

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2015-2020

Submitted to the Academic Senate
May 6, 2015

Approved by the Board of Trustees
July 24, 2015

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 2015-2020**

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SECTION I

INSTITUTIONAL PROFILE AND PRIORITIES

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 comprehensive institution of higher education.

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 to the president with regard to university policies concerning faculty and students and academic programs and planning.

Seventy-one 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, 8 certificate or specialist programs, and 10 doctoral programs. The University supports 11 state-recognized research and service centers. University academic and research programs are supported by the services and collections of Milner Library.

Illinois State offers its academic programs through authority granted by Illinois Board of Higher Education. The University is accredited by the Higher Learning Commission. The teacher education unit at the University consists of 41 programs, each approved by the Illinois State Board of Education. The unit is accredited by the National Council for Accreditation of Teacher Education. Illinois State holds discipline-based accreditation from 43 professional associations. Of 273 sequences of study offered by Illinois State, 139 (51 percent) are accredited or approved by specialized accreditors.

In fall 2014, Illinois State enrolled 20,615 students, a 1.7 percent increase from fall 2013. Eighty-eight percent (18,155) of students were undergraduates, and 12 percent (2,460) were graduate students. At 4,707 students, the freshman class was the largest since 1989. The mean ACT score for new beginning freshmen in fall 2014 was 23.8, compared to 24.0 in fall 2013.

Students enrolled in fall 2014 came from 94 of the 102 Illinois counties, 48 states, and 64 countries. Fifty-six percent of the students came from Illinois counties in the Chicago metropolitan area. Fourteen percent came from McLean or an adjacent county. Twenty percent of on-campus students self-identified with one or more racial/ethnic groups traditionally underrepresented at the University, compared to 18 percent in fall 2013.

Eighty-one percent of new beginning freshmen and 80 percent of new transfer students in fall 2013 returned for the fall 2014 semester. Seventy-one percent of students who enrolled in the University as new beginning freshmen and 76 percent of students who enrolled as new transfer students in fall 2008 graduated within six years. Of the students who began at the University as new beginning freshmen and received a degree in Fiscal 2014, 64 percent graduated within four years and 28 percent graduated within five years. In Fiscal 2014 the University conferred 5,092 degrees.

In fall 2014 the University had 3,639 employees, including 1,247 department faculty members (an increase of 39 from fall 2013). Continuing a long institutional tradition, the faculty is dedicated to provision of superior teaching and includes numerous scholars who are recognized at national and international levels. A hallmark of Illinois State is collaboration between faculty and students in research at both the graduate and undergraduate level.

For additional data regarding academic programs at Illinois State, see Academic Program Metrics.

Data source: Office of Planning, Research and Policy Analysis, Illinois State University.

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
ILLINOIS STATE UNIVERSITY
STATEMENT OF GOALS**

Board of Trustees Statement of Goals for 2015

1. Support and assist the President in reaching his annual goals.
2. Support the institution in its efforts to provide a premier education experience for students, preparing them for success in a culturally and economically diverse environment.
3. Promote a stronger university image that clearly describes the strengths of the University, its students and academic programs, which distinguish Illinois State as the premier state university in Illinois.
4. Support ways to enhance faculty and staff salaries in 2015 in order to attract and retain the best faculty and staff possible.
5. Oversee the implementation of *Educating Illinois*, *Campus Master Plan* and *Long-Range Financial Plan* for Illinois State.
6. Build strong working relationships with the students, alumni, faculty, staff, potential donors and other stakeholders through participation in activities on and off campus.
7. Continue the process for the design and construction of projects currently underway and continue to advocate for funding for the ongoing enhancement of the University's physical facilities and environment as identified in the *Campus Master Plan*.
8. Reaffirm the Board's strong commitment to building an institution that mirrors the diverse culture of the State of Illinois and maintain efforts to offer a welcoming and caring environment for all students, faculty and staff.
9. Assist the President and the Division of University Advancement in promoting Illinois State to alumni and a variety of supporters.
10. Assure the smooth integration of new Trustees. Provide opportunities for Trustee orientation, education and training.
11. Strengthen and cultivate relationships with the Illinois General Assembly, the Governor's Office and the Federal Government.
12. Continue involvement and support for all ongoing fundraising activities by the University; including academic, athletic and student development programs.
13. Support University efforts to attract and recruit academically talented students while working with the President to enhance need-based and merit-based financial assistance.



ILLINOIS STATE UNIVERSITY

Educating Illinois

2013-2018

Individualized Attention, Shared Aspirations



ILLINOIS STATE UNIVERSITY
Illinois' first public university



Dear colleagues

I am pleased to present Illinois State University's strategic plan, *Educating Illinois 2013–2018: Individualized Attention, Shared Aspirations*. The plan provides campus divisions, departments, units, and offices a guide for navigating through planning and resource allocation decisions.

Educating Illinois 2013–2018 was developed through extensive campus collaboration from across the Illinois State University community—faculty, staff, students, alumni, annuitants, and friends of the institution.

Four goals promote achievements centered on the student educational experience; rigorous, innovative, and high-impact undergraduate and graduate programs; internal and external engagement; and institutional effectiveness. Each of the goals supports the University's vision, mission, and five core values: pursuit of learning and scholarship, individualized attention, diversity, integrity, and civic engagement.

Educating Illinois 2013–2018 positions Illinois State University to build on its strong foundation and to further its success as an institution of choice for high-achieving, motivated students seeking an individualized and transformative experience.

Sincerely,

Timothy J. Flanagan

President, Illinois State University

individualized
attention



Educating Illinois 2013–2018

Illinois State University—Illinois’ first public university—is poised to build on its heritage and accomplishments to achieve even greater levels of prominence in the years ahead. Nationally ranked, high-quality programs and services form the foundation of excellence at the University: Our commitment to providing individualized educational experiences sets Illinois State apart from other universities. An intentional focus on helping all members of the University community achieve their goals permeates who we are, what we do, and how we do it. This plan builds on the hallmark of individualized attention to set forth a vision, create goals and strategies, and articulate our shared aspirations for Illinois State University.

Since the beginning of this millennium, *Educating Illinois* has charted the course for the University, and the result has been unprecedented success. Student retention and graduation rates are at historic highs, and the academic profile of our student body remains very strong. The University has increased the number of tenure-track faculty to an all-time high and improved its technology and physical infrastructures. These achievements occurred despite difficult economic times and were made possible by the University’s responsible stewardship and intentional focus on priorities identified in *Educating Illinois*.

As the University looks to the future, the current economic environment suggests that levels of state support will remain flat, at best, and that the University will be expected to pay for programs such as employee retirement benefits heretofore paid for by the state of Illinois. Public concerns about the affordability of a four-year degree are likely to intensify. Collectively these factors will require us to re-examine the way we currently operate. To achieve greater levels of prominence, the University must implement thoughtful innovations and spend resources judiciously on well-defined strategic priorities.

Educating Illinois 2013–2018: Individualized Attention, Shared Aspirations articulates the vision, goals, and strategies for Illinois State University. This fourth iteration of the University’s strategic plan builds upon the accomplishments of previous plans to position the University to successfully navigate contemporary challenges and to capitalize on emerging opportunities. As in the past, the plan evolved through extensive consultation with the Illinois State community. Implementing *Educating Illinois* will require the concerted effort of all members of the University community. Each division, unit, and office is charged with advancing the goals and strategies of *Educating Illinois* through its planning, day-to-day activities, resource allocation, and data-informed evaluations to realize our shared aspirations.



Illinois State University, a first-choice public university, will be increasingly recognized as a national leader for educating high-achieving, motivated students who seek an individualized and transformative experience at an institution that:

Offers premier undergraduate and graduate programs that integrate traditional knowledge and methods with emerging ideas and innovations

Generates knowledge through high-quality research, scholarship, and creative activities

Supports student learning and development inside and outside of the classroom

Serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens



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.

The following values are core to the culture of Illinois State University and guide how we do our work and fulfill our mission.

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 in which all students, faculty, and staff are encouraged to participate. Faculty members embrace a balanced teacher–scholar model that values their contributions as teachers (facilitators of learning) and scholars (creators and discoverers of knowledge and information).

Individualized attention

Illinois State University provides a supportive environment that places all learners at the center of teaching and scholarship. Innovative curricular and cocurricular programs, strong student–faculty–staff connections, and superior student services focus on each student as an individual. The University fosters academic and personal growth, recognizes unique educational aspirations, and acknowledges that each faculty and staff member is integral to student success.

Diversity

Illinois State University affirms and encourages community and a respect for differences by fostering an inclusive environment characterized by cultural understanding, ethical behavior, and social justice. The University supports a diverse faculty and staff who mentor a diverse student population. The University endeavors to provide opportunities for all students, staff, and faculty to participate in a global society.

Integrity

Illinois State University promotes an environment defined by the highest ethical standards. Leadership of the University is characterized by stability, adherence to shared values, collaborative decision making, and accountable stewardship of all university resources. Members of the University community work collaboratively through shared governance to ensure the success of the University and are dedicated to making ongoing improvements, always enhancing their contribution to Illinois State University and building on prior accomplishments. Teaching and learning, including research and creative activities, are conducted at the highest level of academic quality and integrity.

Civic engagement

Illinois State University prepares students to be informed and engaged global citizens who will promote and further the 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. The University partners with business, industry, government, and educational entities providing leadership in local, statewide, national, and international initiatives; expanding service and outreach; and enhancing financial support for instructional, scholarly, and service activities.

core values

Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.

Strategies

1 Recruit, enroll and retain high-achieving, diverse, and motivated students

- A. Increase need-based and merit-based institutional financial aid for students to promote access and affordability
- B. Implement creative recruitment and enrollment initiatives
- C. Increase the diversity of the student population
- D. Strengthen partnerships with community colleges to provide a seamless transition to Illinois State
- E. Increase the competitiveness of support packages for graduate assistants

2 Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes

- A. Continue effective integration of the assessment of student learning outcomes into the curricula and review process of the General Education Program and all degree programs
- B. Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement
- C. Increase content tutoring and other academic support services that facilitate student progress toward achievement of learning outcomes
- D. Develop and assess student learning outcomes facilitated by out-of-class and cocurricular learning experiences

3 Increase opportunities for students to engage in high-quality, high-impact educational experiences

- A. Increase professional development offerings designed to help faculty deliver high-quality educational experiences, especially in one-on-one or small group settings
- B. Increase partnerships across campus and with other educational, civic, and corporate entities that support student learning and development
- C. Increase student participation in research at and across undergraduate and graduate levels



4 Identify steps that can be taken to shorten time to degree

- A. Discuss and implement curricular recommendations of the General Education Task Force regarding program structure through the shared governance process
- B. Increase offerings of online and hybrid/blended courses
- C. Use curricular review processes to investigate changes that facilitate students' efficient progress toward degree completion
- D. Increase course scheduling options
- E. Increase program enrollment capacity through curricular changes and remodeling of facilities
- F. Increase innovative academic experience offerings during summer sessions and semester breaks

5 Provide integrated and holistic services that support students' individual needs

- A. Promote safe and healthy behaviors and lifestyle choices
- B. Create and support additional themed, living-learning environments, including the development of a model that enhances the environment for students living in apartments such as Cardinal Court.
- C. Increase opportunities for students to develop skills and credentials for career, professional, and graduate school success
- D. Increase student leadership development opportunities

GOAL

One

Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.

Strategies

1 Enhance and support rigorous and innovative undergraduate and graduate programs

- A. Increase the availability of state-of-the-art technology-enhanced courses and programs
- B. Evaluate potential program growth in areas where there is expertise and excellence, workforce needs, and societal demands with appropriate funding levels available
- C. Support continued development of Milner Library to meet the evolving information, research, and learning needs of the campus community
- D. Implement administrative recommendations of the General Education Task Force to enhance support for student learning.
- E. Discuss and implement curricular changes and enhancements recommended by the General Education Task Force through the shared governance process

2 Promote sustainable, mission-consistent growth in the research enterprise

- A. Centralize support services for research that improve the efficiency and coordination of activities
- B. Increase the number of faculty and staff applying for external grants
- C. Increase the number and percentage of faculty mentoring students conducting research at the undergraduate and graduate levels
- D. Increase collaborative inter-disciplinary teams on campus
- E. Increase collaborative partnerships with other educational institutions, civic organizations, and private entities locally, regionally, nationally, and internationally
- F. Enhance the University's commitment to the scholarship of teaching and learning

3 Recruit and retain high-quality, diverse faculty and staff

- A. Recognize, reward, and promote the balanced teacher-scholar model for faculty
- B. Increase intentional faculty recruitment practices that emphasize candidate fit to the University's balanced teacher-scholar model
- C. Increase orientation and mentorship opportunities for new faculty and staff
- D. Enhance leadership and professional development opportunities for faculty and staff
- E. Increase diversity of faculty and staff
- F. Increase competitiveness of salaries



- G. Enhance the competitiveness of resources available to assist new faculty as they initiate their scholarly and creative agendas
- H. Enhance initiatives that promote health and wellness of faculty and staff

4 Strengthen the University's commitment to civic engagement

- A. Increase curricular and cocurricular initiatives and activities that include civic engagement themes for faculty, staff, and students
- B. Support programming and ensure long-term viability of community engagement activities
- C. Increase the number and variety of service learning opportunities

5 Develop a university-wide plan that enhances internationalization of the campus and the curriculum

- A. Increase the number and variety of opportunities for students to study abroad
- B. Increase the number of international students and visiting scholars on campus
- C. Increase the number of research, teaching, and service partnerships with institutions in other countries
- D. Enhance administrative support, recognition, and professional development opportunities for faculty and staff involved in international programs and partnerships
- E. Increase the number of English Language Institute participants who transition to University academic programs

Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.

Strategies

1 Enhance cross-divisional and cross-departmental collaboration

- A. Identify cultural and structural barriers to collaboration, and develop strategies to overcome them
- B. Develop mechanisms for designing and delivering interdisciplinary, team-taught, and cross-listed courses
- C. Encourage and reward interdisciplinary collaboration

2 Increase pride, engagement, and sense of community among University stakeholders

- A. Enhance visibility and support of Illinois State educational, cultural, intercollegiate athletic, and recreational opportunities
- B. Deliver coordinated and consistent communication and relationship-building opportunities to university constituents
- C. Provide opportunities for students, alumni, and their families to create enduring connections to Illinois State University
- D. Provide opportunities for all University stakeholders to engage in the campus community

3 Develop partnerships with business, educational, and government entities that provide learning, financial, and mutually-beneficial opportunities

- A. Increase opportunities to pursue collaborative applied research that benefits community partners
- B. Increase the number of opportunities for students to work in the field, including internships, professional development, on-the-job training, and student projects that meet community needs
- C. Investigate programs that build faculty-community teams that collaborate on applied research projects

4 Advance the University's reputation through initiatives that promote the mission of the institution

- A. Develop and refine the University brand through marketing research, integrated communication planning, and the creation of brand resources for faculty and staff
- B. Promote faculty, staff, student, and alumni achievements
- C. Enhance the University's role as a cultural resource for the campus and surrounding community



GOAL three

Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.

Strategies

1 Review processes and practices to ensure efficiency and effectiveness in the University's operations

- A. Incorporate space allocation and utilization standards in planning and review processes
- B. Systematically review the University's support functions to ensure quality, efficiency, and consistency with the University's mission
- C. Formalize a university program to monitor compliance with, and changes in, federal and state laws and regulations

2 Build a modern IT infrastructure that supports the achievement of the University's mission and goals

- A. Implement new information systems that meet the changing needs of the University, including student and financial information systems
- B. Create a modern business intelligence environment by providing ready access to data in a user-friendly format to inform decisions
- C. Enhance technology infrastructure for classroom and research activities

3 Build a culture of philanthropy throughout the University community

- A. Increase participation of faculty, staff, alumni, and retirees in philanthropic activity
- B. Educate current students about philanthropy and the importance of alumni participation
- C. Demonstrate the impact of philanthropy through university events, publications, and online media

4 Continue to promote university planning efforts and ensure all plans are integrated with *Educating Illinois*

- A. Prioritize and implement facilities improvements identified in the *Master Plan 2010-2030* that meet the needs of the University community
- B. Develop a long-range financial plan that incorporates both cost-saving and revenue enhancement strategies, including a comprehensive fundraising plan



- C. Review the academic plan process to ensure integration with *Educating Illinois*
- D. Develop continuity of operations plans to ensure that the University is prepared to handle any disruption in service

5 Promote a safe and environmentally sustainable campus

- A. Educate the University community on how to incorporate sustainable practices into everyday living
- B. Incorporate sustainability principles throughout University processes and practices
- C. Promote initiatives and procedures designed to enhance safety and security

GOAL

FOUR



Illinois State University is committed to achieving the vision, goals, and strategies set forth in *Educating Illinois*.

Upon its endorsement, a coordinating team will be charged with monitoring, measuring, and evaluating progress on the strategies and action steps taken to implement the plan. As the guiding planning document for the University, each division and unit is expected to review and revise existing strategic plans as well as resource allocations to ensure alignment with *Educating Illinois*. Any new planning documents developed should promote the vision, goals, and strategies articulated in *Educating Illinois* as well.

To build upon our recent achievements, difficult decisions will need to be made to guide resource allocations and to become even more efficient. New monies will not be available to support each strategy and action identified in the plan; support for new initiatives will need to be identified through reinvestment of staff time and reallocation of existing resources. *Educating Illinois* presents the guide for making these decisions.

As implementation of *Educating Illinois* proceeds, it will be important to regularly assess the progress being made to advance the goals and strategies included in the new plan. Selected indicators of success will be developed and reported on a regular basis. To document implementation progress, an annual report will be made to the Board of Trustees as well as to the entire university community. Progress will also be documented on the *Educating Illinois* website at IllinoisState.edu/EducatingIllinois. To ensure that the plan continues to address the needs of the future, *Educating Illinois* will be reviewed and updated in 2016.

Planning process

In September 2011, the four vice presidents were charged to lead the process to revise the University's strategic plan and an Educating Illinois Task Force was appointed to:

Consult widely to develop a new strategic plan for Illinois State University. The new plan will build upon the success the University has realized over the last decade and set forth a direction to further advance the University in the coming years.

To prepare the document, a number of activities were undertaken to review the environment and seek input from the campus and local communities. A comprehensive environmental scan was prepared that illustrated both internal and external factors facing the University. The task force executed a widespread consultation process, before the first draft was released in August 2012 and immediately after, that included meeting with campus and related groups (listed below), open forums, and online surveys. Additionally, the task force held a two-day retreat where campus panels presented on various topics relating to the planning process.

The task force took the information and feedback it received from the consultation processes and formulated the final draft that includes a vision, four goals, and accompanying strategies. The final draft was endorsed by each of the shared governance groups—Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association—before it was formally adopted by the Illinois State University Board of Trustees on February 22, 2013.

Campus and related groups consulted

Academic Senate (Planning and Finance Committee)	Department Chairs/School Directors Council
Administrative/Professional Council	ISU Foundation Board
Admissions Ambassadors	Mennonite College of Nursing Leadership Council
Alumni Association Board	Milner Library Faculty and Staff
Association of Black Academic Employees	Senior Professionals
Athletic Council	Student Affairs Council
Civil Service Council	Student Government Association
College of Applied Science and Technology Council	Town of Normal
College of Arts and Sciences Council	VP Finance and Planning Leadership Staff
College of Business Coordinating Team	VP Provost/Academic Affairs Leadership Staff
College of Education Council	VP Student Affairs Executive Team
College of Fine Arts College Council	VP Student Affairs Student Advisory Group
Council of Deans	VP University Advancement Direct Reports

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Instructional assistant professor, Accounting

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Meredith Downes

Professor, Management and Quantitative Methods

Sheri Noren Everts (cochair)

Vice president for Academic Affairs and Provost

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EDUCATING ILLINOIS

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

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SECTION II

ACADEMIC PROGRAMS AND PRIORITIES

INVENTORY OF ACADEMIC PROGRAMS

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

UNDERGRADUATE PROGRAMS			
CIP	MAJOR	SEQUENCE	MINOR
1. 52.0301	Accountancy, B.S.	Financial Accounting Business Information Systems Career Specialty Accounting Information Systems	Accounting
2. 52.0301A	Accountancy, Integrated B.S./M.P.A.*	Professional Accountancy Accountancy and Information Systems	
3. 01.0000	Agriculture, B.S.	Agribusiness Agriculture Communication & Leadership Agriculture Teacher Education Agronomy Management Animal Industry Management Animal Science Crop and Soil Science Food Industry Management Horticulture and Landscape Pre-Veterinary Medicine	Agriculture
4. 45.0201	Anthropology, B.A., B.S.	Anthropology (default major/sequence)	Anthropology
5. 50.0701	Art, B.A., B.S.	Art Teacher Education Art History Graphic Design Studio Arts	Art Art History (minor sequence)
6. 50.0702	Art, B.F.A.	Art (default major/sequence)	
7. 50.9999	Arts Technology, B.A., B.S.	Arts Technology (default major/sequence)	
8. 51.0913	Athletic Training, B.S.	Athletic Training (default major/sequence)	
9. 26.0202	Biochemistry, B.S.	Biochemistry (default major/sequence)	

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

10.	26.0101	Biological Sciences, B.S.	General Biology Plant Biology Biology Teacher Education Conservation Biology Physiology, Neuroscience, and Behavior Zoology	Biological Sciences
11.	52.0201	Business Administration, B.S.	Business Administration (default major/sequence)	Business Administration
12.	52.1201	Business Information Systems, B.S.	Business Information Systems (default major/sequence)	
13.	13.1303	Business Teacher Education, B.A., B.S., B.S.Ed.	Business Teacher Education (default major/sequence)	
14.	40.0501	Chemistry, B.S.	Chemistry (default major/sequence) Chemistry Teacher Education	Chemistry
15.	51.0204	Communication Sciences and Disorders, B.S.	Communication Sciences and Disorders (default major/sequence)	Communication Sciences and Disorders
16.	09.0101	Communication Studies, B.A., B.S.	Communication Studies (default major/sequence) Communication Studies Teacher Education Organizational and Leadership Communication Interpersonal Communication Political Communication	Communication Studies
17.	11.0701	Computer Science, B.S.	General Computer Science	Computer Science
18.	52.2001	Construction Management, B.S.	Construction Management (default major/sequence)	
19.	43.0104	Criminal Justice Sciences, B.A., B.S.	Criminal Justice Sciences (default major/sequence)	Criminal Justice Sciences
20.	13.1209	Early Childhood Education, B.S., B.S.Ed.	Early Childhood Education (default major/sequence)	
21.	45.0601	Economics, B.A., B.S.	General Economics Managerial Economics	Economics
22.	13.1202	Elementary Education, B.S., B.S.Ed.	Elementary Education (default major/sequence) Bilingual/Bicultural Teacher Education	
23.	15.0000	Engineering Technology, B.S.	Engineering Technology (default major/sequence)	

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

24.	23.0101	English, B.A.	English (default major/sequence) English Teacher Education Publishing Studies	English Teaching English to Speakers of Other Languages Writing
25.	51.2202	Environmental Health, B.S.	Environmental Health (default major/sequence)	Environmental Health Public Health
26.	31.0505	Exercise Science, B.S.	Exercise Science (default major/sequence)	Exercise Science
27.	19.0101	Family and Consumer Sciences, B.A., B.S.	Human Development and Family Resources Food-Nutrition or Dietetics Interior and Environmental Design Apparel, Merchandising and Design Family and Consumer Sciences Teacher Education	Family and Consumer Sciences
28.	52.0801	Finance, B.S.	General Finance	Financial Planning
29.	16.0901	French, B.A.	French (default major/sequence) French Teacher Education	French
30.	45.0701	Geography, B.A., B.S.	Geography (default major/sequence) Geography Teacher Education	Geography Environmental Studies
31.	40.0601	Geology, B.S.	Geology (default major/sequence) Earth and Space Science Teacher Education	Geology
32.	16.0501	German, B.A.	German (default major/sequence) German Teacher Education	German
33.	10.0301	Graphic Communications, B.S.	Graphic Communications (default major/sequence)	
34.	13.1307	Health Education, B.S., B.S.Ed.	School Health Education Community Health Education	Community Health Education
35.	51.0706	Health Information Management, B.S.	Health Information Management (default major/sequence) Health Information Management (online)	

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

36.	54.0101	History, B.A.,B.S.	History (default major/sequence) History-Social Sciences Teacher Education	History
37.	15.0612	Industrial Technology, B.S.	Computer Systems Technology	Technology
38.	11.0103	Information Systems, B.S.	Information Assurance & Security Integration of Enterprise Systems Systems Development/Analyst Web Application Development	Information Systems
39.	52.1701	Insurance, B.S.	General Insurance Business Information Systems	Insurance
40.	24.0101	Interdisciplinary Studies, B.A., B.S.	Individualized Studies Multidisciplinary Studies Human and Educational Service	Interdisciplinary Studies
41.	52.1101	International Business, B.A.,B.S.	International Business (default major/sequence)	International Business
42.	09.0401	Journalism, B.A., B.S.	Journalism (default major/sequence)	
43.	22.0000	Legal Studies, B.A., B.S.	Legal Studies (default major/sequence)	Legal Studies
44.	52.1301	Management, B.S.	Entrepreneurship & Small Business Management Organizational Leadership Human Resource Management	Organizational Leadership Business Environment and Sustainability
45.	52.1401	Marketing, B.S.	Marketing (default major/sequence) Integrated Marketing Communication Professional Sales	
46.	09.0102	Mass Media, B.A.,B.S.	Interactive Media Television Production Media Management, Promotion, & Sales Radio	Mass Media

ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014

47.	27.0101	Mathematics, B.A., B.S.		Mathematics (default major/sequence) Mathematics Teacher Education Actuarial Science Statistics Biomathematics	Mathematics
48.	51.1005	Medical Laboratory Science, B.S.		Medical Laboratory Science (default major/sequence)	
49.	13.1203	Middle Level Teacher Education, B.S., B.S. Ed.		Middle Level Teacher Education (default major/sequence)	
50.	26.0406	Molecular and Cellular Biology, B.S.		Molecular and Cellular Biology (default major/sequence)	
51.	50.0901	Music, B.A., B.S. (Liberal Arts)		Music (default major/sequence) Music Business Musical Theatre	Music
52.	13.1312	Music Education, B.M.E.		Choral-General-Vocal Choral-General-Keyboards Instrumental-Band Instrumental-Orchestra	
53.	50.0903	(Music) Performance, B.M.		Composition Keyboard Performance Voice Performance Music Therapy Classical Guitar Performance Band and Orchestra Instruments Performance	Jazz Performance
54.	11.0901	Network and Telecommunications Management, B.S.		Network and Telecommunications Management (default major/sequence)	
55.	51.3801	Nursing, B.S.N.		Nursing (default major/sequence) Pre-licensure Pre-nursing	
56.	38.0101	Philosophy, B.A.		Philosophy (default major/sequence)	Philosophy Religious Studies

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

57.	13.1314	Physical Education, B.S.,B.S.Ed.		Kinesiology Studies Physical Education Teacher Education		Athletic Coaching
58.	40.0801	Physics, B.S.		Physics (default major/sequence) Engineering Physics with the University of Illinois Computer Physics Physics Teacher Education		Physics
59.	45.1001	Political Science, B.A.,B.S.		Political Science (default major/sequence)		Political Science
60.	42.0101	Psychology, B.A.,B.S.		Psychology (default major/sequence)		Psychology
61.	09.0902	Public Relations, B.A.,B.S.		Public Relations (default major/sequence)		
62.	31.0301	Recreation and Park Administration, B.S.		Recreation Management Therapeutic Recreation		Recreation/Park Administration
63.	15.0503	Renewable Energy, B.S.		Renewable Energy (default major/sequence)		
64.	51.2206	Safety, B.S.		Safety (default major/sequence)		Safety
65.	44.0701	Social Work, Bachelor of		Social Work (default major/sequence)		
66.	45.1101	Sociology, B.A.,B.S.		Sociology (default major/sequence)		Sociology Gerontology
67.	16.0905	Spanish, B.A.		Spanish (default major/sequence) Spanish Teacher Education		Spanish
68.	13.1001	Special Education, B.S.,B.S.Ed.		Specialist in Deaf & Hard of Hearing Specialist in Learning & Behavior Specialist in Low Vision and Blindness		
69.	13.1309	Technology and Engineering Education, B.S.		Technology and Engineering Education (default major/sequence)		

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

70.	50.0501	Theatre, B.A., B.S.	Acting Dance Teacher Education Dance Performance Design/Production Theatre Teacher Education Theater Studies	Theatre Cinema Studies Dance
71.	24.0102	University Studies, B.A., B.S.	University Studies (default major/sequence)	African Studies African-American Studies Children's Studies Civic Engagement and Responsibility Cognitive Science East Asian Studies Ethnic Studies International Studies Italian Studies Classical Studies Latin American & Latino/a Studies Middle Eastern & South Asian Studies Military Science Native American Studies Peace and Conflict Resolution Studies Urban Studies-General Sequence Urban Studies-Urban Education Sequence Women's and Gender Studies
<p>NOTES: The numbering of undergraduate sequences and minors is intended to document the number of unique programs of study offered on the undergraduate level. Numbers do not correlate with major, sequence, or minor codes in official campus records. * Although IBHE approved an Integrated B.S./M.P.A. in Accountancy, IBHE does not include that program in its official inventory of degree programs at Illinois State University. Instead, the IBHE inventory includes a B.S. in Accountancy and a M.S./M.P.A. in Accountancy. CIP code 24.0199 is used to code undergraduate students who have not yet been accepted into one of the degree programs listed above.</p>				

ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014

MASTER'S PROGRAMS		
CIP	MAJOR	SEQUENCE
1. 52.0301	Accountancy, M.S.	Accountancy (default major/sequence)
2. 52.0301A	Accountancy, Integrated B.S./M.P.A.*	Professional Accountancy Accounting and Information Systems
3. 01.0000	Agriculture, M.S.	Agribusiness Agriscience Agricultural Education and Leadership
4. 45.0201	Anthropology, M.A., M.S.	Anthropology (default major/sequence)
5. 45.0601	Applied Economics, M.A., M.S.	Applied Economics (default major/sequence) Applied Community & Economic Development Electricity, Natural Gas, & Telecommunications Economics Financial Economics
6. 50.0701	Art, M.A., M.S.	Art Education (M.S. only) Art Studio Visual Culture (M.A. only)
7. 50.0702	Art, M.F.A.	Art (default major/sequence)
8. 50.9999	Arts Technology, M.S.	Arts Technology (default major/sequence)
9. 26.0101	Biological Sciences, M.S.	Biological Sciences (default major/sequence) Behavior, Ecology, Evolution & Systematics Biomathematics Biotechnology Conservation Biology Bioenergy Sciences
10. 52.0201	Business Administration, M.B.A.	Business Administration (default major/sequence)
11. 40.0501	Chemistry, M.S.	Chemistry (default major/sequence)

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

12.	13.1323	Chemistry Education, Master of	Chemistry Education (default major/sequence)
13.	13.1323	Chemistry Education, Master of Science in	Chemistry Education (default major/sequence)
14.	42.2803	Clinical-Counseling Psychology, M.A., M.S.	Clinical-Counseling Psychology (default major/sequence)
15.	13.1102	College Student Personnel Administration, M.S.	College Student Personnel Administration (default major/sequence)
16.	09.0101	Communication, M.A., M.S.	Communication (default major/sequence) M.S. in Communication-Korea Site (administrative sequence)
17.	43.0104	Criminal Justice Sciences, M.A., M.S.	Criminal Justice Sciences (default major/sequence)
18.	13.0401	Educational Administration, M.S., M.S.Ed.	Educational Administration (default major/sequence)
19.	23.0101	English, M.A., M.S.	English (default major/sequence)
20.	19.0101	Family and Consumer Sciences, M.A., M.S.	Family and Consumer Sciences (default major/sequence) Dietetic Internship
21.	54.0101	History, M.A., M.S.	History (default major/sequence)
22.	40.0699	Hydrogeology, M.S.	Hydrogeology (default major/sequence)
23.	11.0103	Information Systems, M.S.	Information Systems (default major/sequence) Network and Security Management Geographic Information Systems Internet Application Development Systems Development
24.	13.0501	Instructional Technology and Design, M.S.	Education/Technology Specialist Business and Industry
25.	31.0501	Kinesiology and Recreation, M.S.	Athletic Training Biomechanics Exercise Physiology Physical Education-Teacher Education Psychology of Sport & Physical Activity Recreation Administration Sport Management

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

26.	16.0101	Languages, Literature & Cultures, M.A.	Languages, Literatures, and Cultures (default major/sequence)
27.	27.0101	Mathematics, M.S.	Mathematics (default major/sequence) Actuarial Science Applied Statistics Elementary & Middle School Mathematics Education Biomathematics
28.	13.1312	Music, M.M.Ed.	Music (default major/sequence)
29.	50.0901	Music, M.M.	Composition Music Therapy Conducting Collaborative Piano Performance
30.	51.3801	Nursing, M.S.N	Family Nurse Practitioner Nursing Systems Administration Clinical Nurse Leader
31.	45.1001	Political Science, M.A., M.S.	Political Science (default major/sequence) Global Politics and Cultures Public Service Applied Community Development
32.	42.0101	Psychology, M.A., M.S.	Cognitive & Behavioral Sciences Developmental Industrial-Organizational-Social Quantitative
33.	13.1315	Reading, M.S.Ed.	Reading (default major/sequence)
34.	44.0701	Social Work, Master of (M.S.W.)	Child and Family Practice Gerontology Practice School Social Work
35.	45.1101	Sociology, M.A., M.S.	Sociology (default major/sequence) Applied Community and Economic Development

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

36.	13.1001	Special Education, M.S./M.S.Ed.	Special Education (default major/sequence)
37.	51.0204	Speech-Language Pathology, M.A., M.S.	Speech-Language Pathology (default major/sequence) Bilingual Speech-Language Pathology
38.	13.0301	Teaching and Learning, M.S.	Teaching and Learning (default major/sequence)
39.	15.0612	Technology, M.S.	Technology (default major/sequence) STEM Education and Leadership Training and Development Project Management
40.	50.0501	Theatre, M.A., M.S.	Theatre (default major/sequence)
41.	50.0501	Theatre, M.F.A.	Theatre (default major/sequence)
42.	23.1301	Writing, M.A., M.S.	Writing (default major/sequence) Teaching of Writing Professional Writing and Rhetorics
NOTES:			
The numberings of graduate majors and sequences is intended to document the number of unique programs of study offered on the master's level. Numbers do not correlate with major or sequence, codes in official campus records.			
* Although IBHE approved an Integrated B.S./M.P.A. in Accountancy, IBHE does not include that program in its official inventory of degree programs at Illinois State University. Instead, the IBHE inventory includes a B.S. in Accountancy and a M.S./M.P.A. in Accountancy.			
CIP code 24-0199 is used to code graduate students who have not yet been accepted into one of the degree programs listed above or who are taking courses as a student-at-large.			

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

DOCTORAL PROGRAMS			
CIP	MAJOR		SEQUENCE
1. 51.0204	Audiology, Doctor of		Audiology (default major/sequence)
2. 26.0101	Biological Sciences, Ph.D.		Behavior, Ecology, Evolution, & Systematics Molecular and Cellular Biology
3. 13.0401	Educational Administration, Ed.D., Ph.D.		Educational Administration (default major/sequence)
4. 23.0101	English Studies, Ph.D.		English Studies (default major/sequence)
5. 13.1311	Mathematics Education, Ph.D.		Mathematics (default major/sequence)
6. 51.3808	Nursing, Ph.D.		Nursing (default major/sequence)
7. 51.3818	Nursing Practice, D.N.P.		Nursing Practice (default major/sequence)
8. 42.2805	School Psychology, Ph.D.		School Psychology (default major/sequence)
9. 13.1001	Special Education, Ed.D.		Special Education (default major/sequence)
10. 13.0301	Teaching and Learning, Ed.D.		Teaching and Learning (default major/sequence)

**ACADEMIC PROGRAMS AT ILLINOIS STATE UNIVERSITY
AS OF JUNE 30, 2014**

CERTIFICATES	
CIP	CERTIFICATE
1. 25.0101	Post Baccalaureate Graduate Certificate in School Librarianship
2. 23.1301	Post-Baccalaureate Graduate Certificate in the Teaching of Writing in High School/Middle School
3. 51.3805	Post Master's Family Nurse Practitioner Certificate
4. 13.0411	Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration
5. 13.0409	Post-Master's Graduate Certificate General Administrative Certification in Educational Administration
6. 13.0499	Post-Master's Graduate Certificate Chief School Business Official
7. 13.0402	Post-Master's Graduate Certificate for Director of Special Education
8. 42.2805	School Psychology, S.S.P.

ACADEMIC PROGRAM CHANGES 2014-2015

ADDITIONS

Biological Sciences Teacher Education, B.S. (effective May 18, 2015)

Advanced Marketing Analytics sequence, B.S. in Marketing (effective May 18, 2015)

Applied Community and Economic Development sequence, M.A., M.S. in Anthropology
(effective May 16, 2016)

Applied Community and Economic Development sequence, M.S. in Kinesiology and Recreation
(effective May 18, 2015)

Creative Writing Studies sequence, B.A. in English (effective May 16, 2016)

General sequence, B.A., B.S. in Family and Consumer Sciences (effective May 18, 2015)

Neuroscience and Physiology sequence, M.S. in Biological Sciences (effective May 18, 2015)

Neuroscience and Physiology sequence, Ph.D. in Biological Sciences (effective May 18, 2015)

Quality Management and Analytics sequence, M.S. in Technology (effective May 18, 2015)

Business Analytics, Minor in (Department of Marketing) (effective May 18, 2015)

DELETIONS

Center for Applied Information Systems Technology (effective June 30, 2015)

Writing, M.A., M.S. and associated sequences (effective May 16, 2016)

Art Studio sequence, M.A., M.S. in Art (effective May 16, 2016)

Biology Teacher Education sequence, B.S. in Biological Sciences (effective May 16, 2016)

REVISIONS

Name change: From Physical Education-Teacher Education sequence
to Physical Education Pedagogy sequence, M.S. in Kinesiology and Recreation (effective May 11, 2015)

ACADEMIC PROGRAM METRICS

Fall 2014 Academic Program Profiles – Undergraduate Program Measures Total University

University-Level Inputs

Admission Type First Time in College	Class	New Enrolled Students										Mean External Transfer GPA				
		Full-Time					Part-Time					Count		GPA		
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
External Transfers	Freshman	3,169	3,284	3,051	2,939	3,538	8	8	12	3	8	1,808	1,825	1,846	1,873	3.11
	Sophomore	13	23	22	36	40		1								3.11
	Junior		5	3	3	3										3.11
	Unclassified	2	1			1	6	4	6	13	11					3.12
	Freshman	209	216	233	235	253	6	6	7	10	7					3.10
Sophomore	637	622	640	602	674	22	27	41	36	36						
Junior	819	862	858	832	786	63	52	65	67	67						
Senior	68	40	46	49	48	17	15	18	25	11						
Unclassified	43	43	45	49	52	8	11	9	7	5						

Average ACT Scores of First Time in College Students

Year	Count	Composite	English	Math	Science	Reading
Fall 2010	3,198	24.1	24.2	23.7	23.5	24.5
Fall 2011	3,326	23.9	24.2	23.5	23.5	24.0
Fall 2012	3,094	23.8	23.8	23.5	23.3	23.8
Fall 2013	2,864	24.0	24.2	23.7	23.6	23.9
Fall 2014	3,601	23.8	23.8	23.4	23.4	24.0

New Applicants

Year	First Time in College		External Transfers		Total
	Admitted	Denied	Admitted	Denied	
Fall 2010	9,146	4,511	3,128	686	3,794
Fall 2011	9,349	3,820	3,233	1,711	4,944
Fall 2012	9,187	3,228	3,351	1,446	4,797
Fall 2013	10,595	4,778	3,157	1,181	4,338
Fall 2014	11,315	3,997	3,175	392	3,567

Student Profile

Gender	Age	
	Under 25	25 or Older
Male	8,179	17,096
Female	9,976	1,059

Race/Ethnicity	Fall 2014	
	Admitted	Denied
American Indian or Alaskan Native	22	
Asian	385	
Black or African American	1,334	
Hawaiian or Pacific Islander	16	
Hispanic	1,590	
White	14,136	
Two Or More Selections	446	
Non-Resident Alien	139	
No Response	77	
Grand Total	18,155	

Enrollment Type

	Fall Term			
	2010	2011	2012	2013
On Campus	18,254	18,535	18,207	17,648
Off Campus	60	59	50	101
				143

Prepared by: Planning, Research, and Policy Analysis (PRPA) 438-8393
and Analysis Insight Management Information (AIM)

Fall 2014 Academic Program Profiles – Undergraduate Program Measures Total University

University-Level Profile

Course Level	Class Size - Fall 2014			
	Less Than 30	30 To 49	50 To 89	90 or More
100	625	158	86	100
200	844	189	37	34
300	513	84	19	

Student FTE to Faculty FTE Ratio - Fall 2014 (Number of Students per Faculty Member)

Student FTE to Faculty FTE Ratio	18.6
Student FTE to Tenure-Line Faculty FTE Ratio	26.0

Faculty Demographics - Fall 2014

	Number and FTE	
	Full-Time	Part-Time
Professor		
Count	243	
FTE	243.0	
Associate Professor		
Count	253	
FTE	253.0	
Assistant Professor		
Count	212	
FTE	212.0	
Other		
Count	179	349
FTE	179.0	117.7

Academic Rank	Average Faculty Age	
	Full-Time	Part-Time
Professor	56	
Associate Professor	49	
Assistant Professor	40	
Other	50	50

Terminal Degree	Full-Time		Part-Time	
	Count	FTE	Count	FTE
Yes	733	79	437	137
No	148	248	450	212
Unknown	6	22		

Race/Ethnicity	Full-Time	Part-Time
	American Indian or Alaskan Native	2
Asian	62	10
Black or African American	37	6
Hispanic	25	5
White	659	261
Two or More Selections	9	2
Non-Resident Alien	30	3
No Response	63	62

Fall 2014 Academic Program Profiles – Undergraduate Program Measures Total University

University-Level Productivity - Part I

Mean Cumulative GPA End of Fall 2013				Mean GPA of Undergraduates New to ISU End of Fall 2013				
	First Time in College Count	First Time in College GPA	External Transfers Count	External Transfers GPA	First Time in College Count	First Time in College GPA	External Transfers Count	External Transfers GPA
Freshman	3,877	2.76	249	2.34	2,937	2.80	217	2.35
Sophomore	2,413	3.00	853	2.65	37	3.42	562	2.68
Junior	2,519	3.10	2,194	2.91	2	3.38	996	2.98
Senior	2,734	3.21	2,730	3.12	--	--	78	3.34
Unclassified	17	3.76	64	3.24	13	3.71	56	3.20

Participation in Honors Program

	Fall Term				
	2010	2011	2012	2013	2014
	1,050	1,051	1,054	1,008	1,137

Retention Rates by Admitted Term

	First Time in College				External Transfers			
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Cohort Count	3,045	3,198	3,326	3,094	1,892	1,894	1,962	1,912
Fall to Spring Retention Rates	94.7%	95.8%	94.4%	93.9%	91.4%	92.7%	91.8%	92.1%
Fall to Fall Retention Rates	84.8%	85.0%	82.3%	81.6%	80.7%	82.5%	81.2%	80.3%

Fall 2014 Academic Program Profiles – Undergraduate Program Measures Total University

University-Level Productivity - Part II

Thesis/Independent Study

	End of Fall Term		
	2009	2010	2011
Undergraduate Enrollment	18,395	18,311	18,592
Thesis/Independent Study Enrollment	1,483	1,549	1,543
Thesis/Independent Study Credit Hours	7,139	7,319	6,790
% of Undergraduates Enrolled in Thesis/Independent Study	8.06%	8.46%	8.30%
			8.71%
			8.38%

Professional Practice

	End of Fall Term		
	2009	2010	2011
Undergraduate Enrollment	18,395	18,311	18,592
Professional Practice Enrollment	722	805	835
Professional Practice Credit Hours	2,849	2,951	3,048
% of University Enrolled in Professional Practice	3.92%	4.40%	4.49%
			5.06%
			4.85%

Fall 2014 Academic Program Profiles – Undergraduate Program Measures Total University

University-Level Outcomes

Degrees Conferred				Average Graduating GPA					
Graduating Fiscal Year				Graduating Fiscal Year					
2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4,424	4,283	4,452	4,438	4,313	3.19	3.21	3.21	3.21	3.22

Average Credits To Degree

Admission Type	Graduating Fiscal Year				
	2010	2011	2012	2013	2014
First Time in College					
Average Hours Transferred	5.7	5.8	5.8	5.6	6.0
Average Hours Earned at ISU	126.0	125.6	125.1	125.7	125.2
Average Credit Hours Earned	131.7	131.5	130.9	131.3	131.1
External Transfers					
Average Hours Transferred	58.0	58.5	58.3	58.7	59.3
Average Hours Earned at ISU	74.6	74.5	74.5	73.8	73.8
Average Credit Hours Earned	132.5	133.1	132.8	132.5	133.0

Graduation Rates by Admitted Term

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	First Time in College	External Transfers	First Time in College	External Transfers	First Time in College	External Transfers	First Time in College	External Transfers	First Time in College	External Transfers
Cohort Count	2,857	1,877	3,198	1,775	3,215	1,846	3,161	1,777	3,413	1,772
4 Year Major Graduation Rate	44.9%	67.8%	43.4%	69.5%	46.6%	71.6%	46.2%	71.8%	45.3%	72.5%
5 yr Major Graduation Rate	66.4%	70.5%	67.4%	72.1%	67.4%	74.1%	67.9%	74.8%	67.9%	75.1%
6 yr Major Graduation Rate	70.5%	71.6%	70.5%	72.8%	70.8%	74.7%	71.3%	75.6%	71.5%	75.7%

Time to Degree First Time in College Students

	Graduating Fiscal Year				
	2010	2011	2012	2013	2014
4 Years or Less	62.6%	62.2%	63.9%	60.5%	64.3%
5 Years	29.1%	29.8%	28.2%	32.6%	28.1%
6 Years	4.5%	4.3%	4.7%	4.0%	5.1%
More than 6 Years	3.8%	3.7%	3.3%	2.4%	2.5%

Fall 2014 Academic Program Profiles – Graduate Program Measures Total University

University-Level Inputs

	New Enrolled Graduate Students				
	Fall Term				
	2010	2011	2012	2013	2014
On Campus	652	629	616	629	651
Off Campus	68	67	53	49	30

Average GMAT Scores of New Graduate Students

	First Term				
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort Count	79	68	74	59	67
Total Score	547.7	566.1	554.8	540.8	533.1
Quantitative Score	37.6	37.4	36.2	34.4	33.7
Verbal Score	27.9	30.6	30.1	29.9	29.7
Writing Score	4.6	4.7	4.8	4.8	4.8
Reasoning Score			4.5	5.5	5.3

Average Entering GPA of New Graduate Students (last 60 hours from undergraduate degree program)

	First Term				
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort Count	720	686	669	676	681
Average GPA	3.55	3.58	3.58	3.58	3.56

Average GRE Scores of New Graduate Students

	First Term				
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Cohort Count	641	628	595	619	614
Quantitative Score	148	148	150	150	151
Verbal Score	151	151	152	152	151
Writing Score	3.98	3.98	3.96	3.91	3.82

New Applicants

Degree-Seeking Class	Fall 2010					Fall 2011					Fall 2012					Fall 2013					Fall 2014				
	Admitted	Denied	Total	Admitted	Denied	Total	Admitted	Denied	Total	Admitted	Denied	Total	Admitted	Denied	Total	Admitted	Denied	Total	Admitted	Denied	Total				
Yes	908	1,029	1,937	880	981	1,861	841	1,067	1,908	902	968	1,870	966	1,000	1,966	966	1,000	1,966	966	1,000	1,966				
Masters	4	2	6	4	4	8	4	4	8	1	1	2	1	2	3	1	2	3	1	2	3				
Post-Baccalaureate Certificates	26	40	66	13	36	49	13	41	54	21	26	47	28	26	54	28	26	54	28	26	54				
Graduate Certificates	113	145	258	108	179	287	88	143	231	124	122	246	90	149	239	132	149	239	132	149	239				
Doctorals	214	10	224	237	5	242	179	2	181	176	11	187	132	4	136	132	4	136	132	4	136				
No																									

Student Profile - Fall 2014

Enrollment	Fall Term				Race/Ethnicity	Gender	Graduate of ISU	Average Age	
	2010	2011	2012	2013					2014
On Campus	2,489	2,531	2,279	2,258	2,243	Male	Yes	906	30
Off Campus	312	171	146	247	189	Female	No	1,436	
					American Indian or Alaskan Native				
					Asian				2
					Black or African American				38
					Hawaiian or Pacific Islander				118
					Hispanic				2
					White				118
					Two Or More Selections				1,809
					Non-Resident Alien				32
					No Response				287
					Grand Total				2,432
					Full-Time/Part-Time Status				NRA Visa Type
					Full-Time				Student
					Part-Time				Exchange Visitor
									1,176
									1,256
									176
									3

Fall 2014 Academic Program Profiles – Graduate Program Measures Total University

University-Level Profile

Student FTE to Faculty FTE Ratio - Fall 2014	18.6
Student FTE to Faculty FTE Ratio	26.0
Student FTE to Tenure-Line Faculty FTE Ratio	26.0

Faculty Profile - Fall 2014

	Number and FTE	Full-Time Status	
		Full-Time	Part-Time
Professor	Count	243	
	FTE	243.0	
Associate Professor	Count	253	
	FTE	253.0	
Assistant Professor	Count	212	
	FTE	212.0	
Other	Count	179	349
	FTE	179.0	117.7

Graduate Faculty Status		
Full Member		571
Associate Member		94
Ex-Officio Member		8
Non-Member		563

	Terminal Degree	
	Full-Time	Part-Time
Yes	733	79
No	148	248
Unknown	6	22

	Average Age	Full-Time Status	
		Full-Time	Part-Time
Professor		56	
Associate Professor		49	
Assistant Professor		40	
Other		50	50

	Gender	Full-Time Status	
		Full-Time	Part-Time
Male		437	137
Female		450	212

	Race/Ethnicity	Full-Time Status	
		Full-Time	Part-Time
American Indian or Alaskan Native		2	
Asian		62	10
Black or African American		37	6
Hispanic		25	5
White		659	261
Two or More Selections		9	2
Non-Resident Alien		30	3
No Response		63	62

Fall 2014 Academic Program Profiles – Graduate Program Measures Total University

University-Level Productivity

	Thesis/Independent Study			End of Fall Term		
	2009	2010	2011	2010	2011	2012
Graduate Enrollment	2,935	2,945	2,768	2,505	2,589	2,589
Thesis/Independent Study Enrollment	779	775	730	690	744	744
Thesis/Independent Study Credit Hours	2,273	2,427	2,412	2,315	2,472	2,472
% of Graduates Enrolled in Thesis/Independent Study	26.5%	26.3%	26.4%	27.5%	28.7%	28.7%

	Professional Practice			End of Fall Term		
	2009	2010	2011	2012	2013	2014
Graduate Enrollment	2,935	2,945	2,768	2,505	2,589	2,589
Professional Practice Enrollment	244	219	237	217	181	181
Professional Practice Credit Hours	695	647	699	645	533	533
% of Graduates Enrolled in Professional Practice	8.3%	7.4%	8.6%	8.7%	7.0%	7.0%

Enrollment in Summer Session at ISU

FT/PT Status	End of Summer Term		
	2010	2011	2012
Full-Time	760	715	637
Part-Time	1,274	1,117	1,102
			964
			945

University-Level Outcomes

	Degrees Awarded		
	2010	2011	2012
	802	866	960
			797
			779

ACADEMIC INITIATIVES

Reaffirmation of University accreditation

The University was last reaccredited in 2005. Planning for University reaccreditation began in fall 2012 with the establishment of seven work teams and a steering committee led by Associate Provost. The work teams involved more than 40 administrators and faculty members representing all four university divisions. Drafts one and two of the assurance argument were reviewed by work team members. Draft 3 was reviewed by faculty, and draft 4 was reviewed by academic deans, the vice presidents, and members of the divisions of finance and planning, student affairs, and university advancement. Draft 5 was reviewed by the President, and draft 6 was reviewed and endorsed by the Academic Senate. The Board of Trustees reviewed draft 7 and provided feedback. Feedback provided by the various campus constituents was incorporated in successive drafts. The final documents, i.e., the assurance argument and the federal compliance report, were submitted to the Higher Learning Commission on March 23, 2015.

Work teams and various university groups met with the site visit team on April 20 and April 21, 2015. Site visit team members expressed satisfaction with the documents submitted by the University and with interactions they had with faculty, staff, administrators, and students. A preliminary report from the site visit team is expected between May and early August. The Higher Learning Commission is expected to render its official decision in September 2015.

In the future, accreditation will change from a once-in-ten year approach to a ten-year-cycle of continuous improvement. Programs offered by Illinois State at locations other than the Normal campus are tentatively scheduled for review in 2018 and again in 2023. A comprehensive review without a site visit, involving submission of a revised assurance argument and federal compliance document, is tentatively scheduled for 2019. In 2022 the University will identify one or more improvement initiatives based and implement them prior to the next scheduled comprehensive review and site visit in 2025.

General Education program

Fall 2014 saw the implementation of the revised General Education program. The revised structure streamlines the program by removing the three “cores,” reduces the prerequisites for many courses, and reduces the total credit hour requirement by three, from 42 to 39. The changes approved by the Academic Senate maintain the academic integrity of the program while removing barriers that affected students’ progress.

Through the combined efforts of University College, the Office of the Provost, and department chairpersons, school directors, and faculty, capacity in General Education courses was significantly increased in both fall 2014 and spring 2015 to meet the needs of 3,589 entering first-year students, the largest entering class in over 25 years.

Faculty development workshops on General Education (content and pedagogies) were held in summer 2014 through the Center for Teaching, Learning, and Technology with financial support from the Office of the Provost. Additional sessions will be held in the summer of 2015 with three themes: internationalization of the General Education curriculum, integration of the co-curriculum, and improvement of student writing.

In 2014-2015, University Assessment Services sampled student work from United States Traditions and Individuals in Civic Life classes as part of the Institutional Artifact Portfolio review process. This was the first year of evaluating student learning outcomes with assessment conducted according to Association of

American Colleges and Universities VALUE rubrics (Valid Assessment of Learning in Undergraduate Education). The rubrics were modified by faculty in the disciplines who will also be responsible for rating the artifacts in early summer 2015. There were fewer than expected artifacts volunteered for collection by faculty, a fact that will need to be addressed in future years.

While not directly part of the General Education program, campus-wide open forums on a proposed Writing Across the Curriculum (WAC) requirement were held in fall 2014. Also held were forums on a proposal to expand the current global studies requirement to be more broadly international in scope. The University Curriculum Committee approved the renaming of “Global Studies” to “AMALI” (Asia, the Middle East, Africa, Latin America or Indigenous Peoples of the World) to better reflect the current requirement.

Academic program profiles

Departments and schools have traditionally received comprehensive data about their degree programs once every eight years in conjunction with the program review process. In 2012 the Office of the Provost and the Office of Planning, Research, and Policy Analysis launched a cooperative initiative involving deans and chairpersons/directors to develop a standard set of metrics that could be reported annually to faculty for their use in ongoing assessment of program quality and student learning. The first edition of these reports, called academic program profiles, was disseminated in spring 2014. A second edition was distributed to departments and schools in fall 2014. Each profile includes academic program inputs (e.g., enrollment, ACT scores, and student and faculty characteristics), program productivity measures (e.g., student-faculty ratios, grade point averages, and persistence rates), and program outcomes (e.g., graduation rates and time-to-degree). For future fall releases, metrics will continue to be refined in response to feedback from deans, chairpersons, directors, and faculty.

Open access to faculty publications

The Illinois Open Access to Research Articles Act (Public Act 098-0295), effective August 9, 2013, requires each of the 12 public universities in the state to develop a policy for providing free public access to articles written by its faculty members. The stated purpose of the act is to increase accessibility to and benefits of publicly-supported research. The act requires each university to establish a task force to review current academic publishing practices among its faculty and then recommend a policy for furthering public access to research publications. The act requires each university to submit a policy adopted by its governing body to the state by January 1, 2015.

In accordance with the act, the chairperson of the Board of Trustees at Illinois State appointed an 18-member Open Access to Research Task Force in late 2013 and charged the task force with developing an open access policy for consideration by the board. During the last year the task force held five meetings and sponsored three open forums to solicit faculty input. The task force has also administered a survey to systematically collect feedback. Nearly 530 respondents completed the survey. Information collected through these multiple approaches informed the task force recommendations and shaped the draft open access policy. The draft report was posted on the open access website, a summary of the recommendations and the proposed open access policy was distributed to all faculty members, and feedback from the university community regarding the draft report was solicited through open forums. Feedback from the Faculty Affairs Committee and the Academic Senate was incorporated. The Academic Senate endorsed the direction of the proposed open access policy at its meeting on September 24, 2014. The final report was submitted by the task force to the Board of Trustees, Illinois Board of Higher Education, the General Assembly, and the Governor.

Civic engagement

The Illinois State University strategic plan, *Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations*, recognizes civic engagement as a core value of the University. The plan was endorsed by each shared governance group in spring 2013. The American Democracy Project at Illinois State is the campus-wide coordinating infrastructure which supports and advances civic engagement as a cooperative effort by students, faculty, staff, and administration with the goal of promoting civic engagement, in many different forms, on the part of students, now and in the future. Building on a wide variety of such activity already occurring at Illinois State, the American Democracy Project is designed to serve as a catalyst for programmatic changes that will ensure that each Illinois State student is fully prepared to assume a responsible role as a contributor to civic society. The core committees of the American Democracy Project are Community Engaged Campus (CEC) and Political Engagement Project (PEP). The primary vision of the CEC program is to ensure that Illinois State students understand and are committed to engaging in meaningful actions as citizens in a democracy by building relationships between faculty and community agencies to facilitate learning activities that enable students to build skills while serving the community. The primary vision of PEP is to expand and update a curricular plan with student learning outcomes that will demonstrate increased student awareness of and engagement in political systems.

In April 2014 the Office of the Provost, in collaboration with departments and units across campus, applied for Carnegie Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching. The purpose of the classification is to recognize colleges and universities for best practices in civic engagement. While the university was unsuccessful in its attempt, a process to systematically collect and document civic engagement by campus constituents has been developed. Through the application process, it was discovered that over \$6 million of internal and external budgetary allocations are dedicated to supporting institutional civic engagement each academic year. In addition, 94 percent of academic departments have policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods. In his September 2014 State of the University address, President Larry Dietz called for a task force to evaluate the feasibility of establishing a Center for Civic Engagement to coordinate and expand civic engagement initiatives at the University building on extensive work that has already been done.

Enrollment optimization

Illinois State is committed to enrolling the quality, quantity, and diversity of graduate and undergraduate students that lead to achievement of the university vision and mission articulated in *Educating Illinois*. Illinois State historically enjoys a tradition of attracting talented students who achieve nationally-high retention and graduation rates. University graduates achieve commendable success in careers and graduate education. One measure of this is a student loan repayment rate among the top in the country, suggesting that Illinois State graduates find meaningful work and manage their finances well. Achieving these outcomes requires substantial efforts to deliver strong academic programs, inspiring teaching, and responsive student support systems.

As the number of Illinois high school graduates continues to decline, the competition for new students is increasingly aggressive both in-state and out-of-state. These trends have led to enrollment declines at many Illinois colleges and universities. After reaching near-record on-campus enrollment of 21,080 in fall 2011, on-campus enrollment at Illinois State declined to 19,924 in fall 2013. In fall 2014 enrollment reached 20,271, due in large part to solid retention rates and a new freshman class size of 3,589, the largest in 25 years.

Optimizing enrollment will be challenging for years to come as demographics shift, competition for students increases, funding shrinks, and tuition rates rise. Enrollment strategies will continue to emphasize effective scholarships and need-based aid packaging; incentives for student recruitment on the department, school, and program levels; and strengthened recruitment strategies. The ability of the university to attract and retain increasing numbers of Hispanic students will be important to the future enrollment. Relatively high retention and graduation rates at Illinois State will continue to be emphasized for their importance in a number of ways, such as the way those rates strengthen the overall reputation of the University and how they substantially contribute to attracting future students.

Internationalization

In 2014-2015, the International Strategic Plan Implementation Team began work on year one international strategic plan goals. Thus far, the team has primarily focused on creating improved campus infrastructure for international education programs. This has included enhancing interoffice efficiencies and rewriting or reworking policies and procedures in order to streamline procedures and increase transparency in office operations. Additionally, a successful international seminar series was offered to the campus and community, with the fall seminar series focusing on providing information about world cities and the spring seminar series focusing on developing campus global learning goals. Attendance at these seminar presentations by students, faculty, staff, and community members has steadily increased in the fall and spring, and the series was moved to a larger location within the Bone Student Center in the spring to accommodate the growth.

The University has joined the Generation Study Abroad™ initiative of the Institute for International Education, with the goal of doubling the number of Illinois State students choosing to study abroad within the next five years. A variety of strategies are being used to encourage students to take advantage of study abroad opportunities including increased social media marketing, presentations in classrooms, greater marketing and promotion of study abroad fairs, and increasing support for faculty-led programs. In 2014-2015, participation in study abroad is on pace to increase 22.5 percent over the prior academic year. New partnerships with government agencies and universities in Panama, China, and Mexico have been developed. The English Language Institute (ELI), an intensive English program on campus, successfully hosted the two largest ELI programs in university history in November and December. Additional large and smaller ELI programs are planned for the next academic year. The University has also increased its international outreach by creating and/or supporting a variety of international partnerships, student and faculty exchanges, and student recruitment efforts.

ACADEMIC UNIT PLANS

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 2014-2018, College of Applied Science and Technology, Illinois State University
College of Applied Science and Technology, FY16 Planning Document*

College of Arts and Sciences

*College of Arts and Sciences Strategic Plan 2010-2015
College of Arts and Sciences Fiscal-Year 2016 Objectives*

College of Business

*College of Business, Illinois State University, 2012-2017, Mission, Vision, Core Values, Goals,
Strategies and Tactics
FY16 Planning Objectives*

College of Education

*College of Education Five-Year Plan (2013-2018): Cultivating Educational Leaders
Major Objectives for FY16
Professional Education, FY16 Planning Document*

College of Fine Arts

*Strategic Plan 2012-2017, College of Fine Arts, Illinois State University
FY16 Objectives, College of Fine Arts*

Mennonite College of Nursing

*Mennonite College of Nursing Mission Statement
Mennonite College of Nursing Vision Statement
Prepare Outstanding Nurse Leaders and Advocates in an Uncertain Environment (strategic map)
2013-2018 Mennonite College of Nursing Strategic Map Alignment with Educating Illinois
Mennonite College of Nursing Fiscal Year 2016 Goals, Objectives, and College Parties Responsible*

Milner Library

*Milner Library Mission Statement
Strategic Map 2014-2019, Milner Library, Illinois State University
Milner Library, FY16 Planning Document*

Graduate School

The Graduate School at Illinois State University, Major Objectives for FY16

ACADEMIC UNIT PLANS

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

ILLINOIS STATE UNIVERSITY
**COLLEGE OF APPLIED
SCIENCE AND TECHNOLOGY**

STRATEGIC PLAN 2014-2018



Message from the Dean

A strategic plan for CAST has been developed with a clear line of sight to the university's *Educating Illinois 2014-2018: Individualized Attention, Shared Aspirations*. The document which has emerged is the result of an effort to validate the College vision and mission statements and to update college goals and strategies. The College Strategic Plan is not designed to be static; rather, similar to the dynamic disciplines within the College, the Plan is a work in progress requiring continuous improvement and constant change.

The entire faculty and staff from the College were invited to participate in the planning process. Many responded with suggestions concerning a vision, mission, or goals that would adequately reflect the definition and direction of the College. Special commendations are due to the members of the Strategic Issues and Planning Committee of the College of Applied Science and Technology Council. Under their direction a comprehensive plan was drafted and vetted through the College for subsequent approval by the CAST Council on December 13, 2013.

The College has a clearly delineated plan that will assist all units in identifying and planning programs, curricula, and their own unique identity. The plan also provides clear illumination for the purpose of defining the College to internal and external key stakeholders with an interest in higher education.

I am pleased to present the College of Applied Science and Technology Strategic Plan 2014-2018.

Sincerely,

A handwritten signature in black ink that reads "Jeffrey A. Wood". The signature is written in a cursive style with a large, stylized initial "J".

Jeffrey A. Wood
Professor and Dean

THE COLLEGE...

A common theme included in all academic programs in the College of Applied Science and Technology (CAST) is a broad liberal arts education interwoven with a dynamic curriculum. This pervasive theme prepares graduates to leave the University and successfully enter their chosen careers representing a wide diversity of opportunities. Graduates of CAST are prepared for professional and technical positions in education, government, business and industry. Dedicated faculty members and full-time academic advisors guide students' personal and academic development.

CAST includes academic units in Agriculture, Criminal Justice Sciences, Family and Consumer Sciences, Health Sciences, Information Technology, Kinesiology and Recreation, Military Science, and Technology. With this diverse array of academic units, CAST is able to offer over thirty areas of study at the undergraduate level ranging from Horticulture to Computer Science. Included in these academic areas are 21 programs with national accreditations by professional organizations. Graduate programs leading to the Master's degree are also offered in Agriculture, Criminal Justice Sciences, Family and Consumer Sciences, Information Technology, Kinesiology and Recreation, and Technology.

CAST offers a technology-rich environment with real-world experiences and hands-on learning. In most majors, students are required to complete a culminating professional experience (internship or student teaching) in approved site-based agencies or schools. When students graduate from CAST, there are few surprises and they are ready to be productive members in the workforce. They know what to expect and what is expected of them.

The vast majority of our graduates are employed in a field related to their major within six months of graduation. A major factor in this success rate is the curriculum that is constantly monitored and modified to meet the ever-changing demands of the society, education, and industry. A second major factor is that this curriculum is developed and delivered by faculty who are experts in their fields.

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.

College of Applied Science and Technology Goals

CAST...

provides premier comprehensive undergraduate programs;

provides graduate education programs that have a state, national, and international reputation for excellence;

engage in high quality research and scholarship;

provides outreach initiatives that are mutually beneficial to the academic community and public/private sectors;

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

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

College of Applied Science and Technology Strategic Plan

Vision, Mission, Goals & Strategies

(Adopted by CAST Council on December 13, 2013)

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. Innovative relationships between theory and practice are emphasized in order to graduate technologically skilled life-long learners who can contribute effectively to their profession and society.

Goals and Strategies

1. CAST provides premier 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.

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

Strategy 1C: Recruit and maintain a diverse, talented faculty of tenure-track, non-tenure track, and/or AP personnel, as necessary, to accommodate quality teaching and research, and that is sensitive to enrollment management and potential program expansion.

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, market conditions, and effective pedagogies.

Strategy 1G: Continue and expand participation in General Education programs through curricula offerings.

Strategy 1H: Reward activities that promote premier undergraduate education experience.

Strategy 1I: Maintain support of student teacher and intern supervision.

Strategy 1J: Provide resources to attract and recruit diverse, highly qualified undergraduate students.

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

Strategy 2A: Pursue graduate degrees building on strengths of selected programs.

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

Strategy 2C: Support existing programs of distinction and explore the feasibility of others in selected areas of strength.

Strategy 2D: Provide resources to attract and recruit diverse, high quality graduate students.

Strategy 2E: Reward activities that contribute to exemplary graduate education experience.

Strategy 2F: Provide resources to attract and maintain high quality graduate faculty.

Strategy 2G: Provide high quality graduate programs which focus upon advanced study, research application of principles and practices, and professional ethical conduct.

3. CAST faculty and students will engage in high quality research and scholarship.

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

Strategy 3B: Provide incentives and ongoing support for interdisciplinary/ intra-university research projects.

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

4. CAST provides outreach initiatives that are mutually beneficial to the academic community and public/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.

Strategy 4C: Encourage and recognize civic engagement.

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

Strategy 4E: Support Science and Technology Week and continue to seek extramural sponsorship.

Strategy 4F: Explore expansion of outreach activities that integrates and supports teaching and scholarship.

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

Strategy 4H: Explore the feasibility of “centers that matter” to enhance opportunities for faculty, students and public/private sector collaboration.

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.

Strategy 5C: Collaborate with university technology units (e.g., CTLT) to more efficiently deploy resources.

Strategy 5D: Explore permanent funding for additional support staff in areas of demonstrated need.

Strategy 5E: Promote initiatives and activities which incorporate sustainable practices in support of Education Illinois (Goal 4; Strategy 5).

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

Strategy 6A: Increase external support in order to guarantee an operating budget that supports academic excellence.

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

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

Strategy 6D: Continue and expand CAST contributions to the university campus community.

Strategy 6E: Continue and promote a commitment to shared governance.

CAST Council Membership

Dr. Julie Schumacher (FCS) Chair

Dr. Rick Whitacre (AGR) Vice-Chair*

Dr. David Kopsell (AGR) *

Dr. Shelly Clevenger (CJS)

Dr. Mike Byrns (HSC)

Dr. Euysup Shim (TEC)*

Dr. Margo Coleman (KNR) Secretary

Dr. Doug Twitchell (IT)

Dr. Tammy Harpel (FCS)

Dr. Brent Beggs (KNR)

Daphne Blader (FCS, Graduate Student)

Katelynn Clement (AGR, Graduate Student)

*Strategic Issues and Planning Sub-Committee

The College Council shall serve as the agency through which the faculty and students of the College of Applied Science and Technology shall participate in determining College policy and procedures in accordance with the Constitution of Illinois State University and with the bylaws of the Academic Senate.¹

¹ Bylaws of the College of Applied Science and Technology Council, Article 2, p. 1.

Department Chairs and School Directors

Robert Rhykerd, Ph.D., Chairperson, Department of Agriculture

Jackie Schneider, Ph.D., Chairperson, Department of Criminal Justice Sciences

Ani Yazedjian, Ph.D., Chairperson, Department of Family and Consumer Sciences

Jeff Clark, Ph.D., Chairperson, Department of Health Sciences

Mary Elaine Califf, Ph.D., Interim Director, School of Information Technology

Kevin Laudner, Ph.D., Director, School of Kinesiology and Recreation

Richard Boser, Ph.D., Chairperson, Department of Technology

CAST Dean's Staff

Jeffrey A. Wood, Ph.D.
Dean

Alan C. Lacy, Ed.D.
Senior Associate Dean

Todd A. McLoda, Ph.D.
Associate Dean

Kara Pool Snyder
Assistant to the Dean

Heather Siegel Hartman
Director of Development

Lori Fox
Administrative Assistant

Cindy Greskiwcz
Chief Clerk

Kate Plantholt
Computer Specialist Coordinator

Chris Andre
Network Administrator

James Hearn
Computer Specialist

Debra Wylie
Program Director

Marcus Alouan
Director Gamma Phi

Lindsey Cleys
Intern

College of Applied Science and Technology FY16 Planning Document

I. Major Objectives for FY16

The College has established six major goals with strategies and corresponding action items listed under each goal for FY16. Each of the College's goals is linked and fully supports the core values and goals espoused in *Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations*.

College of Applied Science and Technology Goals

CAST...

provides premier comprehensive undergraduate programs; (Supports Educating Illinois Goals 1 and 2)

1. Continue to work closely with University Admissions in actively recruiting and retaining students in CAST.
2. Strategically revise existing curricula at the undergraduate level and consider proposals for new programs with input from faculty, advisory boards, and accrediting agencies.
3. Maintain a standard of excellence through national program recognition and accreditation where appropriate.
3. Continue support of the Washington, D.C Internship program and encourage participation by all academic units.
4. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students, faculty, and the community.
5. Conduct successful faculty searches as approved for FY16.
6. Promote diverse educational opportunities as a means of broadening life experience, encouraging professional conduct, and fostering a cross-cultural understanding for students and faculty.
7. Seek opportunities for development of student and faculty exchange programs with international universities and ensure inclusion of all CAST units.

provides graduate education programs that have a state, national, and international reputation for excellence; (Supports Educating Illinois Goals 1 and 2)

1. Strategically revise existing curricula at the graduate levels and consider proposals for new programs with input from faculty, advisory boards, and accrediting agencies.
2. Maintain a standard of excellence through national program recognition and accreditation where appropriate.
3. Increase the number of graduate assistantships and the average award of stipends.

4. Pursue alternate delivery of graduate courses and programs to meet global changes, market conditions, and to deliver effective pedagogies.
5. Pursue the possibility of Master of Public Health in the Department of Health Sciences and an advanced degree with a specialization in Cyber Security in the School of Information Technology.

maintains state, national, and international recognition for quality research and scholarship; (Supports Educating Illinois Goals 1 and 2)

1. Promote interdisciplinary and inter-departmental research projects where appropriate.
2. Seek opportunities to unite the needs of corporate partners with available faculty expertise and student professional practice.
3. Increase grant submissions to state and federal agencies, private foundations, and corporate partners.
4. Recognize faculty efforts through the ASPT process in scholarly outcomes including grant funding, refereed publications and presentations, and mentorship of students.
5. Enhance the travel allocation to each department and school in support of faculty professional development.

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

1. Support Science and Technology Week and continue to seek extramural sponsorship.
2. Explore expansion of outreach activities that integrates and supports teaching and scholarship.
3. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students, faculty, and the community.

provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus; (Supports Educating Illinois Goal 4) and

1. Complete the renovation of the FCS Culinary Arts Laboratory and fully integrate teaching and learning technology for this renovated space.
2. Install a lighting laboratory for the IED program.
3. Create a master plan for Turner Hall for space utilization and potential renovation projects.
4. Explore the installation of a dedicated Research & Innovation space in Turner Hall to support faculty, student, and community member ideas and product prototyping.
5. Support a variety of new software packages for specialized labs and classroom spaces throughout CAST.
6. Investigate solutions for central Macintosh computer management.
7. Continue to implement a sustainable faculty office computer replacement model with the goal of being able to replace/upgrade faculty computer on a 3 year cycle.

8. Explore the use of tablets in a variety of programs (i.e. – teacher education, parks and recreation) both as a learning tool for students and as a classroom/teaching tool for faculty.
9. Develop up a media lab for student use where video podcasting and similar projects are supported.
10. Explore the application of social media as a curricular instrument in the classroom.
11. Provide opportunities for students to be involved in the design and construction of the ISU Solar Car. (With the use of modeling software and plotters, plastic parts are designed on computers and panels are printed to scale on plotters for cut out.)
12. Provide faculty and students access to open-source Micro CNC Mill to enable the making of circuit boards. These machines have played a crucial role in the development of the new Renewable Energy Lab by creating custom electronic housings and electrical circuit boards for the new Solar PV Lab Stations.
13. Establish a dedicated space for the 32 channel cognitive biofeedback system for collaborative use by CAST units to examine consumers' cognitive and affective response to stimuli by measuring physiological states such as brainwaves, muscle tension, heart rate variability, eye movement, and respiration rate.
14. Implement desktop virtualization technology (HVD) and application virtualization with the intent of utilizing virtualization to increase availability of software to students and faculty both on and off campus.

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

1. Actively engage with University Advancement in the comprehensive campaign planning.
2. Continue to encourage and utilize the expertise of advisory councils in the departments and schools in CAST.
3. Expand cultivation and stewardship activities with key alumni, internal, and external constituencies.

ACADEMIC UNIT PLANS

COLLEGE OF ARTS AND SCIENCES

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 2016 Objectives

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

- Continue to seek the best candidates for our 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.
- To facilitate interdisciplinary teaching and scholarship, CAS will continue to encourage departments, schools, and programs to consider joint recruiting for faculty with teaching and scholarly responsibilities in two units. We have successfully recruited two such faculty members in the last two years, one a collaboration between the School of Biological Sciences and the Department of Psychology, and a second between Women's and Gender Studies and Sociology/Anthropology).
- Continue with our New Faculty Professional Development Series, to mentor new faculty.
- Continue with the newly created Mid-Career Faculty Professional Development Series, to mentor recently tenured faculty considering moving into leadership positions, and to discuss other issues of concern to mid-career faculty.
- Hold a workshop on those preparing for the tenure process.
- Continue our College Administrative Fellows program, bringing a faculty member into the College office for the academic year, to learn about all aspects of College administration.
- Create Professional Development opportunities for NTT faculty, A/P, and civil service staff.
- Seek to enhance funds for scholarly travel, in addition to travel associated with student teacher supervision.
- Continue, if funds allow, to supplement funding for faculty international travel.
- Continue to administer our University Research Grants program in such a way that promotes faculty tenure and promotion.
- Continue to support Digital Measures as a means for faculty repository of ongoing productivity.

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

- Continue with our plan to acquire new space and reassign/renovate existing space to accommodate growing needs for research and office space in many of our units.
- Renovate computer and instructional labs used for teaching in Chemistry and Mathematics.
- Replace aging scientific equipment used for teaching and research.
- Purchase new software and renew software licenses for several departments.
- Establish a 6-year cycle for recapitalizing faculty computers.
- Work with central administration to identify a funding source for chemical and biological inventory software, materials, and licenses in order to ensure the environmental health and safety of the campus at large.

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.), through CAS's recently endowed "Worldwide Campus Fund."
- As funds allow, continue to partner with other University offices to provide funding for competitive student team travel (e.g., solar car, mock trial).
- As funds allow, continue to support individual student travel to present at conferences.

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

- Continue to 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.
- Because of changing demographics in the State, the College considers the continued strengthening of our program in Latin American and Latino/Latina Studies to be very important. CAS will continue to work with program faculty to update the curriculum, and also support the program's collaboration with another unit for a joint faculty recruitment.
- Continue work begun in fall 2013 to build a curriculum in LGBT/Queer Studies, ultimately leading to a minor or certificate program. An introductory course in this curriculum (WGS 292, Introduction to Queer Studies) was offered for the first time in Fall 2014.

ACADEMIC UNIT PLANS
COLLEGE OF BUSINESS



COLLEGE OF BUSINESS

Illinois State University

2012-2017, Mission, Vision, Core Values, Goals, strategies and Tactics

Vision: The first choice for business education in Illinois

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.

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, Goals, Strategies and Tactics

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 goals and strategies. Our tactics provide direction for implementing our strategies.

Goal One

Prepare students to become skilled business professionals who can contribute positively to organizations and society

Strategies

1. Maintain high expectations for excellence in student performance and ethics. *(EdIL: G1, G2)*

Tactics

- A. Heighten standards of excellence for student performance and ethical conduct.
- B. Enhance the Professionalism of our students.
- C. Build awareness and knowledge of the responsibility of business to society, ethical issues and standards of professional behavior and ethical conduct.

2. Develop a supportive and individualized educational experience. *(EdIL: G1, G2)*

Tactics

- A. Continue to offer class sizes of approximately 30 in major and elective classes.
- B. Optimize and enhance summer course offerings (COB core and required major classes) to support timely graduation.
- C. Build a strong sense of community, engagement, and satisfaction among students.
- D. Increase internships and other experiential learning opportunities with high academic quality and rigor.
- E. Provide opportunities for students to pursue professional certifications and seek graduate degrees.
- F. Monitor the number and success of students seeking and obtaining professional designations.



3. Maintain a student body consisting of diverse, motivated individuals with high standards and high expectations. *(EdIL: G1)*

Tactics

- A. Recruit and retain a diverse group of high-quality students.
- B. Increase recruitment efforts targeting high achieving students, underrepresented students, students with financial need, and transfer students.
- C. Develop programming to engage a wide spectrum of the COB student body.
- D. Grow and enhance international opportunities for students and faculty.

4. Continue to provide an integrated and responsive curriculum. *(EdIL: G2)*

Tactics

- A. Use the AACSB Assurance of Learning processes and outcomes to address curricular needs for continuous improvement.

- B. Continue to monitor the inclusion of the UN Principles of Responsible Management Education (PRME) in the curriculum.
 - C. Strengthen enrollment in the traditional MBA program, continue to monitor (and strengthen as necessary) enrollment in the local Corporate MBA program and the Chicago MBA program, and maintain current enrollment in the BS/MPA and MSA programs.
5. Strengthen graduate programs in the College of Business (*EdIL: G2*)

Tactics

- A. Support opportunities for students to pursue graduate degrees.
- B. Investigate new opportunities for graduate education in the College of Business.

Goal Two

Build a community of excellent scholars, teachers, and support staff

Strategies

1. Employ an excellent faculty and staff who meet the needs of COB stakeholders. *(EdIL: G1, G2)*

Tactics

- A. Recruit and retain high quality and diverse faculty and staff.
- B. Provide adequate Graduate Assistant support to faculty.

2. Provide state of the art facilities, technology, and technology support for students, faculty, and staff. *(EdIL: G2)*

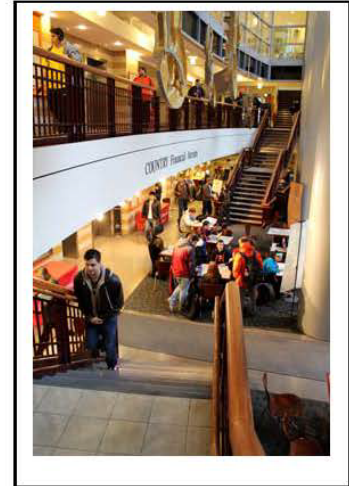
Tactics

- A. Maintain a building that is modern and provides a professional business setting.
- B. Increase knowledge and appreciation by students, faculty, and staff of evolving technology.
- C. Maintain quality connectivity and technology support for students, faculty, and staff.

3. Provide professional and social opportunities that facilitate self-discovery and professional development. *(EdIL: G2)*

Tactics

- A. Provide opportunities for faculty and staff development and engagement through participation in professional conferences, seminars, and workshops.
- B. Increase opportunities for hearing and interacting with speakers invited to campus.
- C. Increase welcoming and celebratory events for students, faculty, staff and other selected constituents.



Goal Three

Promote and communicate our successes and our vision of excellence and national recognition

Strategies

1. Provide opportunities for the faculty to develop nationally recognized expertise. *(EdIL: G3)*

Tactics

- A. Encourage leadership in professional organizations and activities related to the publication of quality journals.
 - B. Increase private and federal grant research activity.
 - C. Increase funding and encouragement for faculty professional development opportunities.
2. Maintain AACSB International accreditation for business and accounting. *(EdIL: G1, G2)*

Tactics

- A. Develop and maintain a faculty-centered assurance of learning program.
- B. Develop and monitor faculty professional qualifications.
- C. Develop and monitor quality and impact measures.
- D. Maintain and ensure effective strategic management procedures
- E. Monitor engagement, innovation, and impact

3. Continue developing an effective marketing communications strategy. *(EdIL: G3)*

Tactics

- A. Create an infrastructure to assure visual, language and message continuity.
 - B. Create and follow a marketing and media relations plan which included a social media strategy.
 - C. Create an appropriate sub-brand for the COB within the ISU brand.
4. Encourage national and international recognition of the COB and individual programs. *(EdIL: G3)*

Tactics

- A. Seek out opportunities for national rankings and recognitions for all degree programs.
- B. Obtain recognition for excellence through rankings and other third party information sources.



Goal Four

Create and strengthen partnerships with alumni and business organizations

Strategies

1. Continue existing and seek out new programs that strengthen partnerships. *(EdIL: G3)*

Tactics

- A. Create and support centers and institutes central to our mission..
 - B. Develop and maintain appropriate initiatives and partnerships.
2. Maintain existing and create new relationships with businesses and organizations that partner with the COB and hire our graduates. *(EdIL: G3)*



Tactics

- A. Increase opportunities for business partners to meet and interact with students.
 - B. Increase number of business partners who seek to interview and hire our students.
 - C. Increase student awareness of career options and the soft skills needed to succeed in a career.
3. Increase private financial support. *(EdIL: G3)*

Tactics

- A. Increase private giving for College priorities: scholarships, attracting and retaining faculty, databases, research, faculty development, and student development.
 - B. Increase the number of endowed professorships and faculty scholars.
 - C. Grow the COB “excellence fund” to provide support for programming central to the mission of the College of Business.
4. Maintain an active and vibrant COB Alumni network. *(EdIL: G3)*

Tactics

- A. Develop content for social media outlets to support the COB Alumni Network.
- B. Support opportunities for alumni to reconnect and become involved the life of the College.
- C. Continue to refine and publish News & Views in both paper (where appropriate based on demographics) and electronic formats.

FY16 PLANNING OBJECTIVES

Major Objectives for FY16

Through our shared commitment to excellence in teaching, research, and service, the College of Business prepares students to be skilled and ethical business professionals who will make significant contributions to organizations, to communities, and to society. The College's strategic direction is guided by *Educating Illinois*, the College's strategic plan, and our accrediting agency, AACSB. The College's major objectives for FY15 are drawn from and consistent with our strategic direction.

The first set of objectives below, FY16 College Objectives, are overarching themes for the College of Business for FY16. They direct our conversations and thinking regarding the impact, engagement, and innovation of what we will do as a College. A second set of objectives is listed under the Goals and Strategies taken from our strategic plan. Many of the items listed in the second set of FY16 objectives will guide the College on a more detailed level.

FY16 College Objectives

- Enhance the Professionalism of our students. Complete the Professionalism/Student Success certification program for COB students.
- Prepare for the fall 2016 AACSB Continuous Improvement Review visit. Monitor strategic planning processes; monitor AoL activities; document strategies for innovation, impact, and engagement; monitor faculty sufficiency and faculty qualifications
- Strengthen enrollment in the traditional MBA program, continue to monitor (and strengthen as necessary) enrollment in the local Corporate MBA program and the Chicago MBA program, and maintain current enrollment in the BS/MPA and MSA programs
- Increase recruitment efforts targeting high achieving students, underrepresented students, international students, students with financial need, and transfer students
- Increase the priority of developing internship and other experiential learning opportunities with high academic quality and rigor
- Create and follow a marketing and media relations plan which includes a social media strategy
- Develop new and strengthen existing internal and external partnerships
- Build a strong sense of community, engagement, and satisfaction among students
- Grow and enhance international opportunities for students and faculty
- Recruit and retain high quality and diverse faculty and staff
- Provide high quality graduate assistant research support to faculty
- Increase number of business partners who seek to interview and hire our students
- Increase the number of endowed professorships, endowed chairs, faculty scholars, and fellowships funded through private giving
- Grow the COB "excellence fund" to provide support for maintaining a state-of-the-art teaching and learning environment in the COB
- Develop content for social media outlets to support College alumni networks
- Continue an effective News & Views publication
- Continue to develop capacity models that support client projects and individualized attention in major and elective classes

ACADEMIC UNIT PLANS
COLLEGE OF EDUCATION

College of Education Five-Year Plan (2013-18)

Vision

Our vision is to lead the nation in advancing the teaching profession by cultivating educational leaders.

Mission

Our mission is to purposefully allocate intellectual and financial resources to develop talented graduates and professionals, establish meaningful partnerships, foster innovative faculty and staff, advance academic excellence, and embrace the principles of Realizing the Democratic Ideal.

The College of Education will:

1. **Cultivate leaders for the education profession:** Develop and support graduates who are globally-minded, socially and culturally competent, and knowledgeable; and professionals who are learner/school/district/university-ready, competent in integrating technology to enhance learning and differentiated instruction, and proficient in intentional, outcomes-driven instruction, assessment, and administration. Supports Educating Illinois Goals 1, 2.
2. **Create the standard for educator preparation:** Establish and promote the standard for comprehensive educator and educational leader preparation by celebrating our strong reputation, developing strategic clinical experiences and partnerships, strengthening our commitment to diversity and equity, and responding to changing needs of students and the field. Supports Educating Illinois Goals 2, 3.
3. **Support faculty and staff with diverse expertise:** Recruit and retain college faculty and staff with diverse expertise through valuing a balance of effective teaching, scholarship, and service; promoting a positive and respectful professional workplace; and supporting scholarly and professional development. Supports Educating Illinois Goals 2, 1.
4. **Foster a culture of shared governance and resource allocation by priority to create academic environments conducive to engaging students in learning and enhancing scholarly productivity.** Supports Educating Illinois Goals 4, 1, 2, 3.
5. **Advance the virtues of public education and the teaching profession:** Advance and celebrate the virtues of public education and the teaching profession to support the principles of Realizing the Democratic Ideal by promoting rich, positive dialogue among stakeholders and deliberately engaging them in pressing and future issues. Supports Educating Illinois Goal 3.

MAJOR OBJECTIVES FOR FY16

COE objectives for FY16 are consistent with the College Strategic Plan and five-year goals that support the *Educating Illinois* action plan. The objectives build upon the previously reported work from FY15. In FY16, the College of Education will:

FY16 Objectives	COE 5-Year Goal	<i>Educating Illinois</i>
1. Survive the impending budget cuts by protecting instruction as the top priority	Yes	Yes
2. Prioritize international programming, including increasing the number of international and study abroad students and creating global internship opportunities in international development education (IDE) via partnerships	COE 1, COE 2	EI 1, 2, 3
3. Develop a marketing and recruitment plan for graduate programs	COE 1, COE 5, COE 3	EI 1, 2, 3, 4
4. Increase COE participation in policy development nationally	COE 2, COE 3, COE 1	EI 1, 2, 3
5. Create a technology infrastructure within Studio Teach to provide professional development in the effective use of instructional technology for candidates, alumni, and P12 teachers	COE 1, COE 4	EI 1, 2, 3, 4
6. Support and mediate quality online, blended, and mobile instruction, supporting distance education with needs-driven tools and practices	COE 2, COE 3	EI 1, 2, 3
7. Respond to critical education needs by identifying, creating, and deploying technology-based systems and products (e.g., cyber-bullying prevention system, learning and performance support systems)	COE 1, COE 5	EI 1,2, 3
8. Initiate partnerships with external organizations in areas such as e-learning, research/evaluation, knowledge partnerships, and strategic planning	COE 1, COE 2	EI 1, 2, 3
9. Increase the number of versatile and inviting learning spaces that support creativity and collaboration	COE 2	EI 2, 3
10. Identify college-wide priorities in preparation for a potential campaign	COE 4, COE 5	EI 1, 2, 3, 4
11. Pilot a new donor proposal process to strategically request support	COE 4	EI 4, 1, 2, 3
12. Collaborate with college development directors to continue to identify, cultivate, solicit, and steward donors to increase donations for foundation funds, scholarships, centers, and endowed chairs	COE 4	EI 4, 1, 2, 3

PROFESSIONAL EDUCATION UNIT FY16 PLANNING DOCUMENT

MAJOR OBJECTIVES FOR FY16

Educator Preparation Program Goal #1: Preparing effective, innovative and reflective educators who are ready to participate in a community of learners. (Supports *Educating Illinois* Goals 1, 2, 3)

- Design and implement the Professional Education Dispositions Assessment for university teacher education
- Pilot ISUITS Level 2
- Preparing teacher candidates for the Danielson Framework for Teacher Evaluation
- Expanding collaboration with ISU Career Center to provide informational sessions with school districts and interviewing techniques for teacher education candidates

Educator Preparation Program Goal #2: Incorporating unit and programmatic data to improve and expand pedagogical practices. (Supports *Educating Illinois* Goals 1, 2, 3)

- Continue to analyze edTPA score profiles, as a state mandated assessment for licensure, effective September 1st, 2015
 - Identification of programmatic and provider strengths and areas in need of improvement
 - Refinement of support resources/materials for teacher candidates and university teacher education programs
 - Continued development and refinement of edTPA procedures
 - Alignment of edTPA into the Danielson Framework for Teacher Evaluation
- Prepare for the new Council for the Accreditation of Educator Preparation (CAEP) self-study process
 - Incorporating edTPA into programmatic assessment plans for accreditation purposes
 - Preparation and document submission for mid-program review prior to the 2019 CAEP site visit (a new requirement for the accreditation process)
- Annual ISBE Program Reports
 - Provide each teacher education program with testing data for their state reports
 - Associate Director will review 41 Professional Educator Program reports prior to submitting to the ISBE

Educator Preparation Program Goal #3: Developing and fostering partnerships across the P-20 spectrum. (Supports *Educating Illinois* Goals 1, 2, 3, 4)

- Create an infrastructure for the delivery of professional development hours and opportunities for the university community
 - Design and implement a protocol as an ISBE approved provider for Illinois State University faculty and staff

- Establish a protocol for verifying professional development hours for cooperating teachers
- Secure new school partnerships for student teachers and Professional Development School interns in secondary programs

Educator Preparation Program Goal #4: Designing, implementing and evaluating diverse field experiences for all teacher education candidates (Supports *Educating Illinois* Goals 1, 2, 3)

- Designing and implementing an infrastructure to coordinate clinical experiences (pre-student teaching) for teacher candidates and school partners
 - Establishing a protocol for university teacher education clinical placements:
 - Working with teacher education faculty to identify courses requiring clinical experiences across P-12 settings
 - Defining types of clinical experiences
 - Identifying teacher candidate and cooperating teacher responsibilities for clinical experiences
- Working with P-12 colleagues to secure additional school sites and cooperating teachers for clinical experiences

Educator Preparation Program Goal #5: Attracting and encouraging diverse teacher education faculty who collaborate through teaching, scholarship and service. (Supports *Educating Illinois* Goal 3)

- Support for faculty and staff to conduct research and disseminate findings in the area of candidate performance assessment

Educator Preparation Program Goal #6: Providing University Teacher Education leadership and shared governance. (Supports *Educating Illinois* Goals, 1, 3, 4)

- Revision of the Council for Teacher Education Strategic Plan

ACADEMIC UNIT PLANS
COLLEGE OF FINE ARTS



College & University leadership

Illinois State University

- Al Bowman, president
- Sheri Noren Everts, vice president for Academic Affairs and Provost
- Larry Dietz, vice president for Student Affairs
- Daniel Layzell, vice president for Finance and Planning
- Erin Mimis, vice president of University Advancement

College of Fine Arts

- James Major, dean
- John Walker, executive associate dean and director, Arts Technology Program
- Shari Zeck, associate dean
- Pete Guither, assistant dean
- Laurie Worthman, assistant dean
- Jamie Tuttle, assistant dean
- Barry Blindeman, director, University Galleries
- Tony Crowley, director, School of Art
- Steve Parsons, director, School of Music
- Janet Wilson, director, School of Theatre and Dance
- Brian Gawor, director of Development

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Strategic Plan 2012-2017



College of Fine Arts





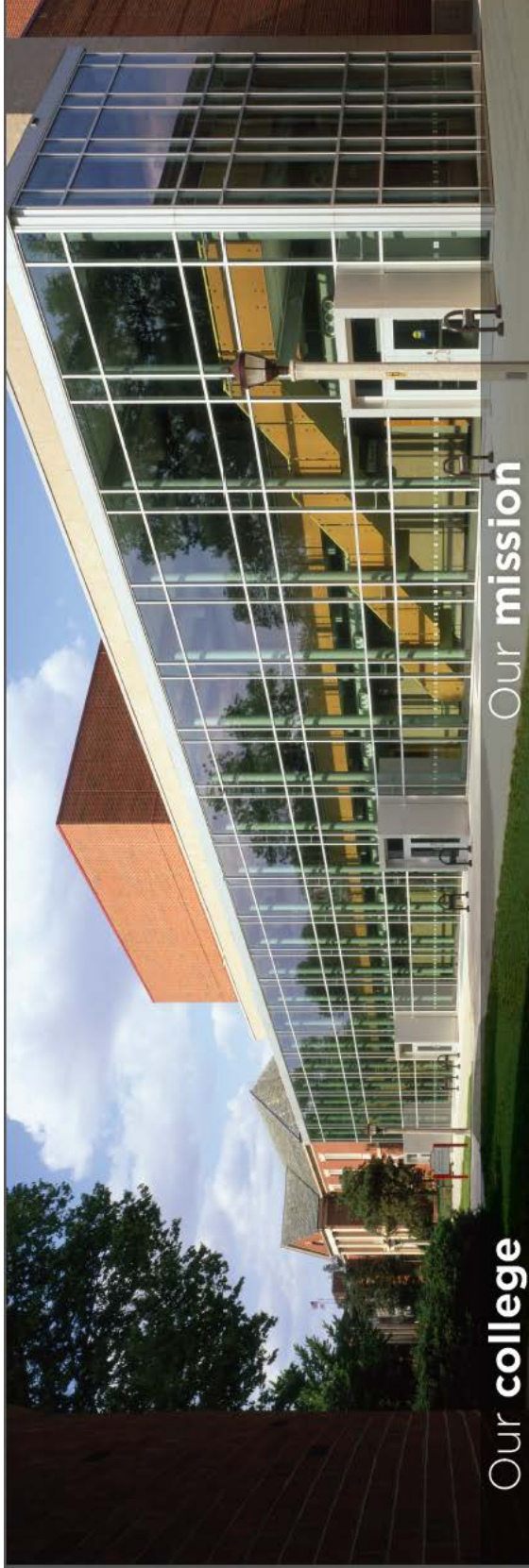
Welcome to the Strategic Plan for the College of Fine Arts at Illinois State University. This is a critical document for college leadership, providing direction so that they may be informed advocates for the college. This document is also important to help with long-term planning and to insure continuity for the future.

I would like to thank the tremendous work of the College Council and the hundreds of Fine Arts faculty, staff, and students who participated in the process of building, shaping and reviewing this plan. It truly was a collaborative process involving input from all areas of the college.

This Strategic Plan also draws inspiration and guidance from the Illinois State University strategic plan: Educating Illinois. And just like Educating Illinois, the College of Fine Arts Strategic Plan is a living and breathing document, annually reviewed and revised with the participation of the College Council, as our administrative needs and priorities shift to deal with adjustments in economic realities, potential new buildings, and changing student demographics.

If you have input for future strategies for our college, please let us know. Won't you join us and be part of achieving our mission!

Warm Wishes,



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.

Our mission

We believe in advancement of the arts within a diverse intellectual and social environment through collaboration in learning and artistic practice. Underlying all of 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.

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.

State of the Art Theatre in the Center for Performing Arts where students put on shows.



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

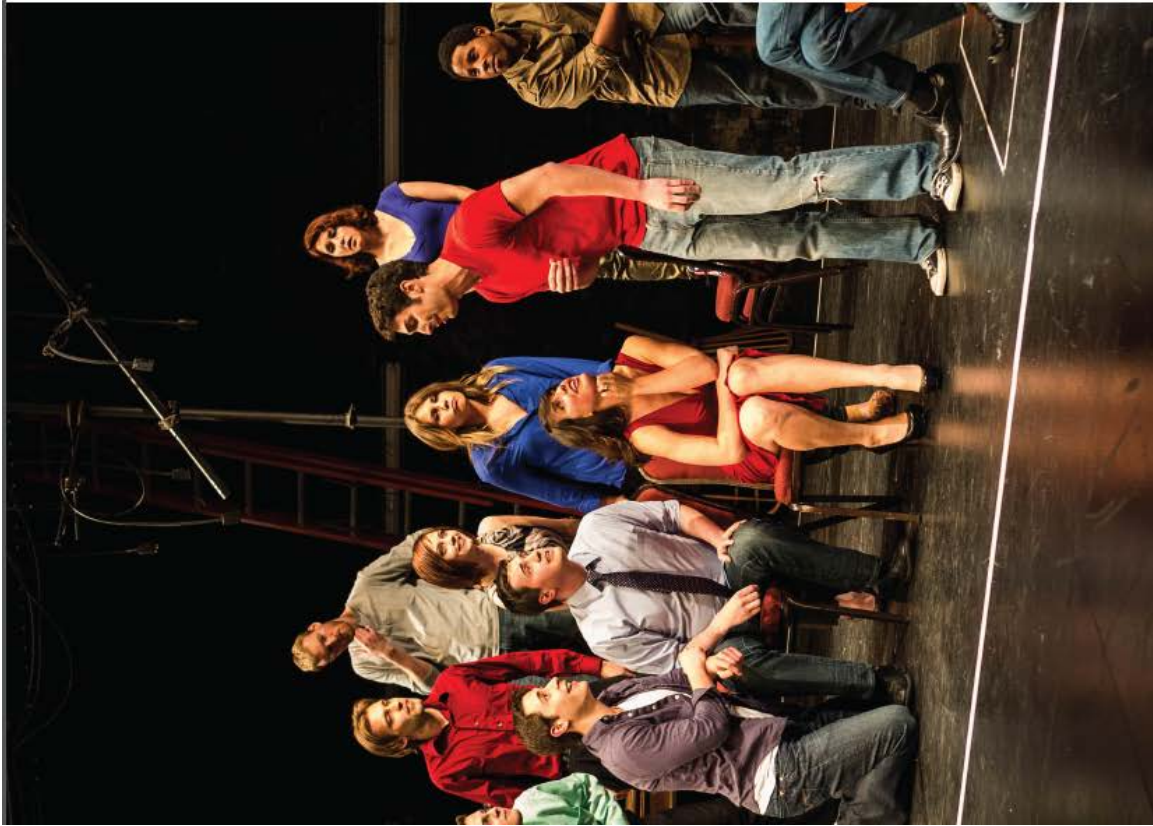
The College of Fine Arts believes that all citizens should have access to quality arts education and enriching arts experiences. To achieve this, the college provides educational, research, and service opportunities through a wide range of academic, public service, and outreach programs.

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.

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 serving 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 appointments, salary, promotion and tenure (ASPT) policies that encourage innovation and teaching excellence.

Action: Articulate meaningful learning outcomes in all courses.

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

Action: Encourage participation in Center for Teaching, Learning and 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 areas of interest to individual faculty members.

Action: Foster faculty research colloquia/enriched performance in courses.

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

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: Offer the University and capstone experiences in the College to the new/interdisciplinary curriculum course that would serve students at the beginning and/or at the end of their studies.

Action: Increase the college's curricular partnership with inter-disciplinary 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 yearlong 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 art technology, graphic design, theme 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.



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 faculty research and creative activities.

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.

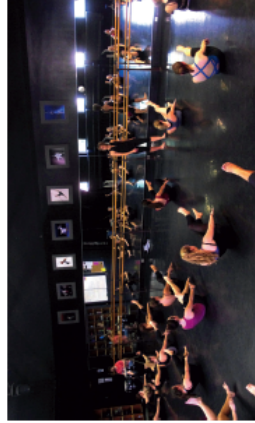
Action: Create a college newsletter and website highlighting the outstanding research, scholarship, and creative activities of our faculty, students, and staff.

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 Awards winners.

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

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, and the scholarship 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 legacies.

Action: Visit and expand upon positive relationships with external partners, including parents, school districts and community colleges partners.

Action: Evolve 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 test dates.

Action: Facilitate shared recruitment opportunities across the college, including 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: Evolve 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: Advise 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 the college to assist the academic and financial needs of these students.

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 artist-in-residence programs in various community placement 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 Arts Area Roundtable.

Strategy 5: Increase arts learning opportunities for special needs populations

Action: Develop art viewing/performance experiences for children with special needs at their local schools.

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 decrease 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 donors and volunteers during and after their student graduation.

Action: Increase student graduation giving to 50 percent annually.

Action: Increase faculty and staff participation to 90 percent 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 fundraising efforts and audience development.

FY16 OBJECTIVES COLLEGE OF FINE ARTS

- A. *Enrollment, enrollment, enrollment.*** We are concerned about falling below 1100 students, and we aim to have at least 1150 enrolled students. Of particular concern are the slight declines in arts education majors. We will continue our aggressive recruitment practices with personal calls and contacts, better print and web materials generating excitement in potential students and pride in those continuing. Our efforts will not stop at enrollment deposit, as we will keep our persistence rates high with our individualized attention and fostering of student success. [after *Educating Illinois* Goal 1, strategy 1; CFA Strategic Plan Goal 4]
- B. *Quality instruction for the future of the arts.*** The reduction in our Instructional Capacity funding and the departures of faculty in key positions create challenges for us. We will continue to work diligently to spend our instruction dollars carefully, providing quality general education offerings and major instruction. Curricular revisions proposed in Arts Technology and in Art History which are under review at this writing, will allow for more clarity for majors and more opportunities for non-majors, while still being mindful of our capacity to offer all of the courses we need to offer. We will continue to innovate, offering curricular changes that reflect the changing arts and the needs of future artists, teachers, and audiences. We have expanded our online course offerings for summer, and we will strategically incorporate online courses into the fall and spring schedules. We will also review our ability to assess the success of our online offerings. [after *Educating Illinois* Goal 1, strategy 2 and Goal 2; CFA Strategic Plan Goal 2]
- C. *Support for faculty and student research and creativity.*** Even in times of tight funding, we are committed to supporting faculty research and creative activity. In addition to operations funding we reserve for these activities, we will continue to work with our Director of Development and our Friends of the Arts group to secure funds for both faculty and student projects. As we work with the architects and the University design team we will continue to advocate for teaching spaces first, so the our next generation of students and faculty can work in safe, contemporary, and inspiring spaces. [after *Educating Illinois* Goal 1, strategy 3; CFA Strategic Plan Goal 3]
- D. *Collaboration, cross-training, cooperation.*** In order to continue to provide professional advising across the College, we will explore ways cross-training and shared responsibilities of advisors might help all students. The University Galleries at Uptown Station is key to our expanding relationships with businesses and other others organizations, as well as other areas of the University. [after *Educating Illinois* Goal 3 and 4; CFA Strategic Plan Goal 2]
- E. *Our Expanded World.*** We have had great growth in quality faculty-led study abroad programs in the last three years, and we want that growth to continue. We also wish to see more of our students taking advantage of semester and year long study opportunities, and we will explore opportunities for identifying arts-centered study abroad programs that will not increase our students' time to degree and will therefore make it easier to participate in longer study abroad opportunities. We will also fundraise for more travel and study opportunities for both students and faculty. Our strong visiting artist programs must continue to be funded and expanded to

help bring the world to us. We will also expand the ways we use technology to collaborate with artists, scholars, and other students. [after Educating Illinois Goal 1, strategy 3 and Goals 2 and 3; CFA Strategic Plan Goal 1]

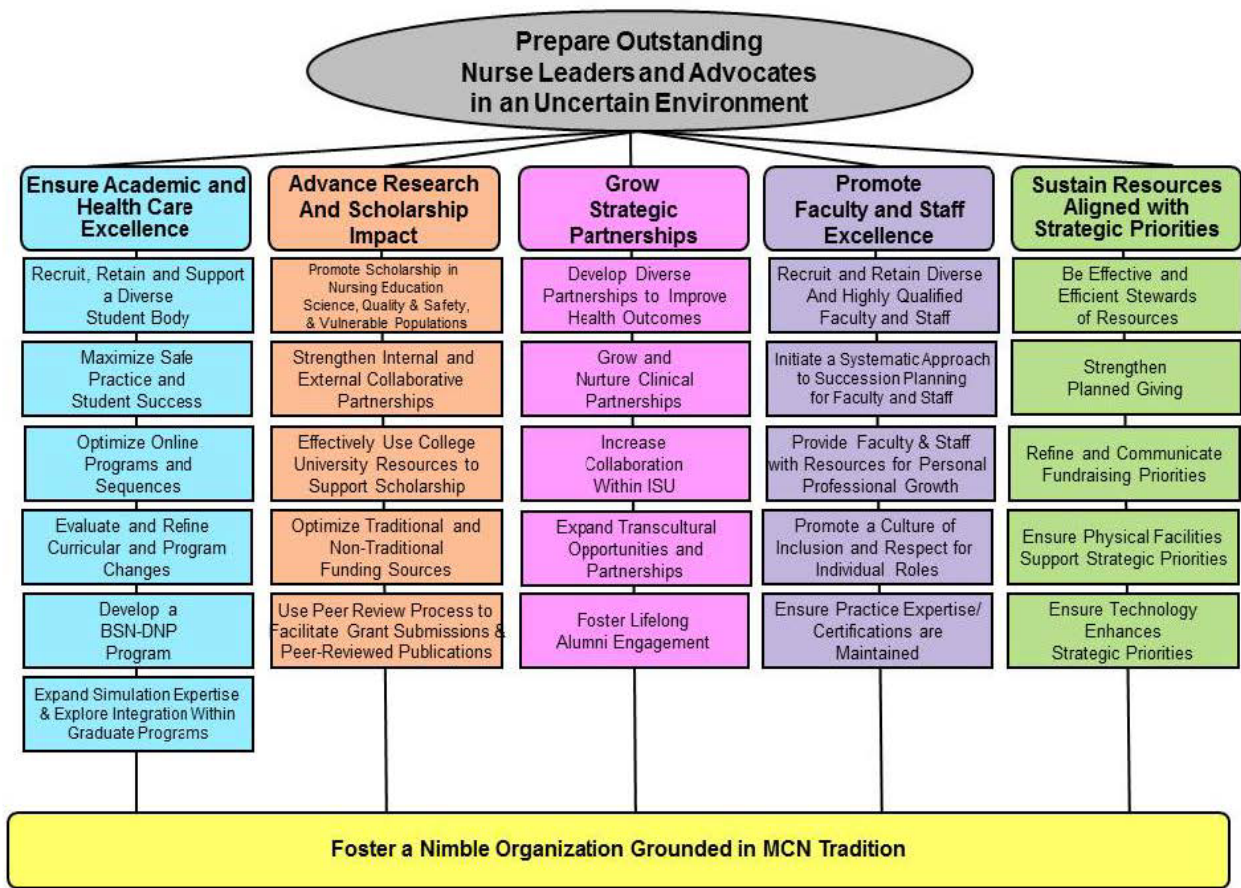
ACADEMIC UNIT PLANS
MENNONITE COLLEGE OF NURSING

Mennonite College of Nursing Mission Statement

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally well prepared nurses who will lead to improve 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.

Mennonite College of Nursing Vision Statement

The vision of Mennonite College of Nursing is to be a premier college of nursing dedicated to improving local and global health outcomes.



2013 - 2018 Mennonite College of Nursing Strategic Map Alignment With Educating Illinois					
2013-2018 Educating Illinois	Strategic Goal 1: Ensure Academic and Healthcare Excellence	Strategic Goal 2: Advance Research and Scholarship Impact	Strategic Goal 3: Grow Strategic Partnerships	Strategic Goal 4: Promote Faculty and Staff Excellence	Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities
Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	X	X	X	X	
Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	X	X	X		
Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.		X	X	X	X
Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.	X				X

MENNONITE COLLEGE OF NURSING FISCAL YEAR 2016 GOALS, OBJECTIVES, AND COLLEGE PARTIES RESPONSIBLE

The Mennonite College of Nursing 2013-2018 Strategic Map was revised and approved in November 2013 following structured solicitation of feedback from faculty, staff, clinical partners, the Strategy and Planning Council, and alumni. The Fiscal Year 2016 goals were developed by committees and administrators in alignment with *Educating Illinois* and the Strategic Map.

Strategic Goal 1: Ensure Academic and Healthcare Excellence

Objective 1: Recruit, Retain, and Support a Diverse Student Body

- ❖ Target marketing and recruitment efforts based on Strategic Planning to increase enrollment in the RN to BSN, Clinical Nurse Leader (CNL), Nursing Systems Administrator (NSA) and Doctoral Nursing Practice (DNP) programs in collaboration with University Marketing and Communication and Enrollment Management.
 - ◆ Strengthen relationships with Heartland Community College, Illinois Central College, Illinois Valley Community College, and Parkland College to increase enrollment in RN-BSN Sequence.
Supported by: APC, CC, PCC, RN-BSN, GPCC, Marketing and Recruitment ad hoc
- ❖ Continue evaluation of student success with Peer Support Persons (PSP), Peer Tutors, Academic Success Plan outcomes with Assessment Technology Institute (ATI) testing, and Pre-entry and Retention Opportunities for Undergraduate Diversity (PROUD).
Supported by: PCC, PPC, PROUD
- ❖ Continue to evaluate program quality given increased enrollment, new faculty, and changing clinical sites.
 - ◆ Continue monitoring the influence of class size on quality to include an analysis of general education courses and major courses.
 - ◆ Continue to monitor student evaluations as additional faculty are hired.
Supported by: ADOSFS, PCC, RN-BSN, GPCC
- ❖ Maintain visits to targeted agencies to monitor and support clinical faculty in practice settings.
Supported by: ADUP, PCC, GPCC
- ❖ Continue preparation for the Commission on Collegiate Nursing Education (CCNE) accreditation site visit for the Doctor of Nursing Practice in November 2015.
Supported by: GPCC
- ❖ Continue preparation for College-wide CCNE self-study document and site visit in 2016-2017.
Supported by: ADA, GPCC, PCC, PPC, RN-BSN, QAIN T

- ❖ Review admission applications from international students for impact of criteria change.
Supported by: ADOSFS, ADGPR
- ❖ Participate in the Provost Office pilot to assess undergraduate education and career placement information for seniors.
Supported by: ADOSFS, PPC
- ❖ Review Best Practices from Career Placement task force to augment existing student support services.
Supported by: ADOSFS, PPC
- ❖ Enhance educational and social programming for Nursing Themed Living Floor to nurture a sense of community and engage students.
Supported by: ADUP, ADOSFS, PPC

Strategic Goal 1: Ensure Academic and Healthcare Excellence

Objective 2: Maximize Safe Practice and Student Success

- ❖ Continue exploration of non-traditional clinical sites with a community and leadership focus, emphasizing the expansion of school clinical placements.
Supported by: PCC, APSP
- ❖ Continue evaluation of scenario selections in the Nursing Simulation Laboratory (NSL) for impact on student learning outcomes.
 - ◆ Discuss sustainability of graduate assistant work in the NSL relative to NUR 222 *Psychomotor Skills for Nursing* skill proficiency.
 - ◆ Continue evaluation of NSL learning scenarios relative to percent of agency clinical placement.
Supported by: PCC, CSI

Strategic Goal 1: Ensure Academic and Healthcare Excellence

Objective 3: Optimize Online Programs and Sequences

- ❖ Enhance quality and consistency in the curriculum of all online programs through continued support of faculty participation in Quality Matters (QM) training.
Supported by: RN-BSN, GPCC
- ❖ Continue promotion of D.A.R.T. through CTLT to support high quality online delivery of courses.

- ❖ Explore options with investors supporting online and distance education.
Supported by: PCC, RN-BSN, GPCC

Strategic Goal 1: Ensure Academic and Healthcare Excellence

Objective 4: Evaluate and Refine Curricular and Program Changes

- ❖ Measure desired didactic and clinical course outcomes for student success in the Undergraduate Program.
Supported by: PCC
- ❖ Implement Graduate Program outcomes following curricular approval and update course objectives to align with program outcomes.
Supported by: GPCC
- ❖ Continue to explore cost effective methods for offering graduate courses (ie NEXus).
Supported by: APC, Dean
- ❖ Continue evaluation of new plan of study for the RN to BSN Program to include assessment of Spring 2015 admission cohort.
Supported by: RN-BSN
- ❖ Assemble Plan for College Assessment ad hoc committee to review current PCA assessment tools for continued relevance to new program outcomes, course outcomes, clinical performance evaluation tools, and student success.
Supported by: PCC, PPC, RN-BSN, GPCC
- ❖ Review and revise student and faculty program handbooks for relevance and accuracy.
Supported by: PPC, RN-BSN, GPCC
- ❖ Continue hosting annual writing workshops for entering DNP and PhD students in May and continuing students in October.
Supported by: ADGPR, GPCC
- ❖ Review College Council meeting format for inclusion and functionality to include discussion of policy approval, Assessment Day, minutes, and information sharing.
Supported by: ADA, APC, CC

Strategic Goal 1: Ensure Academic and Healthcare Excellence

Objective 5: Integrate Research/Scholarship into Teaching Practice

- ❖ Implement the Strategic Plan for the Nursing Simulation Lab.
Supported by: ADUP, CSI

- ❖ Continue consultation with national experts on simulation related to roles, equipment, technology, training, curriculum, and research.
 - ◆ Update equipment as needed for scenarios.
 - ◆ Continue NSL training for faculty and staff as needed.
 - ◆ Support research exploring the impact of student learning through simulation.
Supported by: ADUP, CSI, PCC

- ❖ Explore opportunities to integrate and support faculty inclusion of simulation in graduate courses and curriculum.
Supported by: GPCC, CSI

- ❖ Expand Simulation Expertise & Explore Integration Within Graduate Programs
 - ◆ Explore opportunities to integrate and support faculty inclusion of simulation in graduate courses and curriculum.
Supported by: GPCC, CSI

Strategic Goal 1: Ensure Academic and Healthcare Excellence

Objective 6: Develop a BSN-DNP Program

- ❖ Explore the post-baccalaureate DNP with clinical partner leadership in nursing and healthcare focus to determine next steps.
Supported by: GPCC

Strategic Goal 2: Advance Research and Scholarship Impact

**Objective 1: Promote Scholarship in Nursing Education Science, Quality & Safety
& Vulnerable Populations**

- ❖ Implement the Strategic Plan for Scholarship Development.
Supported by: CRC
- ❖ Support research interest groups among the faculty with focus on continued evaluation of outcomes.
Supported by: ADGPR, CRC
- ❖ Nominate and support an individual for the Meridean Maas Research Mentorship Award.
Supported by: ADGPR, CRC
- ❖ Nominate and support individuals for the Early Career Research Award.
Supported by: ADGPR, CRC
- ❖ Nominate and support faculty for University research awards.
Supported by: ADGPR, CRC
- ❖ Support at least one student to be awarded the Research Mentorship Award through the Honors Program.
Supported by: ADGPR, CRC
- ❖ Support at least one student for the Undergraduate Researcher Award through Research and Sponsored Programs.
Supported by: ADGPR, CRC
- ❖ Support students to present at Midwest Nursing Research Society (MNRS).
Select 1-3 student recipients for the doctoral research grant.
 - ◆ Select 1-2 students from the Master's in Nursing program to attend.
 - ◆ Select 1-3 students from the undergraduate program to attend.
Supported by: ADGPR, CRC

Strategic Goal 2: Advance Research and Scholarship Impact

Objective 2: Strengthen Internal and External Collaborative Partnerships

- ❖ Promote, support, and evaluate research collaboration between MCN and local partners.
 - ◆ Cancer Care Initiative.
 - ◆ America's Promise Project.
Supported by: ADGPR, APSP, CRC, CSI
- ❖ Support evolving partnerships.
 - ◆ Research regarding outcomes in Lesbian, Gay, Bisexual and Transgendered patients at a local Long Term Care facility.
 - ◆ The effect of PROUD on leadership capacity in undergraduate students.
Supported by: ADGPR, ADUP, ADOF, PCC, RN-BSN
- ❖ Support periodic/episodic partnerships as they become available.
 - ◆ Local clinics and health care agencies.
Supported by: ADGPR, CRC

Strategic Goal 2: Advance Research and Scholarship Impact

Objective 3: Effectively Use College/University Resources to Support Scholarship

- ❖ Evaluate IRB protocol process using SharePoint to facilitate a more efficient review process.
Supported by: ADGPR, CRC
- ❖ Evaluate and sustain statistical consulting services.
Supported by: ADGPR, CRC
- ❖ Assist individual faculty to identify resources they need at the University and College to progress with their scholarship.
Supported by: ADGPR
- ❖ Support students and faculty to disseminate scholarship.
Supported by: ADGPR

- ❖ Review University Research Grant (URG) applications.
 - ◆ Select promising research proposal recipients.
Supported by: CRC
- ❖ Review and track professional outcome reports of URG recipients.
Supported by: CRC

Strategic Goal 2: Advance Research and Scholarship Impact

Objective 4: Optimize Traditional and Non-traditional Funding Sources

- ❖ Explore grant opportunities to continue supporting faculty scholarships and programs.
Supported by: ADGPR
- ❖ Continue identification of mentors and consultants to assist faculty productivity of scholarship.
Supported by: ADGPR

Strategic Goal 2: Advance Research and Scholarship Impact

Objective 5: Use Peer Review Process to Facilitate Grant Submissions and Peer Reviewed Publication

- ❖ Evaluate the effectiveness of the internal peer review system in SharePoint for manuscript submission process and grant reviews.
Supported by: ADGPR, CRC
- ❖ Evaluate the usefulness of the grant submission checklist found on SharePoint for faculty and staff.
Supported by: CRC

Strategic Goal 3: Grow Strategic Partnerships

Objective 1: Develop Diverse Partnerships to Improve Health Outcomes

- ❖ Continue to work with local partners and institutions to promote research collaboration.
Supported by: CRC
- ❖ Continue to identify projects in which both entities will make contributions to improve community health outcomes.
Supported by: CRC

Strategic Goal 3: Grow Strategic Partnerships

Objective 2: Grow and Nurture Clinical Partnerships

- ❖ Explore and reach out to local health care partners to develop new partnerships. Supported by: ADA, ADUP
- ❖ Explore innovative models of nursing education to facilitate optimal nursing education. Supported by: ADA, ADUP
- ❖ Revisit cohort models for online programs with local healthcare institutions given changes in their degree preparation for RN employees. Supported by: GPCC, RN-BSN

Strategic Goal 3: Grow Strategic Partnerships

Objective 3: Increase Collaboration within Illinois State University

- ❖ Continue faculty and staff involvement in University committees. Supported by: APC, CC
- ❖ Evaluate collaborative efforts with Communicating Sciences Disorders (CSD), Athletic Training, Kinesiology and Recreation (KNR) and Family and Consumer Sciences (FCS). Supported by: APC, CSI

Strategic Goal 3: Grow Strategic Partnerships

Objective 4: Expand Transcultural Opportunities and Partnerships

- ❖ Collaborate with University College to discuss barriers to transcultural travel for new direct admit plan of study. Supported by: ADA, TC, PCC
- ❖ Review status of Global Studies requirement on campus to determine impact on NUR 313 and its potential to fulfil both global studies and general education requirement. Supported by: ADA, TC, PCC
- ❖ Continue to explore innovative approaches to student recruitment to increase participation in transcultural experiences. Supported by: TC

- ❖ Discuss possible funding sources to support travel to a global education conference by Transcultural Coordinator.
Supported by: ADA, TC
- ❖ Develop College-specific faculty guidelines for transcultural travel.
Supported by: ADA, TC
- ❖ Market transcultural graduate programs to graduate students.
Supported by: TC

Strategic Goal 3: Grow Strategic Partnerships

Objective 5: Foster Lifelong Alumni Engagement (Volunteering, Giving, Recruiting, etc.)

- ❖ Continue donor visits in Chicago and other regional and national locations with larger concentrations of alumni.
Supported by: Dean, DD
- ❖ Continue to evaluate alumni activities in hub cities for further outreach.
Supported by: Dean, DD
- ❖ Continue personalizing thank you notes to alumni and inviting them to upcoming activities.
Supported by: Dean, DD
- ❖ Continue to identify alumni for awards and recognition.
Supported by: Dean, DD
- ❖ Continue incorporation of alumni participation in Nurses Week and curricular activities.
Supported by: Dean, DD

Strategic Goal 4: Promote Faculty and Staff Excellence

Objective 1: Recruit and Retain Diverse Highly Qualified Faculty and Staff

- ❖ Continue to seek out qualified part-time clinical faculty.
Supported by: ADUP, GPCC

- ❖ Hire two full time TT faculty with advertising to begin in Fall 2015.
 - ◆ Continue to re-evaluate NTT needs to support classroom and clinical instruction.
Supported by: APC
- ❖ Assess coverage in the NSL following addition of Simulation Technology Associate to support technology needs.
Supported by: APC, DT, CSI
- ❖ Continue to assess role changes to ensure effectiveness and efficiency.
Supported by: APC
- ❖ Continued evaluation of health and safety compliance tracking processes to ensure effectiveness and efficiency.
Supported by: ADOSFS

Strategic Goal 4: Promote Faculty and Staff Excellence

Objective 2: Initiate a Systematic Approach to Succession Planning for Faculty and Staff

- ❖ Continue planning for effective and efficient transition in the face of potential retirements.
Supported by: APC, CC
- ❖ Identify possible internal and external candidates to replace planned retirements to provide optimal time for training.
Supported by: APC, CC

Strategic Goal 4: Promote Faculty and Staff Excellence

Objective 3: Provide Faculty and Staff with Resources for Personal and Professional Growth

- ❖ Discuss including expectations of seeking external grant in Tenure Track faculty meetings.
Supported by: ADGPR
- ❖ Encourage each tenure track faculty member to submit at least one external grant per year.
Supported by: ADGPR
- ❖ Continue the “Clinical Best Practices” workshop in Fall 2015 as part of annual Development Day activities.
Supported by: CC, PCC

- ❖ Promote professional and personal development of faculty and staff to meet strategic initiatives.
Supported by: APC, CC
- ❖ Support eligible faculty to submit applications of sabbaticals.
Supported by: APC, Dean

Strategic Goal 4: Promote Faculty and Staff Excellence

Objective 4: Promote a Culture of Inclusion and Respect for Individual Roles

- ❖ Encourage each faculty and staff to identify personal development goals in annual evaluations.
Supported by: APC

Strategic Goal 4: Promote Faculty and Staff Excellence

Objective 5: Ensure Practice Expertise/Certifications are Maintained

- ❖ Support faculty and staff to maintain expertise and certifications to support program outcomes.
Supported by: APC

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities

Objective 1: Be Effective and Efficient Stewards of Resources

- ❖ Continue to implement a budget approach that encourages proactive planning from the entire College community.
Supported by: Dean, ADA
- ❖ Continue to identify impact of course reallocation as it relates to productivity.
Supported by: ADUP, GPC
- ❖ Identify approaches to expand enrollment in Full Cost Recovery (FCR) programs. Supported by: APC
- ❖ Assess utilization of College graduate assistants for effectiveness and functionality.
 - ◆ Assure GA assignments match College need.
 - ◆ Formalize checklist of hiring/retention procedures by staff role to minimize overlap.

- ◆ Continue to support the part time GA pilot program with the Provost's Office given the targeted Spring 2015 assessment time frame.
Supported by: ADOSFS
- ❖ Refine strategic priorities for development in preparation for eventual campaign. Supported by: APC
- ❖ Create at least two new endowment accounts in Fiscal Year 2016.
Supported by: Dean, DD
- ❖ Continue to highlight clinical simulation recognition opportunities for interested donors with goal of total of \$1,000,000.00 in total support.
Supported by: Dean, DD

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities

Objective 2: Strengthen Planned Giving

- ❖ Address planned giving in relevant presentations/communication with alumni and friends.
Supported by: Dean, DD

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities

Objective 3: Refine and Communicate Fundraising Prioritizing

- ❖ Refine and communicate fundraising priorities to the College faculty, staff and potential donors.
Supported by: Dean, DD
- ❖ Continue to address planned giving in relevant presentations and communication with alumni and friends.
Supported by: Dean, DD

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities

Objective 4: Ensure Physical Facilities Support Strategic Priorities

- ❖ Continue to identify innovative approaches to leverage space in the NSL as it reaches capacity and in Edwards Hall as new faculty are hired.
Supported by: APC

- ❖ Continue to identify the need for a new building to transform the College of Nursing in the future while ensuring quality faculty and clinical sites.
Supported by: Dean

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities

Objective 5: Ensure Technology Enhances Strategic Priorities

- ❖ Implement the College Informational Technology (IT) plan that addresses the internal Informational Technology Audit.
Supported by: Dean, DT, QAIN T
- ❖ Evaluate technology services following the hiring of Director of Technology and graduate assistant to support technology efforts.
Supported by: Dean, APC
- ❖ Support computer technology literacy among faculty, staff, and students (i.e., SharePoint, Digital Measures).
Supported by: APC, DT
- ❖ Ensure adequate training of faculty/staff and promote collaboration with Administrative Technologies with roll out of new Student Information System.
Supported by: APC, DT
- ❖ Continue collaboration with Administrative Technology (AT) to address need for student portfolio, scheduling, and contract software that will not be integrated into new Student Information System (SIS).
Supported by: Dean, DT, QAIN T
- ❖ Continue collaboration with EMAS, PRPA, and other University offices to ensure that Academic Program Profiles and other data sets are consistent with College data maintained internally.
Supported by: APC
- ❖ Forecast and manage resources to build sustainable capacity.
Supported by: Dean, APC

GLOSSARY

AACN	American Association of Colleges of Nursing
ACA	Affordable Care Act
*ADA	Associate Dean for Academics
*ADRGP	Associate Dean for Research and Graduate Programs
APHA	American Public Health Association
*ADOSFS	Assistant Dean, Office of Student and Faculty Services
*ADUP	Assistant Dean for Undergraduate Program
**APSP	America's Promise School Project
APC	Administrative Planning Council
ASPT	Appointment Salary Promotion and Tenure
AT	Academic Technology
ATI	Assessment Technology Institute
BSN	Bachelors of Science in Nursing
CC	College Council
CCNE	Commission on Collegiate Nursing Education
CSD	Communication Sciences and Disorders
CGFNS	Commission of Graduates of Foreign Nursing Schools
CNL	Clinical Nurse Leader
CPET	Clinical Performance Evaluation Tool
**CRC	College Research Committee
CSEI	Creighton Simulation Evaluation Instrument
**CSI	Clinical Simulation Integration Committee
CTLT	Center for Teaching, Learning and Technology
DART	Design Align Refine Teach
DD	Development Director
DNP	Doctor of Nursing Practice
EBI	Educational Benchmark, Inc.
EHR	Electronic Health Record
EMAS	Enrollment Management and Academic Services
EMS	Education Management System
FCS	Family and Consumer Sciences
FCR	Full Cost Recovery
FNP	Family Nurse Practitioner
GA	Graduate Assistant
**GPCC	Graduate Program and Curriculum Committee
HRSA	Health Resources and Services Administration
HHS	Health and Human Services
IBHE	Illinois Board of Higher Education
IC	Instructional Capacity
INACSL	International Nursing Association for Clinical Simulation and Learning
IRB	Institutional Review Board
IT	Informational Technology
KNR	Kinesiology and Recreation
LC	Leadership Council

MCN	Mennonite College of Nursing
MEN	Men are Excellent Nurses
MNAO	Mennonite Nurses Alumni Organization
MNRS	Midwest Nursing Research Society
MSN	Masters of Science in Nursing
NCLEX	National Council Licensure Examination
NSA	Nursing Systems Administration
NSL	Nursing Simulation Laboratory
OSFS	Office of Student and Faculty Services
PCA	Plan for College Assessment
**PCC	Prelicensure Curriculum Committee
PE	Provost Enhancement
**PPC	Prelicensure Program Committee
PRPA	Policy, Research and Planning Analysis
PROUD	Pre-entry and Retention Opportunities for Undergraduate Diversity Grant
PSP	Peer Support Person
**QAIN	Quality Advances in Nursing Technology Committee
QM	Quality Matters
QSEN	Quality and Safety Education for Nurses
**RN- BSN	RN to BSN Committee
SBC	Strategic Budget Carryover
SHS	Student Health Services
SIS	Student Information System
SOTL	Scholarship of Teaching and Learning
SNA	Student Nurses Association
SPC	Strategy and Planning Council
*TC	Transcultural Coordinator
TSC	Technology Steering Committee
UMC	University Marketing and Communication
URG	University Research Grant
WES	World Education Services

**College Titles and Roles*

***College Committee Names*

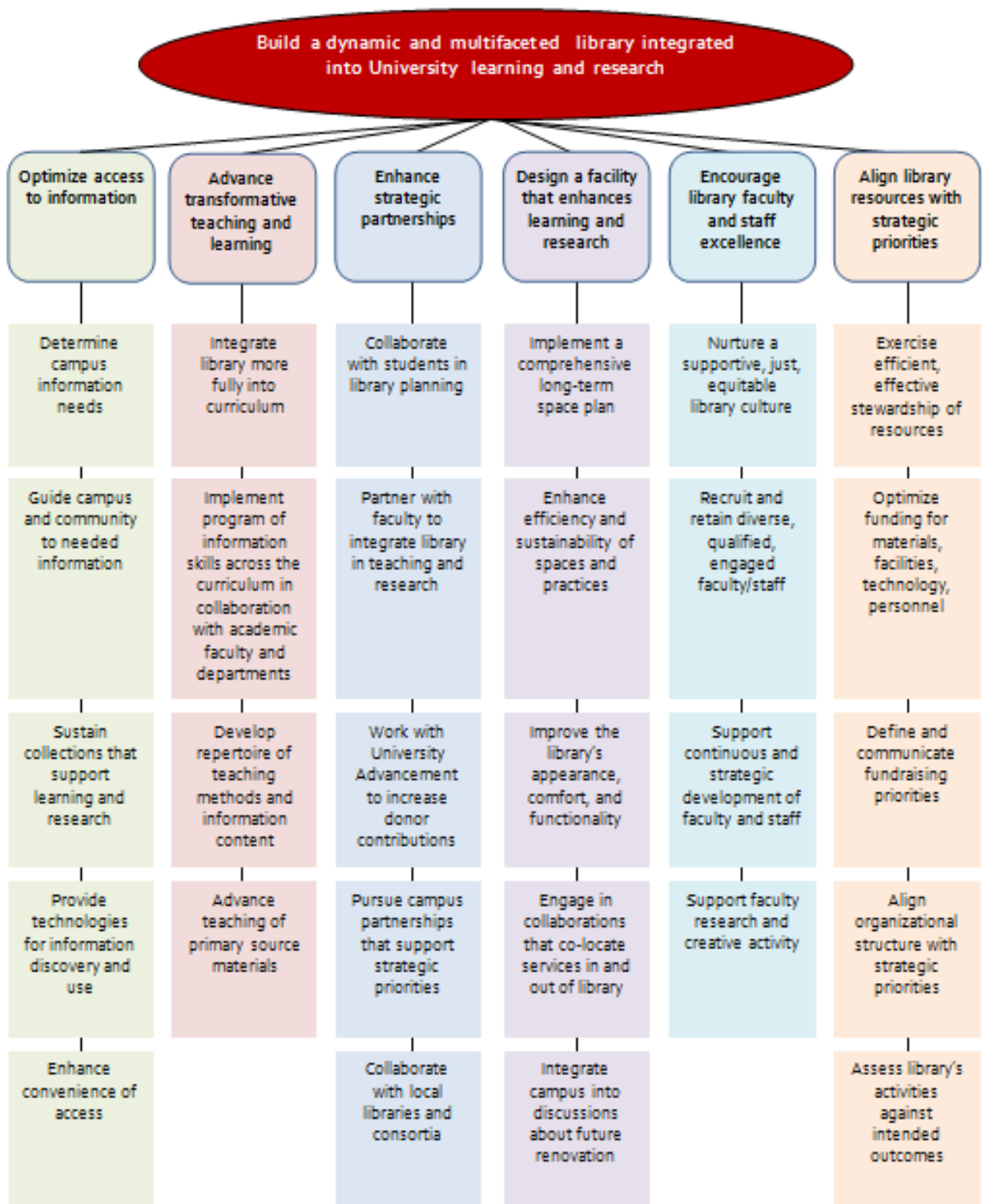
ACADEMIC UNIT PLANS

MILNER LIBRARY

Milner Library 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 is committed to developing innovative services, programs, space, strategies, and systems that promote discovery, dialogue, learning, and the human spirit.
(<http://library.illinoisstate.edu/library-information/about/mission-vision.php>).

Strategic Map 2014 – 2019



**MILNER LIBRARY
FY16 PLANNING DOCUMENT**

Dane Ward
Dean

March 12, 2015

MAJOR OBJECTIVES FOR FY16

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. This document originates in a strategic mapping exercise in which Milner Library faculty and staff defined the organization's overarching central challenge, the achievement of which is integrally connected to the four goals of *Educating Illinois 2013-2018*. Six strategic priorities have been identified as enabling Milner Library to achieve its central challenge. Those priorities (listed in bold) serve as the structure of this document.

Optimize Access to Information

Increase Understanding of Campus Information Needs

- Examine curricular content as reflected in course syllabi in order to ensure congruence between library purchases and course and program needs.
- Systematically gather information about the research interests and activities of academic faculty as a first step in developing strategies to enhance library support.
- Through surveys and focus groups, identify emerging technologies, pedagogies, areas of research that Milner Library could support. This will provide evidence of campus interest to justify future acquisitions, spaces to accommodate new activities and partnerships.

Build and Sustain Collections that Support Learning and Research

- Prioritize print and artifact collections from Milner Library and the campus community, candidates for digitization, which would most support learning and research.
- Digitize print and artifact collections of importance to learning and research and make them accessible through Milner Library's web site.
- Review standing orders, such as annual updates of reference materials, and make determination regarding availability and desirability of electronic versions.

- Where possible and advisable, eliminate duplication of print and electronic versions of materials in the reference collection and in storage areas.
- In consultation with campus faculty, implement evaluation of lesser-used journals and monographs in the basement of Milner Library in order to make retention and location decisions; many journals and monographs (now out of copyright) may be available electronically.
- Assess representative areas of 170,000 sheets of Government Documents microfiche as part of a multi-year project to review for later cataloging or discarding.
- In addition to Government Documents microfiche, review all microform collections and make recommendations regarding retention.

Enhance Access to Information

- Redesign Milner Library's web site to enhance navigability and ready access to information.
- Create finding aids for collections of non-book materials in Special Collections.
- Complete the conversion of print and hand-written records from Special Collections card catalog to online environment.

Advance Transformative Teaching and Learning

- Develop and implement train-the-trainer teaching model, in collaboration with key stakeholders, for the Milner Library components of the Critical Inquiry Program.
- Collaborate with key stakeholders in the continued development of subject-specific tiered instruction that incorporates information fluency learning outcomes.
- Provide training, education and consultation to campus departments in the preservation and conservation of rare and fragile materials.
- Explore the possibility of providing basic instruction with various technologies that circulate such as laptop computers, iPads, digital cameras and camcorders, graphing calculators, etc.
- Assess the viability and campus need for gaming technologies to support learning and research.
- Continue to work with the School of Teaching and Learning to design an online Masters' degree and K-12 endorsement in school librarianship.

- Gather and systematically use information about the curriculum to inform Milner’s teaching and learning activities.

Enhance Strategic Partnerships

- Continue to forge alliances with campus departments in order to inventory, digitize and preserve historical documents of importance to the University.
- Explore collaborative projects with the college deans and Provosts Office to support student learning and faculty research.
- Continue working with the Student Government Association and other campus stakeholders to address the issue of textbook affordability.
- Convene a meeting of non-academic campus units that support student learning in order to identify areas of mutual interest and activity. This will be a step towards serving students in an increasingly coordinated and holistic manner.
- Partner with the Center for Teaching, Learning and Technology to ensure coordination and parallel integration of technologies, pedagogies and services that support student learning and faculty teaching.
- Explore and develop the possibilities for robust collaborations between the academic and public libraries of Bloomington/Normal.
- Build on existing partnerships with departments and projects including, among others, Health Promotion and Wellness; Facilities; the Visor Center, Campus Dining; Veterans and Military Services; and the American Democracy Project.

Design a Facility that Enhances Learning and Research

- Facilitate efforts to repair water infiltration on the Milner Library Plaza, which would provide the opportunity to remodel and reopen the first floor to public use.
- Move forward with the creation of a comprehensive space plan for Milner Library that would guide the use of current spaces, as well as the development of future spaces.
- Continue the upgrade of study carrels and seating options on the fourth floor in order to further support individual quiet study areas and increase seating.
- Upgrade the third floor study area with dividers, electrical outlets and new furniture.

- Improve and partially redesign the library vestibule to include benches, brighter walls, and an electronic message board.
- Replace worn carpets as funds permit on the 3rd, 4th and 5th floors.
- Renovate four restrooms in order to make them more accessible and to ADA compliant; this will be the first step in a phased in process over several years.
- Increase access to electrical outlets and charging stations throughout the building.
- Create a flexible learning space on the east side of the third floor to support the data visualization center with partial enclosure to host classes or other groups.

Encourage Library Faculty and Staff Excellence

- Formally launch the Library Council as a library-wide shared governance unit that will take on many of the duties and responsibilities of the former Library Faculty Council.
- Establish a regular schedule of professional development opportunities based on findings of campus surveys and other gathered information.
- Solidify a formal orientation program for new employees.
- In order to enhance library-wide familiarity with all of the departments and their activities, provide open houses or learning events for all library staff.

Align Library Resources with Strategic Priorities

- Re-conceptualize the library materials budget, in collaboration with campus faculty, to ensure sustainability despite possible losses of future funding.
- Implement a strategic budgeting process that better anticipates recurring expenses, inflation, and emerging future needs in the areas of technology, furniture, spaces, etc.
- Develop a program review plan for the entire library that includes the identification of meaningful library outcomes and strategies for assessing their achievement.
- In response to the campus IT audit, establish processes and documentation that enhances management controls to safeguard assets, maintain data integrity and operate effectively.
- Systematically explore grants and fundraising as alternative strategies of revenue-generation; one specific area of grant-seeking will concern preserving and conserving materials located in Special Collections and Archives.

- Examine business services that provide “shelf-ready” materials as a strategy for cutting costs associated with cataloging.
- Participate in campus-wide implementation of IT Service Management (ITSM) solutions which will streamline the technology request and support process.
- Implement the System Center Configuration Manager (SCCM) tool on the library’s workstations in order to more effectively manage updates, patches, and management of technologies from remote locations.

ACADEMIC UNIT PLANS
GRADUATE SCHOOL

The Graduate School at Illinois State University
Major Objectives for FY16

In support of Educating Illinois Goals 1 & 2:

Goal 1: Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promote their success.

Goal 2: Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.

Goal 1 Activities:

a. Graduate recruitment

- i. Recruit, enroll and retain high-achieving, diverse, and motivated students by financially supporting departmental recruitment efforts to reach enrollment management targets (Strategy 1).
- ii. Promote recruitment efforts of underrepresented groups and international students, with involvement from graduate departments/schools (Strategy 1).
- iii. Work with Admissions to develop recruitment tactics that can be managed through LEAPForward (Strategy 1).
- iv. Review and revise TOEFL/IELTS testing guidelines (Strategy 1).

b. Financial support

- i. Continue efforts to increase graduate student stipends to competitive national levels, as the state and university's budget permit. The Graduate Council recommends not increasing the minimum stipends if no new money is available as this will decrease the total number available (Strategy 1).
- ii. Enhance the visibility and recruitment efforts for the Diversifying Higher Education Faculty in Illinois, a state funded initiative for underrepresented students. The goal is to have 10 applicants each year to fill all of ISU's state allotted application slots (Strategy 1).
- iii. Enhance marketing efforts on campus for the Diversity Tuition waivers (Strategy 1C).
- iv. Make the MCN part time graduate assistant pilot program permanent and available across campus (Strategy 1).
- v. Investigate graduate student fees to ensure these fees are used for graduate student services.

c. Partnerships

- i. Work with CTLT to enhance the graduate student teaching awards including such things as funding the awards, creating workshops to help students develop a teaching portfolio and teaching philosophy, and serving on the judging committee (Strategy 5).
- ii. Establish a solid partnership between the Graduate School, OISP and Admissions to enhance recruitment strategies and services for existing students (Strategy 1).

d. Student support services

- i. Assist with activities of the Black Graduate Student Association (Strategy 5).
- ii. Assist with activities of the Graduate Student Association (GSA) such as new student orientation, socials, brown bag lunches, and maintaining two seats on the Academic Senate (Strategy 5D).
- iii. Develop ways to enhance the viability of the GSA.
- iv. Work with Career Services to offer graduate school workshops and graduate school fairs to undergraduate students. (Strategy 5).
- v. Offer monthly workshops within the Professional Development Series (Strategy 5A).
- vi. Establish a graduate student advisory board to the Graduate School (Strategy 3B & 5D).

Goal 2 Activities:

a. Administrative support

- i. Serve as the primary administrative body and chief compliance unit for the activities of the 85 master's degree programs and sequences, 11 doctoral degree programs, and 28 certificate programs. These programs fall within 34 degree granting departments across campus and serve approximately 2,250 graduate students.
- ii. Investigate restructuring the Graduate Council to ensure more equal college representation and eliminate election directly to committees.
- iii. Develop a means to communicate directly with graduate students via e-mail.
- iv. Regularly meet with graduate program support staff to better understand their issues.

b. Planning for the future of graduate education

- i. Establish a process to begin creating a Graduate School strategic plan.
- ii. Continue to monitor public, private, and nonprofit initiatives in graduate education for possible implications for graduate programs at ISU. Monitoring is done through the state and national levels of the Council for Graduate Schools.
- iii. Revise the criteria for Graduate Faculty Status.

c. Research activity

- i. Administer and financially support research initiatives for graduate students who are a part of the University Research Symposium (Strategy 2).
- ii. Increase the number of students submitting research projects for the University Research Symposium (Strategy 2).
- iii. Track the University Research Symposium conference presentation outcomes (Strategy 3C).
- iv. Track the publications and presentation of the Dissertation Completion Grant recipients (Strategy 3C).

d. Time to degree

- i. Determine a means to track and communicate a student's time to degree with the student and advisor (Strategy 4).

e. Copyright

- i. Investigate the feasibility of requiring ISU Red for thesis/dissertation deposits.
- ii. Establish web content on copyright directly linked to the Graduate School from Milner Library.
- iii. Develop a plan to communicate copyright issues with faculty, staff and students.

f. Globalization

- i. Work with the English Language Institute to determine the feasibility of conditional admission to programs after participation in the ELI program (Strategy 5).

SECTION III
ACADEMIC PROGRAM REVIEWS

At Illinois State University primary responsibility for quality of academic programs resides with faculty of the institution. 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, and a summary report is prepared that designates the program standing (using criteria mandated by the Illinois Administrative Code) and makes recommendations for program improvement. The possible review outcomes as prescribed in Illinois code are “in good standing,” “flagged for review,” and “under temporary suspension.”

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 131 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 11 research and service centers approved by the IBHE. Each of these is reviewed every four years.

The 2013-2015 program review cycle involved review of 15 academic programs. A summary report for each academic program follows. There were no centers scheduled for review during the 2013-2015 review cycle.

Longitudinal enrollment and completion data for the program at Illinois State University and similar programs at other Illinois public universities are provided at the end of each summary report. Data provided are the most recent available from IBHE as of April 30, 2015. Data were compiled by the Office of Planning, Research, and Policy Analysis at Illinois State University. The office also compiled data for use by program faculty in completing their program analyses and program review self-study reports.

PROGRAM REVIEW SCHEDULE

Program Review Schedule by Year, 2015-2023
(Programs and schedules are subject to change)

Self-studies Due October 2015, Reviewed 2015-2016
Summaries Published in *Academic Plan 2016-2021*

Eight-year review (programs)	
College of Arts and Sciences	
Communication	M.A., M.S.
Communication Studies	B.A., B.S.
Journalism	B.A., B.S.
Mass Media	B.A., B.S.
Public Relations	B.A., B.S.
College of Applied Science and Technology	
Recreation and Park Administration	B.S.
College of Fine Arts	
Art	B.A., B.S.
Art	M.A., M.S.
Art	B.F.A.
Art	M.F.A.
Arts Technology	B.A., B.S.
Arts Technology	M.S.
Music	M.M.
Music (Liberal Arts)	B.A., B.S.
Music Performance	B.M.
College of Education	
College Student Personnel Administration	M.S.
Four-year review (centers)	
Center for Mathematics, Science, and Technology	
Center for the Study of Educational Policy	
Mary and Jean Borg Center for Reading and Literacy	
Special Education Assistive Technology Center	
WGLT	

Self-studies Due October 2016, Reviewed 2016-2017
Summaries Published in *Academic Plan 2017-2022*

Eight-year review (programs)	
College of Arts and Sciences	
Chemistry	B.S.
Chemistry	M.S.
Geology	B.S.
Hydrogeology	M.S.
Physics	B.S.
College of Fine Arts	
Theatre	B.A., B.S.
Theatre	M.A., M.S.
Theatre	M.F.A.
Three-year review (progress)	
Anthropology	M.A., M.S.
Biochemistry	B.S.
Business Administration	M.B.A. (Region 10)
Educational Administration	Ed.D., Ph.D. (Region 7)
Elementary Education	B.S., B.S.Ed. (Region 2)
Engineering Technology	B.S.
Molecular and Cellular Biology	B.S.
Nursing Practice, Doctor of	D.N.P.
Four-year review (centers)	
Adlai Stevenson II Center for Community and Economic Development	
Center for Renewable Energy	
Center for Teaching, Learning, and Technology	

**Self-studies Due October 2017, Reviewed 2017-2018
Summaries Published in *Academic Plan 2018-2023***

Eight-year review (programs)	
College of Arts and Sciences	
Audiology, Doctor of	Au.D.
Biological Sciences	B.S.
Biological Sciences	M.S.
Biological Sciences	Ph.D.
Communication Sciences and Disorders	B.S.
Speech-Language Pathology	M.A., M.S.
College of Applied Science and Technology	
Environmental Health	B.S.
Health Information Management	B.S.
Renewable Energy	B.S.
Mennonite College of Nursing	
Family Nurse Practitioner	Post-Master's Certificate
Nursing	B.S.N.
Nursing	M.S.N.
Nursing	Ph.D.
Three-year review (progress)	
Legal Studies	B.S.
Four-year review (centers)	
Center for Adoption Studies	
Center for Insurance and Financial Services (Katie School)	

**Self-studies Due October 2018, Reviewed 2018-2019
Summaries Published in *Academic Plan 2019-2024***

Eight-year review (programs)	
College of Arts and Sciences	
English	B.A.
English	M.A., M.S.
English Studies	Ph.D.
Mathematics	B.A., B.S.
Mathematics	M.S.
Mathematics Education	Ph.D.
Teaching Writing High/Middle School	Post-Baccalaureate Graduate Certificate
College of Applied Science and Technology	
Athletic Training	B.S.
Exercise Science	B.S.
Health Education	B.S., B.S.Ed.
Kinesiology and Recreation	M.S.
Medical Laboratory Science	B.S.
Physical Education	B.S., B.S.Ed.
Safety	B.S.
College of Education	
School Librarianship	Post-Baccalaureate Graduate Certificate
University-wide Programs	
Interdisciplinary Studies	B.A., B.S.
University Studies	B.A., B.S.
Three-year review (progress)	
Biological Sciences Teacher Education	B.S.

**Self-studies Due October 2019, Reviewed 2019-2020
Summaries Published in *Academic Plan 2020-2025***

Eight-year review (programs)	
College of Education	
CSBO Endorsement	Post-Master's Graduate Certificate
Director of Special Education	Post-Master's Graduate Certificate
Early Childhood Education	B.S., B.S.Ed.
Educational Administration	M.S., M.S.Ed.
Educational Administration	Ed.D., Ph.D.
Elementary Education	B.S., B.S.Ed.
General Administration	Post-Master's Graduate Certificate
Middle Level Teacher Education	B.S., B.S.Ed.
Reading	M.S.Ed.
Special Education	B.S., B.S.Ed.
Special Education	M.S., M.S.Ed.
Special Education	Ed.D.
Superintendent Endorsement	Post-Master's Graduate Certificate
Teaching and Learning	M.S.
Teaching and Learning	Ed.D.
College of Business	
Business Teacher Education	B.A., B.S., B.S.Ed.
College of Arts and Sciences	
Chemistry Education	M.C.E.
Chemistry Education	M.S.C.E.
College of Fine Arts	
Music	M.M.Ed.
Music Education	B.M.E.
Four-year review (centers)	
Center for Mathematics, Science, and Technology	
Center for the Study of Educational Policy	
Mary and Jean Borg Center for Reading and Literacy	
Special Education Assistive Technology Center	
WGLT	

**Self-studies Due October 2020, Reviewed 2020-2021
Summaries Published in *Academic Plan 2021-2026***

Eight-year review (programs)	
College of Applied Science and Technology	
Agriculture	B.S.
Agriculture	M.S.
Construction Management	B.S.
Engineering Technology	B.S.
Family and Consumer Sciences	B.A., B.S.
Family and Consumer Sciences	M.A., M.S.
Graphic Communications	B.S.
Industrial Technology	B.S.
Technology	M.S.
Technology and Engineering Education	B.S.
College of Arts and Sciences	
Clinical-Counseling Psychology	M.A., M.S.
Philosophy	B.A.
Psychology	B.A., B.S.
Psychology	M.A., M.S.
School Psychology	S.S.P.
School Psychology	Ph.D.
College of Business	
Accountancy	B.S.
Accountancy	M.S.
Accountancy	Integrated B.S./M.P.A.
Business Administration	B.S.
Business Administration	M.B.A.
Business Information Systems	B.S.
Finance	B.S.
Insurance	B.S.
International Business	B.A., B.S.
Management	B.S.
Marketing	B.S.

**Self-studies Due October 2021, Reviewed 2021-2022
Summaries Published in *Academic Plan 2022-2027***

Eight-year review (programs)	
College of Applied Science and Technology	
Computer Science	B.S.
Information Systems	B.S.
Information Systems	M.S.
Network and Telecommunications Management	B.S.
College of Arts and Sciences	
Biochemistry	B.S.
French	B.A.
German	B.A.
Languages, Literatures, and Cultures	M.A.
Molecular and Cellular Biology	B.S.
Spanish	B.A.
Mennonite College of Nursing	
Nursing Practice	D.N.P
Four-year review (centers)	
Adlai Stevenson II Center for Community and Economic Development	
Center for Renewable Energy	
Center for Teaching, Learning, and Technology	

**Self-studies Due October 2022, Reviewed 2022-2023
Summaries Published in *Academic Plan 2023-2028***

Eight-year review (programs)	
College of Arts and Sciences	
Anthropology	B.A., B.S.
Anthropology	M.A., M.S.
Applied Economics	M.A., M.S.
Criminal Justice Sciences	B.A., B.S.
Criminal Justice Sciences	M.A., M.S.
Economics	B.A. , B.S.
Geography	B.A., B.S.
History	B.A., B.S.
History	M.A., M.S.
Legal Studies	B.S.
Political Science	B.A., B.S.
Political Science	M.A., M.S.
Social Work	B.S.W.
Social Work	M.S.W.
Sociology	B.A., B.S.
Sociology	M.A., M.S.
Four-year review (centers)	
Center for Adoption Studies	
Center for Insurance and Financial Services (Katie School)	

**Self-studies Due October 2023, Reviewed 2023-2024
Summaries Published in *Academic Plan 2024-2029***

Eight-year review (programs)	
College of Arts and Sciences	
Biological Sciences Teacher Education	B.S.
Communication	M.A., M.S.
Communication Studies	B.A., B.S.
Journalism	B.A., B.S.
Mass Media	B.A., B.S.
Public Relations	B.A., B.S.
College of Applied Science and Technology	
Recreation and Park Administration	B.S.
College of Fine Arts	
Art	B.A., B.S.
Art	M.A., M.S.
Art	B.F.A.
Art	M.F.A.
Arts Technology	B.A., B.S.
Arts Technology	M.S.
Music	M.M.
Music (Liberal Arts)	B.A., B.S.
Music Performance	B.M.
Theatre	B.A., B.S.
Theatre	M.A., M.S.
Theatre	M.F.A.
College of Education	
College Student Personnel Administration	M.S.
Four-year review (centers)	
Center for Mathematics, Science, and Technology	
Center for the Study of Educational Policy	
Mary and Jean Borg Center for Reading and Literacy	
Special Education Assistive Technology Center	
WGLT	

**PROGRAM REVIEW SCHEDULE
BY PROGRAM AND CENTER, 2015-2023**

Year in which self-studies are due (October 1)

(Programs and schedules are subject to change)

Academic programs

Accountancy, B.S.: 2020
Accountancy, M.S.: 2020
Accountancy, Integrated B.S./M.P.A.: 2020
Agriculture, B.S.: 2020
Agriculture, M.S.: 2020
Anthropology, B.A., B.S.: 2022
Anthropology, M.A., M.S.: 2016 (new program progress report), 2022
Applied Economics, M.S., M.S.: 2022
Art, B.A., B.S.: 2015, 2023
Art, M.A., M.S.: 2015, 2023
Art, B.F.A.: 2015, 2023
Art, M.F.A.: 2015, 2023
Arts Technology, B.A., B.S.: 2015, 2023
Arts Technology, M.S.: 2015, 2023
Athletic Training, B.S.: 2018
Audiology, Doctor of (Aud.D.): 2017
Biochemistry, B.S.: 2016 (new program progress report), 2021
Biological Sciences, B.S.: 2017
Biological Sciences Teacher Education, B.S.: 2018 (new program progress report), 2023
Biological Sciences, M.S.: 2017
Biological Sciences, Ph.D.: 2017
Business Administration, B.S.: 2020
Business Administration, M.B.A.: 2016 (new region progress report), 2020
Business Information Systems, B.S.: 2020
Business Teacher Education, B.A., B.S., B.S.Ed.: 2019
Chemistry, B.S.: 2016
Chemistry, M.S.: 2016
Chemistry Education, M.C.E.: 2019
Chemistry Education, M.S.C.E.: 2019
Clinical-Counseling Psychology, M.A., M.S.: 2020
College Student Personnel Administration, M.S.: 2015, 2023
Communication, M.A., M.S.: 2015, 2023
Communication Sciences and Disorders, B.S.: 2017
Communication Studies, B.A., B.S.: 2015, 2023
Computer Science, B.S.: 2021
Construction Management, B.S.: 2020
Criminal Justice Sciences, B.A., B.S.: 2022
Criminal Justice Sciences, M.A., M.S.: 2022
CSBO Endorsement, Post-Master's Graduate Certificate: 2019
Director of Special Education, Post-Master's Graduate Certificate: 2019
Early Childhood Education, B.S., B.S.Ed.: 2019
Economics, B.A., B.S.: 2022
Educational Administration, M.S., M.S.Ed.: 2019
Educational Administration, Ed.D., Ph.D.: 2016 (new region progress report), 2019
Elementary Education, B.S., B.S.Ed.: 2016 (new region progress report), 2019
Engineering Technology, B.S.: 2016 (new program progress report), 2020
English, B.A.: 2018

English, M.A., M.S.: 2018
English Studies, Ph.D.: 2018
Environmental Health, B.S.: 2017
Exercise Science, B.S.: 2018
Family and Consumer Sciences, B.A., B.S.: 2020
Family and Consumer Sciences, M.A., M.S.: 2020
Family Nurse Practitioner, Post-Master's Certificate: 2017
Finance, B.S.: 2020
French, B.A.: 2021
General Administration, Post-Master's Graduate Certificate: 2019
Geography, B.A., B.S.: 2022
Geology, B.S.: 2016
German, B.A., B.S.: 2021
Graphic Communications, B.S.: 2020
Health Education, B.S., B.S.Ed.: 2018
Health Information Management, B.S.: 2017
History, B.A., B.S.: 2022
History, M.A., M.S.: 2022
Hydrogeology, M.S.: 2016
Industrial Technology, B.S.: 2020
Information Systems, B.S.: 2021
Information Systems, M.S.: 2021
Insurance, B.S.: 2020
Interdisciplinary Studies, B.A., B.S.: 2018
International Business, B.A., B.S.: 2020
Journalism, B.A., B.S.: 2015, 2023
Kinesiology and Recreation, M.S.: 2018
Languages, Literatures, and Cultures, M.A.: 2021
Legal Studies, B.S.: 2017 (new program progress report), 2022
Management, B.S.: 2020
Marketing, B.S.: 2020
Mass Media, B.A., B.S.: 2015, 2023
Mathematics, B.A., B.S.: 2018
Mathematics, M.S.: 2018
Mathematics Education, Ph.D.: 2018
Medical Laboratory Science, B.S.: 2018
Middle Level Teacher Education, B.S., B.S.Ed.: 2019
Molecular and Cellular Biology, B.S.: 2016 (new program progress report), 2021
Music, M.M.Ed.: 2019
Music, M.M.: 2015, 2023
Music (Liberal Arts), B.A., B.S.: 2015, 2023
Music Education, B.M.E.: 2019
Music Performance, B.M.: 2015, 2023
Network and Telecommunications Management, B.S.: 2021
Nursing, B.S.N.: 2017
Nursing, M.S.N.: 2017
Nursing, Ph.D.: 2017
Nursing Practice, Doctor of (D.N.P.): 2016 (new program progress report), 2021
Philosophy, B.A.: 2020
Physical Education, B.S., B.S.Ed.: 2018
Physics, B.S.: 2016
Political Science, B.A., B.S.: 2022
Political Science, M.A., M.S.: 2022
Psychology, B.A., B.S.: 2020
Psychology, M.A., M.S.: 2020
Public Relations, B.A., B.S.: 2015, 2023

Reading, M.S.Ed.: 2019
Recreation and Park Administration, B.S.: 2015
Renewable Energy, B.S.: 2017
Safety, B.S.: 2018
School Librarianship, Post-Baccalaureate Graduate Certificate: 2018
School Psychology, S.S.P.: 2020
School Psychology, Ph.D.: 2020
Social Work, B.S.W.: 2014, 2022
Social Work, M.S.W.: 2014, 2022
Sociology, B.A., B.S.: 2014, 2022
Sociology, M.A., M.S.: 2014, 2022
Spanish, B.A., 2021
Special Education, B.S., B.S.Ed.: 2019
Special Education, M.S., M.S.Ed.: 2019
Special Education, Ed.D.: 2019
Speech-Language Pathology, M.A., M.S.: 2017
Superintendent Endorsement, Post-Master's Graduate Certificate: 2019
Teaching and Learning, M.S.: 2019
Teaching and Learning, Ed.D.: 2019
Teaching Writing High/Middle School, Post-Baccalaureate Graduate Certificate: 2018
Technology, M.S.: 2020
Technology and Engineering Education, B.S.: 2020
Theatre, B.A., B.S.: 2016, 2023
Theatre, M.A., M.S.: 2016, 2023
Theatre, M.F.A.: 2016, 2023
University Studies, B.A., B.S.: 2018

Research and service centers

Adlai Stevenson II Center for Community and Economic Development: 2016, 2021
Center for Adoption Studies: 2017, 2022
Center for Insurance and Financial Services (Katie School): 2017, 2022
Center for Mathematics, Science, and Technology: 2015, 2019, 2023
Center for Renewable Energy: 2016, 2021
Center for Teaching, Learning, and Technology: 2016, 2021
Center for the Study of Educational Policy, 2015, 2019, 2023
Mary and Jean Borg Center for Reading and Literacy: 2015, 2019, 2023
Special Education Assistive Technology Center: 2015, 2019, 2023
WGLT: 2015, 2019, 2023

**SUMMARIES OF 2014-2015
PROGRAM REVIEWS**

Review of the B.A., B.S. in Criminal Justice Sciences 43.0104

Context and overview. The B.A., B.S. in Criminal Justice Sciences program is housed in the Department of Criminal Justice Sciences within the College of Applied Science and Technology. The department also offers a minor in criminal justice sciences and a M.A., M.S. in Criminal Justice Sciences. The B.A., B.S. in Criminal Justice Sciences program is one of the largest undergraduate criminal justice programs in Illinois with an explicit liberal arts and social sciences orientation. Coursework is multidisciplinary, including policing, corrections, courts, and related social and behavioral sciences. The program prepares students for entry-level positions in the justice system as well as for graduate or law school.

Self-study process. While assessment and consultations have been ongoing since the last program review was conducted in 2006, an undergraduate program review team was formally assembled in October 2013. The self-study was a participatory process in which criminal justice sciences students, faculty, staff, and alumni were consulted for feedback and assistance.

Program curriculum. The B.A., B.S. in Criminal Justice Sciences program requires 64 credit hours of coursework related to criminal justice. The curriculum reflects standards set forth by the Academy of Criminal Justice Sciences, which include foundational work in diversity, communication skills, critical thinking, and quantitative reasoning. These elements exist within each of the core and elective requirements for the major. Students are required to complete a 480-hour professional practice experience with an agency or department affiliated with the criminal justice system. Students are also encouraged to study abroad or pursue independent or group research opportunities either through independent studies, honors projects, or research symposia.

Program or unit faculty. The Department of Criminal Justice Sciences has 11 full-time, tenured or tenure track faculty members. The faculty is interdisciplinary with respect to doctoral field of study and research orientation. Fifty percent of tenure-line faculty members are female. Faculty members are recognized regionally, nationally, and internationally for their research and publication productivity. Tenured and tenure track faculty members engage in scholarly activities, including authoring scholarly books and journal articles, writing through other outlets such as the United Nations, and conducting externally-funded research. Faculty members are active in service to the discipline through their work on grant review panels and journal editorial boards, through work with agencies such as the Federal Law Enforcement Training Center and the National Institute of Justice to develop training materials and public policy reports, and through contributions to national and international associations in the discipline. Faculty work has been recognized by the RAND Corporation for its contributions to best practices in recruiting and retaining quality police officers.

Program goals and quality indices. Goals of the Department of Criminal Justice Sciences and, by extension, its programs include providing a premiere comprehensive undergraduate program; maintaining state, national, and international recognition for quality research and scholarship; providing outreach initiatives that enhanced the public and private sectors; providing state-of-the art technology and infrastructure to assist in student education and scholarship; and developing and maintaining meaningful relationships with internal and external constituencies. Indicators used by faculty to assess the quality of the undergraduate criminal justice sciences program relative to peer and benchmark programs include student-faculty ratio, curriculum (breadth, depth, capstone experiences, and internships), and cocurricular opportunities. While pursuing excellence relative to these indices, faculty also seeks to meet standards established by the Academy of Criminal Justice Sciences.

Student learning outcomes assessment plan and process. Faculty approved student learning outcomes for the program in April 2011. Outcomes are based on three foundational areas: content/discipline knowledge and skills, communications skills, and critical inquiry and problem solving. In the assessment plan, outcomes are aligned with required courses. To assess student learning with respect to the adopted outcomes, program faculty has crafted an assessment survey given to students at two points in time, in the introductory criminal justice sciences course and at the internship stage of the curriculum. The faculty also utilizes a senior exit survey and internship assessment to identify strengths and weaknesses of the program, curricular or other program changes that may be needed, and other programmatic revisions that could improve the department.

Specialized accreditation. No accrediting body exists for criminal justice sciences programs. However, the curriculum of the B.A., B.S. in Criminal Justice Sciences program at Illinois State reflects standards established by the Academy of Criminal Justice Sciences.

Responses to recommendations resulting from the previous program review. *Refine the assessment plan and link data collection to student learning outcomes:* In refining the student learning outcomes assessment plan for the program, faculty examined the curriculum and its relevance to the profession. Faculty developed goals to measure student learning outcomes in three major categories: content/discipline knowledge and skills; communication skills; and critical inquiry and problem solving. *Identify benchmark programs to help guide program improvement:* Faculty selected quality indices deemed most appropriate for evaluating the program and then identified programs at other institutions that excel relative to those indices. Faculty conversations during the self-study process have resulted in reviews of curricular requirements, course offerings, experiential learning opportunities, and certifications. *Work collaboratively to develop innovations in the curriculum:* The department has sought and continues to seek opportunities to develop innovative curricular opportunities in concert with diverse disciplines across campus. *Reestablish the program advisory board:* The department reestablished an advisory board in 2009. However, due to the lack of consistent participation on behalf of board members and the lack of progress made toward meeting board goals, the advisory board was disbanded in 2011. Since dissolution of the board, the department has focused on developing and sustaining relationships with young alumni. *Identify an optimum enrollment:* The department continues to collaborate with Enrollment Management and Academic Services on campus to maintain enrollment in the B.A., B.S. in Criminal Justice Sciences program at its capacity of 450 students. The department closely monitors its instructional capacity so that faculty resources are available to serve enrolled students. *Encourage participation in the University Honors program:* The department has expanded its efforts to encourage criminal justice sciences majors to participate in the University Honors program. Between fall 2009 and fall 2013, the number of majors participating in the Honors program doubled.

Changes in the academic discipline, field, societal need, and program demand. The criminal justice sciences discipline continues to be the leading choice nationally among students interested in studying the social sciences. Students report that they find criminal justice subject matter interesting and relevant. The United States Department of Labor outlook for employment in criminal justice sciences jobs remains strong.

Major findings of this program review self-study. The Department of Criminal Justice Sciences continues to offer a quality undergraduate program. Moreover, faculty members are dedicated to the Illinois State University tenet of “integrating traditional knowledge and methods with emerging ideas and innovations.” A comparison between the undergraduate criminal justice program at Illinois State and aspirational programs has revealed that aspirational programs require fewer semester hours, suggesting a need for faculty to further investigate requirements of the major. Program enrollment consistently meets its target. Ongoing examination of target and actual enrollment is necessary to ensure that the department can honor its commitments to maintain appropriate class sizes, advisement caseload, and internship placements. The student-faculty ratio in the department is consistently higher than the ratio for comparable programs and for other programs in the College of Applied Science and Technology and the University. The high ratio limits ability of the faculty to introduce curricular enhancements. The program should evaluate causes of the high ratio and develop strategies to reduce it. Among curricular enhancements to consider are additional credit-bearing community service and research opportunities with mentoring relationships between students and program faculty.

Initiatives and plans for the next program review cycle. During the next program review cycle, program faculty plans to identify viable strategies for reducing the student-faculty ratio, continue to evaluate the curriculum, seek innovative approaches to providing community service and research opportunities, evaluate optimal enrollment in the major and minor programs in light of the university goal of increasing enrollment, and annually assess progress toward addressing recommendations resulting from this program review.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Criminal Justice Sciences program to be in Good Standing.

The Academic Planning Committee thanks program faculty and staff for a thorough yet succinct self-study report. Assertions and conclusions in the report are effectively supported by data made available to the program and by information gathered by faculty and staff through their own research.

The committee commends the program for establishing enrollment targets based on program capacity and available resources and for achieving and maintaining them through varied and sound recruitment and retention efforts. Recruitment strategies have included outreach to high schools and community colleges, open houses and information nights held throughout the state, and personal contacts by faculty members with newly-admitted students. Through these efforts, the percentage of students from underrepresented groups has increased and student quality has improved, particularly among transfer students. The committee also commends the program for efforts to recruit and retain female students. Particularly noteworthy is the Breaking Barriers initiative through which women are introduced to female leaders in criminal justice fields. The initiative received the Diversity Advocacy Award at Illinois State in 2010.

The committee recognizes the program for its numerous embedded and co-curricular experiential learning opportunities. Students are required to complete a 12-credit hour internship. The department assists students with their placement by co-sponsoring an internship fair at which students learn of more than 400 placement sites. Co-curricular opportunities include individual and group research projects, field trips, activities sponsored by two registered student organizations, and a residence hall lifestyle community floor for program majors. The committee further recognizes the program for its study abroad options in Croatia, India, Russia, Scotland, and South Africa and for its collaborative work with Milner Library faculty in developing and maintaining resources and services that support the curriculum and faculty research.

The committee acknowledges extensive work done by faculty since the last program review to improve student learning outcomes assessment by adopting new student learning outcomes, aligning outcomes with core courses, and using assessment feedback to make program changes. The committee asks program faculty to continue these efforts by developing additional direct measures of student learning and incorporating the measures in a revised assessment plan. The committee asks the Department of Criminal Justice Sciences to submit its revised assessment plan to the Office of the Provost by April 15, 2016. The committee further asks the program to implement the revised plan during the 2016-2017 and 2017-2018 academic years by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. The committee asks the department to submit a report to the Office of the Provost regarding assessment plan implementation by December 1, 2018.

The committee recognizes faculty and staff for their efforts to graduate native students within four years of admission and external transfer students with an associate's degree within two years. As a result of these efforts, time-to-degree for students graduating from the program compares favorably with time-to-degree across all undergraduate programs at the University. In addition, the six-year graduation rate for external transfer students consistently exceeds the graduation rate for transfer students across all undergraduate programs. However, the six-year graduation rate for first-time college students enrolling in the program has typically been between five and ten percentage points below the average across all undergraduate programs. Accordingly, the committee asks the Department of Criminal Justice Sciences to submit a follow-up report that analyzes graduation rates for first-time college students and identifies actions the program will take to raise the rate closer to the university-wide average. The committee asks the department to submit its report to the Office of the Provost by December 1, 2015.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue evaluating the curriculum to ensure its currency with emerging issues in the discipline and its sustainability; issues to be addressed include, but need not be limited to, the number of required credit hours, the balance between required and elective courses, and introduction of specialized instruction through options, concentrations, or sequences.
- Continue working with the Julia N. Visor Academic Center to provide intrusive advisement and services for students either on academic probation or academic warning.
- Continue efforts to recruit for gender diversity in the student population.

- Building on the history of strong collaboration with Milner Library faculty, identify goals and strategies for improving library resources and services during the next eight years; among strategies to be considered is development and implementation of a systematic approach to introducing and teaching information literacy skills appropriate to the discipline.
- Establish quality indicators for the criminal justice sciences minor and periodically evaluate the minor with respect to those indicators.
- Develop and implement a plan for systematically evaluating advisement services and utilizing evaluation results to modify those services if warranted.
- Continue efforts to recruit and retain faculty from groups historically underrepresented in the discipline.
- Continue efforts to develop relationships with program graduates, and explore ways to sustain and institutionalize those relationships, through a revamped advisory council or through some other means.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data, B.A., B.S. in Criminal Justice Sciences (43.0104)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	308	348	401	402	414
Governors State University	175	216	265	260	312
Illinois State University	432	453	454	450	455
Northeastern Illinois University	433	465	518	530	530
Southern Illinois University Edwardsville	93	94	83	116	140
U of I at Chicago	255	295	274	316	356
U of I at Springfield	187	213	225	195	191
<i>Grand Total</i>	<i>1,883</i>	<i>2,084</i>	<i>2,220</i>	<i>2,269</i>	<i>2,398</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	57	58	54	60	55
Governors State University	68	66	89	90	74
Illinois State University	145	164	160	159	174
Northeastern Illinois University	83	98	95	111	111
Southern Illinois University Edwardsville	54	62	53	83	81
U of I at Chicago	137	132	120	152	169
U of I at Springfield	38	30	57	52	49
<i>Grand Total</i>	<i>582</i>	<i>610</i>	<i>628</i>	<i>707</i>	<i>713</i>

Review of the M.A., M.S. in Criminal Justice Sciences 43.0104

Context and overview. The M.A., M.S. in Criminal Justice Sciences program is housed in the Department of Criminal Justice Sciences within the College of Applied Science and Technology. The department also offers a B.A., B.S. in Criminal Justice Sciences and a minor in criminal justice sciences. The M.A., M.S. in Criminal Justice Sciences program helps students develop skills to analyze crime and criminal justice policies. The program is designed to prepare students for careers in criminal justice administration or for advanced graduate study.

Self-study process. The program review self-study report was co-authored by the current graduate coordinator and his predecessor. The report authors began compiling data in January 2014, and the report was written between February and August 2014. The authors consulted faculty, administration, and alumni throughout the self-study process. Several initiatives for reform and improvement of the program have emerged from the self-study.

Program curriculum. The M.A., M.S. in Criminal Justice Sciences program has both a thesis option (requiring 32 credit hours of coursework) and a comprehensive examination option (requiring 34 credit hours of coursework). The curriculum permits students to pursue coursework reflective of individual interests and professional goals. Since the 2006 program review, the graduate committee in the Department of Criminal Justice Sciences has modified the program in two ways. The committee has reduced the number of comprehensive exam subject areas required for graduation from four (management, criminological theory, research methods, and elective) to three (criminological theory, research methods and statistics, and elective). The committee has also reduced the number of required core courses from seven to three. The revised curriculum provides students more flexibility in meeting professional goals and in meeting credit hour requirements.

Program or unit faculty. The Department of Criminal Justice Sciences has 11 full-time, tenured or tenure track faculty members. The faculty is interdisciplinary with respect to doctoral field of study and research orientation. Fifty percent of tenure-line faculty members are female. Faculty members are recognized regionally, nationally, and internationally for their research and publication productivity. Tenured and tenure track faculty members engage in scholarly activities, including authoring scholarly books and journal articles, writing through other outlets such as the United Nations, and conducting externally-funded research. Faculty members are active in service to the discipline through their work on grant review panels and journal editorial boards, through work with agencies such as the Federal Law Enforcement Training Center and the National Institute of Justice to develop training materials and public policy reports, and through contributions to national and international associations in the discipline. Faculty work has been recognized by the RAND Corporation for its contributions to best practices in recruiting and retaining quality police officers.

Program goals and quality indices. Goals of the Department of Criminal Justice Sciences and, by extension, its programs include providing graduate education programs with state, national, and international reputations for excellence; maintaining state, national, and international recognition for quality research and scholarship; providing outreach initiatives that enhanced the public and private sectors; providing state-of-the art technology and infrastructure to assist in student education and scholarship; and developing and maintaining meaningful relationships with internal and external constituencies. Indicators used by faculty to assess the quality of the graduate criminal justice sciences program relative to peer and benchmark programs include admissions standards, curriculum, and faculty qualifications and accomplishments.

Student learning outcomes assessment plan and process. Since the 2006 program review, the curriculum and assessment committee in the department has compiled and adopted a student learning outcomes assessment plan for the program. Learning outcomes have been aligned with required courses. Assessment tools include an exit survey, implemented for the first time in 2014-2015, and the university-wide alumni survey. Assessment data are examined by program faculty each fall.

Specialized accreditation. There is no national accreditation for criminal justice sciences programs.

Responses to recommendations resulting from the previous program review. The 2006 program review resulted in six recommendations. *Adopt a student learning outcomes assessment plan for the program:* An assessment plan has been developed and adopted since the 2006 program review. Implementation of the plan is ongoing. *Continue*

faculty and student minority recruitment efforts: The department has employed numerous strategies to promote racial/ethnic and gender diversity among its students and faculty. Historically underrepresented racial/ethnic groups and non-resident aliens comprised 50 percent of the student body in fall 2013, while women comprised 50 percent of tenured or tenure track faculty members in fall 2014. *Increase graduate assistantship stipends:* Using supplemental funds from the college, Office of the Provost, and external sources, graduate assistantship stipends have increased since the last program review, and the stipend is now higher than the stipend in most academic units at the University. *Reestablish the program advisory board:* The department reestablished an advisory board in 2009. However, due to the lack of consistent participation on behalf of board members and lack of progress made toward meeting board goals, the advisory board was disbanded in 2011. Since dissolution of the board, the department has focused on developing and sustaining relationships with young alumni. *Identify benchmark programs to which the Illinois State program aspires:* The graduate committee has selected master's programs at Bowling Green State University and the University of Wisconsin Milwaukee as aspirational programs. Qualities of those programs to which the faculty in the Illinois State program aspire include selective admissions requirements, curriculum, and faculty qualifications and accomplishments. *Promote a culture of professional development among faculty and mentoring of junior faculty members:* The department has developed a crime and justice foundations handbook for use by faculty in identifying private foundations that fund research in criminology and criminal justice. A junior faculty mentoring program has been implemented, involving monthly luncheon gatherings of assistant and associate faculty members with the chairperson.

Changes in the academic discipline, field, societal need, and program demand. Student demand for criminal justice programs has increased since the last program review as have the number of criminal justice programs and criminal justice graduates nationally. Professions for which students train are relatively similar to those at the time of the prior program review, including policing, justice, and corrections. A smaller number of graduates seek law or doctoral degrees. Criminal justice graduate courses and programs in the United States are increasingly being offered online.

Major findings of this program review self-study. The quality of graduate students entering the program has improved since the last program review as has their scholarly productivity in terms of presentations and publications. Program graduates continue to succeed in attaining employment and advancing in their careers. More graduates are entering and excelling in doctoral programs. The program has begun implementing an assessment plan to evaluate student achievement of program learning goals and to identify the areas for program improvements. The program has worked to foster long-term relationships with recent alumni. The self-study has identified the need to decrease student attrition and time to degree. Almost half of the students entering the program do not graduate. In examining this trend more closely, it appears that many students who do not graduate complete required coursework but not an exit option. Although students who complete the program do so within the six-year limit imposed by Graduate School, strategies are needed to reduce time to degree for full-time students to two years.

Initiatives and plans for the next program review cycle. Based on the major findings of its self-study, program faculty plans to develop and implement strategies to improve student retention and graduation rates, reduce time to degree for full-time students, better track scholarly productivity of students, and incorporate civic engagement into the curriculum.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Criminal Justice Sciences program to be in Good Standing.

The Academic Planning Committee thanks program faculty and staff for a thorough yet succinct self-study report. The committee acknowledges the initiative faculty and staff have taken to gather data not otherwise readily available and to effectively utilize that data in the program analysis (e.g., time to degree).

The committee commends the program for increasing student involvement in scholarship, including student-faculty collaboration resulting in co-authorship of seven articles, ten chapters, one textbook manual, and three grant reports since 2006. The committee further commends support provided to students for presentation of their scholarship at regional, national, and international conferences.

The committee recognizes program faculty and staff for their efforts to internationalize the program. Particularly noteworthy are successful efforts to recruit international students, the addition of three study abroad options, and communication with faculty and students in South Africa through Internet-based telecommunications applications.

The committee commends the program for its successful efforts to improve gender balance among students and faculty. The committee also commends the program for increasing the number of students receiving graduate assistantships through use of external grant funds and minority retention funds, and for increasing the graduate assistantship stipend. The committee recognizes the program for its collaboration with Milner Library faculty to integrate library resources and services into the curriculum.

While acknowledging the many program improvements and successes since the last program review, the Academic Planning Committee has identified three issues it feels warrants attention of program faculty and staff well before the next eight-year program review. The committee asks the program to address each issue and report its findings in follow-up reports submitted to the Office of the Provost.

The self-study report identifies two primary audiences and the role of the program related to each: the practitioner seeking to improve knowledge, skills, and credentials, and the student preparing to pursue doctoral education to qualify for a career in teaching or research. It is unclear to the committee from its careful review of the self-study report whether the program intends to continue serving both populations and, if so, how the needs of the two groups will be addressed and balanced with resources available to the program. Accordingly, the committee asks the program to engage in faculty-wide discussions regarding program purpose and audience and to report its findings in a follow-up report to the Office of the Provost. The committee asks the Department of Criminal Justice Sciences to submit its follow-up report to the Office of the Provost by October 30, 2015.

The self-study report indicates that approximately half of the students enrolling in the program do not graduate. For students who complete the program, particularly part-time students who work full-time, faculty has identified reducing time to degree as a priority. The committee asks the program to analyze completion and time to degree in light of prior discussions regarding program purpose and audience. The committee asks the program to identify specific actions the program will take to increase graduation rates, reduce average time to degree, and track student progress toward program completion. The committee suggests that faculty consult feedback from alumni and non-completers and look to aspirational programs nationally to guide its analysis. The committee asks the Department of Criminal Justice Sciences to submit its report to the Office of the Provost by April 15, 2016.

The Academic Planning Committee acknowledges work done by program faculty since the last program review to refine the student learning outcomes assessment plan for the program. The committee asks the program to build on its work by further revising the plan, in doing so addressing the appropriateness of student learning outcomes of the program relative to student learning outcomes for the undergraduate program, aligning student learning outcomes with the revised curriculum, and developing direct measures of assessment and strategies for administering them. The committee asks the Department of Criminal Justice Sciences to submit a revised student learning outcomes assessment plan for the program to the Office of the Provost by April 15, 2016. The committee further asks the program to implement its new assessment plan during the 2016-2017 and 2017-2018 academic years by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. The committee asks the department to submit a report on its implementation to the Office of the Provost by December 1, 2018.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Explore methods of incorporating civic engagement in the program.
- Consider strategically expanding the number and frequency of online courses as a means of decreasing time to degree, particularly for part-time students who are practitioners.
- Continue efforts to develop relationships with program graduates, and explore ways to sustain and institutionalize those relationships, through a revamped advisory council or through some other means.
- Implement a system for tracking and documenting student involvement in research and other scholarly activities.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data, M.A., M.S. in Criminal Justice Sciences (43.0104)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	25	23	32	43	55
Governors State University		0	20	57	61
Illinois State University	29	27	30	23	23
U of I at Chicago	24	25	26	30	31
<i>Grand Total</i>	<i>78</i>	<i>75</i>	<i>108</i>	<i>153</i>	<i>170</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	12	8	5	6	11
Governors State University	0	0	2	5	13
Illinois State University	9	7	9	6	5
U of I at Chicago	20	10	15	8	15
<i>Grand Total</i>	<i>41</i>	<i>25</i>	<i>31</i>	<i>25</i>	<i>44</i>

Review of the B.A., B.S. in Economics 45.0601

Context and overview. The B.A., B.S. in Economics program is housed in the Department of Economics within the College of Arts and Sciences. The department also offers a M.A., M.S. in Applied Economics and an economics minor. The B.A., B.S. in Economics program prepares students for a variety of careers in the public and private sectors including economic market research, banking and finance, insurance, public administration and planning, and health care management and analysis. The program also prepares students for graduate study in economics and allied disciplines and for law school.

Self-study process. The program review self-study process for the B.A., B.S. in Economics program was initiated by the department in spring 2013. The undergraduate program director, working in consultation with the undergraduate program review committee, was responsible for drafting the self-study report. Faculty members were consulted throughout the process for their input. Current students and alumni were surveyed in spring 2014 to measure their perceptions of and satisfaction with the overall program and several specific aspects of it, including the quality of instruction, program requirements, understanding career options after graduation, skill sets acquired through the program, and the quality of advising. Faculty members were asked to review and comment on drafts of the self-study report, and the final version was completed in early September 2014.

Program curriculum. The B.A., B.S. in Economics program offers a flexible, intellectually challenging, and professionally rewarding educational opportunity. The program is built on three integrated principles: rigorous training in economic theory and its application to global problems, strong emphasis on quantitative and statistical methods and their appropriate applications to economics, and comprehensive and effective verbal and written communication skills. Highlights of required coursework include sound coverage of intermediate theory and methods courses and a capstone research project. Students choose between two sequences: general economics and managerial economics. The general economics sequence requires 33 hours of economics-related coursework. Students in the sequence may choose from among six concentrations: electricity, natural gas, and telecommunications economics; graduate school preparation; human resources; international economics; pre-law; and public policy. The low number of required credit hours in the general economics sequence allows students flexibility to pursue a second major or a minor in another discipline. The managerial economics sequence requires 48 credit hours of economics- or business-related coursework. The sequence is designed for students who desire a more focused degree that combines core skills in economics with a fundamental understanding of basic business tools including accounting, finance, and data management.

Program or unit faculty. The Department of Economics has 13 tenure track faculty members with doctorates and five non-tenure track faculty members. All tenure track faculty members have significant and active research agendas, with their work published in peer-reviewed academic journals. Senior faculty members are nationally and internationally recognized in their respective areas of expertise based on their publication record, journal refereeing, and requests to organize sessions at professional conferences. Research efforts of junior faculty are quickly being recognized in the profession as well. Several faculty members have received university research grants as well external grants from such government agencies as the United States Department of Energy, United States Department of Labor, and the United States Department of Agriculture. Faculty members are actively engaged in outreach through contract projects with the Institute for Regulatory Policy Studies and the Adlai Stevenson II Center for Community and Economic Development, both housed at Illinois State University. Faculty members are regular presenters and participants at professional conferences both domestically and internationally. The department embraces an international perspective through collaborative agreements with several universities and institutes abroad. The department also hosts a number of visiting scholars from around the globe in its workshop and seminar series.

Program goals and quality indices. The B.A., B.S. in Economics program pursues learning and scholarship with integrity, provides a student-centered educational experience, prepares students for lifelong success in a continuously-changing world, delivers individualized attention for economics majors, and builds productive relationships both within the University and with external partners. The quality of the program can be most meaningfully measured along three dimensions: the emphasis placed on developing critical thinking, communication, and quantitative reasoning skills; the extent to which department faculty engages in scholarship

focused on teaching and learning within the discipline; and the ability of students to compete successfully in their chosen careers after graduation or to succeed in graduate studies.

Student learning outcomes assessment plan and process. The student learning outcomes assessment plan for the B.A., B.S. in Economics program continues to evolve. The current plan has five learning objectives. For each objective, faculty has identified specific activities that, if one or more are completed, would evidence student achievement of the objective. Tools currently used to assess student achievement of learning goals include review of student performance in the capstone research course, exit surveys administered to graduating seniors, and the university-wide alumni survey.

Specialized accreditation. There is no formal accrediting agency specifically for bachelor's programs in economics housed in colleges of arts and sciences.

Responses to recommendation resulting from the previous program review. Recommendations resulting from the 2006 program review included assessing new progress-toward-degree requirements for their appropriateness, continuing efforts to enhance cultural and gender diversity among faculty, continuing efforts to identify exemplary qualities in benchmark programs, and developing strategic planning processes tied to mission and goals and involving all faculty members. Since the last program review, faculty has worked extensively to advise both first-time-in-college and transfer students in mapping personalized programs of study that make timely degree completion possible. The department continues to demonstrate a strong commitment to diversity and gender inclusion among its faculty through successful recruiting efforts that have produced one of the most diverse faculties at the University. Through this program review self-study process, program faculty has extensively analyzed comparator programs at Illinois public universities and aspirational programs at institutions in the Midwest to help inform the program with regard to program requirements, content, and sequencing. Through the strategic planning process, faculty has worked to develop additional interdisciplinary relationships with other academic programs at the University, such as environmental studies, European studies, and financial economics. Strategic planning has also guided revisions to the internship program. Additional strategic planning is a goal for the coming program review cycle.

Changes in the academic discipline, field, societal need, and program demand. There continues to be a strong demand for graduates of the B.A., B.S. in Economics program who can demonstrate critical thinking skills and analytical and modeling abilities. Particularly valuable for employers is the ability of program graduates to work with statistical modeling and estimation tools to produce reliable empirical insights and analysis. The department continues to take advantage of substantial professional development opportunities to keep its faculty current with innovations in and out of the classroom. Junior faculty members are leading the development of online and blended class materials as well as promoting learning objectives in computer-based quantitative skill development. The increasingly international background of faculty has led to a more global perspective in the application of economic modeling and research and to the development of global partnerships through faculty and student exchanges.

Major findings of this program review self-study. Faculty members of the Department of Economics interact and work effectively with students in small groups and on individual projects, in doing so providing personalized attention which is the hallmark of a quality undergraduate experience. Courses offered for students in the College of Business and for students seeking to complete general education requirements are fit for their purposes and appropriately demanding while providing enrollment for department courses beyond economics majors and minors. Faculty has excellent working relationships with executives from corporate headquarters located in the region. The key to building and maintaining those relationships is the high quality of the academic curriculum within the economics major. Enrollment in the program remains strong, reaching a five-year high in fall 2014. However, because of high academic standards maintained by the program, recruiting and retaining students is a constant challenge. The primary program recruitment venue continues to be the principles of economics course, in which many students first learn about the discipline.

Initiatives and plans for the next program review cycle. The transition in the departmental chair position over the past five years has stalled progress in reviewing and updating the departmental strategic plan. Doing so is a priority for the department in the upcoming two years. Among the key issues which need to be addressed in strategic planning is how to add faculty positions in order to staff the needed reform of the principles of economics course, so the course is pedagogically sound and is consistent with the sequence and structure of economics principles courses offered by every other public university in Illinois. Other staffing issues to be resolved include

selection of a new undergraduate program director with skills to undertake a rigorous program of assessment and curricular review and the hiring a professional advisor for the undergraduate program, as has been done nearly uniformly across undergraduate programs at the University. The department will also work with the departmental advisory board to develop a comprehensive policy governing internships. The department needs to carefully examine the match between internship opportunities and curriculum strengths to ensure that knowledge gained in the classroom is seen to have valuable applications in the private and public sectors.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Economics program to be in Good Standing.

The Academic Planning Committee thanks the program for its critical and analytical approach to program review. Particularly noteworthy is the extensive analysis of comparator and aspirational programs.

The committee commends program faculty for developing and maintaining a curriculum characterized by intellectually rigorous standards. The committee notes the required capstone research experience and the support the program provides students in completing it by having students enroll concurrently in a 300-level elective course. Program faculty members provide individualized attention by scheduling classes in small lab settings and, in the case of senior-level courses, by limiting enrollment to 15. As of summer 2014, the program provides opportunities for students to complete six core courses online during summer session.

The committee recognizes program faculty members for their contributions to the discipline nationally and internationally through their research and service. Faculty has been successful at obtaining external funds to support research, as evidenced by an annual average of nearly \$1 million in new grant funding from Fiscal 2009 to Fiscal 2013. The committee thanks the program for its service to the energy sector through its Institute for Regulatory Policy Studies and for its commitment to sustainable communities through its co-sponsorship of the Center for Renewable Energy at Illinois State. The committee also recognizes contributions of the program to internationalizing the University by building a diverse faculty with representation from ten foreign countries and by its support for study abroad programs, including economics instruction at the University of Maastricht (Netherlands).

The committee acknowledges the program for its work to develop a structure for a methodologically-sound student learning outcomes assessment plan. The committee asks faculty to work with University Assessment Services to continue refining the plan by identifying methods of direct assessment (e.g., assignments in core courses) and of tracking alumni and then establishing a structure and process for systematic review, analysis, and use of assessment data by the department. The committee asks the Department of Economics to submit a refined student learning outcomes assessment plan for the program to the Office of the Provost by December 1, 2015. The committee further asks program faculty to implement its refined assessment plan during the 2016-2017 and 2017-2018 academic years and to document results of its efforts in a second follow-up report to the Office of the Provost. The committee asks the department to submit the second report by October 1, 2018.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Develop and implement a staffing plan that can be achieved and sustained given resources available directly to the unit or shared with other units in the college; the plan should incorporate efforts to create and fill a position dedicated to student recruitment and advisement, thus freeing the undergraduate program coordinator to focus on curriculum development and assessment; the plan should also include strategies for developing continuity in administrative roles within the department and program and possible augmentation of faculty hiring.
- Having created an environment in the department that promotes quality teaching, identify and administer specific, varied, and disaggregated measures for assessing and improving the quality of teaching in the undergraduate program.
- Diversify strategies for student recruitment and enrollment management; outreach initiatives might include working through the regional recruitment group to attract more new beginning freshmen to the program from feeder high schools.

- Explore ways to minimize negative impacts of General Education curriculum changes on internal transfer recruitment to the undergraduate economics program, working with faculty in other programs supporting General Education and with the Council on General Education.
- Develop and implement a plan to recruit for gender and racial/ethnic diversity in the student population.
- Build on successful efforts to expand racial/ethnic diversity among faculty members by continuing to recruit for gender diversity.
- Collaborate with the new economics subject specialist at Milner Library to ensure availability of sufficient and appropriate resources and services to support the curriculum and faculty research.
- Develop a comprehensive policy on internships, working with the Department of Economics advisory board, to address the match between internship opportunities and curriculum strengths.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.
- Building on elements of the program review self-study, follow-up reports, and actions taken to address these program review recommendations, compile a new strategic plan for the department and its programs.



Comparative Data, B.A., B.S. in Economics (45.0601)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	11	12	17	16	6
Eastern Illinois University	53	67	69	29	27
Illinois State University	123	101	93	77	75
Northeastern Illinois University	76	86	101	108	114
Northern Illinois University	169	195	189	160	149
Southern Illinois University Carbondale	52	49	38	36	34
Southern Illinois University Edwardsville	33	22	17	15	23
U of I at Chicago	262	214	181	163	156
U of I at Springfield	36	36	20	17	17
U of I at Urbana/Champaign	665	636	651	689	721
Western Illinois University	17	15	15	20	12
<i>Grand Total</i>	<i>1,497</i>	<i>1,433</i>	<i>1,391</i>	<i>1,330</i>	<i>1,334</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	1	2	1	5	5
Eastern Illinois University	19	15	23	12	8
Illinois State University	57	43	51	32	34
Northeastern Illinois University	29	27	47	42	40
Northern Illinois University	81	78	85	81	57
Southern Illinois University Carbondale	21	25	14	15	4
Southern Illinois University Edwardsville	13	7	8	7	5
U of I at Chicago	93	80	76	77	70
U of I at Springfield	2	6	5	8	4
U of I at Urbana/Champaign	288	229	264	252	251
Western Illinois University	11	7	3	9	3
<i>Grand Total</i>	<i>615</i>	<i>519</i>	<i>577</i>	<i>540</i>	<i>481</i>

Review of the M.A., M.S. in Applied Economics 45.0601

Context and overview. The M.A., M.S. in Applied Economics program is housed in the Department of Economics within the College of Arts and Sciences. The department also offers a B.A., B.S. in Economics and an economics minor. The M.A., M.S. in Applied Economics program emphasizes application of basic economic theory and statistical techniques to solve problems commonly faced by decision makers. Students completing the program are qualified to seek employment as research analysts, managers and management consultants, and professional economists. The program also prepares students interested in pursuing doctoral study in economics or allied disciplines.

Self-study process. The program review self-study process for the M.A., M.S. in Applied Economics program was initiated by the department in spring 2013. The graduate program director, working in consultation with the graduate program review committee, was responsible for drafting the self-study report. Faculty members were consulted throughout the process for their input. Current students and alumni were surveyed in spring 2014 to measure their perceptions of and satisfaction with the overall program and several specific aspects of it, including the quality of instruction, program requirements, understanding career options after graduation, skill sets acquired through the program, and the quality of advising. Faculty members were asked to review and comment on drafts of the self-study report, and the final version was completed in early September 2014.

Program curriculum. The M.A., M.S. in Applied Economics program offers a flexible, intellectually challenging, and professionally rewarding education opportunity. The program is built on three nationally-recognized principles: solid training in economic theory and its application to real-world problems, strong emphasis on quantitative and statistical methods and their applications to economics, and strong and effective verbal and written communication skills. Students may choose a concentration in applied economics, such as international trade or economic development, or one of three sequences. The electricity, natural gas, and telecommunications economics sequence combines training in basic economic theory and statistical methods with specialized training in the theory, history, and institutions pertaining to the economics of regulation. Students in this sequence have the opportunity to gain practical experience as an intern with an employer in the telecommunications, electricity, or natural gas industries or with an appropriate government agency. The sequence is associated with the Institute for Regulatory Policy Studies hosted by the Department of Economics. The applied community and economic development sequence is a multidisciplinary program offered in collaboration with the Adlai Stevenson II Center for Community and Economic Development at Illinois State. This sequence is designed for volunteers with either the Peace Corps or domestic non-profit community development organizations who wish to acquire graduate-level training to complement their experiences. Students in this sequence complete an 11-month internship with a community development or non-profit organization during their second year in the program. Financial economics is the newest of the three sequences, having been established during this past program review cycle. This sequence is offered in collaboration with the Department of Finance, Insurance, and Law within the College of Business. In addition to core courses in economics, students take at least eight credit hours in finance-related courses. All plans of study require at least 34 credit hours. Both thesis and non-thesis options are available.

Program or unit faculty. The Department of Economics has 13 tenure track faculty members with doctorates and five non-tenure track faculty members. All tenure track faculty members have significant and active research agendas, with their work published in peer-reviewed academic journals. Senior faculty members are nationally recognized in their respective areas of expertise based on their publication record, journal refereeing, and requests to organize sessions at professional conferences. Research efforts of junior faculty are quickly being recognized in the profession as well. Several faculty members have received university research grants as well external grants from such government agencies as the United States Department of Energy, United States Department of Labor, and the United States Department of Agriculture. Faculty members are actively engaged in outreach through contract projects with the Institute for Regulatory Policy Studies and the Adlai Stevenson II Center for Community and Economic Development. Faculty members are regular presenters and participants at professional conferences both domestically and internationally. The department embraces an international perspective through collaborative agreements with several universities and institutes abroad. The department also hosts a number of visiting scholars from around the globe in its workshop and seminar series.

Program goals and quality indices. The goals of the M.A., M.S. in Applied Economics program are to provide a rigorous program known nationally and internationally, to promote scholarship by faculty and students, and to contribute to the public mission of the University by providing services internally and externally. Faculty works to achieve program goals in ways that uphold university core values: pursuit of learning and scholarship, individualized attention, diversity, integrity, and civic engagement. Indicators used by faculty to assess program quality relative to peer and benchmark institutions include program demand, rigor of program admission requirements, diversity of the student population, curricula rigor, curricula depth, faculty credentials, and contributions by faculty and students to scholarship of the discipline.

Student learning outcomes assessment plan and process. The student learning outcomes assessment plan for the M.A., M.S. in Applied Economics program envisions that, by the time of graduation, students are able to effectively access existing knowledge, evaluate current economic thought and its policy implications, critically evaluate scholarly research in economics and allied fields, articulate a research agenda, and create/advance knowledge in economics. Assessment data regarding student learning are collected by faculty through course examinations and projects, a semester-long capstone or thesis project, employer satisfaction with student interns, , and surveys of students and alumni. Assessment results are used to guide program revisions.

Specialized accreditation. There is no accreditation for the economics graduate program.

Responses to recommendation resulting from the previous program review. The 2006 program review resulted in five recommendations by the Academic Planning Committee for program improvement: continue efforts to recruit a more diverse student population, continue efforts to enhance the cultural and gender diversity of faculty, continue to develop strategic planning processes linked to department and program goals and that involve all faculty members, continue efforts to identify benchmark programs and program qualities to which the M.A., M.S. in Applied Economics program can aspire beyond qualities related to curriculum, and continue efforts to establish closer relationships with industry to enhance student awareness of career opportunities. Since the 2006 program review, department efforts to increase diversity among students have succeeded. Among fall 2013 students, 52 percent were female, 38 percent were East or Southeast Asian, and 14 percent were Black/African American. The department has also expanded efforts to attract more domestic students but has had limited success. New faculty hires since the last program review have included two women and one of Hispanic background. Furthermore, more than half of current faculty members have international backgrounds, representing China, Greece, Honduras, India, Iran, and Turkey. The department will consider further diversification of faculty in future hiring. With regard to planning, the department has developed processes that link to department and program goals and that allow involvement by all faculty members. Changes resulting from implementation of those processes include incorporating a research project in all graduate courses and encouraging participation of faculty in supervising capstone or thesis projects and internships. One component of the program review self-study during this cycle involved extensive analyses of comparator and aspirational programs, as recommended by the Academic Planning Committee in 2006. The analyses will inform program modifications in the coming years. Regarding external relations, program faculty has been particularly successful in establishing closer relationships with industry to benefit students in the electricity, natural gas, and telecommunications economics sequence and with government agencies to the benefit of students in the applied community and economic development sequence.

Changes in the academic discipline, field, societal need, and program demand. According to the United States Bureau of Labor Statistics, demand for economists is expected to increase 14 percent from 2012 to 2022. That growth rate is higher than the rate for other social sciences. Businesses and organizations across many industries are relying more on economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends. While demand for economists is expected to grow in the private sector, demand is expected to decline in the public sector, especially with the federal government. With regard to educating future economists, the discipline has moved toward greater emphasis on quantitative methods and communication skills, shorter time-to-degree, and more concentrations. There has also been an increase in the number of terminal master's degree programs at Ph.D.-granting institutions. Most of the new programs are designed to be completed within 12 months and require advanced courses in calculus and statistics.

Major findings of this program review self-study. Student demand for the M.A., M.S. in Applied Economics program has remained strong since the 2006 program review. Fall enrollment has consistently been at or near 40 students. The student population has been diverse with respect to gender and nationality. More than 50 percent of

students are female. Seventy percent of students are from other countries. Some have received financial support from their government, employer, the Fulbright Association, or some other international organization. Employment opportunities for program graduates are expected to remain strong for the near future. Regarding program enhancements, the department may consider further improvements to quantitative aspects of the curriculum by adding mathematical economics to the core requirements. The department may also revisit its arrangements with the Department of Finance, Insurance, and Law with regard to courses in the financial economics sequence.

Initiatives and plans for the next program review cycle. Through work done on the program review self-study, the Department of Economics has identified several initiatives that require further attention during the next program review cycle. Program faculty will need to review the financial economics sequence, particularly arrangements with the College of Business for providing finance courses to students in the sequence. Given emphasis in aspirational programs on quantitative methods, faculty needs to explore the advantages and disadvantages of offering an additional three-hour course in mathematical economics. While total enrollment has been stable, the department needs to pursue initiatives to address recent decline in the enrollment of domestic students. The latest survey of students and alumni suggests satisfaction with course offerings; quality of instruction; course requirements; intellectual challenge; development of writing, quantitative, communication, decision-making, and technological skills; understanding of other cultures; preparation for graduate study and employment; and the program overall. There is, however, some dissatisfaction with awareness of careers and employment opportunities and with cocurricular opportunities including internships. The department intends to study new initiatives for establishing closer relationships and developing internship opportunities with numerous industries including banking and finance.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Applied Economics program to be in Good Standing.

The Academic Planning Committee thanks the program for its critical and analytical approach to program review. Particularly noteworthy is the extensive analysis of comparator and aspirational programs.

The committee commends program faculty for developing and maintaining a curriculum with numerous plans of study, including the new sequence in financial economics. As a result, the program is more flexible than comparator programs in Illinois in its ability to accommodate student interests and career goals. Plans of study are multidisciplinary and incorporate opportunities for active participation in research and field experiences. Through the electricity, natural gas, and telecommunications economics sequence, students have opportunities to gain valuable experience working with the Institute for Regulatory Policy Studies at Illinois State, industry partners, and government agencies. Through the applied community and economic development sequence, students complete a year-long internship in the non-profit sector or an assignment with the Peace Corps. Illinois State consistently ranks among the top ten Peace Corps Master's International schools nationwide based on enrollment in the sequence. The new sequence in financial economics provides students with the opportunity to prepare for careers as economic analysts in banking and financial markets. Students in all plans of study complete a thesis or capstone project. Despite the rigor of the program, students routinely complete the program within two years.

The committee recognizes program faculty members for their contributions to the discipline nationally and internationally through their research and service. The committee commends faculty members for their research productivity and for their success obtaining external funding to support their research and outreach initiatives. From Fiscal 2009 to Fiscal 2013, economics faculty received nearly \$1 million annually in new grant funding. Through a variety of sources, including grant funding, every faculty member is able to retain a graduate assistant, benefitting both faculty and students.

The committee thanks the program for its outreach and service to the community, the state, and industry partners through its Institute for Regulatory Policy Studies. The committee recognizes program faculty for their commitment to sustainable communities through their co-sponsorship of the Center for Renewable Energy at Illinois State. The committee also recognizes contributions of the program to internationalizing the University by building a diverse faculty with representation from ten foreign countries and by recruiting international students to the program.

The committee acknowledges the program for its work to develop a structure for a methodologically-sound student learning outcomes assessment plan. The committee asks faculty to work with University Assessment Services to

continue refining the plan by identifying methods of direct assessment (e.g., assignments in core courses) and of tracking alumni and then establishing a structure and process for systematic review, analysis, and use of assessment data by the department. The committee asks the Department of Economics to submit a refined student learning outcomes assessment plan for the program to the Office of the Provost by December 1, 2015. The committee further asks program faculty to implement its refined assessment plan during the 2016-2017 and 2017-2018 academic years and to document results of its efforts in a second assessment follow-up report to the Office of the Provost. The committee asks the department to submit the second assessment report by October 1, 2018.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Develop and implement a plan for enrolling more domestic students in the program, including students self-identifying with groups traditionally underrepresented at the University and in the discipline; one strategy faculty might explore is expanding recruitment of outstanding undergraduate students in economics and allied disciplines at the University and at other Illinois universities interested in the master's as their terminal degree.
- Continue efforts to refine the curriculum to meet student needs and address changes in the discipline by collaborating with the College of Business to improve access to required courses offered by the Department of Finance, Insurance, and Law and by exploring the advantages and disadvantages of fortifying quantitative aspects of the program.
- Collaborate with the new economics subject specialist at Milner Library to ensure availability of sufficient and appropriate resources and services to support the curriculum and faculty research.
- Build on successful efforts to expand racial/ethnic diversity among faculty members by continuing to recruit for gender diversity.
- Devise and implement strategies for developing continuity in administrative roles within the program and department.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.
- Building on elements of the program review self-study, follow-up report, and actions taken to address these program review recommendations, compile a new strategic plan for the department and its programs.



Comparative Data, M.A., M.S. in Applied Economics (45.0601)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Eastern Illinois University	19	18	20	19	17
Illinois State University	28	26	27	42	41
Northern Illinois University	11	19	15	3	3
Southern Illinois University Carbondale	17	19	15	21	20
Southern Illinois University Edwardsville	32	27	34	31	23
U of I at Chicago	22	33	34	31	30
U of I at Springfield			0		
U of I at Urbana/Champaign	88	112	149	149	156
Western Illinois University	27	32	26	33	30
<i>Grand Total</i>	<i>244</i>	<i>286</i>	<i>320</i>	<i>329</i>	<i>320</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Eastern Illinois University	5	12	6	7	6
Illinois State University	12	17	9	11	17
Northern Illinois University	5	11	8	11	4
Southern Illinois University Carbondale	3	8	4	7	11
Southern Illinois University Edwardsville	24	13	10	26	14
U of I at Chicago	30	11	22	16	13
U of I at Springfield		0			74
U of I at Urbana/Champaign	53	57	77	93	17
Western Illinois University	20	21	15	19	19
<i>Grand Total</i>	<i>152</i>	<i>150</i>	<i>151</i>	<i>190</i>	<i>175</i>

Review of the B.A., B.S. in Geography 45.0701

Context and overview. The B.A., B.S. in Geography program is housed in the Department of Geography-Geology within the College of Arts and Sciences. The department also offers a B.S. in Geology, a M.S. in Hydrogeology, and minors in environmental studies, geography, and geology. The geography program at Illinois State is the second oldest in the United States. The program is designed to prepare students for work as cartographers, planners, location analysts, and geographic information specialists and for enrollment in graduate programs and professional schools. The program offers both a traditional, non-teaching sequence and a sequence that prepares students for licensing to teach geography in elementary and secondary schools.

Self-study process. The self-study process was conducted by geography faculty and staff members over the course of the 2013-2014 academic year. Program review participants included tenured and tenure track geography faculty members, one part-time non-tenure track faculty member, the geography program advisor, and the department chairperson. Regular one-hour meetings were held monthly in the fall semester and then about every two weeks in the spring semester. Each meeting focused on a specific topic related to the program review process (e.g., program strengths and weaknesses, assessment, comparator and aspirational programs, future program initiatives). Students participated in the program review process indirectly through exit surveys administered to graduating seniors by the department and University Assessment Services on campus.

Program curriculum. The curriculum of the B.A., B.S. in Geography program was significantly revised after the 2006 program review. The curriculum is designed to take a liberal arts approach to the discipline and includes a traditional plan of study and a teacher education sequence. All majors are required to complete core courses that cover the breadth of the discipline and introduce methodological approaches commonly used by geographers. Traditional (non-teacher education) majors may select from among four optional concentrations. Teacher education majors follow a more prescriptive curriculum designed to meet teacher licensing requirements in the state. Fulfilling a long-standing tradition in the department, field experiences are encouraged for all majors, and new courses with field components continue to be developed. Seminar in Geography (GEO 315) is the capstone course required of all geography majors. Requirements of this course include successful completion of a senior field problem that is an intensive research project that incorporates several tools of the geographer's craft into a carefully prepared essay. Students complete another capstone experience appropriate to their sequence. Teacher education majors complete a student teaching experience, and traditional majors have, since the late 1980s, been required to complete an off-campus internship. Few geography programs in the country require an internship, mainly because of the time required of faculty to monitor and personalize the experience for each student. Numerous out-of-class opportunities are available to students including activities of the Geography Club and the Alpha Chapter of the international geography honor society, Gamma Theta Upsilon.

Program or unit faculty. Faculty of the B.A., B.S. in Geography program includes nine tenure-line professors and one non-tenure track faculty member. Faculty members are energetic about their research and discipline and are eager to convey to students the importance of geography in addressing challenges in a globalized world. Scholarly production by geography faculty members has increased since the last program review. The number of professional journal articles has increased 50 percent, and the number of grants has increased 70 percent. Teaching evaluation begins with student input through end-of-course questionnaires, continues with peer evaluations for most faculty members, and culminates with either a teaching portfolio or annual teaching agenda submitted to the department faculty status committee for evaluation. The teaching excellence of four different geography faculty members has been recognized through internal or external teaching awards.

Program goals and quality indices. Goals of the B.A., B.S. in Geography program closely align with university goals articulated in *Educating Illinois*, the university strategic plan. Program goals include providing a supportive, student-centered educational experience, exposing students to diverse cultures and places, engaging students and faculty in collaborative research, and engaging students in communities. Indices of program quality include breadth and depth of the curriculum, faculty standing in the discipline through research and service, contributions to the state through applied research, and student-faculty collaboration in and outside the classroom.

Student learning outcomes assessment plan and process. Assessment of student learning outcomes in the B.A., B.S. in Geography program involves eight primary learning goals. Student achievement of those goals is measured using four metrics: course assignment grades, responses to the senior field problem, professional practice experiences, and participation in professional and cocurricular activities. An exit survey also is administered to students during their final semester of the program.

Specialized accreditation. The discipline of geography does not have an accreditation or certification process for undergraduate geography programs. Thus, the traditional geography plan of study in the B.A., B.S. in Geography program does not participate in specialized accreditation. However, the teacher education sequence is part of the teacher education unit at Illinois State accredited by the National Council for Accreditation of Teacher Education (NCATE). The sequence is also subject to annual review and approval by the Illinois State Educator Preparation and Licensure Board.

Responses to recommendation resulting from the previous program review. Numerous changes have been made to the B.A., B.S. in Geography program since the 2006 program review. The first priority after that review was strengthening the quality of geography faculty. Over the past seven years, the department has hired five geography tenure-line faculty members. Publications, grants, and other scholarly productivity have increased substantially since those faculty members were hired, while the quality of teaching has remained strong and has even improved by some measures. Strengthening and enhancing the student experience by attracting a greater number of capable students and by improving curricular and cocurricular activities was a second priority from the previous program review. The program continues to recruit, mentor, and graduate high-quality students. The third priority involved plans to enhance the role of the B.A., B.S. in Geography program in advancing the university mission of teaching, research, and service and by continuing to develop the Geographic Information Systems and Cartographic Services Laboratory. The geography program continues to play an integral role in the General Education program at Illinois State by consistently offering courses that serve hundreds of students across campus each semester. Geographic Information Systems and Cartographic Services have evolved into the Institute for Geospatial Analysis and Mapping, or GEOMAP, with dedicated space and equipment and with affiliated faculty and staff. During the past eight years, GEOMAP has assisted clients across campus, in the community, and across the state while generating approximately \$850,000 in grants and contracts and providing hands-on research and project training for students.

Changes in the academic discipline, field, societal need, and program demand. Employment projections and career trends are favorable for geographers. The United States Department of Labor projects 29 percent growth in jobs for geographers from 2012 to 2022, a rate significantly higher than the average across all careers. Much of this growth is expected in the areas of geospatial technologies and geographic information systems. Like many academic disciplines, geography continues to evolve at a rapid pace. Change in the discipline continually challenges faculty and staff of the B.A., B.S. in Geography program to adapt the curriculum and how it is taught. Since the 2006 program review, faculty has designed optional concentrations in the major subfields of geography based on current career demands.

Major findings of this program review self-study. Through the program review process, faculty of the B.A., B.S. in Geography program has identified program strengths as well as opportunities for improvement and growth. Strengths include scholarly productivity of faculty and students, a strong sense of community within the program, professional development opportunities for students, ample research and field trip experiences, breadth and diversity of the curriculum, research opportunities available through the Institute for Geospatial Analysis and Mapping, an extensive colloquium series, and collaboration with the Illinois Geographic Alliance, an organization dedicated to the teaching of geography in Illinois. Graduates of the B.A., B.S. in Geography program overwhelmingly view the program favorably. All respondents to exit surveys in summer and fall 2013 and spring 2014 reported being satisfied or very satisfied with their experiences in the program. Eighty-six percent of the respondents felt that the program prepared them very well or extremely well for their careers. Aspects of the program targeted by faculty for improvement or growth as a result of this program review include participation by students in “high impact” practices such as study abroad and the Honors program; education of students about graduate school opportunities, student advisement and mentoring opportunities; support for students in the teacher education sequence; coherence in the curriculum; and geographic information systems research and education. In addition, faculty and staff plan to explore feasibility of offering a master’s program in geography.

Initiatives and plans for the next program review cycle. Faculty and staff of the B.A., B.S. in Geography program will continue to explore ways to develop identified areas of growth while maintaining program strengths. During the next review cycle, faculty and staff will work to expand the number of “high impact” practices such as study abroad, field experiences, and Honors program opportunities as well as the number of students who participate in such activities; develop and implement recruiting strategies intended to increase the number and racial/ethnic diversity of geography majors; enhance the scholarly reputation of the program and its faculty members; and improve advising, mentoring, and curriculum development.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Geography program to be in Good Standing.

The Academic Planning Committee thanks the program for an inclusive, participatory self-study process resulting in a well-researched, well-written, critical, and forward-looking self-study report.

The committee recognizes the program for its emphasis on quality individualized student experiences. Program faculty continues to modify the curriculum to ensure its currency with developments in the discipline, with recent examples including expanded emphasis on geographic information systems, remote sensing, economic geography, and quantitative reasoning. The program offers students the choice of pursuing a broad geography education or a specialization through one of four concentrations or the geography teacher education sequence. The program offers many out-of-classroom experiences through field work in many courses, cocurricular activities including a robust colloquium series, career and post-baccalaureate education counseling, and study abroad. Particularly noteworthy is the required capstone field experience unique to undergraduate geography programs in Illinois and one of the few in the United States.

The committee commends faculty members for their attention to quality teaching, as evidenced by annual peer review of probationary faculty teaching, incorporation of a teaching self-assessment portfolio in the promotion and tenure process, and campus and external teaching awards earned by half of the tenure line faculty members. The committee also commends the faculty for its attention to scholarship as evidenced by increases in scholarly productivity since the 2006 program review and funding of start-up packages for all new faculty members. The number of published research articles by faculty in the program increased 50 percent from 2006 to 2014, while the number of grants and contracts increased 73 percent. One of the most significant grant-funded research initiatives since 2006 has been establishment of the Institute for Geospatial Analysis and Mapping (GEOMAP). The institute supports research by faculty in numerous programs at the University in addition to geography and provides practical research and applied training experience to geography students. The committee also recognizes faculty members for their service to the discipline, university, and community through community outreach projects, contributions to the General Education program including the recent program revision process, and participation on numerous professional boards and associations.

The committee recognizes the program for its ongoing commitment to meaningful and effective student learning outcomes assessment through its 2007 rewrite of the assessment plan and subsequent revisions. Continuing work with University Assessment Services to streamline the plan, fine tune rubrics, and incorporate assessment of out-of-class experiences will further the effectiveness and sustainability of program assessment.

The self-study report recognizes the need to further diversify the student body with respect to gender and race/ethnicity. The committee commends the program for its continuing efforts to do so, through its participation in the Association of American Geographers ALIGNED Project, development of a diversity plan through that project, and contributions to the Expanding Your Horizons conference for girls interested in mathematics or science.

Six-year graduation rates for students entering the program as first-time-in-college students consistently exceed the rate across all undergraduate programs at the University. However, of first-time-in-college students graduating from the program during the last five fiscal years, the percentage graduating in four years or less has consistently been lower than the university-wide average (e.g., 40.0 percent in 2012 versus 63.9 percent, 25.0 percent in 2013 versus 60.5 percent, and 9.1 percent in 2014 versus 64.3 percent). These differences merit further analysis. Potential reasons for the differences may include the small number of first-time-in-college students entering the program (perhaps skewing the percentages) and the high number of internal transfer students served by the program. The Academic Planning Committee asks program faculty to further investigate time-to-degree and to

report its findings in a report submitted by the Department of Geography-Geology to the Office of the Provost by December 1, 2015.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue periodic, systematic review of the curriculum, informed by results of student learning outcomes assessment, and promote coherence across the curriculum by implementing strategies for faculty members to share information regarding course content.
- Develop and implement a process for systematic assessment of the geography and environmental studies minors.
- Develop and implement strategies to encourage participation of all students in the numerous out-of-class experiences offered by the program intended to help students develop professionally; among the approaches to pursue is expanding study abroad opportunities and increasing student participation in them.
- Examine possible reasons for low pass rates by geography teacher education students on state licensing examinations, including curricular factors; then develop and implement strategies for increasing those rates.
- Explore feasibility of increasing enrollment in the environmental studies minor and establishing an environmental studies major.
- Explore feasibility of establishing a master's program in geography or environmental studies.
- Work collaboratively with the Milner Library geography specialist to further integrate library resources and services into the curriculum, including formally integrating information literacy instruction in core courses; in making this recommendation, the committee recognizes past challenges the program may have had collaborating with the library due to turnover in library faculty serving the program.
- Continue to look to aspirational programs regionally and nationally for guidance in addressing program concerns and initiatives such as student recruitment, diversity of the student body, curriculum design, student participation in cocurricular activities, and consideration of a graduate program in geography or environmental studies.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data. B.A., B.S. in Geography (45.0701)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	6	6	4	4	4
Eastern Illinois University	56	67	59	59	57
Illinois State University	75	86	105	96	75
Northeastern Illinois University	25	23	32	33	28
Northern Illinois University	102	105	97	65	57
Southern Illinois University Carbondale	69	69	60	63	72
Southern Illinois University Edwardsville	105	89	95	95	115
U of I at Urbana/Champaign	34	24	21	22	21
Western Illinois University	13	17	18	21	18
<i>Grand Total</i>	<i>485</i>	<i>486</i>	<i>491</i>	<i>458</i>	<i>447</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	0	2	3	0	1
Eastern Illinois University	20	22	24	28	20
Illinois State University	24	18	23	23	31
Northeastern Illinois University	11	12	8	11	10
Northern Illinois University	33	37	49	22	28
Southern Illinois University Carbondale	18	26	17	16	24
Southern Illinois University Edwardsville	39	31	32	35	40
U of I at Urbana/Champaign	16	10	6	7	10
Western Illinois University	7	5	3	5	8
<i>Grand Total</i>	<i>168</i>	<i>163</i>	<i>165</i>	<i>147</i>	<i>172</i>

Review of the B.A., B.S. in History 54.0101

Context and overview. The B.A., B.S. in History program is housed in the Department of History within the College of Arts and Sciences. The department also offers a M.A., M.S. in History and a minor in history and hosts three interdisciplinary minors (African Studies, African-American Studies, and Urban Studies). The Department of History also contributes to 13 interdisciplinary minors hosted by other campus units (Women's and Gender Studies, Middle East and South Asian Studies, Classical Studies, Latin American and Latino/a Studies, Interdisciplinary Studies, International Studies, Ethnic Studies, Native American Studies, Cinema Studies, Children's Studies, Religious Studies, Civic Engagement and Responsibility, and Peace and Conflict Resolution Studies). The B.A., B.S. in History program is designed to prepare students for a wide variety of careers, for graduate studies, and for teaching positions in secondary schools.

Self-study process. The program review self-study process for the B.A., B.S. in History program began with a series of meetings in fall 2012 with University Assessment Services on campus regarding the student learning outcomes assessment plan for the program. Those meetings were attended by the department chairperson and the assessment coordinator. In spring 2013, data collection began, surveys were administered to alumni and students, and a program review committee was formed comprised of the department chairperson, assistant chairperson, lead staff, assessment coordinator, director of the history-social sciences education sequence, graduate coordinator, and the Milner Library subject specialist in history. The committee met in October and December 2013 and in May and July 2014 to coordinate work on the self-study report. The committee twice surveyed faculty about the program, and program review was the subject of department meetings in March and September 2014.

Program curriculum. In designing the curriculum of the B.A., B.S. in History program, the Department of History has followed American Historical Association recommendations for "Liberal Learning and the History Major." Students choose between a general history plan of study or the history-social sciences teacher education sequence. The general plan of study requires 36 credit hours including 18 credit hours in core courses and 18 credit hours in elective courses. Core courses include surveys of United States history, Western civilization, historical methods, and a senior seminar. Requirements for elective courses include at least five courses at the 200- or 300-level, including at least two courses at the 300-level; one course at the 100-level; and at least six credit hours in non-Western history. Students in the history-social sciences teacher education sequence complete the core courses above in addition to an interdisciplinary cycle of five courses in the social sciences, two teaching methods courses, five professional education courses, and student teaching. A minor is recommended for students selecting the general history plan of study and seeking a Bachelor of Arts degree. Students seeking a Bachelor of Science degree must complete a minor in an area other than history or foreign language.

Program or unit faculty. The Department of History has 24 tenure track faculty members, each of whom holds a doctoral degree. Among them, 5 are full professors, 14 are associate professors, and 5 are assistant professors. Forty-two percent are female, and 25 percent self-identify with racial/ethnic groups traditionally underrepresented among history faculty at Illinois State. Tenure track faculty assignments are 75 percent teaching and 25 percent research. The department also has 16 non-tenure track faculty members (or 9.3 full-time-equivalent instructors). Each possesses at least a master's degree, and five have a doctoral degree. Clinical assistant professors who supervise student teachers must have experience teaching at the secondary school level. Department of History faculty members are accomplished scholars and are active in service to the discipline. Scholarship since the 2006 program review has included publication of 28 books and 78 articles or chapters and presentation of 180 conference papers or invited talks. Since 2010 faculty and staff members in the department have collectively received 18 college or university teaching, research, or service awards.

Program goals and quality indices. With respect to the B.A., B.S. in History program, the goal of the Department of History is to be the first choice in Illinois among undergraduate students in history who value individualized attention, the benefits of studying under a large and diverse faculty with expertise in a broad range of fields, the significance of the production and dissemination of new knowledge, and civic engagement informed by historical understanding. Indicators used by faculty to assess program quality relative to peer and benchmark programs include breadth, depth, and uniqueness of the curriculum; the ratio of undergraduate majors to tenure track faculty and of tenure track faculty to adjunct faculty; and student achievements in academics, scholarship, cocurricular activities, and civic engagement.

Student learning outcomes assessment plan and process. The student learning outcomes assessment plan for the B.A., B.S. in History program involves both direct and indirect measures. Direct assessment involves collecting and scoring research papers in the 200-level historical methods course and the senior seminar. Every other year the assessment committee in the department collects a sample of papers from all sections of the two courses and evaluates the papers in five categories: knowledge, research, analysis, historiography, and communication. The committee then reports its findings and recommendations to the department chairperson, department faculty status committee, and all faculty members. The faculty deliberates regarding actions to take, if any, to improve curriculum, instruction, and learning. Indirect assessment involves a self-assessment essay and survey completed by seniors and the annual alumni survey administered by University Assessment Services. As with direct assessment, indirect assessment data are reviewed by faculty every other year to identify actions to take, if any, to improve student learning.

Specialized accreditation. The history-social sciences teacher education sequence is part of the teacher education unit at Illinois State University accredited by the National Council for Accreditation of Teacher Education (NCATE). The sequence is approved by the National Council for the Social Studies, a specialized professional association affiliated with NCATE. The last NCATE accreditation of the teacher education unit occurred in 2012. The next accreditation review, to be conducted by the Council for the Accreditation of Educator Preparation (CAEP) as successor to NCATE, is scheduled for 2019. The history-social sciences teacher education sequence is also annually reviewed and approved by the Illinois State Educator Preparation and Licensure Board affiliated with the Illinois State Board of Education.

Responses to recommendations resulting from the previous program review. The 2006 program review resulted in recommendations by the Academic Planning Committee to address faculty retention, enrollment, program uniqueness, and student involvement in the Honors program on campus. Since that review the department has adopted and implemented a faculty retention plan and has succeeded in retaining all seven new tenure track faculty members. The department has taken measures to address fast-increasing enrollment. A rise in the admissions grade point average requirement, changes in the teaching profession, and the recession have resulted in a steady decrease in enrollment to more sustainable numbers. The department has implemented changes to the history-social sciences teacher education sequence, considered unique among similar programs in the state and nation with respect to enrollment, degrees conferred, and academic rigor. These changes include implementing a collaborative student teaching model, adding a potential student teaching site in the United Kingdom, and implementing the edTPA assessment system as an early adopter. The department has also expanded efforts to promote individualized attention, study abroad, and the numerous cocurricular opportunities available to history majors within the context of the larger university. Program faculty continues to explore ways to facilitate student involvement in the Honors program.

Changes in the academic discipline, field, societal need, and program demand. Since the last program review, the history discipline has become more interdisciplinary and international in focus. Nationwide, as is the case during most recessions, the number of majors in post-secondary history and the liberal arts programs has declined. Changes in the teaching profession and fiscal challenges in Illinois suggest that students in the history-social sciences teacher education sequence will face a challenging employment market in the immediate future. Nevertheless, history and the liberal arts provide excellent training for citizenship, lifelong learning, and nearly any career that requires critical thinking and communication skills.

Major findings of this program review self-study. The B.A., B.S. in History program at Illinois State plays a significant role in the University and the state. The program is the largest general history and history-social sciences teacher education program at the undergraduate level in Illinois in terms of enrollment and degrees conferred. Program faculty makes significant contributions to the education of students enrolled in other majors at the University through the many general education and global studies courses offered by the department each year. The major is fundamentally strong in its curriculum, cocurricular activities, quality of instruction, and service provided to practicing teachers in the state through professional development opportunities. Levels of satisfaction with the program among upper division students and alumni remain high. Human capital remains the main strength of the program and department, as evidenced by faculty contributions to the discipline through scholarship and service, selection of faculty members as Fulbright and National Endowment for the Humanities fellows, and recognition of faculty/staff teaching, research, and service through 18 college and university awards since 2010. The primary challenge facing the program in coming years is to increase enrollment. After rising to unsustainable levels in the

early 2000s, enrollment has decreased, from 560 first majors in fall 2010 to 362 in fall 2014. Expanded efforts to recruit and retain students will likely involve greater attention to students in their first year, more remediation, and greater emphasis in the curriculum and in cocurricular activities on careers.

Initiatives and plans for the next program review cycle. Through the program review self-study process, the Department of History has identified six priority program improvement initiatives to be addressed during the next program review cycle: shape the future of the department and its programs by prioritizing content areas to be emphasized in future tenure track faculty hires, expand student recruitment and retention efforts, expand emphasis in the curriculum and in cocurricular activities on careers and internships, implement a 100-level introductory history course for majors, encourage and enhance faculty research productivity, and continue efforts to assess and increase enrollment in the history minor.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in History to be in Good Standing.

The Academic Planning Committee thanks program faculty and staff for a well-written, complete, and critical self-study report.

The committee commends the program for having the largest undergraduate history program in Illinois (by enrollment) and producing the most history-social science teachers in the state, both while maintaining program rigor (minimum 3.0 grade point average) and a nearly perfect pass rate on the state content examination for teacher licensing. In addition to supporting the history major, faculty supports the history minor, three interdisciplinary minors administered by the department, and 13 interdisciplinary minors housed in other units. The committee also recognizes contributions of the program to general education at Illinois State (with 65 percent of credit hours generated by the department meeting general education requirements).

Efforts of program faculty to refine student learning outcomes assessment since the 2008 program review have resulted in an effective, sustainable assessment program. Particularly noteworthy aspects of the assessment plan include learning outcomes that reflect core values of the department, direct assessment methods administered at appropriate points in the curriculum, and systematic use of assessment results to modify the curriculum (e.g., creation of HIS100 as an introduction to the discipline and career opportunities for graduates). Program faculty has also developed and regularly implements a process for student learning outcomes assessment of the history minor.

Scholarly achievement by department faculty since the last program review has been extensive, including 28 books, 78 articles and chapters, and 180 conference papers and invited talks. Since 2010, faculty and staff members of the department have been recognized through 18 college and university awards.

The committee recognizes successful efforts to increase diversity among faculty. As of fall 2014, 42 percent of tenure track faculty members were female, and 25 percent self-identified with racial/ethnic groups historically underrepresented at Illinois State. The committee also recognizes the faculty for its collaboration with Milner Library, resulting in a high level of integration of library resource and services with the curriculum. Inclusion of the history librarian on the program review committee is further evidence of this strong relationship.

While ACT scores of first-time-in-college students entering the program have consistently exceeded average scores across all undergraduate programs, six-year graduation rates for the same population have been slightly lower than the university average. In addition, the percentage of students completing the history program who graduate within four years has consistently been lower than the average across all programs. Accordingly, the committee asks the Department of History to submit a follow-up report that analyzes graduation rates and time-to-degree, particularly for first-time-in-college students, who comprise about two-thirds of new students each year. The committee asks the department to identify specific actions the program will take to raise graduation rates closer to the university average. The committee asks the department to determine whether students are choosing to stay in the program longer or if students are encountering obstacles that make it difficult for them to graduate within four years. If the latter, the committee asks the department to identify specific actions the program will take to increase the percentage of graduates completing within four years. The committee asks the department to submit its report to the Office of the Provost by December 1, 2015.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue efforts to increase diversity among students with respect to gender and race/ethnicity, in doing so augmenting the strategy of increasing diversity among faculty with other strategies; strategies that might be considered include, but are not limited to, establishing an interdisciplinary sequence within the major, adding courses in non-Western history, and modifying requirements for minors.
- Explore options for increasing employment opportunities for graduates of the history-social sciences teacher education sequence, such as preparing students to teach in states with licensing reciprocity agreements with Illinois and preparing students to teach overseas.
- Considering the future direction of the program curriculum and the students the program hopes to enroll, strategically prioritize sub-discipline expertise to be sought in tenure track faculty recruitment during the next program review cycle.
- Establish a target enrollment range achievable and sustainable given recent enrollment patterns, factors internal and external to the program and to the University, and anticipated resources available to the department and program.
- Develop and implement recruitment and retention strategies to achieve target enrollment, with an emphasis on recruiting and retaining females and students from historically underrepresented populations.
- In response to student feedback solicited via exit surveys, strategize and implement ways to provide additional support for majors not enrolled in the teacher education sequence.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed; ongoing assessment should include systematic review of feedback provide by students in the senior capstone course to identify patterns of student concerns.



Comparative Data. B.A., B.S. in History (54.0101)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	65	55	66	53	43
Eastern Illinois University	293	272	273	238	196
Illinois State University	521	553	560	522	470
Northeastern Illinois University	301	246	310	287	245
Northern Illinois University	498	479	430	355	306
Southern Illinois University Carbondale	263	242	213	184	172
Southern Illinois University Edwardsville	221	202	175	167	168
U of I at Chicago	158	170	202	181	152
U of I at Springfield	139	147	153	148	111
U of I at Urbana/Champaign	537	508	487	438	375
Western Illinois University	231	207	198	154	136
<i>Grand Total</i>	<i>3,227</i>	<i>3,081</i>	<i>3,067</i>	<i>2,727</i>	<i>2,374</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	12	4	7	14	7
Eastern Illinois University	71	55	55	51	59
Illinois State University	123	139	134	136	126
Northeastern Illinois University	67	65	62	68	54
Northern Illinois University	130	126	108	104	65
Southern Illinois University Carbondale	66	68	60	40	60
Southern Illinois University Edwardsville	82	71	65	72	53
U of I at Chicago	54	58	62	72	60
U of I at Springfield	25	27	30	33	31
U of I at Urbana/Champaign	164	165	155	144	124
Western Illinois University	46	45	48	44	31
<i>Grand Total</i>	<i>840</i>	<i>823</i>	<i>786</i>	<i>778</i>	<i>670</i>

Review of the M.A., M.S. in History 54.0101

Context and overview. The M.A., M.S. in History program is housed in the Department of History within the College of Arts and Sciences. The department also offers a B.A., B.S. in History and a minor in history and hosts three interdisciplinary minors (African Studies, African-American Studies, and Urban Studies). The Department of History also contributes to 13 interdisciplinary minors hosted by other campus units (Women's and Gender Studies, Middle East and South Asian Studies, Classical Studies, Latin American and Latino/a Studies, Interdisciplinary Studies, International Studies, Ethnic Studies, Native American Studies, Cinema Studies, Children's Studies, Religious Studies, Civic Engagement and Responsibility, and Peace and Conflict Resolution Studies). The M.A., M.S. in History program is designed to help students develop skills in analysis and interpretation that are of significant value in government, law, and business careers. Some students in the program elect to pursue a doctorate in history. Many students are secondary school teachers seeking to broaden their content knowledge and strengthen their teaching skills. About half of the students enrolled in the program attend full-time and complete their degree in three or four semesters. The others, many in-service teachers among them, attend part-time and complete the program in three or more years.

Self-study process. The program review self-study process for the M.A., M.S. in History program began in October 2013 with a meeting involving department and program representatives and staff from the Office of the Provost. The graduate coordinator worked with the department chairperson and staff in spring 2014 to compile data for the analysis. Surveys of current students, faculty, and alumni were conducted. The graduate coordinator drafted the self-study report in summer 2014. Program faculty provided feedback regarding the draft in early September 2014.

Program curriculum. The graduate history program offers two degrees: the master of arts and the master of science. The sole difference between them is the foreign language requirement, which applies only to the M.A. degree. For a capstone project students choose either a thesis or a field of study experience (students who first enrolled in the program prior to fall 2011 have a third option, a two-seminar paper). Students selecting the thesis option complete at least 32 credit hours, including 4 credit hours in the philosophy of history and historiography, 4 to 6 credit hours of thesis work, and at least 20 additional credit hours at the 400-level. Students selecting the field of study option complete at least 39 credit hours, including 4 credit hours in the philosophy of history and historiography, a 4-credit hour course involving readings related to a field of study selected by the student and culminating in a written examination, and 20 additional credit hours at the 400-level. Field of study students must also complete a research paper in one of the department courses, typically in the research in history course. All students are encouraged to take graduate courses in other related disciplines. The department accepts up to eight credit hours from courses in other departments.

Program or unit faculty. Graduate courses at Illinois State University may only be taught by faculty members with the terminal degree in the discipline and selected as members of the graduate faculty. The Department of History has 24 graduate faculty members, each of whom holds a doctoral degree. Among them, 5 are full professors, 14 are associate professors, and 5 are assistant professors. Department of History faculty members are accomplished scholars and are active in service to the discipline. Scholarship by all department faculty members since the 2006 program review, including both graduate faculty and non-graduate faculty, has included publication of 28 books and 78 articles or chapters and presentation of 180 conference papers or invited talks. Since 2010 faculty and staff members in the department have collectively received 18 college or university teaching, research, or service awards.

Program goals and quality indices. By attracting and retaining highly-qualified faculty members committed to teaching, research, and service as mutually supportive activities, the Department of History seeks to provide excellent instruction in its graduate program, to prepare future academics in the discipline, to help currently employed teachers increase their content knowledge and further develop their pedagogical skills, to produce nationally and internationally recognized scholarship, and to nurture an academic community committed to the ideals of liberal learning. Indicators used by faculty to assess program quality relative to peer and benchmark programs include the percentage of faculty at the full professor rank, the quality of entering students, and the number of graduating students who pursue doctoral degrees.

Student learning outcomes assessment plan and process. The student learning outcomes assessment plan for the M.A., M.S. in History program measures historical knowledge, historical analysis, research skills, knowledge of historiography, and communication skills. The plan involves both direct and indirect measures. To measure learning of students selecting the field of study option, the assessment committee collects and scores sampled graduate seminar papers from the first semester of study and sampled field of study exams. To measure learning of students selecting the thesis option, the committee scores sampled papers from the first-year research seminar and sampled master's theses. Every other year the committee reports results of its analyses to the department chairperson, the department faculty status committee, and the graduate committee. The report includes recommendations for actions to improve program performance in achieving the desired student learning outcomes. Program faculty members then discuss findings and deliberate actions to take, if any, to improve the curriculum, instruction, and learning. Indirect measures of student learning used by the program include an exit survey of graduating students and the university-wide alumni survey administered by University Assessment Services on campus.

Specialized accreditation. There is no specialized accreditation available to the graduate history program.

Responses to recommendations resulting from the previous program review. The last program review, in 2007, resulted in two recommendations by the Academic Planning Committee: implement the student learning outcomes assessment plan and develop a strategy to promote grantsmanship, scholarship, and professional development among faculty. The department has since used student learning outcomes to identify the need for changes to the capstone experience. Program faculty subsequently eliminated the two-seminar paper capstone option and replaced it with the field of study experience. Department faculty has agreed to recognize and reward grantsmanship in faculty productivity reviews to a greater degree. The department has also instituted junior faculty mentoring, granted additional course and/or service release to pre-tenured faculty members to allow more time for scholarship, initiated a faculty research seminar with historians at nearby Illinois Wesleyan University, and established its own internal faculty research seminar.

Changes in the academic discipline, field, societal need, and program demand. Since the last program review the history discipline has become more interdisciplinary and international in its focus. Nationwide, student demand for master's degrees in history may decrease slightly in the coming years because of a slight decline in the number of undergraduate history majors. However, incentives offered by school districts for secondary teachers to obtain a master's degree could help offset some of the anticipated enrollment decline. The master's degree in history remains attractive for students hoping for admission to ever-more-competitive doctoral programs.

Major findings of this program review self-study. Enrollment in the M.A., M.S. in History program during the last five years has averaged 47 students and has remained within an appropriate and sustainable range. The program has maintained a balance of male and female students but is slightly lower than national averages with regard to racial/ethnic diversity. The program continues to attract secondary school teachers interested in obtaining a master's degree for their professional development as well as some students intending to seek a doctorate in the discipline. The core strength of the department and its programs remains its human capital in terms of the faculty members committed to the scholar-teacher-citizen ideal and the talented staff members dedicated to student success. Results of recent surveys administered to students and alumni reveal a high degree of satisfaction with the master's program. Survey data indicate a desire by students for more out-of-classroom social experiences. Student feedback regarding the creation of the field of study capstone option has been positive.

Initiatives and plans for the next program review cycle. Through the program review self-study process, the Department of History has identified five program improvement initiatives to be addressed during the next program review cycle: investigate ways to improve out-of-class social and intellectual experiences of students, continue to assess the field of study readings course and the research seminar and implement processes to provide clearer guidelines and standards for teaching both, enhance efforts to support faculty members striving for promotion from associate to full professor, investigate merits of revising admissions standards to require at least a 3.25 grade point average in history courses taken during the last 60 credit hours of an undergraduate degree program, and investigate the merits of establishing a student exchange program with proximal doctoral programs such as the program at the University of Illinois at Urbana-Champaign.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in History to be in Good Standing.

The Academic Planning Committee thanks program faculty and staff for a well-written, complete, and critical self-study report.

The committee commends the program for the flexibility it provides students to create their own concentration of study based on their interests and goals and for the interdisciplinary approach to history encouraged by allowing students to count up to eight credit hours of coursework in other academic programs toward their degree. The program provides opportunities for practicing history-social science teachers to obtain a content master's degree as an alternative to master's degree in pedagogy, thereby enriching content learning at the elementary and secondary school levels. The committee commends program faculty for their efforts to increase the intellectual rigor of the non-thesis option through introduction of the field of study capstone.

The committee recognizes efforts of program faculty and staff to attract students to the program, including use of tuition waivers as a recruitment tool. As a result of those efforts, program enrollment has remained stable and sustainable since the last program review. The committee also recognizes the faculty for its collaboration with Milner Library, resulting in a high level of integration of library resources and services with the curriculum.

Efforts of program faculty to refine student learning outcomes assessment since the 2008 program review have resulted in an effective, sustainable assessment program. Particularly noteworthy aspects of the assessment plan include use of both direct and indirect assessment methods, administering assessment at appropriate points in the curriculum, and systematic use of assessment results to modify the curriculum.

Scholarly achievement by history department faculty since the last program review has been extensive, including 28 books, 78 articles and chapters, and 180 conference papers and invited talks. Since 2010, faculty and staff members of the department have been recognized through 18 college and university awards. The committee commends the program for the support it provides mid-career faculty working toward full professorship, through mentorship, course and service releases, and research seminars. The committee recognizes successful efforts to increase diversity among faculty. As of fall 2014, 42 percent of tenure track faculty members were female, and 25 percent self-identified with racial/ethnic groups historically underrepresented at Illinois State.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Implement a system for tracking and documenting student involvement in research and other scholarly activities.
- Continue efforts to increase diversity among students with respect to gender and race/ethnicity; by so doing augmenting strategies for increasing diversity among faculty with other strategies.
- Establish and implement a systematic plan for tracking alumni and documenting their experiences.
- Continue to encourage and support mid-career faculty members seeking promotion to the rank of full professor; strategies to be considered include, but are not limited to, additional travel support and course releases.
- Investigate ways to improve the out-of-class social and intellectual experience for students.
- Explore partnerships with other academic programs at the University to establish interdisciplinary specializations within the field of history and to expand career options for graduates.
- Investigate the merits of establishing a student exchange program with doctoral programs at other universities, but do so in light of the current glut of persons with a history doctorate unable to find positions in higher education.

- Continue to utilize data collected through student learning outcomes assessment to make program improvements and document how that has been addressed; short-term initiatives include, but are not limited to, assessment of HIS490 and HIS497 and implementation of clearer guidelines and standards for teaching the courses; ongoing assessment initiatives should include systematic review of student feedback to identify patterns of student concerns.



Comparative Data. M.A., M.S. in History (54.0101)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	20	19	18	16	16
Eastern Illinois University	42	38	51	53	54
Illinois State University	49	53	51	57	44
Northeastern Illinois University	22	29	32	34	28
Northern Illinois University	32	32	34	34	24
Southern Illinois University Carbondale	25	21	27	23	17
Southern Illinois University Edwardsville	34	30	27	29	31
U of I at Chicago	17	12	16	11	8
U of I at Springfield	54	52	49	46	36
U of I at Urbana/Champaign	0	0	0	0	0
Western Illinois University	35	37	28	29	32
<i>Grand Total</i>	330	323	333	332	290

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	1	6	6	6	4
Eastern Illinois University	22	22	21	15	27
Illinois State University	14	17	10	17	15
Northeastern Illinois University	4	6	4	11	8
Northern Illinois University	10	9	13	13	9
Southern Illinois University Carbondale	6	6	8	4	11
Southern Illinois University Edwardsville	9	8	5	6	6
U of I at Chicago	9	8	10	5	6
U of I at Springfield	14	8	13	13	9
U of I at Urbana/Champaign	9	13	5	7	5
Western Illinois University	7	16	11	11	8
<i>Grand Total</i>	105	119	106	108	108

Review of the B.A., B.S. in Political Science 45.1001

Context and overview. The B.A., B.S. in Political Science program is housed in the Department of Politics and Government within the College of Arts and Sciences. The department also offers a B.A., B.S. in Legal Studies (new in fall 2014), M.A., M.S. in Political Science, and minors in legal studies and political science. The department hosts two interdisciplinary minors (Middle Eastern and South Asian Studies, and Peace and Conflict Resolution Studies) and provides a leadership role in the American Democracy Project on campus. The B.A., B.S. in Political Science program is designed to prepare students for careers in government and non-profit agencies, both public and private international organizations, and government-related positions in the private sector particularly business. The program is also designed to prepare students for graduate studies in political science and allied disciplines and in law.

Self-study process. Self-study has been an ongoing process in the Department of Politics and Government since the 2006 program review. In 2008, 2009, 2011, 2013, and 2014, the department conducted assessments of both undergraduate and graduate programs involving student surveys and review of university-wide alumni survey results. Faculty conducted a systematic review of the curriculum from 2008 to 2011. In 2010, the assessment director in the department conducted position audits of the associate chairperson, graduate director, legal studies director, and internship coordinator positions. In 2012, the department held an assessment retreat, which resulted in faculty adoption of revised student learning outcomes. The department conducted a pilot assessment in 2013 using the new outcomes. Several evaluation and planning initiatives have been implemented in response to recommendations resulting from the 2006 program review. These include analysis of faculty recruitment and retention and adoption of enrollment targets. The 2014 program review self-study process was led by the assessment director. The director consulted with appropriate faculty and staff members to draft the self-study report, which was reviewed by faculty in summer and fall 2014 before its submission.

Program curriculum. The B.A., B.S. in Political Science program requires 40 credit hours in politics and government coursework, including 8 core courses, at least 12 credit hours at the 200-level, and at least 6 credit hours at the 300-level. The required number of credit hours was increased from 33 effective May 2012. The curriculum is divided into five subfields: American government, international relations, comparative politics, political theory, and quantitative methods. Students may tailor their elective courses to complement their career goals by choosing any of six concentrations: American politics, comparative politics, international relations, public law, public policy, and political theory. All students complete either an internship with a governmental or community organization, a field experience, or an overseas academic experience (such as study abroad). Outside the classroom, students may choose from numerous cocurricular programs and activities intended to provide students opportunities to apply critical thinking to understand and evaluate political ideas, institutions, and powers at the local, national, and international levels. Cocurricular activities include the annual Conference for Students of Political Science hosted by the department; *Critique*, an electronic journal for students of politics established by the department more than 10 years ago; Mock Trial, an intercollegiate competition involving a courtroom trial simulation; the Model UN (United Nations) intercollegiate simulation of international relations and global issues; several active student clubs including the Law Club, the Undergraduate Club, and the ISU Habitat for Humanity College Chapter; and a month-long trip to Peru. In addition to serving its majors, the department contributes extensively to other undergraduate programs on campus through political science courses that meet general education requirements.

Program or unit faculty. Since 2006 the Department of Politics and Government has hired 10 faculty members. By fall 2014 the department had 19 tenured or tenure track faculty members and 4 full-time and 14 part-time non-tenure track faculty members. All tenure track faculty members hold the terminal degree in their discipline (a Ph.D. in political science for all but the director of legal studies, who holds a J.D.). Non-tenure track faculty members are required to hold a master's or law degree. Politics and Government faculty is among the most diverse at Illinois State. Thirty-five percent of full-time faculty members in the department are female, and 30 percent self-identify with racial/ethnic populations traditionally underrepresented at the University. Faculty members actively engage in scholarship and service to the discipline. Since the 2006 program review, department faculty has produced 43 authored or edited books, 100 articles or chapters, and 207 other creative works. Faculty members have served on journal editorial boards, served as consultants to national and international organizations, appeared before the United States Congress and Congressional committees, participated in program review for other political science programs nationally and internationally, and contributed expert opinion for numerous mainstream media outlets.

Program goals and quality indices. Department goals and, by extension, program goals are to offer comprehensive, rigorous, and contemporary academic programs that attract, retain, and graduate highly qualified students; maintain a diverse nationally- and internationally-recognized faculty engaged in the highest quality research and teaching; and build strong ties with on-campus, local community, and broader off-campus constituencies. Through this program review process, department faculty has initiated discussions regarding indicators faculty deems most relevant and appropriate for assessing quality of its undergraduate political science program relative to benchmark and aspirational programs. These discussions will continue.

Student learning outcomes assessment plan and process. Since the 2006 program review, the student learning outcomes assessment plan for the B.A., B.S. in Political Science has been a work in progress. Program faculty has devoted considerable time discussing, revising, and piloting elements of the plan. This work continues. Significant changes made to the assessment plan and process since 2006 include abandonment of the pre-test/post-test model of evaluating student learning and adoption of new student learning outcomes. Program faculty has since revised its student survey and focus group questionnaires in light of the new learning goals and has begun mapping learning outcomes to the curriculum. Incomplete elements of the assessment plan and process to be addressed in coming years include regularly updating concept mapping of learning outcomes across courses, developing a database of pedagogical strategies used by program faculty to apply the learning outcomes, and developing a database of exemplary student work that reflects student achievement of the learning outcomes.

Specialized accreditation. The discipline of political science does not have an accreditation or certification process for undergraduate programs at this time.

Responses to recommendations resulting from the previous program review. The department has responded to many recommendations resulting from the 2006 program review, with responses to some concerns completed and some responses underway at this time. Of immediate concern to the Academic Planning Committee in 2006 were assessment of student learning and recruitment and retention of faculty. As has been described above, faculty has made significant progress revising the student learning outcomes assessment plan for the program, and this work continues. An ad hoc committee formed by the department chairperson completed an examination of faculty recruitment and retention in 2009. The committee recommended additional strategies for supporting pre-tenured faculty in their progress toward tenure and promotion and for professional development across all faculty ranks. Unsustainable enrollment was a concern identified in the last program review. The department subsequently adopted a target enrollment of 320 undergraduate students with explicit goals for first-time-in-college students and transfer students. The department succeeded in reducing enrollment to that target. However, enrollment since fall 2010 has declined below that number, to 252 in fall 2014. The department is now considering adjustments in its student recruitment, admissions, and retention strategies to return enrollment nearer to the target. The 2006 program review also recommended enhancing advisement and career counseling. The department has since added a careers course to the core curriculum. As has been noted, identification of quality indicators and use of them to assess the quality of the program relative to peer and benchmark programs is underway.

Changes in the academic discipline, field, societal need, and program demand. At least three notable ongoing shifts in social and political forces are likely to disproportionately affect students of political science in the coming years: dramatic reduction in law school enrollment, decline in government employment nationwide, and globalization. Traditionally, a significant percentage of students enrolled in undergraduate political science programs intend to matriculate to law school. Due to dramatically increased costs of attending law school and the declining number of legal jobs paying enough to retire student loans, law school enrollment has declined 37 percent since 2010. The Department of Politics and Government is well positioned to assist students interested in law through its legal studies minor and new legal studies major. The legal studies program in the department is designed to prepare students for paralegal work. The United States Bureau of Labor Statistics predicts a 16 percent increase in paralegal positions nationwide between 2012 and 2022. With the decline in government employment nationwide, the prospects of undergraduate political science students obtaining work in the field are more limited. To better position its graduates to compete for fewer jobs, the department now requires all students in the undergraduate program to complete an internship with a governmental or community organization, a field experience, or an overseas academic experience. Many political science programs nationwide focus on nations and regions largely insulated from broader social transformations that shape the global political environment. Through recent discussions among department faculty regarding new student learning outcomes, awareness of and

engagement with the cross-national interconnected dimensions of social and political life is now a greater focus in department programs. The department continues to support numerous initiatives that expose students to international perspectives including area studies minors, the Model UN intercollegiate simulation, and study abroad.

Major findings of this program review self-study. Enrollment in the B.A., B.S. in Political Science program has declined since the last program review from nearly 350 students to levels more sustainable in light of resources available to the program. However, admissions policies and recruitment strategies should be revisited by faculty with a goal of arresting continued enrollment decline. Despite significant faculty turnover and the reduction in the number of faculty lines since the last program review, faculty has maintained program quality and has continued to modify the program to remain current with changes in the discipline and the careers it supports. A particular source of pride among faculty is the extensive array of cocurricular opportunities available to students. The department also maintains a strong record of student-faculty research collaboration and of co-authoring papers and presentations. Faculty has made significant progress in revising and strengthening its student learning outcomes assessment processes since the last program review. New student learning outcomes have been adopted, and mapping of those outcomes to the curriculum is underway. Faculty will work to complete the assessment plan for the undergraduate political science program and then implement the plan in the next three to four years. Faculty members in the department have been highly productive in scholarship, teaching, and service to the university and discipline. A concern shared among faculty is whether faculty can continue to maintain its productivity when the number of full-time-equivalent faculty members remains at historic lows. Regarding faculty evaluation, it is not clear whether teaching assessment instruments used by the department accurately capture teaching quality. In addition, the current system of faculty evaluation may work well for junior faculty but might not meet faculty or department needs over time. Both faculty evaluation matters merit further review and analysis.

Initiatives and plans for the next program review cycle. Based on findings of this program review self-study, faculty of the B.A., B.S. in Political Science program has identified the following priority initiatives: assess the internship/field experience/study abroad requirement; aggressively advocate for tenure track faculty lines and work to retain faculty the department hires; advocate for appropriate space to house faculty, students, and staff; consider changes to the instruments used to evaluate teaching quality; revisit faculty assignment and evaluation processes; complete and implement the student learning outcomes assessment plan; develop recruitment tools, such as scholarships, to stabilize program enrollment; and review the status of projects identified in the department strategic plan to identify strategies yet to implemented and goals yet to be achieved.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Political Science to be in Good Standing.

The Academic Planning Committee recognizes the program for building and supporting a faculty that is diverse in expertise, specialization, and race/ethnicity/country of origin. The committee commends faculty members for their scholarly productivity, including more than 40 books authored or edited since the 2006 program review, and for their service to the discipline through their work on editorial boards, consultations with national and international organizations, and testimony before the United States Congress.

The committee commends faculty for the numerous and varied co-curricular opportunities available to students in the program, including internships, the Mock Trials Intercollegiate Competition, National Model United Nations simulation, Habitat for Humanity, travel to Peru, and the Conference for Students of Political Science. The committee also commends faculty for their contributions to minors sponsored or co-sponsored by the department, including Political Science, Legal Studies, Middle Eastern and South Asian Studies, Peace and Conflict Resolution Studies, Civic Engagement and Responsibility Studies, Ethnic Studies, International Studies, Latin American and Latino/a Studies, African-American Studies, African Studies, Urban Studies, and Women's and Gender Studies. The committee recognizes program faculty for leadership of the American Democracy Project that helps further the *Educating Illinois* goal of increasing civic engagement among students in all programs at Illinois State. The committee also recognizes the program for its collaborative work with Milner Library faculty in developing and maintaining resources and services that support the curriculum and faculty research.

The Academic Planning Committee appreciates work done by faculty to refine the student learning outcomes assessment plan for the program, including adoption of new learning outcomes in 2012. The committee asks

faculty to build on its efforts by completing and implementing a revised student learning outcomes assessment plan that incorporates curriculum maps, direct and indirect measures of student learning, rubrics, an implementation strategy, and a systematic process for reviewing assessment results and utilizing them to identify and implement program improvements. The committee asks the department to submit its revised assessment plan to the Office of the Provost by December 1, 2016. The committee further asks the program to implement its revised assessment plan during the 2017-2018 and 2018-2019 academic years by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. The committee asks the department to submit a report on its implementation to the Office of the Provost by December 1, 2019.

Numerous changes have occurred in the discipline, at the University, and in the department since faculty completed the program distinctiveness exercise in 2000. Accordingly, the committee asks the program to complete the analysis of aspirational institutions described in Section III.B of the “Guidelines for Academic Program Review for self-studies due to the Office of the Provost on October 1, 2014, Undergraduate Programs.” While there might not be other programs in the state, region, or nation identical to the program at Illinois State, the committee asks faculty to identify other undergraduate political science programs that excel with respect to one or more quality measures considered most pertinent and important to our own program. The committee asks faculty to identify specific actions our program can take to achieve levels of quality that approach, meet, or exceed quality levels of those aspirational programs. While increasing the number of tenure-line faculty members is one action that might be identified, the committee urges faculty to identify actions that can be taken through allocation or reallocation of resources already available to the program. The committee asks the department to submit its report to the Office of the Provost by December 1, 2015.

The committee recognizes work program faculty has done since the 2006 program review to reduce enrollment in the program to sustainable levels and to establish an enrollment target. However, enrollment has fallen below that target each of the last three fall semesters, dropping to 252 in fall 2014. For students enrolling in the program, retention and graduation rates have been consistently lower than those rates across all undergraduate programs at Illinois State. In addition, of students who entered the program as incoming freshmen and subsequently graduated from the program during the last five years, on average 44 percent took more than four years to do so despite the program requiring only 40 credit hours in politics and government courses. Accordingly, the committee asks the department to submit a follow-up report that analyzes application and enrollment data, retention and graduation rates, and time-to-degree for first-time and transfer students by race/ethnicity and gender. The committee asks the department to include in its report strategies for student recruitment and specific actions the program will take to bring retention and graduation rates and time-to-degree closer to university-wide averages. The committee asks the department to submit its report to the Office of the Provost by December 1, 2015.

The Academic Planning Committee asks that these four follow-up reports exclusively address the B.A., B.S. in Political Science program. As with the process for conducting the self-study analysis and preparing the self-study report, all faculty members should be provided meaningful opportunities to participate in development of the follow-up reports.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Identify and administer specific, varied, and disaggregated measures for assessing and improving the quality of teaching in the program.
- Establish quality indicators for minors sponsored by or housed in the department.
- Maintain gender diversity among students and faculty at or above national averages for the discipline.
- Continue work toward retaining faculty across all demographic categories.
- Develop and implement strategies for helping students who leave the program transition to other majors at Illinois State.

- Develop and implement a plan for regular and systematic evaluation of advisement services for prospective students, students enrolled in the program, and students choosing to leave the program.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.
- Building on the history of strong collaboration with Milner Library faculty, identify goals and strategies for improving library resources and services during the next eight years; among strategies to be considered is development and implementation of a systematic approach to introducing and teaching information literacy skills appropriate to the discipline, with particular attention to support for students enrolled in POL100 and POL140.
- In light of changes in departmental needs and in faculty professional development needs and desires, initiate faculty-wide conversations regarding tenure-line faculty assignments, tenure-line faculty evaluation processes and standards, and strategies for ongoing communication of processes and standards to tenure-line faculty.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.
- Building on elements of the program review self-study and follow-up reports and incorporating recommendations in this program review outcome, compile a new strategic plan for the department, including actions to be taken to maintain and improve the quality of each academic program administered by the department.



Comparative Data, B.A., B.S. in Political Science (45.1001)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	51	73	69	56	51
Eastern Illinois University	139	130	123	111	104
Illinois State University	333	323	317	316	299
Northeastern Illinois University	129	163	172	162	155
Northern Illinois University	406	446	428	409	387
Southern Illinois University Carbondale	178	179	189	154	141
Southern Illinois University Edwardsville	107	107	109	120	122
U of I at Chicago	335	334	330	290	235
U of I at Springfield	77	78	96	91	83
U of I at Urbana/Champaign	990	950	842	767	689
Western Illinois University	137	143	124	120	126
<i>Grand Total</i>	<i>2,882</i>	<i>2,926</i>	<i>2,799</i>	<i>2,596</i>	<i>2,392</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	4	11	8	9	12
Eastern Illinois University	37	39	23	27	36
Illinois State University	96	103	106	93	107
Northeastern Illinois University	45	43	36	47	30
Northern Illinois University	124	118	125	134	132
Southern Illinois University Carbondale	46	48	54	53	51
Southern Illinois University Edwardsville	42	55	50	51	53
U of I at Chicago	104	95	95	112	91
U of I at Springfield	29	22	26	25	32
U of I at Urbana/Champaign	291	322	283	243	197
Western Illinois University	26	36	37	30	33
<i>Grand Total</i>	<i>844</i>	<i>892</i>	<i>843</i>	<i>824</i>	<i>774</i>

Review of the M.A., M.S. in Political Science 45.1001

Context and overview. The M.A., M.S. in Political Science program is housed in the Department of Politics and Government within the College of Arts and Sciences. The department also offers a B.A., B.S. in Political Science, a B.A., B.S. in Legal Studies (new in fall 2014), and minors in legal studies and political science. The department hosts two interdisciplinary minors (Middle Eastern and South Asian Studies, and Peace and Conflict Resolution Studies) and provides a leadership role in the American Democracy Project on campus. The M.A., M.S. in Political Science program is designed to prepare students for advanced positions with state and local government, domestic and international non-governmental organizations, community-based organizations, and community development agencies. The program is also designed to prepare students for doctoral study in political science and allied disciplines.

Self-study process. Self-study has been an ongoing process in the Department of Politics and Government since the 2006 program review. In 2008, 2009, 2011, 2013, and 2014 the department conducted assessments of both undergraduate and graduate programs involving student surveys and review of university-wide alumni survey results. Faculty conducted a systematic review of the curriculum from 2008 to 2011. In 2010, the assessment director in the department conducted position audits of the associate chairperson, graduate director, legal studies director, and internship coordinator positions. In 2012, the department held an assessment retreat, which resulted in faculty adoption of revised student learning outcomes. The department conducted a pilot assessment in 2013 using the new outcomes. Several evaluation and planning initiatives have been implemented in response to recommendations resulting from the 2006 program review. These include analysis of faculty recruitment and retention and adoption of enrollment targets. The 2014 program review self-study process was led by the assessment director. The director consulted with appropriate faculty and staff members to draft the self-study report, which was reviewed by faculty in summer and fall 2014 before its submission.

Program curriculum. Students enrolling in the M.A., M.S. in Political Science program may elect to pursue a sequence in applied community development, global politics and culture, or public service, or may complete the degree without electing a sequence. The applied community development sequence is unique in its collaborative administration by the Department of Politics and Government and the Adlai Stevenson II Center for Community and Economic Development on campus. Similar to graduate sequences in sociology and economics, the applied community development sequence is designed for returned Peace Corps volunteers, students with experience similar to the Peace Corps, and students preparing to enter the Peace Corps. Students select between a 39-credit hour plan of study (with a research capstone project) and a 35-credit hour plan of study (with a thesis). All students in the sequence complete an 11-month field experience during their second year in the program, either with a community or governmental organization or with the Peace Corps, to prepare them for work with non-profit community development organizations after graduation. Students selecting the public service sequence, the global politics and culture sequence, or no sequence complete at least 32 credit hours including either a thesis or comprehensive exam. All students in the program may apply up to nine credit hours of relevant graduate courses from other departments toward the degree.

Program or unit faculty. Since 2006 the Department of Politics and Government has hired 10 faculty members. By fall 2014 the department had 19 tenured or tenure track faculty members and 4 full-time and 14 part-time non-tenure track faculty members. All tenure track faculty members hold the terminal degree in their discipline (a Ph.D. in political science for all but the director of legal studies, who holds a J.D.). Non-tenure track faculty members are required to hold a master's or law degree. Politics and Government faculty is among the most diverse at Illinois State. Thirty-five percent of full-time faculty members in the department are female, and 30 percent self-identify with racial/ethnic populations traditionally underrepresented at the University. Faculty members actively engage in scholarship and service to the discipline. Since the 2006 program review, department faculty has produced 43 authored or edited books, 100 articles or chapters, and 207 other creative works. Faculty members have served on journal editorial boards, served as consultants to national and international organizations, appeared before the United States Congress and Congressional committees, participated in program review for other political science programs nationally and internationally, and contributed expert opinion for numerous mainstream media outlets.

Program goals and quality indices. Department goals and, by extension, program goals are to offer comprehensive, rigorous, and contemporary academic programs that attract, retain, and graduate highly qualified

students; maintain a diverse nationally- and internationally-recognized faculty engaged in the highest quality research and teaching; and build strong ties with on-campus, local community, and broader off-campus constituencies. Through this program review process, department faculty has initiated discussions regarding indicators faculty deems most relevant and appropriate for assessing quality of its graduate political science program relative to benchmark and aspirational programs. These discussions will continue.

Student learning outcomes assessment plan and process. Since the 2006 program review, the student learning outcomes assessment plan for the M.A., M.S. in Political Science has been a work in progress. Program faculty has devoted considerable time discussing, revising, and piloting elements of the plan. This work continues. Significant changes made to the assessment plan and process since 2006 include abandonment of the pre-test/post-test model of evaluating student learning and adoption of new student learning outcomes. Program faculty has since revised its student survey and focus group questionnaires in light of the new learning goals and has begun mapping learning outcomes to the curriculum. Incomplete elements of the assessment plan and process to be addressed in coming years include regularly updating concept mapping of learning outcomes across courses, developing a database of pedagogical strategies used by program faculty to apply the learning outcomes, and developing a database of exemplary student work that reflects student achievement of learning outcomes.

Specialized accreditation. The discipline of political science does not have an accreditation or certification process for graduate programs at this time.

Responses to recommendations resulting from the previous program review. The department has responded to many recommendations resulting from the 2006 program review, with responses to some concerns completed and some responses underway at this time. Of immediate concern to the Academic Planning Committee in 2006 were assessment of student learning and recruitment and retention of faculty. As has been described above, faculty has made significant progress revising the student learning outcomes assessment plan for the program, and this work continues. An ad hoc committee formed by the department chairperson completed an examination of faculty recruitment and retention in 2009. The committee recommended additional strategies for supporting pre-tenured faculty in their progress toward tenure and promotion and for professional development across all faculty ranks. As has been noted, identification of quality indicators and use of them to assess the quality of the program relative to peer and benchmark programs at other institutions is planned.

Changes in the academic discipline, field, societal need, and program demand. At least three notable ongoing shifts in social and political forces are likely to disproportionately affect students of political science in the coming years: dramatic reduction in law school enrollment, decline in government employment nationwide, and globalization. Traditionally, a significant percentage of students enrolled in political science programs intend to matriculate to law school. Due to dramatically increased costs of attending law school and the declining number of legal jobs paying enough to retire student loans, law school enrollment has declined 37 percent since 2010. This phenomenon is expected to continue, with some positions previously filled by law school graduates instead filled by paralegals. With the decline in government employment nationwide, the prospects of political science students obtaining work in the field are more limited. To better position its graduates to compete for and advance in the fewer available jobs, the graduate program in political science offers both a public service sequence and an applied community development sequence. The former is designed for students interested in state or local government employment, while the latter is designed especially for students interested in work with community and non-governmental organizations and includes an 11-month field experience. Many political science programs nationwide focus on nations and regions largely insulated from broader social transformations that shape the global political environment. Through recent discussions among department faculty regarding new student learning outcomes, awareness of and engagement with the cross-national interconnected dimensions of social and political life is now a greater focus in department programs. Graduate students especially interested in global politics of the modern world may enroll in the global politics and cultures sequence.

Major findings of this program review self-study. Faculty of the Department of Politics and Government is generally satisfied with the structure and content of the M.A., M.S. in Political Science program. Program offerings are diverse and manageable, and the program seems well positioned to assist students in meeting their career and personal goals in a changing political environment. Despite significant faculty turnover and the reduction in the number of faculty lines since the last program review, faculty has maintained the quality of the graduate program and has continued to modify the program to remain current with changes in the discipline and the careers it supports. A particular source of pride among faculty is the strong record of student-faculty research collaboration and of co-

authoring papers and presentations. Faculty has made significant progress in revising and strengthening its student learning outcomes assessment processes since the last program review. New student learning outcomes have been adopted, and mapping of those outcomes to the curriculum is underway. Faculty will work to complete and implement the assessment plan during the next three to four years. Faculty members in the department have been highly productive in scholarship, teaching, and service to the university and discipline. A concern shared among faculty is whether this productivity can be maintained when the number of full-time-equivalent faculty members remains at historic lows. Regarding faculty evaluation, it is not clear whether teaching assessment instruments used by the department accurately capture teaching quality. In addition, the current system of faculty evaluation may work well for junior faculty but might not meet faculty or department needs over time. Both faculty evaluation matters merit further review and analysis.

Initiatives and plans for the next program review cycle. Based on findings of this program review self-study, faculty of the M.A., M.S. in Political Science program has identified the following priority initiatives: aggressively advocate for tenure track faculty lines and work to retain faculty the department hires; advocate for appropriate space to house faculty, students, and staff; consider changes to the instruments used to evaluate teaching quality; revisit faculty assignment and evaluation processes; complete and implement the student learning outcomes assessment plan for the program; and review the status of projects identified in the department strategic plan to identify strategies yet to be implemented and goals yet to be achieved.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Political Science to be in Good Standing.

The Academic Planning Committee commends program faculty for accommodating a variety of student interests by offering three sequences. For students interested in public sector employment or international politics, the department offers a public service sequence and a global politics and cultures sequence, both culminating in a thesis or comprehensive exam. For students interested in a career of service to communities through the non-profit sector, the program offers an applied community development sequence (ACD) in collaboration with the Adlai Stevenson II Center for Community and Economic Development. The ACD curriculum includes an 11-month field internship with a community agency for students with prior experience in the Peace Corps or some other community development context. Students entering the program without that experience receive a Peace Corps placement.

The committee recognizes the program for building and supporting a faculty that is diverse in expertise, specialization, and race/ethnicity/country of origin. The committee commends faculty members for their scholarly productivity, including more than 40 books authored or edited since the 2006 program review, and for their service to the discipline through their work on editorial boards, consultations with national and international organizations, and testimony before the United States Congress. The committee also recognizes the program for its collaborative work with Milner Library faculty in developing and maintaining resources and services that support both the curriculum and faculty research.

The Academic Planning Committee appreciates work done by faculty to refine the student learning outcomes assessment plan for the program, including adoption of new learning outcomes in 2012. The committee asks faculty to build on its efforts by completing and implementing a revised student learning outcomes assessment plan that incorporates curriculum maps, direct and indirect measures of student learning, rubrics, an implementation strategy, and a systematic process for reviewing assessment results and utilizing them to identify and implement program improvements. The committee asks the department to submit its revised assessment plan to the Office of the Provost by December 1, 2016. The committee further asks the program to implement its revised assessment plan during the 2017-2018 and 2018-2019 academic years by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. The committee asks the department to submit a report on its implementation to the Office of the Provost by December 1, 2019.

Numerous changes have occurred in the discipline, at the University, and in the department since faculty completed the program distinctiveness exercise in 2000. Accordingly, the committee asks the program to complete the analysis of aspirational institutions described in Section III.B of the “Guidelines for Academic Program Review for self-studies due to the Office of the Provost on October 1, 2014, Graduate Programs.” While there might not be other programs in the state, region or nation identical to the program at Illinois State, the committee asks faculty to

identify other graduate political science programs that excel with respect to one or more quality measures considered most pertinent and important to our own program. The committee asks faculty to identify specific actions our program can take to achieve levels of quality that approach, meet, or exceed quality levels of those aspirational programs. While increasing the number of tenure-line faculty members is one action that might be identified, the committee urges faculty to identify actions that can be undertaken through allocation or reallocation of resources already available to the program. The committee asks the department to submit its report to the Office of the Provost by May 1, 2016.

The Academic Planning Committee asks that these three follow-up reports exclusively address the M.A., M.S. in Political Science program. As with the process for conducting the self-study analysis and preparing the self-study report, all faculty members should be provided meaningful opportunities to participate in development of the follow-up reports.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Identify and administer specific, varied, and disaggregated measures for assessing and improving the quality of teaching in the program.
- Develop and implement a plan to recruit for racial/ethnic diversity among students.
- Maintain gender and racial/ethnic diversity among faculty at or above national averages for the discipline.
- Develop and implement a plan for promoting timely student progress toward graduation; components of the plan should include, but not necessarily be limited to, methods for tracking time-to-degree; methods for proactively working with students near, at, or beyond the six-year time limit; and a plan for evaluating advisement services.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.
- Develop and implement a plan to systematically track student involvement in research, including collaborative research with faculty members, and communication of research results through publications and presentations.
- In light of changes in departmental needs and in faculty professional development needs and desires, initiate faculty-wide conversations regarding tenure-line faculty assignments, tenure-line faculty evaluation processes and standards, and strategies for ongoing communication of processes and standards to tenure-line faculty.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.
- Building on elements of the program review self-study and follow-up reports and incorporating recommendations in this program review outcome, compile a new strategic plan for the department, including actions to be taken to maintain and improve the quality of each academic program administered by the department.



Comparative Data, MA., M.S. in Political Science (45.1001)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Eastern Illinois University	33	24	27	24	25
Governors State University	75	67	50	55	44
Illinois State University	33	32	35	35	34
Northeastern Illinois University	36	40	39	53	43
Northern Illinois University	30	21	20	19	19
Southern Illinois University Carbondale	12	11	12	7	6
U of I at Chicago	7	13	17	12	5
U of I at Springfield	59	49	46	54	46
U of I at Urbana/Champaign	10	8	9	10	11
Western Illinois University	18	25	26	25	33
<i>Grand Total</i>	<i>313</i>	<i>290</i>	<i>281</i>	<i>294</i>	<i>266</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Eastern Illinois University	11	6	7	10	7
Governors State University	14	33	19	12	8
Illinois State University	11	16	9	12	8
Northeastern Illinois University	9	10	9	14	13
Northern Illinois University	11	10	7	10	6
Southern Illinois University Carbondale	4	1	6	5	1
U of I at Chicago	6	3	7	8	2
U of I at Springfield	22	22	15	9	19
U of I at Urbana/Champaign	15	9	19	17	13
Western Illinois University	7	9	16	7	12
<i>Grand Total</i>	<i>110</i>	<i>119</i>	<i>114</i>	<i>104</i>	<i>89</i>

Review of the Specialist in School Psychology (S.S.P.) 42.2805

Context and overview. The Specialist in School Psychology (S.S.P.) program is housed in the Department of Psychology within the College of Arts and Sciences. The department also offers a B.A., B.S. in Psychology, a M.A., M.S. in Psychology, a M.A., M.S. in Clinical-Counseling Psychology, a Ph.D. in School Psychology, and a minor in psychology. The program is designed to prepare students to function as school psychologists in public or private elementary or secondary schools. Graduates of the specialist program are eligible to sit for the state and national certification exams for school psychologists. Students in the program are referred to as specialist trainees.

This is the first review of the specialist program since 2004. The program review that had been scheduled for 2012 was delayed until 2014 due to changes in the schedule for specialized accreditation of the program. The delay makes possible use of some portions of the program review self-study report for the next specialized accreditation review.

Self-study process. The coordinator of school psychology (including the specialist and doctoral programs), the department chairperson, and program faculty conducted the program review self-study with input from current students, alumni, practica and intern supervisors, and members of the school psychology community advisory committee. Applicant, student, and alumni statistics and other data provided by various university offices were also studied. All major stakeholders had input into the self-study, and feedback is being used by program faculty for program enhancement.

Program curriculum. The specialist program requires 60 credit hours and is typically completed in three years of full-time study. The curriculum is based on the scientist-practitioner model, whereby the science of psychology is used as a framework within which school psychologists help children. Students complete courses in areas of scientific and professional psychology consistent with standards of the National Association of School Psychologists (NASP) and the Illinois State Board of Education (ISBE). Out of class, students receive clinical training, beginning with practica involving work at the Psychological Services Center on campus and at school-based sites and culminating in a nine-month full-time internship. Over the course of the three-year program, students complete more than 1,800 hours in field-based experiences. Students also complete either an applied research project or a thesis. Students present their research projects at the Graduate School Research Symposium on campus, and many students present at state and national professional conferences.

Program or unit faculty. Seven full-time faculty members in the department comprise the core faculty of the specialist program. These same faculty members support students in the doctoral school psychology program. All seven faculty members hold a doctorate in school psychology or clinical psychology, and five of the seven have earned the rank of full professor. All four of the seven faculty members with school psychology degrees are state- and/or nationally-certified school psychologists. Three program faculty members are licensed clinical psychologists. Faculty members serve on journal editorial boards and are active in professional associations including the National Association of School Psychologists (NASP). One program faculty member holds the Diplomate in School Psychology of the American Board of Professional Psychology and the Diplomate in Assessment Psychology of the American Board of Assessment Psychology. Faculty members are active in externally-funded research projects, including projects related to teacher training, reintegration of combat veterans, response to intervention, and autism. One faculty member serves as the director of The Autism Place, funded through the Autism Program of Illinois. The Autism Place treats children with autism spectrum disorder while training students to work with those affected by the disorder.

Program goals and quality indices. The specialist program seeks to prepare students for state- and national-level certification exams required to practice school psychology. Pedagogical goals of the program include developing knowledge and skills related to data-based decision making, consultation, and collaboration; interventions and instructional support to develop student academic, social, and life skills; skills associated with school-wide practices to promote learning, preventive, and responsive services; family-school collaboration; diversity in development and learning, research, and program evaluation; and legal-ethical and professional practice. The program seeks to recruit high-quality students and increase diversity of the student population. Indicators used by faculty to assess the quality of the specialist program relative to peer and benchmark programs include the quality of faculty, specifically their credentials and accomplishments, contributions to professional organizations and school systems, and innovations in

the field; accreditation status with the National Association of School Psychologists (NASP); strength of curriculum, including the number and variety of field placements and internships; initial job placement rates; student-faculty ratio; and licensing examination pass rates.

Student learning outcomes assessment plan and process. The assessment plan for the specialist program involves review of course grades; practica and intern supervisors' ratings of students' competency; student portfolios including two case studies; results from the state content test in school psychology and the PRAXIS exam in school psychology; field supervisors' feedback regarding program quality; student success in securing school-based internships; results of periodic surveys of graduates and their intern supervisors/employers; and the percentage of students who obtain their first positions as school psychologists. The school psychology coordinating committee is responsible for assessment and quality enhancement. The committee consists of the seven school psychology faculty members and two students. Ongoing evaluation and discussions about improvements occur during bi-monthly committee meetings or at special meetings, as concerns are raised and solutions are sought. The committee periodically reviews program content, designs and implements survey analyses, reviews suggestions from field supervisors and students and results of comprehensive assessments, and makes recommendations for changes in course offerings or course content. In 2012, the assessment plan for the specialist program received the highest possible ratings from the Assessment Advisory Council on campus.

Specialized accreditation. The specialist program is accredited by the National Association of School Psychologists (NASP), a specialized professional association affiliated with the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for Accreditation of Teacher Education (NCATE). NASP last reviewed the specialist program in 2007 and accredited the program for seven years, the maximum allowable number of years. NASP has delayed its subsequent accreditation review until 2016-2017 to better coordinate with the anticipated 2019 review of the teacher education unit at Illinois State by CAEP. The specialist program is also subject to review and approval by the Illinois State Educator Preparation and Licensure Board, affiliated with the Illinois State Board of Education (ISBE). The state has authorized the specialist program to recommend school psychology licensure for its graduates (through the Professional Educator License-School Psychology endorsement) by entitlement, which expedites the licensure application process.

Responses to recommendations resulting from the previous program review. The one recommendation resulting from the last program review in 2004 was to obtain more external funding as a means of increasing graduate assistant stipends. Since then, the seven school psychology faculty members have secured over \$1 million in grant funds. Those funds have supported 18 half-time graduate assistantships. As a result, all specialist trainees have received financial support during their two years of on-campus training. This was not the case at the time of the prior program review.

Changes in the academic discipline, field, societal need, and program demand. Societal factors such as the increasing diversity of students attending public schools, economic challenges facing families and school systems, and legislative changes at the state and national levels have increased the need for school psychologists. One example of potentially impactful legislation, the Affordable Care Act, identifies the school as the service point for child and adolescent mental health and medical services. Also increasing demand for school psychologists is a growing emphasis on the prevention of both academic and social-emotional/behavioral problems and the promotion of positive mental health in school-age children.

Major findings of this program review self-study. The specialist program has earned all available specialized accreditations and approvals. Program faculty members are professionally accomplished and well respected in their fields. Enrollment has been stable and sustainable; on average, six students enroll in the program each year, resulting in total program enrollment of approximately 18. The number of enrolled students from racial/ethnic groups traditionally underrepresented in the program has increased. Students completing the program succeed at obtaining licensure, certification, and employment, with 100 percent pass rates on both state and national certification exams and a 100 percent placement rate in school psychologist positions. Efforts to secure external funding and to increase diversity of the student population, as well as the number of school-based sites that enroll large numbers of students from diverse backgrounds, should be ongoing.

Initiatives and plans for the next program review cycle. Initiatives for the next program review cycle include increasing the racial/ethnic diversity of school psychologist graduate students (both specialist trainees and doctoral trainees), continuing to obtain external research and training grants to financially support all specialist trainees

during their first two years in the program and at higher assistantship or stipend amounts, and increasing the number of school-based practicum sites that enroll students from diverse racial/ethnic backgrounds.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Specialist in School Psychology (S.S.P.) program to be in Good Standing.

The Academic Planning Committee congratulates the program for its good standing with the National Association of School Psychologists (NASP) and the Illinois State Educator Preparation and Licensure Board. The latter continues to recognize graduation from the school psychology program at Illinois State University as proof of eligibility for licensing as a school psychologist in the state, thus streamlining the licensing process for graduates.

The committee commends the program for its effective scholar-practitioner model, which has resulted in a 100 percent pass rate among program graduates on the state-level school psychology certification exam, a 100 percent pass rate on the PRAXIS school psychology exam for the Nationally Certified School Psychologist credential, and a perfect record of placing program graduates in school-based positions as school psychologists since the 2004 program review.

The committee recognizes the program for its successful efforts to increase the number of students from historically underrepresented populations during the last five years. Particularly noteworthy, and a model for other such efforts, is formation of the Diversity Task Force of Graduate Students in Psychology as a registered student organization supported by the department and led by students. The task force has successfully utilized peer-to-peer outreach to undergraduate students at universities enrolling high percentages of populations historically underrepresented in the profession and has provided financial support for campus visits and application fees.

At the core of the program is its highly-credentialed and accomplished faculty. All seven core faculty members are scientists-practitioners by training and experience and are licensed or certified as school or clinical psychologists. Program faculty has ranked as high as 18th among 59 school psychology doctoral programs accredited by the American Psychological Association in terms of the number and impact of published journal articles. Faculty members serve on editorial boards of core journals in the discipline, and many have received university or national research or teaching awards. The program coordinator has been honored by the National Association of School Psychologists with its Lifetime Achievement Award

The committee recognizes program faculty members for their role in establishing the faculty mentoring program in the department since the 2004 program review. As new school psychology faculty members are hired during the next program review cycle, the mentoring program can serve a vital role in acclimating them to the community, university, department, and program and in helping them establish exemplary teaching, research, and service portfolios.

The single committee recommendation resulting from the 2004 program review was to obtain more external funding as one method to increase graduate assistant stipends. The committee congratulates program faculty for its successful efforts in this regard. Grant-funded projects since the last program review have included autism research and establishment of The Autism Place as an affiliate site of The Autism Program of Illinois (more than \$1 million in funding), research on reintegration of combat veterans, and work with Illinois schools implementing the Response to Intervention protocols (\$600,000 in funding). Through these programs and programs of the Psychological Services Center on campus, citizens of Illinois, including children with learning disabilities, receive quality care, and school psychology students receive valuable training opportunities.

The committee recognizes the program for an exemplary assessment plan that incorporates direct and indirect measures of student learning and a process for analyzing and utilizing student learning outcomes data to improve the program. The plan has received exemplary ratings from the Assessment Advisory Council on campus in all four categories rated, while the National Association of School Psychologists has described the assessment program as “thorough, comprehensive, and infused throughout the program,” with “exceptionally good aggregation of data by NASP domains.”

The committee also recognizes the strong collaboration that has evolved between program faculty and Milner Library. This collaboration has resulted in a high level of integration of research resources, services, and training with the curriculum and faculty research endeavors.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2020, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue efforts to maintain and increase the number of students from historically underrepresented populations enrolling in and graduating from the program, including underrepresented racial/ethnic groups and males; develop and implement a plan for doing so, incorporating the many elements already in place, such as the work of the Diversity Task Force of Graduate Psychology Students.
- Continue to obtain external research and training grants to support students with higher graduate assistantship stipends, faculty research in greater numbers and with higher impact on the discipline, and quality services to the community and state, through partnerships with community, state, and national organizations.
- Increase the number of school-based practicum sites that enroll students from diverse backgrounds by recruiting more school psychologists from schools that enroll diverse populations to serve as field supervisors.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data. S.S.P. in School Psychology (42.2805)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Eastern Illinois University	0	28	23	21	24
Illinois State University	20	18	16	18	17
Southern Illinois University Edwardsville	8	10	9	8	8
Western Illinois University	25	23	24	22	23
<i>Grand Total</i>	53	79	72	69	72

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Eastern Illinois University	6	9	4	10	5
Illinois State University	8	7	8	12	6
Southern Illinois University Edwardsville	5	11	10	8	8
Western Illinois University	11	8	6	7	9
<i>Grand Total</i>	30	35	28	37	28

Review of the Bachelor of Social Work (B.S.W.) 44.0701

Context and overview. The Bachelor of Social Work (B.S.W.) program is housed in the School of Social Work within the College of Arts and Sciences. The school also offers a Master of Social Work program with sequences in child and family practice, gerontology practice, and school social work and is the host unit for the Center of Adoption Studies. The B.S.W. program is designed to prepare generalist social work practitioners for their first position in the field. A required field practicum exposes students to a variety of practice settings and client profiles. Effectiveness of the program in preparing students for the profession is evidenced by its long-standing affiliation with the Council on Social Work Education.

Self-study process. The program review process for the B.S.W. program coincided with the process for reaffirmation of the School of Social Work by the Council on Social Work Education (CSWE). Significant portions of the internal program review process were similar to the reaffirmation self-study process. Although the director of the School of Social Work was the primary author of the program review self-study report, the CSWE self-study report and the program review self-study report were written with collaboration and input from the entire faculty, particularly the sections regarding the curriculum. Sections of the reports related to student development and program administration were developed with consultation from the B.S.W. director of student services, the director of field education, and the B.S.W. program coordinator. Input from external stakeholders included discussion with the community advisory board and feedback from alumni surveys. Final review of the self-study report occurred at the all-faculty/staff retreat in August 2014.

Program curriculum. The B.S.W. program is considered an upper-division professional practice major. Because the program is accredited by CSWE, its core curriculum is highly prescribed by accreditation standards. CSWE requires that core professional content be built on a liberal arts foundation. Students complete the liberal arts component of the major during their first two years, through courses meeting General Education program requirements. The core major curriculum includes 54 credit hours taken during the junior and senior years. Courses are sequenced so knowledge acquisition is horizontally and vertically integrated. Each course is only offered one time a year, and students matriculate as a cohort in the same classes, in sequenced order. Students complete three courses in human behavior in the social environment, five practice courses, two policy courses, one research course, and five field practicum and seminar courses.

Program or unit faculty. The School of Social Work has 12 tenure track faculty members (including the director) and three administrative/professional staff members. The three staff positions include the director of field education, the director of B.S.W. student services (advisor), and the director of M.S.W. student services (advisor). Each administrative/professional staff member teaches two or three courses a year. Faculty members who teach in the School of Social Work all maintain their commitment to the profession through leadership in teaching, scholarship, and service. As instructors in a professional preparation discipline, faculty members are expected to significantly contribute to service in order to maintain connections to the professional discipline of social work. Most faculty members sit on boards for social service agencies and professional organizations, provide consultation to agencies or professional bodies, conduct training, volunteer in service roles, or continue in limited secondary employment as practitioners. This involvement is critical to keeping faculty both connected with and current with the professional practice field.

Program goals and quality indices. The B.S.W. program is guided by four goals: to foster students' identification and conduct as professional social workers; to prepare students for strength-based, ethical generalist practice in agency-based settings to work with diverse clients at the micro, mezzo, and macro levels of practice; to prepare students to advocate for social, organizational, community, economic, and policy change to advance human rights and create a more just society; and to prepare students with a liberal arts foundation to employ critical thinking to integrate multiple sources of knowledge including theoretical and conceptual knowledge, practice wisdom, and knowledge generated through evidence-based research to inform generalist best practices that are responsive to evolving needs. Indicators used by faculty to assess program quality relative to peer and benchmark programs include the quality of alumni relations, preparation of students for child welfare employment, and community and scholarly engagement of students.

Student learning outcomes assessment plan and process. Council on Social Work Education (CSWE) standards require that all accredited programs be competency-based and track outcomes regarding student learning and professional competence. Programs must demonstrate that students are competent on 41 practice behaviors embedded within 10 competency standards. The School of Social Work conducts summative measurement of student competency using a performance-based, naturalistic approach to assessment. The summative measurement of competency uses embedded assignments across the curriculum.

Specialized accreditation. The B.S.W. program has been fully accredited by the Council on Social Work Education (CSWE) since 1980. At its February 2015 meeting, the CSWE Commission on Accreditation voted to reaffirm accreditation of the B.S.W. program for eight years, ending in February 2023.

Responses to recommendation resulting from the previous program review. The 2006 program review resulted in three recommendations: identify optimum enrollment, identify indicators of program uniqueness and ways to continually improve, and analyze factors impacting faculty recruitment and retention. Since the 2006 review, the School of Social Work has made internal changes to advisor job descriptions in order to positively impact recruitment, admission, and advisement. The faculty has identified key qualities of program uniqueness, including a highly experiential preparation for professional practice. Faculty retention has stabilized. The school had four hires within three years since the last program review and is well within the faculty-to-student ratios required by CSWE.

Changes in the academic discipline, field, societal need, and program demand. The *Occupational Outlook Handbook* projects that employment nationwide for social workers will increase 19 percent through 2020. That rate is higher than the average across all occupations. Employment in some social work specializations, such as gerontology social work and work with substance abuse disorders, is expected to increase even more than 19 percent. Local and statewide trends, such as a high number of anticipated retirements in the child welfare sector, and developments on the national level, such as the Affordable Care Act, will likely enhance employment opportunities.

Major findings of this program review self-study. The B.S.W. program at Illinois State University is vibrant, dynamic, and strong. The program meets all standards of the Council on Social Work Education (CSWE). In February 2015, the program was fully accredited by CSWE for eight years, the longest accreditation period granted by the council to any program. Student quality is improving, as evidenced by an increase in grade point average. The faculty is at full-capacity according to accreditation standards and continues to be productive in scholarship and teaching. Two areas identified for improvement through the self-study process include a continued focus on recruitment and the development of child welfare courses that enable students to complete the three licensure exams for immediate employment in the child welfare sector.

Initiatives and plans for the next program review cycle. Through the self-study process, the School of Social Work has identified five initiatives to improve the B.S.W. program. School of Social Work administrators and advisors will continue to enhance recruitment and retention efforts to meet the target enrollment. This will be accomplished by developing and implementing an aggressive recruitment plan with community colleges, by consistent and timely follow-up with inquiries, and by nurturing closer advisory relationships with freshmen and sophomore students who have declared social work as their major. Second, program administrators and advisors will develop and implement a plan to consistently track alumni, including their contact information and employment or admission to graduate school. Nurturing closer and sustained relationships with alumni may lead to new field practicum sites, high-quality guest speakers in the classroom, opportunities for consultations with the program regarding developing trends in the practice community, and financial contributions to the University. Third, program administrators and advisors will enhance the scholarly distinction of social work students by increasing the number of social work students who enroll in the Honors program on campus. Fourth, program administrators and advisors will enhance the leadership distinction of social work students by increasing the number of social work students who enroll in the ISU Leads Leadership Certificate program. Fifth, program faculty, administrators, and advisors will implement and continue to refine the child welfare specialization to qualify students for licensing in the child welfare employment sector.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Bachelor of Social Work (B.S.W.) to be in Good Standing.

The Academic Planning Committee thanks the program for a well written, complete and forward-looking self-study report. The committee thanks the program for the detail with which it has explained the curriculum and for its thoughtful and constructive analysis of both IBHE comparator and aspirational programs.

The committee commends faculty for adoption of an intricate performance-based student learning outcomes assessment plan that uses embedded assignments aligned with Educational Policy and Accreditation Standards of the Council on Social Work Education to evaluate competencies at three performance levels: simulation, written application of content to field clients, and student performance with actual clients. The committee commends faculty for systematic review of assessment data to ensure horizontal and vertical integration across the curriculum and for use of assessment results to inform program changes. Also noteworthy is involvement of the community advisory board in reviewing assessment results and providing input regarding areas that need to be strengthened.

The committee acknowledges staffing changes made by the school to assign recruitment, admission, and advisement functions to a single position for the B.S.W. program and for development of a plan to identify and respond more quickly to student issues potentially impacting retention. After implementation of these changes, the number of students in the program increased 27 percent, restoring enrollment to 2009 and 2010 levels.

The committee recognizes faculty members for their commitment to the social work profession as demonstrated by their research and scholarship and by their professional service through involvement with organizations on the local, state, and national levels. By incorporating their research and service experiences into their courses, faculty members are able to instruct students in the latest theories and practices in the discipline. Faculty research has also been used by the State of Illinois to guide child and family welfare policies and programs. The committee also recognizes program faculty members for their commitment to quality teaching through their extensive participation in professional development programs and their use of feedback mechanisms such as third-party chat sessions with students. The committee acknowledges the program for its work with Milner Library faculty to map discipline-appropriate information literacy skills to the curriculum and for progressively-advanced information literacy instruction through relevant and applied experiences.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Work with Enrollment Management and Academic Services to stabilize enrollment within a range that is sustainable over the next eight years given resources available to the program; the plan should include initiatives to increase male representation among students and to maintain the quality of students with respect to average ACT scores and external transfer grade point average.
- Continue efforts to sustain male representation among faculty in the School of Social Work at or above average levels across all social work programs in the United States.
- Develop and implement a plan to increase involvement of B.S.W. majors in the newly-restructured Honors program and in the ISULeads Leadership Certificate Program; the committee suggests exploring ways to involve students in the programs before the students are officially admitted to the B.S.W. program.
- Working with the Illinois Department of Children and Family Services (DCFS), develop and implement a plan to qualify B.S.W. graduates to engage in child welfare functions immediately upon employment with DCFS; the plan should address delivery of content required by DCFS and administration of examinations required by the agency.
- Develop and implement a systematic approach to regular communication with program alumni to maintain information regarding their successes in employment and advanced education and to encourage their ongoing involvement with the program through sponsorship of practicum sites, mentoring students, guiding curriculum development, and giving; means of communication to be explored include, but are not limited to, enhanced use of social media tools and development of a dynamic alumni section on the School of Social Work website.

- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data, Bachelor of Social Work (44.0701)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Governors State University	117	144	161	159	159
Illinois State University	159	173	174	157	148
Northeastern Illinois University	264	286	344	391	410
Southern Illinois University Carbondale	226	239	246	261	290
Southern Illinois University Edwardsville	98	65	61	77	89
U of I at Chicago	0				
U of I at Springfield	105	102	115	127	103
U of I at Urbana/Champaign			47	107	113
Western Illinois University	187	200	183	192	186
<i>Grand Total</i>	<i>1,156</i>	<i>1,209</i>	<i>1,331</i>	<i>1,471</i>	<i>1,498</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Governors State University	22	36	41	43	56
Illinois State University	54	43	59	64	55
Northeastern Illinois University	64	68	73	95	109
Southern Illinois University Carbondale	101	69	69	85	92
Southern Illinois University Edwardsville	54	37	34	38	41
U of I at Chicago					41
U of I at Springfield	26	38	41	46	59
U of I at Urbana/Champaign		0	0	43	53
Western Illinois University	59	45	61	55	55
<i>Grand Total</i>	<i>380</i>	<i>336</i>	<i>378</i>	<i>469</i>	<i>561</i>

Review of the Master of Social Work (M.S.W.) 44.0701

Context and overview. The Master of Social Work (M.S.W.) program is housed in the School of Social Work within the College of Arts and Sciences. The school also offers a Bachelor of Social Work program and is the host unit for the Center of Adoption Studies. The M.S.W. program is designed to prepare advanced social work practitioners for working with diverse individuals and families across the life-span. Most students who enroll in the program seek to provide clinical services to clients or become directors of social service agencies. Some seek positions in education or politics. Graduates of the M.S.W. program who subsequently complete 3,000 hours of supervised practice are eligible to earn professional licensure as a Licensed Clinical Social Worker and practice independently. The M.S.W. program at Illinois State is accredited by the Council on Social Work Education (CSWE).

Self-study process. The program review process for the M.S.W. program coincided with the process for reaffirmation of the School of Social Work by the Council on Social Work Education (CSWE). Significant portions of the internal program review process were similar to the reaffirmation self-study process. Although the director of the School of Social Work was the primary author of the program review self-study report, the CSWE self-study report and the program review self-study report were written with collaboration and input from the entire faculty, particularly the sections regarding the curriculum. Sections of the reports related to student development and program administration were developed with consultation from the M.S.W. director of student services and the director of field education. Input from external stakeholders included discussion with the community advisory board and feedback from alumni surveys. Final review of the self-study report occurred at the all-faculty/staff retreat in August 2014.

Program curriculum. As a program accredited by the Council on Social Work Education (CSWE), the M.S.W. program at Illinois State has a curriculum that is highly regulated to comply with professional standards. The curriculum requires 33 credit hours in advanced social work study for students already possessing a Bachelor of Social Work degree from a program accredited by CSWE. Students coming to the program without such a degree must complete 27 credit hours in social work foundation courses before entering advanced social work study. Once in the advanced curriculum, students select from three sequences. The child and family practice sequence prepares students for agency-based practice with at-risk families. The school social work sequence prepares students for social work practice in schools. This sequence is approved by the Illinois State Board of Education. The gerontology practice sequence prepares students to work with older populations. Students in this sequence may also fulfill requirements for the Graduate Certificate in Social Aspects of Aging, administered by the Department of Sociology and Anthropology. All advanced study students take courses in the content areas of human behavior in the social environment, practice, policy, and research. All students are required to complete a field practicum as well as an applied research project in lieu of a master's thesis.

Program or unit faculty. The School of Social Work has 12 tenure track faculty members (including the director) and three administrative/professional staff members. The three staff positions include the director of field education, the director of B.S.W. student services (advisor), and the director of M.S.W. student services (advisor). Each administrative/professional staff member teaches two or three courses a year. Faculty members who teach in the School of Social Work all maintain their commitment to the profession through leadership in teaching, scholarship, and service. As instructors in a professional preparation discipline, faculty members are expected to significantly contribute to service in order to maintain connections to the professional discipline of social work. Most faculty members sit on boards for social service agencies and professional organizations, provide consultation to agencies or professional bodies, conduct training, volunteer in service roles, or continue in limited secondary employment as practitioners. This involvement is critical to keeping faculty both connected with and current with the professional practice field.

Program goals and quality indices. The M.S.W. program is guided by five goals: to foster students' identification and conduct as professional social workers who engage in life-long professional development; to prepare students for strength-based, ethical advanced practice in agencies with diverse individuals and families across the life-span experiencing poverty, violence, mental illness, physical and developmental challenges, and substance abuse; to prepare students to provide leadership to advocate for social, organizational, community, economic, and policy

change to advance human rights and a more just society; to prepare students to build on foundation knowledge through critical thinking that integrates multiple sources of knowledge including theoretical and conceptual knowledge, practice wisdom, and knowledge generated through research to inform best practices; and to prepare students to contribute to the professional knowledge base and provide accountability to clients and stakeholders by evaluating programs and practices for ethical and effective service delivery. Indicators used by faculty to assess program quality relative to peer and benchmark programs include the extent to which the curriculum is infused with trauma-informed content, the ability to deliver the program online to meet student needs without sacrificing program quality, and the extent and strength of relations with program alumni.

Student learning outcomes assessment plan and process. The Council on Social Work Education (CSWE) requires all accredited social work programs to be competency-based and to track student learning outcomes and development of professional competencies. Programs must demonstrate that students are competent on 41 practice behaviors embedded within 10 competency standards. The M.S.W. program conducts summative evaluation of student competency using a performance-based, naturalistic approach that includes embedded assignments across the curriculum.

Specialized accreditation. The M.S.W. program has been fully accredited by the Council on Social Work Education (CSWE) since 2002. At its February 2015 meeting, the CSWE Commission on Accreditation voted to reaffirm accreditation of the M.S.W. program for eight years, ending in February 2023.

Responses to recommendations resulting from the previous program review. The 2006 program review resulted in three recommendations: identify optimum enrollment, identify indicators of program uniqueness and ways to continually improve, and analyze factors impacting faculty recruitment and retention. Since the 2006 review, the School of Social Work has made changes to advisor job descriptions in order to positively impact recruitment, admission, and advisement. The faculty has identified as unique program qualities the choice to students of three sequences including the only gerontology practice sequence among public universities in Illinois, individualized attention, and the applied research project requirement for graduation. Also unique is the licensing preparation course provided free to program graduates. Since the last program review, faculty retention has stabilized. The school had four hires within three years and is well within the faculty-to-student ratio required by the Council on Social Work Education (CSWE).

Changes in the academic discipline, field, societal need, and program demand. The *Occupational Outlook Handbook* projects that employment nationwide for social workers will increase 19 percent through 2020. That rate is higher than the average across all occupations. Employment in some social work specializations, such as gerontology social work and work with substance abuse disorders, is expected to increase even more than 19 percent. Local and statewide trends, such as a high number of anticipated retirements in the child welfare sector, and developments on the national level, such as the Affordable Care Act, will likely enhance employment opportunities.

Major findings of this program review self-study. The M.S.W. program at Illinois State University is vibrant, dynamic, and strong. The program meets all standards of the Council on Social Work Education (CSWE). In February 2015, the program was fully accredited by CSWE for eight years, the longest accreditation period granted by the council to any program. Program faculty members continue to be productive in scholarship and teaching, and program graduates are doing well in terms of acquiring employment. Financial support of the School of Social Work by university administration has been sufficient to maintain program quality. Two areas of concern identified through the self-study process are the need for continued focus on student recruitment and the need for revisions to the curriculum to align with recent trends in the profession.

Initiatives and plans for the next program review cycle. Through the self-study process, the School of Social Work has identified four initiatives to improve the M.S.W. program. School of Social Work administrators and advisors will continue to enhance recruitment and retention efforts to meet target enrollment each year. This will be accomplished by developing and implementing an aggressive plan to recruit recent graduates of undergraduate social work programs at institutions across the state, recent graduates from related fields, and community social service employees who seek to advance their knowledge, skills, and career. Faculty members will intentionally and proactively engage in retention efforts, and meeting agendas will include as a standing item discussion of how the program can support students experiencing challenges in completing the program. Second, M.S.W. program administrators and advisors will develop and implement a plan to consistently track alumni, including their contact

information and employment. Nurturing closer and sustained relationships with alumni may lead to new field practicum sites, high-quality guest speakers in the classroom, opportunities for consultations with the program regarding developing trends in the profession, and financial contributions to the University. Third, program faculty will implement a strategic review and revision of the M.S.W. program curriculum to strengthen content regarding relevant trends in the profession. Fourth, program faculty will assess feasibility of offering more online courses or hybrid courses (courses with both face-to-face and online delivery).

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Social Work (M.S.W.) to be in Good Standing.

The Academic Planning Committee thanks the program for a well written, complete and forward-looking self-study report. The committee thanks the program for the detail with which it has explained the curriculum and for its thoughtful and constructive analysis of both IBHE comparator and aspirational programs.

The committee recognizes program faculty for adopting a curriculum that accommodates a variety of student backgrounds, interests, and life situations. The curriculum includes plans of study for students with or without a social work background, for students interested in completing the program full-time or part-time, and for students interested in any of three specializations. The committee commends program faculty for introduction of the gerontology practice sequence in 2010, the only such M.S.W. sequence at Illinois public universities. The committee also commends the program for its efforts to recruit and retain high-quality students, including development of a recruitment plan and assigning recruitment, admission, and advising functions for all M.S.W. students to a single staff person.

The committee commends faculty for adoption of an intricate performance-based student learning outcomes assessment plan. The plan aligns embedded assignments with Educational Policy and Accreditation Standards of the Council on Social Work Education in each of the three program sequences. Student performance is evaluated relative to the standards at three performance levels: simulation, written application of content to field clients, and student performance with actual clients.

The committee recognizes faculty members for their commitment to the social work profession as demonstrated by their research and scholarship in their areas of specialization and by their professional service through involvement with organizations on the local, state, and national levels. By incorporating their research and service experiences and their professional experiences into their courses, faculty members are able to instruct students in the latest theories and practices in the discipline. Faculty research has also been used by the state to guide child and family welfare policies and programs. The committee also recognizes program faculty members for their commitment to quality teaching through their extensive participation in professional development programs and their use of feedback mechanisms such as third-party chat sessions with students.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Implement the recently-adopted recruitment plan with a goal of annually meeting admission targets, and identify and implement initiatives intended to support and retain students once they are in the program; the plan should include initiatives to increase male representation among students.
- Complete a comprehensive review of the M.S.W. curriculum, then develop and implement a plan to update the curriculum with more trauma-infused and practice-relevant content.
- In connection with the curriculum review and utilizing findings from the analysis of aspirational programs conducted for this program review self-study, explore the feasibility of adding more online or hybrid online/face-to-face courses in response to demand from current or prospective students.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.

- Continue efforts to sustain male representation among faculty in the School of Social Work at or above average levels across all social work programs in the United States.
- Develop and implement a systematic approach to regular communication with program alumni to maintain information regarding their successes in employment and advanced education and to encourage their ongoing involvement with the program through sponsorship of practicum sites, mentoring students, guiding curriculum development, and giving; means of communication to be explored include, but are not limited to, enhanced use of social media tools and development of a dynamic alumni section on the School of Social Work website.
- Explore options for increasing the number of graduate assistantships with tuition waivers assigned to the school, particularly to assist with faculty research and with operations of the Center for Adoption Studies.



Comparative Data, Master of Social Work (44.0701)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	146	147	137	127	135
Governors State University	89	102	119	126	136
Illinois State University	66	61	70	66	66
Southern Illinois University Carbondale	110	95	96	112	106
Southern Illinois University Edwardsville	76	93	84	65	66
U of I at Chicago	385	403	426	426	397
U of I at Urbana/Champaign	284	281	291	270	267
<i>Grand Total</i>	<i>1,156</i>	<i>1,182</i>	<i>1,223</i>	<i>1,192</i>	<i>1,173</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	38	47	50	30	51
Governors State University	38	36	38	52	48
Illinois State University	27	18	27	25	24
Southern Illinois University Carbondale	63	62	54	65	67
Southern Illinois University Edwardsville	19	33	54	35	39
U of I at Chicago	188	204	206	226	200
U of I at Urbana/Champaign	123	141	113	166	126
<i>Grand Total</i>	<i>496</i>	<i>541</i>	<i>542</i>	<i>599</i>	<i>555</i>

Review of the B.A., B.S. in Anthropology 45.0201

Context and overview. The B.A., B.S. in Anthropology program is housed in the Department of Sociology and Anthropology within the College of Arts and Sciences. The department also offers a master's degree in anthropology, baccalaureate and master's degrees in sociology, and minors in anthropology, gerontology, and sociology. In addition to serving its majors, the undergraduate anthropology program makes substantial contributions to the General Education program at Illinois State and to other campus programs, especially interdisciplinary minors. The B.A., B.S. in Anthropology program is designed to prepare students for a wide variety of careers in both the non-profit and for-profit sectors and for graduate study. The program offers a holistic liberal arts education that emphasizes critical thinking, data analysis, communication skills, an appreciation for human diversity, and a global perspective. The program is unique for its long-standing commitment to the senior thesis as a capstone experience.

Self-study process. The undergraduate program coordinator led the program review process. The seven other anthropology faculty members served as the review committee. Information was collected from a variety of sources and discussed in a series of meetings and email exchanges. One year prior to commencing the self-study process, the Illinois Board of Higher Education authorized Illinois State to expand its master's program in archaeology into a master's program in anthropology. Aware that expansion of the master's program would impact the undergraduate program, faculty conducted a substantial review of the undergraduate curriculum and engaged in strategic planning prior to and during the program review process.

Program curriculum. The B.A., B.S. in Anthropology program is a 36-credit hour course of study requiring 24 credit hours of core courses and 12 credit hours of elective courses. The curriculum provides in-depth coverage of anthropology and its four subfields, as recommended by the American Anthropological Association. Following two introductory courses, students take a required course in each of the disciplinary subfields: archaeology, language and culture, ethnology, and paleoanthropology. Students also take at least one elective course in each of the subfields and two capstone courses: key concepts in anthropology and senior thesis in anthropology. Through the capstone experience, students design and conduct a research project culminating in a publication-quality senior thesis. In addition to traditional coursework, students are encouraged to either enroll in one of several anthropology field schools or complete a summer internship.

Program or unit faculty. All anthropology courses at Illinois State are taught by faculty members who hold a doctorate. Each tenured or tenure track anthropologist teaches three courses each semester, contributes to the scholarship of the discipline, and performs appropriate service to the discipline and to the department, college, and/or university. Faculty members are productive in terms of publications and professional presentations and have received several internal and external awards for teaching and research. Several faculty members also serve as editors of scholarly journals, and several have held leadership roles in regional, national, and international professional societies. Anthropology faculty members regularly involve students in their research and facilitate student presentation of research at appropriate professional meetings.

Program goals and quality indices. The B.A., B.S. in Anthropology program seeks to develop competency in the four subfields of anthropology. The program promotes mastery of information such that students understand and are able to explain how humans' biological, linguistic, technological, and social-behavioral attributes have been shaped by the evolutionary and cultural past; the advantages of the holistic approach in anthropological studies; the importance of cultural relativism in studying human behavior; how the archaeological record forms and its importance in understanding human behavior; the relationship between language and human socio-cultural behavior; and distinctions among scientific, humanistic, and pseudo-scientific explanations of human biology and behavior. The program also prepares students to demonstrate the ability to formulate, design, and conduct an individual research project using an appropriate research methodology. The anthropology program has adopted four measures of program quality: the ability of students to research and write quality senior theses reflecting effective integration of anthropological theory, research methodology, and data analysis and interpretation; scholarly accomplishments as reflections of faculty quality; maintenance of a well-designed curriculum that fosters an integrated four-subfield approach; and student-faculty interactions that promote student involvement in research, field schools, study abroad, and professional activities.

Student learning outcomes assessment plan and process. The student learning outcomes assessment plan was adopted by program faculty in 2009. The plan incorporates multiple measures to gauge student mastery of program learning goals. Assessment is embedded in the four required subfield courses. The ability to define a research problem, appropriately execute that research, analyze the results, and present them effectively in both oral and written form is assessed through the capstone experience. The assessment plan also incorporates an exit survey/interview of graduating seniors and annual university-wide alumni survey. Assessment findings are regularly discussed in faculty meetings and are used to plan program improvements (e.g., expanded coverage of cultural anthropology).

Specialized accreditation. Specialized accreditation is not available for anthropology programs.

Responses to recommendations resulting from the previous program review. The 2006 program review resulted in four recommendations from the Academic Planning Committee: determine optimum program enrollment; develop a plan for enhanced participation in the Honors program; identify unique qualities of the program and ways to continually improve; and develop and implement a student learning outcomes assessment plan. The undergraduate anthropology program was oversubscribed in 2007, resulting in removal of enrollment caps from required courses and larger class sizes. However, in recent years enrollment has returned to historic averages. The program now seeks to recruit more students while maintaining a balance between program accessibility and rigor. Since the last program review faculty members have actively encouraged qualified students to enroll in the Honors program, including incoming students attending departmental open houses. Primary responsibility for promoting Honors program participation has been assigned to the undergraduate advisor. Efforts over the past eight years to enhance the uniqueness of the program have included hiring for a new faculty line in cultural anthropology, offering numerous anthropology field schools and faculty-led summer study abroad opportunities, revising the curriculum to include more elective courses, and updating the curriculum to better respond to student needs and to reflect changes in the field. A revised anthropology assessment plan was adopted in 2009 and has since been implemented.

Changes in the academic discipline, field, societal needs and program demand. Anthropology has experienced transformations similar to those in other social sciences during the past decade, particularly specialization and globalization. While a four-subfield undergraduate program is still held in high esteem for the broad, liberal arts education it provides, increasing specialization means that younger anthropologists may not be comfortable teaching even introductory courses outside their subfield. Globalization, in its economic, political, and cultural senses, has changed much about what professional anthropologists do and how they work. While the undergraduate anthropology program at Illinois State has always embraced a global view, recent addition of faculty with global interests has increased this level of expertise in the program. Demand for the undergraduate anthropology program at Illinois State has fluctuated since the last program review. However, demand for anthropology courses remains high, due in part to General Education program requirements and requirements of allied academic programs.

Major findings of this program review self-study. The undergraduate anthropology program at Illinois State provides quality instruction for students in the anthropology major as well as support for students in other academic programs and students completing General Education program requirements. The Department of Sociology and Anthropology consistently ranks first or second in the College of Arts and Sciences in terms of student credit hours generated per faculty-staff year. Faculty of the undergraduate anthropology program at Illinois State has taught 15 percent more credit hours than the average across all other undergraduate anthropology programs at Illinois public universities at a cost that is 29 percent lower than the average across those other Illinois programs. The program at Illinois State offers small class sizes and in-depth interaction with faculty, along with research opportunities that are characteristic of larger programs at research-intensive universities. Challenges facing the program include enrollment decline, student demand for non-academic job skill preparation, and a need to more effectively prepare students for the senior thesis experience.

Initiatives and plans for the next program review cycle. The B.A., B.S. in Anthropology program seeks to further enhance its distinctiveness and improve performance of its students during the next program review cycle by increasing the number of internship opportunities and international experiences and increasing student participation in them, adding a careers in anthropology course to the curriculum, working with various campus

offices to recruit students to the major, and continuing review of the curriculum to ensure that it reflects changes in the discipline.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Anthropology to be in Good Standing.

The Academic Planning Committee thanks the program for a critical and forward-looking self-study report, including a thoughtful analysis of aspirational programs.

The committee commends program faculty for the breadth and rigor of the curriculum, particularly its emphasis on developing critical thinking, analytical, and communication skills; opportunities for students to be guided by and to collaborate with faculty on research; and the opportunity for students to demonstrate their knowledge and skills through completion and presentation of a senior thesis. The committee also commends the program for the numerous opportunities for learning outside the classroom, including field schools, internships, study abroad, travel to professional conferences, and involvement with the anthropology registered student organization. Particularly noteworthy are the partnership with the United States Forestry Service to provide a field school experience on Grand Island in Lake Superior, collaboration with the Tribal Historic Preservation Office of the Eastern Band of Cherokee Indians to offer an online course to tribal members and Illinois State students regarding Cherokee heritage, and the long-standing “Rites of Passage” graduation ceremony.

The committee recognizes faculty members for their substantial contributions to the discipline at the national and international levels through professional service and numerous scholarly accomplishments. The committee also recognizes faculty members for their contributions to the General Education program, for the individualized attention and mentorship they provide their students, and for collaboration with Milner Library faculty in teaching information fluency skills.

The Academic Planning Committee recognizes program faculty members for their work updating the student learning outcomes assessment plan for the program including development of an exit survey and senior thesis rubric, for their collection and analysis of data in accordance with the plan, and for their use of assessment data to guide program improvements. The committee encourages faculty to build on this momentum by further developing strategies and tools for assessment embedded in core courses taken prior to the capstone experience and by documenting these strategies in revisions to the assessment plan. Assistance with these revisions is available through University Assessment Services. The committee asks the Department of Sociology and Anthropology to submit the revisions to the Office of the Provost by December 1, 2015. The committee further asks program faculty to implement its revised assessment plan during the 2016-2017 and 2017-2018 academic years and to document results of its efforts in a second follow-up report to the Office of the Provost. The committee asks the department to submit the second report by October 1, 2018.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Expand efforts to recruit students for whom anthropology is a first choice major; recruitment initiatives might include working with the department advisor, Honors program, and University College to attract internal transfers as well as expanding contacts with feeder high schools to attract new beginning freshmen to the program.
- Explore opportunities for offering additional courses online, including courses that meet General Education requirements, as a convenience to students and as a potential means of recruiting students to the major.
- Explore ways to minimize negative impacts of General Education curriculum changes on internal transfer recruitment to the undergraduate anthropology program, working with Department of Sociology and Anthropology faculty, faculty in other social sciences programs supporting General Education, and the Council on General Education.

- Continue to explore new study abroad options and dual-degree programs to expand international opportunities for students.
- Continue to increase internship opportunities that help students hone their jobs skills and develop professional networks that can help students access the job market upon graduation.
- Continue work with Milner Library faculty to embed information fluency instruction earlier in the curriculum with a goal of enhancing student performance in the senior capstone experience.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data, B.A., B.S. in Anthropology (45.0201)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Illinois State University	70	67	63	71	68
Northeastern Illinois University	63	64	77	83	70
Northern Illinois University	99	101	91	86	84
Southern Illinois University Carbondale	69	55	71	70	83
Southern Illinois University Edwardsville	30	30	49	71	78
U of I at Chicago	115	118	136	137	124
U of I at Urbana/Champaign	182	152	146	147	166
Western Illinois University		9	18	23	24
<i>Grand Total</i>	<i>628</i>	<i>596</i>	<i>651</i>	<i>688</i>	<i>697</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Illinois State University	20	25	14	23	22
Northeastern Illinois University	18	13	12	15	20
Northern Illinois University	22	29	30	22	25
Southern Illinois University Carbondale	19	19	16	15	28
Southern Illinois University Edwardsville	13	6	14	12	23
U of I at Chicago	46	34	43	42	48
U of I at Urbana/Champaign	59	44	43	39	49
Western Illinois University	0	2	2	5	7
<i>Grand Total</i>	<i>197</i>	<i>172</i>	<i>174</i>	<i>173</i>	<i>222</i>

Review of the B.A., B.S. in Sociology 45.1101

Context and overview. The B.A., B.S. in Sociology program is housed in the Department of Sociology and Anthropology within the College of Arts and Sciences. The department also offers a M.A., M.S. in Sociology, B.A., B.S. in Anthropology, M.A., M.S. in Anthropology (which replaced the M.A., M.S. in Archaeology in 2014), and minors in anthropology, gerontology, and sociology. In addition to serving its majors, the undergraduate sociology program makes substantial contributions to the General Education program at Illinois State and to other academic programs at the institution, including interdisciplinary minors. The B.A., B.S. in Sociology program is designed to prepare students for a wide range of positions in non-governmental organizations and non-profit organizations as well as for graduate training in sociology and allied disciplines.

Self-study process. During the fall 2013 semester, the department chairperson and program coordinators developed a plan to involve the faculty in the self-study process, secure student input, and identify information that would be useful in preparing the self-study. A faculty meeting was held at the beginning of the spring 2014 semester to discuss the program review process. Faculty participation was solicited, which subsequently resulted in faculty members providing essential data not otherwise provided by the University as well as guidance regarding the scope and content of the review itself. Over the course of the spring 2014 semester, a large corpus of information was reviewed regarding students, faculty, and curriculum. Student and alumni input was gathered using a variety of sources, including the university-wide alumni survey, program assessment questionnaires administered to senior sociology students, and the National Survey of Seniors Majoring in Sociology administered by the American Sociological Association.

Program curriculum. The curriculum of the B.A., B.S. in Sociology program conforms to best practices published by the American Sociological Association. Sociology majors are required to take 37 credit hours in sociology courses and six credit hours of anthropology courses. The heart of the program is its core curriculum of seven courses that provides students with the training and tools necessary to understand social phenomena, conduct social science research, think critically about social issues, and present ideas effectively both orally and in writing. Six elective sociology courses are also required, including at least three at the advanced (300) level. Students are strongly encouraged to complete an internship pertinent to sociology. All students must complete a senior research project (senior experience in sociology), which is a unique requirement among undergraduate sociology programs in Illinois.

Program or unit faculty. Sociology courses at Illinois State are taught by 19 tenure-line sociologists, each of whom holds a doctorate. Tenure-line faculty members teach three courses per semester, contribute to scholarship, and perform service to the discipline as well as service at the department, college, and/or university level. Sociology faculty members are productive in terms of scholarly publications and professional presentations and have received numerous awards for teaching and research, both within and external to the University. Several faculty members also serve as editors of academic journals, and several have held leadership roles in regional, national, and international professional societies. Sociology faculty members regularly involve students in research.

Program goals and quality indices. The five main goals of the B.A., B.S. in Sociology program are to help students learn, understand, discover, and apply knowledge about societies, cultures, social institutions, individuals, communities, and components thereof; to create and maintain a comfortable, respectful, and challenging teaching-learning community; to promote student development, shared responsibility for learning, and academic achievement; to promote the existence of a community of scholars pursuing original research that impacts the discipline; and to encourage and reward faculty/staff development in alignment with individual interests and strengths while promoting excellence in teaching, scholarship, and service. Program faculty has identified four measures of program quality: depth and breadth of curriculum, student-to-faculty ratio in post-100 level core courses, faculty research productivity and excellence in teaching/mentoring, and student involvement in cocurricular and extracurricular activities.

Student learning outcomes assessment plan and process. The student learning outcomes assessment plan for the B.A., B.S. in Sociology program was adopted by program faculty in 2009. The plan replaced an unwieldy predecessor that was never fully implemented. The current plan uses multiple measures to gauge student mastery of program learning goals, including assessment embedded in core courses, detailed evaluation of the senior experience

research project required of all majors, a senior exit survey/interview, and the university-wide alumni survey. Assessment information is regularly discussed in meetings of the sociology undergraduate curriculum committee and in meetings of all departmental faculty members. Discussions have led to smaller classes in post-100 level courses, changes to the required statistics course to facilitate better data analysis in subsequent courses, additional coverage of Latin America and environmental sociology, and strategies to improve the pass rate in bottleneck courses in the core curriculum.

Specialized accreditation. There is no formal accreditation process for sociology programs in the United States.

Responses to recommendations resulting from the previous program review. The 2006 program review resulted in four recommendations from the Academic Planning Committee: continue efforts to improve the program through curriculum analysis and changes, update the student learning outcomes assessment plan, determine optimum program enrollment, and allocate additional instructional resources to honors courses. In response to these recommendations, the program has added faculty, developed new courses, increased funding for student participation in professional meetings, developed and implemented a new assessment plan, and increased enrollment. Despite the efforts of faculty and staff, participation in the Honors program has remained at or near 2006 levels.

Changes in the academic discipline, field, societal need, and program demand. Demand for the undergraduate sociology program at Illinois State has increased since the last program review, as evidenced by a 68 percent increase in majors from fall 2010 to fall 2014. Program graduates are employed in a wide range of positions, and there are no indications that employment opportunities for future program graduates are in flux. Disciplinary specialties experiencing increased interest nationally and increased emphasis in the undergraduate sociology program at Illinois State include environmental sociology, globalization issues, and medical/demographic sociology. Program faculty closely monitors the discipline and is prepared to modify the program if changes are needed to remain current with the discipline.

Major findings of this program review self-study. The B.A., B.S. in Sociology program provides a quality undergraduate education that incorporates best practices in the discipline while valuing scholarly contributions made by program faculty members. Sustained increases in enrollment, successes of graduates in finding employment or pursuing advanced studies, and consistently high student ratings of the program and its faculty evidence a program that enhances student success. Intensity and rigor of the core curriculum are among program strengths. However, they also cause problems for some students, increasing their time to degree. Sociology faculty members teach large numbers of students compared to other undergraduate sociology programs at Illinois public universities, and cost per credit hour is lower than at Illinois comparator programs. Since the last program review, faculty has developed a sustainable assessment plan to guide program improvements during the next program review cycle.

Initiatives and plans for the next program review cycle. From results of this self-study, faculty of the B.A., B.S. in Sociology program has identified nine actions to improve the program in the short-term. These include continuing efforts to decrease the percentage of students in Sociology 206 (Sociological Inquiry) who do not pass, developing a faculty hiring plan, further developing opportunities for cocurricular and service learning, investigating offering fewer elective courses while increasing faculty participation in core courses, and continuing to enhance the department website and increasing the presence of the department and its programs on social media. Other initiatives include reviewing the curriculum to delete courses no longer offered, expanding the role of the student sociology club, reemphasizing student participation in the Honors program, and developing a system to more effectively track graduate successes.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Sociology to be in Good Standing.

The Academic Planning Committee thanks the program for a critical and forward-looking self-study report, including a thoughtful analysis of aspirational programs.

The committee commends faculty for the rigor of its program and for its work to align with the American Sociological Association “best practice” curriculum. Particularly noteworthy are emphases on developing research, information fluency, and written and oral presentation skills and opportunities for cocurricular learning through field work and internships that involve approximately 90 students each year. The committee commends faculty for its

efforts to guide students through the program within four years, especially the many students transferring into the program. The committee notes successes of program graduates in a variety of fields and in post-baccalaureate education.

The committee congratulates the program for its successful efforts to increase enrollment, as evidenced by the 38 percent increase in majors from fall 2009 to fall 2013 and the 68 percent increase from fall 2010 to fall 2014. Noteworthy are commitment of tenure-line faculty members to teach introductory courses that often attract students to the major, participation by faculty in open houses, and efforts of the sociology registered student organization to visit feeder high school sociology classes. The committee also congratulates the program for its successful efforts to sustain a racially/ethnically diverse student population. In fall 2013, 29 percent of sociology majors self-identified as members of racial/ethnic groups traditionally underrepresented at Illinois State compared to 18 percent across all undergraduate programs at the University.

The committee recognizes faculty members for their commitment to a culture of balanced excellence in research and teaching and for their substantial contributions to the discipline at the national and international levels through professional service and numerous scholarly accomplishments.

The Academic Planning Committee has identified two issues it feels merits attention by program faculty before submission of the next program review self-study report. The committee asks faculty to explore these issues and report its findings and actions taken in three follow-up reports submitted by the Department of Sociology and Anthropology to the Office of the Provost.

The Academic Planning Committee acknowledges efforts to create and implement a sustainable student learning outcomes assessment plan for the program. The committee recognizes development of learning outcomes, administration of a senior experience rubric and an exit survey, collection and analysis of assessment data, and use of data to guide program improvements. The committee encourages the program to build on this momentum by further developing strategies and tools for assessment embedded in core courses taken prior to the capstone experience and by documenting these strategies in revisions to the assessment plan. Assistance with these revisions is available through University Assessment Services. The committee asks the Department of Sociology and Anthropology to submit the revisions to the Office of the Provost by December 1, 2015. The committee further asks program faculty to implement its revised assessment plan during the 2016-2017 and 2017-2018 academic years and to document results of its efforts in a second follow-up report to the Office of the Provost. The committee asks the department to submit the second report by October 1, 2018.

The Academic Planning Committee thanks program faculty for its critical and thoughtful analysis of obstacles to student progress through the major, particularly SOC 206 (Sociological Inquiry) and SOC 275 (Social Statistics), and for efforts faculty has made to ameliorate the situation. The committee asks the program to continue exploring solutions and to report its findings and results in a follow-up report submitted by the department to the Office of the Provost by October 1, 2017. The committee acknowledges the difficulty in developing solutions and counsels actions that do not diminish the rigor of the program. The committee suggests exploring ways to assess prospective students' preparation for and ability to master content of the courses before the students are admitted to the program and to expand options for providing additional academic support for students through collaboration with other campus units such as the Julia N. Visor Academic Center. To prepare students for the higher-order thinking and discipline-based writing required in SOC 206, the committee suggests the possibility of working with the Department of English to explore development of a concurrent section of ENG 145 (Writing in the Academic Disciplines) especially for sociology majors. To prepare students for the quantitative challenges of SOC 275, the committee suggests individualized advisement and tutoring support.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue working with Enrollment Management and Academic Services to identify and recruit for enrollment targets that are sustainable given resources available to the program and department.

- Conduct a comprehensive review of the curriculum to determine the appropriate balance between core and elective courses, policies for faculty assignments to them, and courses to be developed and eliminated; the review should also address the rationale for completion of anthropology courses by majors as well as guidance regarding anthropology courses most beneficial for each student.
- Explore development of additional cocurricular and service learning opportunities, including, but not limited to, professional practice internships that help prepare students who choose not to pursue sociology as an academic career.
- Develop a faculty hiring plan to guide replacement of faculty members who will likely leave the program during the next program review cycle due to retirement, in doing so engaging department faculty in a discussion of the appropriate balance between breadth and depth of the curriculum.
- With new University Honors program requirements and processes now in place, develop and implement a plan to increase involvement of sociology majors in the Honors program.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data, B.A., B.S. in Sociology (45.1101)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Chicago State University	113	128	135	151	164
Eastern Illinois University	234	249	282	278	278
Illinois State University	197	204	193	203	246
Northeastern Illinois University	130	139	154	159	145
Northern Illinois University	165	147	119	119	129
Southern Illinois University Carbondale	63	70	74	63	59
Southern Illinois University Edwardsville	173	155	135	120	129
U of I at Chicago	230	257	276	286	236
U of I at Urbana/Champaign	471	443	358	281	241
Western Illinois University	122	111	114	115	95
<i>Grand Total</i>	<i>1,898</i>	<i>1,903</i>	<i>1,840</i>	<i>1,775</i>	<i>1,722</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Chicago State University	24	27	35	27	40
Eastern Illinois University	74	75	69	77	91
Illinois State University	63	60	63	60	66
Northeastern Illinois University	35	35	47	45	41
Northern Illinois University	162	134	143	120	125
Southern Illinois University Carbondale	23	31	24	22	22
Southern Illinois University Edwardsville	86	72	71	39	41
U of I at Chicago	72	79	90	124	99
U of I at Urbana/Champaign	134	137	142	107	84
Western Illinois University	40	33	32	36	36
<i>Grand Total</i>	<i>713</i>	<i>683</i>	<i>716</i>	<i>657</i>	<i>645</i>

Review of the M.A., M.S. in Sociology 45.1101

Context and overview. The M.A., M.S. in Sociology program is housed in the Department of Sociology and Anthropology within the College of Arts and Sciences. The department also offers a B.A., B.S. in Sociology; B.A., B.S. in Anthropology; M.A., M.S. in Anthropology (which replaced the M.A., M.S. in Archaeology in 2014); minors in anthropology, gerontology, and sociology; and the Graduate Certificate in Social Aspects of Aging. The M.A., M.S. in Sociology program is designed to provide students with both quantitative and qualitative research skills and in-depth knowledge of theory and substantive areas of sociology. Some students in the program pursue a plan of study to prepare them for advanced research positions or doctoral study. Other students enroll in the applied community and economic development sequence (ACED) administered jointly with the Adlai Stevenson II Center for Community and Economic Development. ACED prepares students for careers with non-governmental organizations, domestic and international development agencies, and non-profit organizations. ACED has been recognized nationally for its work with Peace Corps Master's International participants.

Self-study process. The sociology graduate program committee met periodically throughout the 2013-2014 academic year to strategize and plan the self-study process. The committee collaborated with the Graduate School to administer a survey of program alumni in spring 2014. Sociology graduate faculty provided additional programmatic information requested by the committee. During summer 2014 the graduate program coordinator and department chairperson drafted the program review self-study report. The sociology graduate program committee subsequently reviewed and commented on the draft. The report was then made available to all faculty members.

Program curriculum. The M.A., M.S. in Sociology program requires 38 credit hours including core courses in social statistics, sociological theory, quantitative research design and analysis, and qualitative research design and analysis. Students also complete a professional seminar designed to introduce students to the faculty and to graduate work in sociology. Students selecting the applied community and economic development (ACED) sequence complete its core courses in economics, political science, and sociology in addition to the sociology program core courses. These students also complete an 11-month professional practice experience with the Peace Corps or a domestic community-based organization and complete either a thesis or a capstone research project. Students who do not select the applied community and economic development sequence complete a thesis as their capstone experience.

Program or unit faculty. All courses in the M.A., M.S. in Sociology program are taught by tenure-line faculty members, each of whom holds a doctoral degree. The 19 tenure-line sociologists in the department teach three courses per semester, contribute to scholarship, and perform service to the discipline as well as service at the department, college, and/or university level. Sociology faculty members are productive in terms of scholarly publications and professional presentations and have received numerous awards for teaching and research, both within and external to the University. Several faculty members also serve as editors of academic journals, and several have held leadership roles in regional, national, and international professional societies. Sociology faculty members regularly involve students in research and facilitate student presentation of research at professional meetings.

Program goals and quality indices. The three main goals of the M.A., M.S. in Sociology program are to equip students with quantitative and qualitative reasoning skills, problem-solving abilities, and a firm theoretical grounding in domains of sociological interest; to promote integration of those skills through a rigorous capstone writing experience (a thesis or a research project); and to facilitate professional socialization of students into the discipline. Faculty has identified four measures of program quality: credentials of incoming students, scholarly accomplishments as a reflection of faculty quality, faculty interaction with students including student involvement in research and publications or professional presentations, and quality master's theses reflecting effective integration of sociological theory, research methodology, data analysis and presentation, and writing skills.

Student learning outcomes assessment plan and process. The student learning outcomes assessment plan for the M.A., M.S. in Sociology program is a work in progress. Currently students are assessed by evaluating research proposals and data analysis in core courses, research papers in graduate seminars, and the master's thesis or capstone research project, which is evaluated independently by three faculty members. The graduate program coordinator conducts exit interviews with program graduates, and results of the university-wide alumni survey are regularly

consulted. The sociology graduate program committee regularly considers alterations to the curriculum and program. One change made since the last program review is the addition of a required graduate professional seminar to help incoming students succeed in the program and understand support resources available to them.

Specialized accreditation. There is no formal accreditation process for graduate sociology programs in the United States.

Responses to recommendations resulting from the previous program review. As a result of the 2006 review of the M.A., M.S. in Sociology program, the Academic Planning Committee recommended that the program continue to implement and refine program goals and the program planning process; track program alumni and students who do not finish the program; and maintain an assessment plan clearly tied to student learning outcomes. Since 2006 program faculty has developed a new strategic plan for the department and its programs. Through the planning process the department has established faculty hiring priorities. Those priorities have guided the department in hiring teacher-scholars with expertise in content areas and methods deemed particularly important to the future of the program. While the assessment plan for the program continues to evolve, plan implementation has resulted in information extremely useful for improving the program. Tracking alumni continues to be a challenge. While sustained contact between graduates and faculty has provided valuable information regarding alumni successes, developing a more systematic system for tracking alumni is planned for the next program review cycle. Program faculty implemented several initiatives since the last program review to help students complete the program in a timely manner. The department has added a graduate professional seminar to the curriculum and has increased support for student participation in professional meetings. Recognizing that some students in the applied community and economic development sequence struggle with time to degree largely because of the required 11-month field experience, the graduate program committee has developed more specific guidelines to help these students through the thesis process.

Changes in the academic discipline, field, societal need, and program demand. For social science programs, changes in perspectives and direction are inevitable. The curriculum of the M.A., M.S. in Sociology program at Illinois State has been modified in recent years to incorporate new and emerging emphases in the discipline, including globalization, Latin American studies, medical sociology, gerontology, and demography. A 2005 report from the American Sociological Association encourages building curricula to prepare students as public sociologists.” Students in the applied community and economic development sequence complete a curriculum that does exactly that. Students complete an 11-month internship in a community agency to prepare for careers in community service. The number of community-based jobs available to them upon graduation has not diminished in recent years and is likely to remain stable during the next program review cycle. A 2011 report published by the American Sociological Association states that mastery of research skills in master’s-level sociology programs is closely related to job satisfaction in the field. Accordingly, the core curriculum of the M.A., M.S. in Sociology program at Illinois State strongly emphasizes the development of research skills.

Major findings of this program review self-study. The M.A., M.S. in Sociology program is strong, and its future is promising. Enrollment continues to exceed enrollment in many comparator programs in Illinois. Grade point averages of newly-admitted students have significantly increased since the last program review, and Graduate Record Examination scores have matched or exceeded averages across all graduate programs at Illinois State from fall 2009 to fall 2013. By requiring extensive training in both research methodologies and theory and by requiring a thesis, the curriculum reflects the highest educational standards of the American Sociological Association. A particular point of pride among program faculty is that the program is the only master’s-level sociology program at Illinois public universities that requires a thesis. The program is renowned as being one of only two sociology master’s degree programs in the United States linked to the Master’s International Program of the Peace Corps and is one of only three master’s-level sociology programs in Illinois associated with the Peace Corps Fellows Program. Graduates of the M.A., M.S. in Sociology program continue to express overwhelming satisfaction with the program. Most work in business, government, or social service positions, and many have earned doctorates and are employed at institutions of higher education worldwide. While the program continues to attract students from groups traditionally underrepresented in the field, the percentage of minority students in the program is lower than the average across all master’s-level sociology programs in the United States.

Initiatives and plans for the next program review cycle. Five foci for the next program review cycle have emerged from this self-study process. The student learning outcomes assessment plan has been effective in documenting student learning and identifying potential areas of improvement, but the plan needs formalization. In

addition, more effective tracking of graduates and their successes is needed. A revised hiring plan should be developed to build on department strengths when selecting new faculty members. Faculty should continue efforts to reduce time to degree for students in the applied community and economic development sequence. Involving more sociology faculty members in teaching graduate seminars deserves consideration.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Sociology to be in Good Standing.

The Academic Planning Committee thanks the program for a complete and forward-looking self-study report.

The committee commends faculty for developing and maintaining a program unique in its dual research and applied orientations. For students intending to pursue employment involving advanced research or to apply for doctoral study, the program offers a rigorous research-oriented plan of study culminating in a thesis. Approximately 25 percent of students choosing this option ultimately enroll in a Ph.D. program. For students interested in a career of service to communities through the non-profit sector, the program offers the applied community and economic development sequence (ACED) in collaboration with the Adlai Stevenson II Center for Community and Economic Development. The ACED curriculum includes an 11-month field internship with a community agency for students with prior experience in the Peace Corps or some other community development context. Students entering the program without that experience receive a Peace Corps placement. The M.A., M.S. in Sociology at Illinois State is one of only two sociology master's degree programs in the United States linked to the International Program of the Peace Corps in this manner. Illinois State consistently ranks among the top ten Peace Corps Master's International schools nationwide based on enrollment.

The committee recognizes faculty for their numerous teaching awards and for their leadership contributions to the discipline at the national and international levels through professional service and substantial scholarly productivity. The committee also recognizes successful efforts of the faculty to obtain external funding, totaling \$1.07 million since the last program review.

Recognizing that the majority of graduate assistants in the program serve as teaching assistants and therefore play a significant role in teaching undergraduate students in the department, the committee commends the program for encouraging its teaching assistants to enroll in college teaching courses offered by the department and the School of Teaching and Learning and to participate in teaching workshops offered by the Center for Teaching, Learning, and Technology.

The curriculum reflects the gold standard of master's-level sociology programs as recommended by the American Sociology Association. The curriculum includes a strong emphasis on research, as all students write three or four research proposals during their program, all students choosing the research-oriented plan of study complete a thesis, and all ACED students complete either a thesis or a capstone research paper.

The committee commends faculty members for their extensive analysis of time-to-degree for ACED students, resulting in the addition of a capstone research paper option to reduce their time to degree.

The Academic Planning Committee recognizes faculty efforts to refine its approach to student learning outcomes assessment since the last program review. Some elements of a revised assessment program have been developed and implemented. However, the program has not yet formalized a new and comprehensive assessment plan. Accordingly, the committee asks program faculty to compile a new student learning outcomes assessment plan that replaces the plan approved by the faculty in 2001-2002. Assistance with compiling the new plan is available through University Assessment Services. The committee asks the Department of Sociology and Anthropology to submit the new plan to the Office of the Provost on behalf of the program by December 1, 2015. The committee also asks faculty to implement its new assessment plan during the 2016-2017 and 2017-2018 academic years and to document results of its efforts in a second follow-up report to the Office of the Provost. The committee asks the department to submit the second report by October 1, 2018.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2022, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Working with Enrollment Management and Academic Services and with the Graduate School, establish and implement a plan to increase enrollment in the program as well as the percentage of students self-identifying with populations traditionally underrepresented in the program; elements of the plan should include program enrollment capacity, ideal capacity with enrollment targets and reasons for them, and recruitment strategies to achieve and maintain enrollment targets.
- Develop a faculty hiring plan to guide replacement of faculty members who will likely leave the program during the next program review cycle due to retirement, in doing so engaging department faculty in a discussion of the appropriate balance between breadth and depth of the curriculum.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and advanced education.
- Explore options for providing more faculty members opportunities to teach graduate seminars.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.



Comparative Data, M.A., M.S. in Sociology (45.1101)

Fall Enrollment

<u>University</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Illinois State University	30	32	35	29	29
Northern Illinois University	31	26	24	31	29
Southern Illinois University Carbondale	10	7	10	11	12
Southern Illinois University Edwardsville	18	22	27	27	32
U of I at Chicago	16	5	0	0	0
U of I at Urbana/Champaign	4	2	1	1	0
Western Illinois University	25	31	31	21	19
<i>Grand Total</i>	<i>134</i>	<i>125</i>	<i>128</i>	<i>120</i>	<i>121</i>

Fiscal Year Degrees

<u>University</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Illinois State University	4	8	10	6	10
Northern Illinois University	8	9	10	5	6
Southern Illinois University Carbondale	4	4	3	4	4
Southern Illinois University Edwardsville	7	2	4	7	2
U of I at Chicago	10	7	3	5	5
U of I at Urbana/Champaign	1	2	2	3	1
Western Illinois University	8	4	10	10	8
<i>Grand Total</i>	<i>42</i>	<i>36</i>	<i>42</i>	<i>40</i>	<i>36</i>