumni.

The program's major findings and recommendations and actions taken as a result of this review. As a result of this self-study and program review, the program will address the following goals and initiatives in the coming years: a) re-focus efforts to attract students and faculty from ethnically diverse backgrounds and underrepresented populations, b) further implementation of the revised learning assessment system and consistent response to candidate performance data, c) seek means to recruit highly qualified practicing special and general education teachers and administrators, and d) closely monitor credit hours generated and costs associated with providing a high-quality program.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Post-Master's Graduate Certificate, Director of Special Education, to be in Good Standing. The committee commends the program for a quality self-study and review report. The committee acknowledges the perfect pass rate on the state content test for special education directorship and commends the program for its successful efforts to foster faculty/student research collaboration. Also noted is the personalized research support provided to students, including those enrolled in off-campus cohorts, by the Milner Library subject specialist through in-person visits and online tutorials.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Identify national peer and benchmark programs to which the certificate program can aspire, then compare these aspirational programs to the certificate program and draw connections to measures of program quality.
- Continue to monitor data regarding shortages of special education directors and utilize this data to formulate enrollment goals that are manageable based on resource availability.
- Continue efforts to recruit students from ethnically diverse backgrounds and underrepresented populations.
- Continue to strengthen alumni tracking to determine program completion rates, document use of the certificate by program graduates, and enhance alumni support for the program.

Comparative Data, Post-Master's Graduate Certificate Director of Special Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University				3	7	24	17	10	15

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				1	0	16	1	9	2

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				404	398	503	551	570	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University				337	357	313	310	276	

Review of the Post-Master's Graduate Certificate General Administration 13.0409

Introduction. The Post-Master's Graduate Certificate - General Administration leads to the General Administrative Endorsement (Type 75). The self-study process was conducted with the knowledge that, because of state mandates, the current Post-Master's Certificate program will be terminated by spring 2014 regardless of the outcome of this current program review.

Overview of academic unit. The Department of Educational Administration and Foundations (EAF) provides quality programs that serve public educators in Illinois. They, in turn, become the educational leaders of the state's P-12 schools. Faculty members incorporate the principles of "Realizing the Democratic Ideal," the College of Education conceptual framework, into the planning process, teaching, scholarship, and service.

Overview of certificate program. The course of study for the Post-Master's Graduate Certificate - General Administration program meets the requirements for the General Administrative (Type 75/Principalship) Endorsement. Required for admission are documentation of at least two years full-time P-12 teaching experience and possession of a master's degree. The program is nationally accredited and recognized by the Educational Leadership Constituent Council (ELCC).

Curriculum of the program. The curriculum of the certificate program is based on State Certification (Type 75/Principalship) requirements. Students take 39 hours, which must include courses in educational technology, research methods, professional ethics, managing human and fiscal resources, public relations, and organizational development.

Faculty of the certificate program. The educational administration profession expects programs to balance theory, research, and practice in the field. As a whole, program faculty should have academic as well as professional education credentials. All EAF faculty members are expected to attain graduate faculty status. Three newer faculty members are associate members; the rest have full graduate faculty status. The faculty demonstrates productive teaching, scholarship, and service activities. Doctoral student advising and serving on dissertation committees are expected parts of the teaching load. Many faculty members hold leadership roles in national organizations or serve on editorial boards of major journals.

Program goals and quality measures. The major indicator of program quality is receipt of National Recognition by ELCC based on National Council for Accreditation of Teacher Education (NCATE) review. The Post-Master's Certificate - General Administration program was nationally recognized during the 2003 review and expects National Recognition after the April 2012 accreditation visit. Program goals are to 1) provide a high quality certificate program that prepares educational leaders for Illinois' diverse and changing environment, 2) graduate all students in the current program by spring 2014, 3) receive state approval for the new program and start classes for new cohorts by summer 2013, and 4) develop an assessment system that supports program improvement, accountability, and reporting requirements of NCATE, ELCC, the Illinois State Board of Education, and the University.

Changes in level of student demand. In 2003 the Post-Master's Certificate requirements were revised to meet more rigorous NCATE and ELCC standards. This caused student demand and completion to decrease slightly. Since that time enrollments have stabilized, although it is difficult to determine an accurate number of program completers. The department will work with the Office of Enrollment Management and Academic Services to accurately identify current students and find a way to correctly identify program completers.

Major changes in the program's discipline, student demand, societal need, institutional context.

The change in state requirements for principal preparation programs relates directly to the oversupply of candidates earning Type 75 General Administrative Endorsements compared to the number of principal positions open. The state wants educational administration graduate programs to target and prepare fewer individuals who are capable of becoming school leaders through the new principal program. The state believes individuals who do not desire to be principals would be better served in content programs, curriculum programs, or teacher leader programs.

Summary of the program's student learning assessment plan. The assessment plan for this program is built upon the latest Interstate School Leaders Licensure Consortium/NCATE standards. Assessment data compiled through the planning process are used to inform program revisions. Assessment tools assure that the required accreditation components align over time as individual faculty members modify and update their courses. The program's major challenge is to assure that all faculty members assess student performance addressing NCATE standards in addition to their own academic guidelines.

Accreditation from affiliated agency. In February 2012 the EAF department received a positive review from its national accrediting body (ELCC). The Post-Master's Graduate Certificate - General Administration met all standards with no conditions, so the program has received National Recognition. The NCATE site visit is scheduled for spring 2012.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The program has not undergone any prior program review.

The program's major findings and recommendations and actions taken as a result of this review.

Major findings regarding the program are as follows.

- The EAF department has been offering a rigorous Post-Master's General Administration Certificate program that meets national accreditation standards and has incorporated many of the new state standards that take effect in 2013.
- Program enrollment has decreased since 2006 as the number of competitor programs has increased and as the EAF program has increased its standards to match upcoming state changes.
- The Post-Master's General Administration Certificate program, along with the master's program, will be discontinued by June 30, 2014.

Given the findings above, recommendations for the program are as follows.

- Assure that all students enrolled in the Post-Master's General Administration Certificate program have an opportunity to complete the program before its state-mandated closure in spring 2014.
- Quickly develop and receive approval to offer a replacement certificate program developed for the new state principal and teacher leader endorsements so the new program can begin before the old program ends.
- Restore to and maintain enrollment of the new program at sustainable levels.
- Develop strategies to increase diversity in the student body while maintaining the diverse and productive faculty.
- The department has a reputation for quality as demonstrated by successful internal, state, and national accreditation reviews. The next step for the program is to move from compliance to using assessment to support program improvement and growth. This requires involving more faculty members and streamlining assessment practices into a system that serves multiple purposes.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Post-Master's Graduate Certificate - General Administration program to be in Good Standing. Committee members commend the program for taking steps to accommodate off-campus and part-time students and for its interaction with Milner Library resources and their integration into the curriculum.

The Department of Educational Administration and Foundations will provide a follow-up report to the Provost's Office that addresses the program's response to newly imposed state standards for principal and teacher leader endorsements. The report will address goals and outcomes, changes to the curriculum, enrollment targets, and benchmark programs to which the Illinois State University program can aspire. This report will be submitted by October 1, 2013.

Recommendations. In view of anticipated changes to the program due to state mandates, the Academic Planning Committee has no recommendations at this time.

Comparative Data, Post-Master's Graduate Certificate General Administration

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University		15	4	9	9	9	6	9	8

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	0	0	1	0	0	2	3	5	

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	318	361	404	398	503	551	570		

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	376	336	337	357	313	310	276		

Review of the Ed.D. in Curriculum and Instruction 13.0301

Introduction. The Ed.D. in Curriculum and Instruction is designed to prepare practitioners for teacher education leadership roles as school curriculum specialists, teacher educators, academic administrators, and instructional specialists. The program utilizes a system of assessment that includes input from faculty, students, and other key stakeholders. This self-study process has involved review of assessment data over a three-year period. The analysis has and will continue to inform program decisions, revisions, and improvements.

Overview of academic unit. The Department of Curriculum and Instruction (C&I) within the College of Education provides professional opportunities to students committed to becoming outstanding educators. C&I offers multiple undergraduate degree programs including early childhood education, elementary education, middle level teacher education, and a bilingual endorsement, all of which meet Illinois State Board of Education (ISBE) guidelines. In addition, the department provides pedagogical training for secondary school majors receiving degrees from 20 other university programs. Graduate programs are offered for those seeking a Master's in Curriculum and Instruction, a Master's in Reading, or an Ed.D. in Curriculum and Instruction.

Overview of degree program. The Ed.D. in Curriculum and Instruction is a 66-hour program, including 15 hours of dissertation credit. The program supports *Educating Illinois*, the university strategic plan, in that it “promotes the highest academic standards in our teaching, scholarship, public service and the connections we build among them.” Through cohort groups and tuition waivers, Goal 3 of the *Illinois Public Agenda*, the state plan for higher education policies and resources, is met (“increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society”).

The program has historically been offered to cohorts of off-campus students in response to needs of practitioners desiring to work part-time toward the degree. Continuing this approach, a new off-campus cohort began in fall 2011 in Palatine District 211 (suburban Chicago). The district requested the cohort and arranged to offer courses via agency-paid contracts. Tenured and tenure-line faculty members travel to the district to teach the courses.

Curriculum of the Ed.D. in Curriculum and Instruction. The curriculum is designed to give students a core of relevant courses that form a foundation in higher level curricular and instructional issues, an opportunity to establish a concentration in an area of interest or expertise, a professional practice that provides an applied experience, and an opportunity for an original contribution to the field through completion of a dissertation.

Faculty of the degree program. All faculty members who teach and advise in the program have expertise in curricular and instruction issues. Faculty members present at local, state, and national conferences and publish in local, state, and national educational journals. Faculty members have published books and have been awarded university, state, and federal grants. As new faculty members are hired due to resignations and retirements, personnel search guidelines ensure that the most qualified candidates are hired.

Program goals and quality measures. The program has developed standards for student success in three areas: research and scholarship, curriculum and instruction, and diversity. Detailed measures within each of these areas have been designed to assess student performance.

Changes in level of student demand. Program demand remains appropriate for both the on-campus program and off-campus cohorts. During the past review cycle the program established an optimum enrollment in balance with faculty capacity.

Major changes in the program's discipline, student demand, societal need, institutional context. The program has been redesigned since the last review. A reduction in required hours has better aligned the program with comparable doctoral programs. The professional practice that has replaced the internship requirement has broadened potential experiences for students and better fits the lives of full-time working students who comprise the majority of the student population. There have been no major changes in the field or in societal need for the degree since the last review. Student demand and enrollment related to the Illinois State program have fluctuated during the review period. This fluctuation has been closely associated with initiation and completion of learning cohorts and, consequently, has occurred in a consistent pattern.

Summary of the program's student learning assessment plan. The assessment plan is based on the National Council for Accreditation of Teacher Education (NCATE) accreditation guidelines. The plan assesses student performance in six areas: course content, dissertation content, pedagogy, professional practice, impact on student learning, and diversity. Assessment data in these areas are examined annually by the doctoral committee and used to guide program improvement.

Accreditation from affiliated agency. C&I programs are nationally recognized by the National Association for the Education of Young Children, the Association of Childhood International, and the National Middle School Association. All programs exceed rigorous accreditation standards of NCATE, ISBE, and the Illinois Board of Higher Education while integrating values and commitments set forth in "Realizing the Democratic Ideal," the conceptual framework for all teacher education programs at the University. Beginning in 2012, the NCATE accreditation process has been extended to C&I graduate programs. Accordingly, an on-campus NCATE accreditation visit for the Ed.D. program has been scheduled for April 2012. Once NCATE review is complete, discussions about program revisions can begin.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Because the Ed.D. program is now subject to NCATE review, the major changes that have been made to the program since the last program review relate primarily to NCATE accreditation guidelines. Standards, assessments, and means to evaluate student performance are now clearly documented.

Several improvements were recommended in the last program review: 1) identify optimum enrollment in balance with faculty capacity, 2) develop explicit criteria for recruitment of faculty, 3) increase active collaboration between faculty and students, 4) develop new courses to provide wider breadth of student experience, and 5) augment and revise the system of assessment. Optimum enrollment has been met, as the department is financially able to offer courses to smaller classes. The department has implemented clearer hiring criteria for faculty and graduate positions. The new professional practice requirement (C&I 598) will allow more collaboration between faculty and students, and new courses will provide breadth. Specific assessments have been developed to continuously monitor, modify, and improve the program.

The program's major findings and recommendations and actions taken as a result of this review.

Four program goals for the next three to five years have been identified through the strategic planning and program review process: 1) revisit admission requirements, 2) monitor the newly-implemented approach to advisement, 3) revisit the content and format of the comprehensive exam, and 4) monitor efforts such as the new professional practice experience for their effectiveness in advancing opportunities for faculty and doctoral students to collaborate in research and teaching.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Ed.D. in Curriculum and Instruction to be in Good Standing. The committee commends the program for its work with University Assessment Services to improve the program assessment plan, for a thoughtful and critical self-analysis, for its interactions with Milner Library through engaged consultations between students/faculty and the library subject specialist, and for arranging and providing instruction for off-campus cohorts that accommodates part-time and distant students.

The Department of Curriculum and Instruction will submit a follow-up report to the Provost's Office that sets forth a plan to assist students currently enrolled in the Ed.D. program who are past their completion deadline. This report will be submitted by October 1, 2013.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to work with University Assessment Services to further improve the program assessment plan through enhanced stakeholder input.
- Monitor the advisement process for its support to students and its impact on time-to-completion; modify the process as necessary.
- Revisit the purpose and format of the comprehensive exam.
- Revisit program admission requirements with the intention of strengthening them and making them more applicable to the program.
- Enhance opportunities for faculty/student research and teaching collaboration.

Comparative Data, Ed.D in Curriculum and Instruction

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University	88	76	81	81	64	47	55	38	49
Northern Illinois University	142	139	139	146	137	131	125	126	119
S I U - Carbondale	42	48	53	54	59	55	59	61	70
U of I - Chicago	135	123	107	115	120	110	113	121	124
U of I - Urbana/Champaign							16	33	49

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	3	9	14	14	11	6	6	9	6
Northern Illinois University	8	13	10	12	14	10	21	12	13
S I U - Carbondale	5	7	5	8	4	6	7	8	6
U of I - Chicago	14	16	9	11	13	11	9	18	15
U of I - Urbana/Champaign						1	3	1	4

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	345	439	342	341	506	407	524	403	
Northern Illinois University	750	458	669	599	655	687	192	725	
S I U - Carbondale	262	501	449	385	686	573	494	716	
U of I - Chicago							877	821	
U of I - Urbana/Champaign						781	588	508	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	533	415	549	550	393	473	432	483	
Northern Illinois University	166	216	210	260	240	201	1043	425	
S I U - Carbondale	578	267	318	455	198	267	364	211	
U of I - Chicago							185	229	
U of I - Urbana/Champaign						213	251	262	

Review of the Ed.D., Ph.D. in Educational Administration 13.0401

Introduction. The doctoral program in Educational Administration prepares graduate students for leadership roles in education across all education levels. The self-study process incorporated the Illinois State University program review requirements with those from the National Council for Accreditation of Teacher Education (NCATE) and the Illinois State Board of Education.

Overview of academic unit. The Department of Educational Administration and Foundations (EAF) within the College of Education offers graduate programs for educational leaders in both P-12 administration and higher education administration. Illinois State University graduate programs have received national recognition from *U.S. News and World Report* rankings over the last few years. The department is a member of the University Council for Educational Administration, a consortium of research/doctoral granting institutions committed to “advancing the preparation and practice of educational leaders for the benefit of schools and children.”

Overview of degree program. The program offers both a Ph.D. and Ed.D. in Educational Administration. For both options students select either a higher education concentration or a P-12 administration concentration. Both degrees require 60 hours of coursework and 15 dissertation hours. Key differences between the programs relate to courses taken and student goals.

Curriculum of the Ed.D., Ph.D. in Educational Administration. The intent of the Ph.D. is to prepare individuals to conduct research, while the Ed.D. focuses on scholar-practitioners. The majority of higher education students elect the Ph.D. option, while the majority of P-12 administration students elect the Ed.D. option. The majority of students complete the programs within the eight-year time limit; however, some hurdles exist at the doctoral exam, proposal, and dissertation stages. The program has been working to identify and address these hurdles through advisement and curricular changes.

Faculty of the degree program. EAF program faculty members are skilled teachers, active scholars, and active contributors to the University and profession through their service. While not all faculty members need to be former administrators, the department must have sufficient faculty members who possess these qualifications. The discipline expects faculty who teach P-12 administrators to maintain ties with practitioners in the field. The hallmark of quality for an educational administration program is the ability to blend theory, research, and practice. The majority of faculty members serve on at least one dissertation committee. Faculty members regularly publish, present at national conferences, obtain research grants, and edit journals or serve on editorial boards.

Program goals and quality measures. The major goal of the department is to offer quality doctoral programs for both P-12 and higher education professionals who will be educational leaders. The department wants students and faculty to be highly qualified, represent diverse groups, and aspire to meet the goals of the College of Education framework, “Realizing the Democratic Ideal.” These goals integrate with the university goal of providing well-respected, rigorous graduate programs that produce alumni who will serve Illinois and be loyal graduates and promoters of the program.

Changes in level of student demand. The overall demand for the doctoral program has remained steady since the last review. Enrollment has ranged from 135 to 167 for the last 10 years with a slightly higher proportion of students on campus than off campus. Approximately 10 full-time students are enrolled each year, and most of these are graduate assistants in units across campus. The vast majority (93 percent) are part-time students who work full-time. This is common for educational administration and leadership doctoral programs that require applicants to have prior teaching or administrative experience. Location of off-campus demand is ever shifting. In some areas of the state, demand has been too small to financially support cohorts there. To address this issue while continuing to support its statewide mission, the program has organized cohorts whose members take classes online during the week and travel to campus several times each semester for weekend classes. In addition, off campus cohorts have been arranged through cooperative agreements with other Illinois universities. New online tools and technologies have enabled the program to introduce these new approaches to program delivery.

Major changes in the program's discipline, student demand, societal need, institutional context. The program has responded to changes in the following ways.

- The department has moved from passive admissions practices to developing on- and off-campus programs that require proactive recruitment of students, redesign of program delivery, increased cooperation and partnerships, and thoughtful selection of course sequence and content.
- Department faculty members have updated the curriculum to reflect changes in the field and student needs.
- The department has increased its use of instructional technology to better serve part-time adult learners who live at a distance from campus or who enroll in online or blended classes.
- With the increased diversity in faculty and student members of EAF, the department is more aware that it must address educational inequity issues, provide all members with training to enhance cultural competency, and reach out to external partners.
- Due to increased accountability from accrediting bodies, the department has been more focused on developing assessments to measure outcomes.

The actions above are ongoing. The department learns from past practices and fine-tunes the support structures, practices, and policies to better serve its students. Because instructional technology support is crucial to success of the program, the department has redirected permanent funds to support a technology position rather than rely on variance funds. The department has made progress in recruitment and retention of diverse faculty and students and has met increased accreditation demands.

Summary of the program's student learning assessment plan. The assessment plan for the P-12 concentration is based on current NCATE standards and provides detailed assessment of the program's major goals. The department also focuses on assuring that the required accreditation processes align over time as individual faculty modify and update their courses. The higher education program has examined and updated courses and modified delivery formats but has maintained the current assessment plan. The department's major challenge is to assure that all faculty members have an opportunity to participate in the assessment process and use it for program renewal. Doctoral program changes relate to support processes, program delivery formats, and research tools.

Accreditation from affiliated agency. In February 2012 the EAF department received a positive review from the Educational Leadership Constituent Council, the specialized professional association affiliated with NCATE. The P-12 concentration of the doctoral program has met all standards with no conditions, so the program has received National Recognition. The NCATE site visit is scheduled for spring 2012. The higher education concentration is not governed by any accrediting body.

In 2010 the Higher Learning Commission positively reviewed off-campus programs offered by the University, including the EAF doctoral program. Over the last eight years the program has offered classes at four off-campus sites. The program has met quality indicators related to adequacy of the sites, instruction, advisement, feedback mechanisms, and completion rates. The program has moved to reducing the number of off-campus sites but adding on-campus cohorts.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The department has acted on three related recommendations from the 2003 program review. It updated the curriculum, developed a proactive recruitment plan, and established a P-12 advisory board (but needs to establish the higher education counterpart). The program has developed a strong assessment plan, but in the future it will involve faculty more actively and focus the process to be more beneficial for program growth rather than just accountability. The recommendation to clarify differences between the P-12 and higher education concentrations will be addressed as the program participates in the Carnegie Project on the Education Doctorate (CPED).

The program's major findings and recommendations and actions taken as a result of this review.

Major findings of and recommendations for the program are as follows.

- The program offers a robust doctoral program for a diverse student body of P-12 and higher education professionals, the vast majority of whom work full-time and live at a distance from campus. The department faculty, by leveraging their participation in CPED, can determine what changes/improvements should be made to assure future quality and relevance in the following areas: targeted student populations, program delivery, course sequences, content, program requirements, hours, time to degree, Ed. D. and Ph.D. distinctions, and P-12 and higher education differences.
- Graduate faculty and doctoral students in the department are diverse. The opportunity for improvement relates to going beyond hiring/admitting and retaining individuals from diverse backgrounds. The department faculty may focus on imbedding themes of social justice, diversity, and cultural competency of educational leaders into the curriculum, processes, and procedures.
- The department has a reputation for quality as demonstrated by successful internal, state, and national accreditation reviews. However, the next step for the program is to move from compliance and accountability to using assessment to support program improvement and growth. This requires involving more faculty and streamlining different assessment practices into a coherent system that can serve multiple purposes.
- Overall, the department has had adequate resources to achieve its mission. Some areas for improvement relate to increasing the number of graduate assistants, using the general revenue rollover procedure newly established by the Office of the Provost to support large technology-related purchases, and finding alternative resources to support research and professional development actions that are part of the department's five-year goals.

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. Committee members commend the program for its successful efforts to improve doctoral students' time-to-degree through course offering accommodations for part-time students and through advisement and curricular changes. The committee also notes the program's quality assessment plan and how outcome measures are used to inform curricular improvements. Program faculty has established noteworthy participation with the Center for Teaching, Learning, and Technology on campus.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Look nationally to identify peer and benchmark programs to which the Illinois State University doctoral program can aspire. Once these programs have been identified, compare the Ed. D. and Ph.D. programs in Educational Administration with these aspirational programs and draw connections to measures of program quality.
- Continue efforts to establish a higher education advisory board similar to the P-12 advisory board.

Comparative Data, Ed.D. and Ph.D. in Educational Administration

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University				14	32	39	58	71	86
Illinois State University	140	150	146	154	149	151	148	150	135
Northern Illinois University	101	87	81	71	72	70	82	109	99
S I U - Carbondale	105	111	104	94	82	82	66	62	66
U of I - Urbana/Champaign	69	109	93	70	75	108	91	93	96

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University							2	1	4
Illinois State University	28	12	9	19	12	16	14	20	8
Northern Illinois University	18	22	15	8	10	11	8	7	4
S I U - Carbondale	5	6	11	8	9	12	3	5	3
U of I - Urbana/Champaign	10	6	10	15	8	8	12	6	10

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University				214	327	310	501	529	
Illinois State University	597	478	579	884	883	783	834	900	
Northern Illinois University	408	480	397	425	444	458	286	476	
S I U - Carbondale	410	404	425	516	491	541	523	555	
U of I - Urbana/Champaign	595	506	714	795	997	631	580	485	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University				133	363	438	962	316	
Illinois State University	251	276	231	180	178	215	231	204	
Northern Illinois University	363	319	322	348	333	412	726	547	
S I U - Carbondale	343	379	316	252	289	270	286	284	
U of I - Urbana/Champaign	304	360	216	215	211	237	246	272	

Review of the Ed.D. in Special Education 13.1001

Introduction. The Ed.D. in Special Education prepares individuals in teacher education, program design and management, and research and evaluation for careers in higher education as well as for leadership roles in human service programs targeted to children and adults with disabilities. The review process for this self-study involved gathering feedback from key stakeholders, analyzing the feedback, and implementing changes based on that feedback.

Overview of academic unit. One of three departments in the College of Education, the Department of Special Education (SED) enjoys national and international recognition in the fields of teacher education and special education. There are four levels of programs in the department: undergraduate (B.S, B.S.Ed.) master's (M.S.Ed.), post-master's certificate (Director of Special Education), and doctoral (Ed.D.).

Overview of degree program. The program is highly individualized based on educational and professional experience and career plans. Each student's program includes formal course work, independent study, professional practice, and a dissertation. The program is unique in that it requires students to take as many research courses as do Ph.D. programs. Other distinctive features include a) faculty expertise in all areas of the field of special education, b) a collaborative model of curriculum development and delivery, c) the opportunity for multiple professional practice experiences, and d) the opportunity for students to pursue the Director of Special Education Post-Master's Certificate. The program is currently offered on campus and to an off-campus cohort. The program can be completed by both part-time and full-time students.

Curriculum of the Ed.D. in Special Education. The 75 credit-hour curriculum includes an integrated core of courses based on advanced content standards identified by the Council for Exceptional Children (CEC). Upon completion of the required core coursework, doctoral students pursue individualized courses of professional practice in applied research and teacher preparation, complete written and oral comprehensive examinations, and complete a dissertation. Courses taken to fulfill requirements for the Director of Special Education Post-Master's Certificate may also be counted toward this doctoral degree.

Faculty of the degree program. The 23 tenured and tenure track faculty members and 29 non-tenure track instructors and clinical supervisors in the program collectively have experience and expertise in all areas of disability and have demonstrated leadership in the profession. Graduate faculty members have records of scholarship activity appropriate to establishing the program as respected and competitive in the preparation of advanced teacher leaders, administrators, and higher education faculty.

Program goals and quality measures. The SED department adopted a five-year strategic plan in 2008. Goals include a) graduating more world-class professional special educators; b) seeking and challenging solutions to educational inequity; c) engaging in unique, creative, and productive partnerships; d) supporting cutting-edge scholarly endeavors; e) developing a dynamic, comprehensive technological environment; and f) increasing endowments and alternative resources.

Changes in level of student demand. Demand for the doctoral degree remains high even in difficult economic times. In 2010 the admission rate was 79 percent, and the enrollment rate was 68 percent. Thirty-four students are currently enrolled and active in the program. Since the last program review in 2003, the department has extended opportunities for earning the degree to three off-campus cohorts in response to student demand.

Major changes in the program's discipline, student demand, societal need, institutional context. Demands for teacher leader and administrator accountability have influenced changes in the program curriculum. Based on retirement rates among higher education faculty, demand for leaders with terminal special education degrees is projected to remain high. The Illinois State University program furthers the university strategic plan, *Educating Illinois*, and conforms to the framework for all teacher education and advanced professional development at Illinois State, "Realizing the Democratic Ideal."

Summary of the program's student learning assessment plan. The assessment plan for the program consists of measures in three major areas: a) systematic assessment of learner outcome goals based on six CEC advanced content standards, b) feedback from key stakeholders, and c) analysis of and response to assessment results and feedback. Assessment data are utilized regularly to inform program revision.

Accreditation from affiliated agency. All Illinois State University teacher education programs, including advanced programs, seek National Council for Accreditation of Teacher Education (NCATE) accreditation, a voluntary peer-review process that involves comprehensive evaluation of the professional education unit. Accreditation review is based on NCATE unit standards, a set of national research-based standards developed by all sectors of the teaching profession. Accreditation requires an on-site review of the unit and reviews of individual programs within the unit. The Ed.D. in Special Education will be reviewed as part of the next on-site NCATE evaluation scheduled for April 2012.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Since the last Illinois Board of Higher Education review of the program in 2003, curricular revisions and development of a well-defined assessment system have assured that the program is appropriately rigorous and positioned to obtain data needed for continuous improvement. The previous review targeted five areas for improvement: a) continuing the program's efforts at identifying national benchmarks, b) monitoring enrollment and faculty credit hours to determine optimal enrollment for the program, c) determining the program role in alleviating the shortage of special education directors, d) continuing efforts to shorten the time-to-degree, e) continuing the process for tracking alumni, and f) implementing a cohort model for on- and off-campus students.

Program faculty has studied peer institutions offering doctoral degrees in special education, in the process examining Graduate Record Examination requirements, comprehensive examination procedures and expectations, dissertation requirements, and advisement systems. Enrollment in the program has generally remained stable since the last program review. At 35 students, enrollment is at a desired level that can be supported with allocated resources. Current enrollment rates are expected to meet needs of the field. In 2006 the department initiated the first State of Illinois-approved Director of Special Education Post-Master's Certificate Program. The certificate program, which has supplied the state with 29 highly-qualified directors of special education, is offered both on and off campus. The department has made positive strides in communicating with doctoral alumni and tracking their careers and accomplishments, but a stronger alumni-based resource support program should be developed. The department has effectively implemented the cohort model for three groups of off-campus doctoral students since the last program review. In addition, for the past three years the department has enrolled on-campus students with fall start dates to keep each class together as much as possible throughout the program.

Major findings and recommendations and actions taken as a result of this review. As a result of this review, the Ed.D. in Special Education program will re-focus its efforts to attract graduate students and faculty from ethnically diverse backgrounds and underrepresented populations. Other goals include a) further implementation of the revised doctoral student learning assessment system and consistent response to student performance data, b) continued recruitment of highly-qualified practicing teachers and administrators to pursue doctoral degrees, and c) close monitoring of credit hours generated and costs associated with providing a high-quality doctoral program.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Ed.D. in Special Education to be in Good Standing. Committee members commend the program for its initiative in building the cohort program in Chicago that increases opportunities to provide educational leadership in the field. The review report provides evidence of meaningful interaction and curricular integration with Milner Library resources.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue efforts to recruit students and faculty from underrepresented groups.
- Continue to monitor demand for on-campus and cohort programs.
- Continue to monitor time-to-degree.

Comparative Data, Ed.D. in Special Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University	20	20	17	14	19	18	16	15	23
S I U - Carbondale	2	1	1	0	1				
U of I - Chicago	22	18	14	17	22	22	36	40	34
U of I - Urbana/Champaign	44	39	32	31	32	29	22	25	26

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	4	4	4	1	0	2	2	2	3
S I U - Carbondale	0	0	0	1	0	1			
U of I - Chicago	2	2	2	1	1	1	1	2	3
U of I - Urbana/Champaign	4	3	3	4	6	8	3	7	5

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	565	478	660	522	621	552	991	1010	
S I U - Carbondale	472	382	400	539	706	700			
U of I - Chicago							1211	886	
U of I - Urbana/Champaign	1061	1127	641	690	817	596	793	761	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	116	296	200	287	243	299	169	163	
S I U - Carbondale	256	335	308	286	203	194			
U of I - Chicago							140	164	
U of I - Urbana/Champaign	104	112	188	216	202	215	169	207	

Review of the Bachelor of Music Education 13.1312

Introduction. The Bachelor of Music Education (B.M.E.) program prepares graduates to pursue careers in K-12 school music education. Successful completion of the degree leads to the Special Teaching K-12 Music Certificate in the State of Illinois. The B.M.E. program is the largest of its kind in the state.

Overview of academic unit. The B.M.E. program is housed in the School of Music within the College of Fine Arts. The mission of the school is to provide the best music degree programs in Illinois, balancing career training with attainment of general knowledge in a supportive environment characterized by individual attention. The school also seeks to enrich the cultural life of the University and surrounding community through performances by students, faculty, and guest artists. This approach aligns with the university strategic plan (*Educating Illinois*), the state plan for higher education policies and resources (*Illinois Public Agenda*), and the teacher education framework on campus (“Realizing the Democratic Ideal”). The school offers a comprehensive array of bachelor’s and master’s degree programs and sequences in music education, performance, therapy, and composition. B.M.E. is one of seven undergraduate majors offered by the school. An ongoing concern of the school is inadequacy of music facilities in terms of their quality, size, and location. The school has completed a detailed facilities study for use in planning a new home within the anticipated new fine arts complex.

Overview of degree program. Admission to the B.M.E. program involves review of academic credentials, a performance audition, and a piano skills evaluation. Once admitted, B.M.E. students select from four sequences: choral general vocal, choral general keyboard, instrumental band, and instrumental orchestra. In addition to coursework, students are required to further develop their musicianship, participate in numerous and varied performance opportunities, participate in early field or clinical experiences, and student teach.

Curriculum of the Bachelor’s of Music Education. The B.M.E. program consists of course offerings in the following areas: 1) general education, 2) music education, 3) professional education, and 4) music core (music theory, musicology, applied studies, and ensemble). Minimum required credits range from 127 to 143 depending on the sequence. Eighty-four percent of native students who complete the degree do so in five years rather than the traditional four. This is due in part to a requirement to take professional education classes in the College of Education as well as music education classes taught in the school. In addition, the required student teaching experience involves 12-16 credit hours and includes placements at both the elementary and secondary levels. The school has initiated comprehensive review of the curriculum to ensure its alignment with new state standards, maintain program quality, and reduce time to degree.

Faculty of the degree program. The music education area consists of five full-time faculty members. All have achieved a national reputation for teaching, research, and service to the profession. All have terminal degrees in music education and extensive and successful K-12 teaching experience. All continue to be active practitioners. The faculty has presented at national and international conferences, authored books and refereed journal articles, reviewed materials for nationally prominent publishers, and performed with nationally-acclaimed artists. Faculty members have also held office in national associations and have served on association editorial boards.

Program goals and quality measures. Program goals for the next three to five years are to maintain or increase the high caliber of the program and reduce time to degree. Four strategies identified by program faculty to further these goals include: 1) align curriculum of music methods courses with newly developed Illinois Professional Teaching Standards, 2) implement the newly developed teacher performance assessment, 3) design and implement weekly reflections for student teachers and a summative evaluation of the student teacher by the cooperating teacher, and 4) include elective hours for all areas of the program. Indicators of quality include 1) effective recruitment and admissions processes that result in a large and highly qualified student population, 2) student interaction with faculty, 3) a curriculum that is current and comprehensive, and 4) facilities that support student learning.

Changes in level of student demand. The job market for music educators is stable. Most music educators are able to find employment if they are willing to relocate. Over the past 10 years enrollment in the B.M.E. program has increased more than 30 percent.

Major changes in the program's discipline, student demand, societal need, institutional context. There have been no major changes in the discipline. Student demand remains high. Nationally, there is a music teacher shortage, particularly for string and general music teachers. Teachers who speak Spanish are especially in demand.

Summary of the program's student learning assessment plan. The program utilizes several assessments to gauge student learning at points throughout the program. These include performance auditions, a recital, gateway requirements applicable to all teacher education students at the University, and three state certification tests. While the current assessment plan has helped program faculty study and modify the program, the assessment plan will be revised and expanded to appropriately reflect forthcoming changes to the program curriculum.

Accreditation from affiliated agency. The Music Education program is accredited by the National Association of Schools of Music (NASM) on a 10-year cycle. The last NASM accreditation review occurred in 2004, resulting in a positive report. The next site visit is scheduled for spring 2013. The program also reports annually to the Illinois State Board of Education.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Since the last self-study, program faculty has strategized ways to improve the program and has initiated several changes. These include hiring a fifth faculty member and adding an introductory music education course and a non-Western music course. Curriculum changes are scheduled for completion in summer 2012. The program helped produce a detailed study of School of Music facilities to assist planning for construction of a new fine arts complex. The program has begun to equip its classrooms with SMART interactive whiteboards so music teacher candidates will be familiar with technology they may encounter in K-12 classrooms.

The program's major findings and recommendations and actions taken as a result of this review.

Through this self-study, program faculty has sought ways to maintain and improve an already high caliber music education program. Key initiatives include improving facilities, continually adjusting the curriculum to align with changing state and national standards, and implementing strategies to reduce time to degree. Recommended changes include

- allowing more music courses to apply toward general education requirements, reducing the number of hours needed for graduation;
- including electives in the program to provide candidates more opportunity to explore personal interests;
- addressing core issues in music education in all sequences and utilizing capstone assessment areas (lesson planning, engagement, assessment, and reflection) as the foundation for all music methods courses;
- investigating alternative scheduling of early field experiences to better integrate them with music methods courses.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Bachelor of Music Education program to be in Good Standing. The committee commends the program for a thoughtful self-study. The committee further commends the program for its commitment to ongoing program improvements, for integrating with Milner Library and its music specialist, and for its strong presence in the campus Honors program.

The School of Music will submit a follow-up report to the Provost's Office that includes the following documents: 1) a report on changes to the B.M.E. curriculum resulting from curriculum review underway at this time, addressing the impact of curriculum changes on student retention rates, and 2) a revised student learning assessment plan for the revised curriculum developed in conjunction with University Assessment Services. The follow-up report will be submitted by October 1, 2013.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Develop and implement a plan for recruiting and retaining students from ethnically diverse backgrounds and underrepresented populations.
- Continue to monitor the curriculum and revise it as needed to align it with changes in the field, but doing so in ways that continue to address concerns regarding time to degree and student retention.

Comparative Data, Bachelor of Music Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Chicago State University	15	10	19	24	26	19	30	28	39
Illinois State University	137	145	150	163	167	184	196	219	208
U of I - Urbana/Champaign	223	200	188	201	224	225	238	214	185

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	0	1	2	0	1	1	4	2	5
Illinois State University	23	15	20	19	17	32	22	37	39
U of I - Urbana/Champaign	50	35	44	43	41	30	48	59	40

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	315	327	337	341	393	377	344	272	
Illinois State University	175	171	166	164	186	196	231	226	
U of I - Urbana/Champaign	47	55	155	140	157	164	138	119	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Chicago State University	391	382	335	391	306	347	347	346	
Illinois State University	607	640	619	672	586	591	558	573	
U of I - Urbana/Champaign	1453	1123	795	1093	769	687	770	1250	

Note: Discipline Costs and Credit Hours represent all bachelor's programs with program codes beginning 13.13

Review of the Master of Music Education 13.1312

Introduction. The Master of Music Education (M.M.Ed.) is a practitioner-oriented program designed to improve the knowledge and competence of practicing music teachers in the philosophical and methodological skills necessary to teach music at all levels. The program provides advanced training for K-12 music educators throughout the state. Candidates for admission to the program must have a teacher's certificate or provide evidence of teaching ability and a projected date for teacher certification.

Overview of academic unit. The M.M.Ed. program is housed in the School of Music within the College of Fine Arts. The school offers a comprehensive array of music degree programs and sequences. On the graduate level the school offers the M.M.Ed. and the Master of Science, which includes sequences in composition, conducting, music therapy, and performance. The mission of the school is to provide the best music degree programs in Illinois, balancing career training with attainment of general knowledge in a supportive environment characterized by individual attention. The school also seeks to enrich the cultural life of the University and surrounding community through performances by students, faculty, and guest artists. This approach aligns with the university strategic plan (*Educating Illinois*), the state plan for higher education policies and resources (*Illinois Public Agenda*), and the teacher education framework on campus ("Realizing the Democratic Ideal"). An ongoing concern of the school is inadequacy of music facilities in terms of their quality, size, and location. The school has completed a detailed facilities study for use in planning a new home within the anticipated new fine arts complex.

Overview of degree program. The M.M.Ed. is a 32- or 34-hour program. Requirements include core music education coursework, ensemble, and electives in a cognate field. Exit requirements include a written comprehensive examination and either a four-hour thesis, a two-hour professional practice music education project, or four additional credit hours. The program offers a summers-only plan of study.

Curriculum of the Master of Music Education. The program curriculum is a blend of philosophical foundations and methodological skills. Students enroll in a core of music education courses and study music history and literature. Students also take electives in their areas of interest and specialization, including courses taught in the Department of Curriculum and Instruction. Courses are offered during evenings in the fall and spring semesters and on a rotation basis in the summer to enable practicing music teachers to take classes after work and while on summer break.

Faculty of the degree program. Music education faculty members have all achieved a national reputation for teaching, research, and service to the profession. Faculty members have presented at national and international conferences, authored books and refereed journal articles, reviewed materials for nationally prominent publishers, and performed with nationally-acclaimed artists. Faculty members have also held office in national associations and have served on association editorial boards. Faculty members present annually at the state music conference and conduct, perform, adjudicate, and clinic for school districts in every region of the state.

Program goals and quality measures. A primary goal of the program is to serve music educators in Illinois by providing high quality and accessible instruction that enables them to attain their professional goals. All School of Music programs including the M.M.Ed. adhere to National Association of Schools of Music (NASM) goals and standards for quality measurement. As a practice-oriented degree program, the M.M.Ed. emphasizes the extension of specialized performance and pedagogy competencies for music educators. The program requires that at least half of the curriculum be in performance or pedagogy.

Changes in level of student demand. Enrollment in the program has remained relatively consistent throughout this review period. Students continue to enroll in the program to accrue graduate hours for salary advancement in their school districts.

Major changes in the program's discipline, student demand, societal need, institutional context. There have been no major changes in the discipline, demand, need, or context during the review period. However, there is discussion among educators that master's degrees should be discipline-specific to count for salary advancement. Should such a policy be adopted, it would be critical that an M.M.Ed. program be available to music educators in Illinois. Currently, the program at Illinois State University is one of only three M.M.Ed. programs in the state.

Summary of the program's student learning assessment plan. The program's assessment plan is underdeveloped. Work on a new assessment plan has been on hold pending completion of curriculum and course changes. The program expects a new plan to be in place by fall 2012.

Accreditation from affiliated agency. The Music Education program is accredited by NASM on a 10-year cycle. The last accreditation review occurred in 2004, resulting in a positive report. The next site visit is scheduled for spring 2013. The program also reports annually to the Illinois State Board of Education.

Description of actions taken since the last review including instructional resources and practices and curricular changes. No substantive curricular changes have been made during this review cycle. However, planning is underway for curricular changes to accommodate online courses based on successful conversion of two courses to online offerings in the last year. In addition to curriculum planning, program faculty members have contributed to a facilities master plan completed in 2006 in anticipation of release by the state of funds to construct a new fine arts complex on campus. Program faculty members have also studied the feasibility of offering a teacher certification program linked to the master's program but have decided not to pursue such a program at this time.

The program's major findings and recommendations and actions taken as a result of this review. As a result of this self-study, program faculty has identified the following initiatives and program plans for the next program review cycle.

- Expand online course offerings during the fall and spring semesters to better accommodate practicing teachers who are working full-time.
- Expand summer school offerings by providing candidates opportunities to work with K-12 students enrolled in summer camps and workshops hosted by the University.
- Expand summer school offerings to provide candidates opportunities to study applied music and conducting as part of their program.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Music Education to be in Good Standing.

The School of Music will submit a follow-up report to the Provost's Office that includes the following documents: 1) a report on changes to the M.M.Ed. curriculum resulting from curriculum review underway at this time, 2) a revised student learning assessment plan for the revised curriculum developed in conjunction with University Assessment Services, 3) a statement that compares the program with national benchmark programs and connects aspects of the aspirational programs to measures of M.M.Ed. program quality, and 4) short- and long-term M.M.Ed. program goals. The follow-up report will be submitted by October 1, 2013.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Develop and implement a plan for recruiting and retaining students from ethnically diverse backgrounds and underrepresented populations.
- Continue to monitor summer session and online offerings for modifications that would facilitate recruitment efforts and further reduce time to completion.

Comparative Data, Master of Music Education

Enrollment, Fall Census Day

<u>University</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Illinois State University	8	6	6	7	10	10	12	12	7
U of I - Urbana/Champaign	14	11	12	15	14	10	11	8	12

Degrees by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	4	4	1	5	8	8	5	6	4
U of I - Urbana/Champaign	20	16	17	21	21	17	16	24	16

Discipline Costs per Credit Hour by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	219	280	277	262	315	306	301	341	
U of I - Urbana/Champaign	240	330	334	330	316	387	457	583	

Credit Hours per Staff Year by Fiscal Year

<u>University</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Illinois State University	674	469	410	528	476	532	613	466	
U of I - Urbana/Champaign	389	305	386	420	381	301	175	549	

Review of the Center for Mathematics, Science, and Technology 90.1313

Introduction and overview. Established in 1991, the Center for Mathematics, Science and Technology (CeMaST) seeks to integrate and improve the teaching and learning of science, technology, engineering, and mathematics (STEM) across the K12 and undergraduate experience. CeMaST is a leader at Illinois State University in major curriculum and professional development projects funded by state and national agencies. CeMaST has established a national reputation and identity for producing a strong record of curricular, policy, and professional development expertise and has achieved national recognition for its work on integrated curriculum development.

Centrality. The Illinois State University strategic plan, *Educating Illinois*, articulates the university commitment to pursuit of learning and scholarship, individualized attention, public opportunity, diversity, and civic engagement. The following CeMaST goals align with *Educating Illinois*: 1) to stimulate and support activities and research on teaching and learning that aligns with campus, state, and national STEM priorities; 2) to provide leadership to and foster cross-disciplinary collaborative STEM activities and research on teaching and learning; and 3) to direct efforts to increase the diversity of STEM communities. Public outreach is an important component of the center through program sponsorship and support of community activities and programs. An annual CeMaST survey of campus faculty and staff is used to determine needs and areas of concern within STEM disciplines. Survey results have been used to inform CeMaST initiatives and programs.

Quality. National and state leaders seek CeMaST expertise in evaluation, proposal development, and curriculum development because of its growing reputation as a center that can organize and implement innovative and complex initiatives. CeMaST has supported or led dissemination of STEM teaching and learning scholarship through publications in peer-reviewed journals and presentations at national and international conferences.

Unit outcomes. CeMaST initiatives include Urban STEM-Ed, Public Outreach, and K12 Engineering STEM Education. These all involve increasing the quality, quantity, and diversity of STEM students and teachers in the United States. CeMaST has been awarded grant funding by national agencies and foundations including the National Science Foundation, National Institutes of Health, U.S. Department of Education, Illinois Board of Higher Education, and Illinois State Board of Education. Depending how conservatively grant awards are counted, this work has generated between \$8 million (if only counting CeMaST-driven projects) and \$20 million (if CeMaST-assisted projects are included) over the past five years. CeMaST initiatives have resulted in the completion of 34 major projects and publications. The center has supported STEM faculty on campus in their efforts to bring core STEM education journals to Illinois State University. Successes include the *Journal of Technology Education* and the *Journal for Research in Mathematics Education*.

Resources. The University, through its Office of the Vice President for Academic Affairs and Provost, annually allocates resources to CeMaST valued at approximately \$400,000. Resources include funds for personnel and operating expenses and use of about 2,000 square feet of office space. The center currently has a full-time director, two full-time support staff, and four quarter-time associate directors, all funded through the annual university allocation. The university allocation in turn generates external funding, allowing the center to buy out salaries and pay other expenses.

Productivity. During the past year CeMaST developed an assessment plan to align with center goals. CeMaST has worked with other campus units to write proposals and develop projects of mutual benefit. Cooperating units have included the College of Arts and Sciences, the College of Education, the College of Applied Science and Technology, and the Center for Renewable Energy. CeMaST has informed campus units of its activities through regular meetings with college and department faculty and through publication of a monthly newsletter and annual report.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Center for Mathematics, Science and Technology to be in Good Standing. The committee commends the center for its work with University Assessment Services to develop an assessment plan to help guide center initiatives and ensure their quality.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled four-year review cycle:

- Apply the new assessment plan to the work of the center and adjust center goals and initiatives as needed based on assessment results.
- Compare the center to national and/or international benchmark STEM education research units and connect identified benchmark units to measures of center quality.
- Continue to seek external funding to support the mission and goals of the center.
- Continue efforts to build a STEM education community on campus through collaboration with faculty, staff, and students in STEM disciplines to identify needs, address concerns, and develop collaborative initiatives.
- Consider establishing an advisory board of external (to the center) stakeholders to provide ongoing input and feedback on center initiatives.

Review of the Mary and Jean Borg Center for Reading and Literacy 90.1313

Introduction and overview. The Center for Reading and Literacy was established in 2001. In 2008, Ms. Jean Borg endowed the center, which was then renamed the Mary and Jean Borg Center for Reading and Literacy in honor of her gift. The Borg Center is administratively affiliated with the College of Education and is housed in the Department of Curriculum and Instruction within the college.

An important component of the center is its tutoring program for struggling readers. Demand for the program has grown since its beginning and provides pre-service teaching experiences for Illinois State University students. Since spring 2009 the center has tutored more than 100 children on the K-8 level. Professional development activities of the center respond to requests by organizations or to needs identified within the community by faculty and other educators. Work of the center is aligned with excellence in teaching and learning at the undergraduate level.

Centrality. The Borg Center is central to the Illinois State University mission in that its tutoring program provides service opportunities for university students, tutoring for Central Illinois children who struggle with reading, and professional development for educators who desire to improve their instruction. This centrality is also demonstrated by support of the center for service and research through grant submissions. Grant-funded projects have provided opportunities for professional growth and have sought to systematically examine literacy education. Work of the Borg Center is aligned with the *Illinois Public Agenda*, the state plan for higher education policies and resources (“better integrate Illinois’ educational, research, and innovation assets to meet economic needs of the state and its regions”). Work of the center is also aligned with *Educating Illinois*, the university strategic plan, and with the College of Education Five Year Plan.

Quality. The 2003 program review commented that there was no measurable evidence of the quality of services provided by the Borg Center. The center has since begun to address this matter by collecting evaluations of professional development activities, identifying families who return to the tutoring program, and implementing a new survey initiative.

Unit outcomes. Targets set to assess success of the Borg Center include the following: 1) pursue and write research or service grant requests with the goal of working toward the center becoming self-sufficient in its goals and expenses, 2) develop an Outstanding Literacy Educator lecture series, 3) develop specific policies pertaining to faculty who conduct professional development on behalf of the center, and 4) increase visibility of the center on the state, regional, and national levels through pursuit of new partnerships and professional opportunities.

Resources. The center has worked with agencies external to the University to obtain funding that continues to support the tutoring program. New initiatives have been established, and grant-funded work has been secured. Recent audit results will serve as guidelines to improve the fiscal responsibility and operational efficiency of the center.

Productivity. One important step to improving productivity of the Borg Center has been appointment of a permanent director and charging the director with specific, measurable responsibilities. Additionally, contacts have been made with the Center for Study of Educational Policy at the University to discuss and plan opportunities for collaborative work.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Mary and Jean Borg Center for Reading and Literacy to be in Good Standing. The committee commends the center for a thoughtful and critical analysis that focuses on value added by the center.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled four-year review cycle.

- Work with University Assessment Services to identify ways to evaluate the quality, impact, and effectiveness of programs and services provided by the center and to ensure their alignment with university and community needs.
- Increase the number of proposals for grant funding to support programs and services aligned with center goals.
- Enhance the national reputation of the center through continuation of excellent programs and services at the local, state, and regional levels.

Review of the Center for the Study of Educational Policy 90.1304

Introduction and overview. The Center for the Study of Educational Policy was formed in 1995 through the merger of two research and public service centers at the University. The Center for the Study of Educational Policy is located in the Department of Educational Administration and Foundations within the College of Education. The center was formed to perform research and public service related to current and emerging policy issues affecting kindergarten through college education. That scope has since been broadened to include programs from pre-school through graduate school education. Important to the original and current mission of the center is the intersection of research and practice through surveys, publications, conferences, and service to educational, professional, and governmental organizations.

Centrality. The center fits securely in the master planning activities of the Illinois Board of Higher Education (IBHE), Illinois State University and the College of Education. The center serves as a partner in research, policy, and practice, helping education systems more effectively serve students in the 21st century.

Quality. The center and its staff have received recognition from national educational organizations, news media, and state and federal departments of education. The center has had a significant number of its major grants renewed, and additional projects have been assigned with each renewal. Since 2003 the center has provided staff assistance to the IBHE with administration and evaluation of its grant programs. Center work conducted for IBHE has been nationally recognized by the State Higher Education Executive Officers. The association invited center staff members to present their work to grant program directors from all 50 states in 2005 and again in 2011. The center's *Grapevine* higher education tax support database continues to receive annual recognition from national news media upon release of new funding information each January. The center has also received national recognition from the Wallace Foundation for outstanding policy work regarding school principal preparation.

Unit outcomes. The center has focused on providing applied research and public service regarding current and emerging policy issues and on influencing state and local education policy making. The center gives priority to activities that support and inform debate on and development of education policy. The center also supports activities that foster informed discussion and understanding of educational issues among educators, local school boards, governmental officials, and state policymakers. The center has completed more than 20 major research projects since 2004 and has authored two pieces of legislation enacted into law by the Illinois General Assembly. Center staff members and affiliated faculty members have been involved with numerous state and national committees and initiatives, including the Illinois P-20 Council, subcommittees of the Governor's Early Learning Council, the Commission on Higher Education Finance, and the U.S. Department of Education "Race to the Top" school reform program.

Resources. The University provides up to 20 percent of center resources through non-grant funding and in-kind contributions. External grant funds are used to supplement these university contributions. The center and the Department of Educational Administration and Foundations have led the University in external fundraising in four of the last five years. Annual external grant receipts have increased steadily since 2004, from \$1.9 million to \$4.4 million. External grant receipts have totaled more than \$20 million since 2005. A key fiscal challenge facing the center is replacement of funding from a three-year Wallace Foundation grant that is expiring. As external grant support has varied, so too have the numbers of graduate assistants, clerical staff, and full- or part-time researchers affiliated with the center.

Productivity. The center partnered with the Illinois State Board of Education and 20 Illinois education organizations on a four-year *Technology and Leadership for Change* project funded by the Gates Foundation. The project applied technology to expand and improve data-driven decision making. Contract work for the IBHE has involved using school-college partnerships to improve teaching quality and instructional leadership. On campus, the center has worked with the Office of Enrollment Management and Academic Services on applications for external grant funding for initiatives to increase educational attainment levels of Illinois students and students who have left the University without completing their degrees.

Review outcome. The review process finds the Center for the Study of Educational Policy to be in Good Standing. The committee commends the center for recognizing the necessity of seeking multi-year grants to bring stability to center funding, staffing, and work.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled four-year review cycle.

- Create a center advisory board that works in conjunction with the Department of Educational Administration and Foundations and the College of Education to provide input on future projects, contracts, and directions and to solicit feedback from key stakeholders.
- Continue to seek external grants to bring funding sources and stability to the work of the center.
- Develop a strategic plan for the center that incorporates and expands on goals, outcomes, and productivity improvements identified in the program review and identifies options for continuing work of the center during periods when external grant funding is not available.
- Work with University Assessment Services to formalize and implement an assessment strategy for evaluating the quality, impact, and effectiveness of programs and services provided by the center.

Review of Radio Station WGLT 60.0907

Introduction and overview. WGLT-FM, with call letters reflecting the university motto “We Gladly Learn and Teach,” has operated as a radio station and public service of Illinois State University since 1966. WGLT has been a National Public Radio member since 1979 and offers a distinctive mix of local and national news with jazz and blues as its primary music formats. WGLT now supplements its traditional radio programming with three Internet web streams. These include the on-air programming and separate blues and news services. Originally part of the Speech Department, WGLT has reported to several administrative areas over the last 30 years. Since 1997, the station has been affiliated with the School of Communication.

Centrality. WGLT is aligned with both the teaching and public service missions of the University. The station serves an audience larger than the undergraduate enrollment of the University. The WGLT strategic plan for 2007-2012 is consistent with the university strategic plan, *Educating Illinois* and with the missions of the School of Communication and the College of Arts and Sciences. The next decade will present a variety of challenges to the station. Accordingly, WGLT staff will review and revise its five-year strategic plan in 2012, incorporating capacity analysis in the planning process.

Quality. WGLT measures achievements of its public service and financial goals through audience data obtained from Arbitron and through annual fundraising results. During the period of this program review, the station commissioned audience research on its programming and delivery platforms, including an online survey and three focus groups conducted by Market Trends Research in 2010. Respondents expressed extremely high satisfaction with most aspects of WGLT programming and public services. The station actively pursues peer evaluation by applying for local and national programming awards.

Unit outcomes. The weekly cumulative audience for the primary WGLT channel increased from about 20,000 in 2007 to over 24,000 during the period 2007 through 2010. Weekly cumulative audience peaked during this period at 27,500 in spring 2009. The average quarter-hour audience also increased during the review period, from about 1,000 to about 1,100. Private support for WGLT has more than doubled since 1999, with private cash and in-kind support at \$791,000 in FY2010. Between 2007 and 2011 WGLT won more than 30 national and local awards for programming, including a national Edward R. Murrow Award in 2008.

Resources. The WGLT annual budget of about \$1.6 million is funded through a combination of sources including the University, federal and state grants, listener contributions, business underwriting, and event income. Five of the 14 staff positions are funded by the University. In FY2010, 53 percent of station income was obtained through private fundraising, up from 26 percent in FY1995.

Productivity. WGLT does not duplicate any other departments or units at Illinois State and provides a unique public service that reflects well on the University. The station has implemented all recommendations made during its last program review, including study of a proposal to relocate the station to Uptown Normal. The proposal was dropped from the updated (2009) strategic plan after considerable study of its financial feasibility.

Review outcome. The Academic Planning Committee, as a result of this review process, finds public radio station WGLT-FM to be in Good Standing. The committee commends WGLT for its numerous programming awards, its success in securing alternative funding sources, and its fiscal responsibility as evidenced by its reduction in operating expenses and generation of annual budget surpluses.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled four-year review cycle.

- Continue to update and revise the WGLT strategic plan with goals consistent with those of the School of Communication and University. Include an updated plan with the next program review submission in fall 2015.
- Work with University Assessment Services to formalize and implement an assessment strategy for evaluating the quality, impact, and effectiveness of programs and services provided by the station and to ensure their alignment with university and community needs.
- Continue to contribute to the academic mission of the University through effective use of WGLT staff experience, including teaching; and continue to explore opportunities to identify and partner with other campus units on civic engagement, sustainability programming, and outreach activities.
- Continue the fiscally responsible and entrepreneurial approach to station planning, budgeting, and fundraising.

Review of the Special Education Assistive Technology Center 90.1310

Introduction and overview. The Special Education Assistive Technology Center (SEAT Center) was established in 2001 with a U.S. Department of Education grant. The SEAT Center provides assistive technology pre-service experiences to all teacher education majors at Illinois State University. The center has also been involved in a wealth of service and scholarly activities impacting assistive technology service delivery at the local, state, and national levels.

Centrality. SEAT Center research and public service activities contribute to numerous priorities set forth in *Educating Illinois*, the university strategic plan. The current focus of the center is on three areas: 1) preparation, in which the SEAT Center prepares all future teachers to use assistive technology with students with disabilities; 2) integration, in which the SEAT Center integrates cutting-edge technologies and research into curricula, making it a one-of-a-kind teacher education program; and 3) collaboration, in which the SEAT Center affords faculty, students, alumni, and other educators the benefit of the center's research on the use of emerging technologies and collaborative activities with technology manufacturers and school partners.

Quality. Unique compared to benchmark centers in the United States, the SEAT Center and its highly qualified personnel annually publish reports of its activities and productivity. The center's maintenance of the Instructional Technology Passport System Competency H - Assistive Technology (ITPS-H) requires routine reporting to the Cecilia J. Lauby Teacher Education Center on campus regarding the status of all teacher education majors and their progress in developing and demonstrating assistive technology knowledge and skills. Feedback provided by students generally reflects positive perceptions of benefits received from center-supported services. Faculty members also report agreement regarding perceived importance of the scope of services.

Unit outcomes. The center has supported more than 8,800 hands-on experiences to teacher education majors, provided course support to 5,693 students, provided open laboratory contact hours for 17,763 students, and provided 19,562 student contact hours supporting the delivery of the special education curriculum. By maintaining an equipment inventory exceeding a \$600,000 market value, the center supports the integration of cutting-edge technologies and research into courses and experiential learning opportunities. Through collaboration with public schools, professional organizations, manufacturers, and other groups, the center promotes use of emerging technologies. These focal areas contribute to both instruction and service to students.

Resources. Funding for the SEAT Center comes primarily from two fees assessed to students: materials and technology tuition. These fees often must be supplemented with department or other funds to maintain both the equipment inventory used for instruction and the computers in its two wireless laboratories used for instruction, open lab, and ITPS-H. Serving approximately one-quarter of Illinois State University students, one .25 FTE director and one 1.0 FTE coordinator, assisted by graduate assistants and student workers, provide an immense array of services to the university community.

Productivity. Faculty members associated with the center have systematically participated in a cadre of research activities related to assistive technology. A significant number of scholarly publications have resulted from these efforts. Research findings have been routinely embedded in the instructional practices of faculty, who deliver coursework and course-support products shared among faculty. Furthermore, knowledge gained about practices within the field through partnerships with school systems and organizations is reviewed by relevant course teams and incorporated, as appropriate, into instructional practices. In light of its limited resources, the SEAT Center remains highly productive and provides an array of unique services to the Illinois State University community.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Special Education Assistive Technology Center to be in Good Standing. The committee commends the center for its exceptional productivity and service to teacher education students. Also noted is the success of the active student group that initiated and supports the technology conference open to attendees beyond the campus.

The program will work with University Assessment Services to develop an assessment plan for the center and submit this plan to the Provost's Office by October 1, 2013.

Recommendations. The Academic Planning Committee makes the following recommendation to be addressed within the next regularly scheduled four-year review cycle.

- The center will work with the college and department to develop a plan that balances resources and goals in a sustainable manner.

PROGRAM REVIEW SCHEDULE BY PROGRAM, 2011-2019

Programs and schedule are subject to change

Program	Program review due FALL ...									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Accountancy, B.S.		X								
Accountancy, Integrated B.S./M.P.A.		X								
Accountancy, M.S.		X								
Agriculture, B.S.		X								
Agriculture, M.S.		X								
Anthropology, B.A., B.S.				X						
Applied Economics, M.A., M.S.				X						
Archaeology, M.A., M.S.				X						
Art, B.A., B.S.					X					
Art, B.F.A.					X					
Art, M.A., M.S.					X					
Art, M.F.A.					X					
Arts Technology, B.A., B.S.					X					
Arts Technology, M.S.					X					
Athletic Training, B.S.	X									X
Audiology, Doctor of Au.D.										
Biochemistry, B.S.					P			X		
Biological Sciences, B.S.								X		
Biological Sciences, M.S.								X		
Biological Sciences, Ph.D.								X		
Business Administration, B.S.		X								
Business Administration, M.B.A.		X								
Business Information Systems, B.S.		X								
Business Teacher Education, B.A., B.S., B.S.Ed.	X									X
Chemistry Education, M.C.E.				P						X
Chemistry Education, M.S.C.E.				P						X
Chemistry, B.S.									X	

X denotes a program review on the eight-year IBHE cycle

P denotes a three-year program report

Program	Program review due FALL ...									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Chemistry, M.S.						X				
Clinical-Counseling Psychology, M.A., M.S.		X								
College Student Personnel Administration, M.S.	P				X					
Communication Studies, B.A., B.S.					X					
Communication, M.A., M.S.					X					
Computer Science, B.S.			X							
Construction Management, B.S.				P						X
Criminal Justice Sciences, B.A., B.S.				X						
Criminal Justice Sciences, M.A., M.S.				X						
CSBO Endorsement, Post-Master's Graduate Certificate	X									X
Curriculum and Instruction, Ed.D.	X									X
Curriculum and Instruction, M.S., M.S.Ed.	X									X
Director, Special Education, Post-Master's Graduate Certificate	X									X
Early Childhood Education, B.S., B.S.Ed.	X									X
Economics, B.A., B.S.				X						
Educational Administration, Ed.D., Ph.D.	X									X
Educational Administration, M.S., M.S.Ed.	X									X
Elementary Education, B.S., B.S.Ed.	X									X
Engineering Technology, B.S.					P					
English Studies, Ph.D.								X		
English, B.A.								X		
English, M.A., M.S.								X		
Environmental Health, B.S.							X			
Exercise Science, B.S.	X									X
Family and Consumer Sciences, B.A., B.S.		X								
Family and Consumer Sciences, M.A., M.S.		X								
Family Nurse Practitioner, Post-Master's Certificate								X		
Finance, B.S.		X								
French, B.A.			X							
General Administration, Post-Master's Graduate Certificate	X									X

X denotes a program review on the eight-year IBHE cycle

P denotes a three-year program report

Program	Program review due FALL ...									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Geography, B.A., B.S.				X						
Geology, B.S.						X				
German, B.A.			X							
Gerontological Nurse Practitioner, Post-Master's Certificate			P				X			
Graphic Communications, B.S.				P					X	
Health Education, B.S., B.S.Ed.	X									X
Health Information Management, B.S.							X			
History, B.A., B.S.				X						
History, M.A., M.S.				X						
Hydrogeology, M.S.						X				
Industrial Technology, B.S.		X								
Information Systems, B.S.			X							
Information Systems, M.S.			X							
Insurance, B.S.		X								
Interdisciplinary Studies, B.A., B.S.								X		
International Business, B.A., B.S.		X								
Journalism, B.A., B.S.					X					
Kinesiology and Recreation, M.S.	X									X
Languages, Literatures, and Cultures, M.A.			X							
Legal Studies, B.S.					P					
Management, B.S.		X								
Marketing, B.S.		X								
Mass Media, B.A., B.S.					X					
Mathematics Education, Ph.D.	X							X		
Mathematics, B.A., B.S.								X		
Mathematics, M.S.								X		
Medical Laboratory Science, B.S.								X		
Middle Level Teacher Education, B.S., B.S.Ed.	X									X
Molecular and Cellular Biology, B.S.					P					
Music (Liberal Arts), B.A., B.S.					X					

X denotes a program review on the eight-year IBHE cycle

P denotes a three-year program report

Program	Program review due FALL ...									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Music Performance, B.M.					X					
Music Education, B.M.E.	X									X
Music, M.M.					X					
Music, M.M.Ed.	X									X
Network and Telecommunications Management, B.S.			X							
Nursing, B.S.N.							X			
Nursing, M.S.N.							X			
Nursing, Ph.D.	P									
Philosophy, B.A.		X								
Physical Education, B.S., B.S.Ed.	X									X
Physics, B.S.						X				
Political Science, B.A., B.S.				X						
Political Science, M.A., M.S.				X						
Psychology, B.A., B.S.		X								
Psychology, M.A., M.S.		X								
Public Relations, B.A., B.S.					X					
Reading, M.S.Ed.	X									X
Recreation and Park Administration, B.S.					X					
Renewable Energy, B.S.		P						X		
Safety, B.S.									X	
School Librarianship, Post-Baccalaureate Graduate Certificate							P			X
School Psychology, Ph.D.		X								
School Psychology, S.S.P.				X						
Social Work, B.S.W.				X						
Social Work, M.S.W.				X						
Sociology, B.A., B.S.				X						
Sociology, M.A., M.S.				X						
Spanish, B.A.			X							
Special Education, B.S., B.S.Ed.	X									X
Special Education, Ed.D.	X									X

X denotes a program review on the eight-year IBHE cycle P denotes a three-year program report

Program	Program review due FALL ...									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Special Education, M.S., M.S.Ed.	X								X	
Speech Pathology and Audiology, B.S.							X			
Speech-Language Pathology, M.A., M.S.							X			
Superintendent Endorsement, Post-Master's Graduate Certificate	X								X	
Teaching Writing High/Middle School, Post-Baccalaureate Certificate								X		
Technology and Engineering Education, B.S.		X								
Technology, M.S.		X								
Theatre, B.A., B.S.					X					
Theatre, M.A., M.S.					X					
Theatre, M.F.A.					X					
University Studies, B.A., B.S.		X								
Writing, M.A., M.S.								X		

X denotes a program review on the eight-year IBHE cycle

P denotes a three-year program report

PROGRAM REVIEW SCHEDULE BY CENTER, 2011-2019

Programs and schedule are subject to change

Center	Program review due FALL ...									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Adlai Stevenson II Center for Community and Economic Development		X				X				
Center for Adoption Studies			X				X			
Center for Applied Information Systems Technology					P				X	
Center for Insurance and Financial Services			X				X			
Center for Mathematics, Science, and Technology	X				X				X	
Center for Renewable Energy		P				X				
Center for Teaching, Learning, and Technology		X				X				
Center for the Study of Educational Policy	X				X				X	
Mary and Jean Borg Center for Reading and Literacy	X				X				X	
Radio Station WGLT	X				X				X	
Special Education Assistive Technology Center	X				X				X	

X denotes a program review on the four-year review cycle

P denotes a three-year center progress report