ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2013-2018

Submitted to the Academic Senate
May 8, 2013

Approved by the Board of Trustees
July 26, 2013

ACKNOWLEDGEMENTS

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2013-2018

SECTION I

UNIVERSITY PROFILE, MISSION, AND VISION

University Profile

Illinois State University was founded in 1857 as the first public institution of higher education in the state. Documents establishing the University were drafted by Abraham Lincoln. For its first 106 years the University was predominately a teacher education institution. On January 1, 1964, the University officially became a comprehensive institution of higher education. Today the University offers degree programs at the undergraduate, graduate, and doctoral levels in nearly 200 fields of study.

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

Seventy-two 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 43 master's programs, 10 certificate 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 of the North Central Association of Colleges and Schools. 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 (NCATE). Illinois State holds discipline-based accreditation from 43 agencies, including specialized professional associations affiliated with NCATE.

Illinois State seeks to maintain enrollment between 20,000 and 21,000. In fall 2012 the University enrolled 20,502 students in on-campus programs, including 18,207 in undergraduate programs and 2,295 in graduate programs. An additional 204 students were enrolled in off-campus programs. The mean ACT score for the fall 2012 freshman class was 23.7.

Students enrolled in fall 2012 came from 91 of the 102 Illinois counties, 49 states and the District of Columbia, and 65 other countries. Fifty-eight percent of the students came from Illinois counties in the Chicago metropolitan area. Eighteen percent came from McLean or adjacent counties. Approximately 17 percent of enrolled students self-identified with one or more minority groups.

Eighty-two percent of Illinois State University freshmen return for their sophomore year (2011 data). Seventy-one percent of students who enroll in the university as native students and 76 percent of transfer students graduate within six years (fall 2006 cohort). Of students in the fall 2006 cohort graduating by 2012, 66 percent graduated within four years and 29 percent graduated within five years. In FY2012, the University conferred 5,402 degrees, the highest number in university history.

In fall 2012 the University had 3,563 employees, including 1,212 department faculty members. 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, including at the undergraduate level.

Source: 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
Vision Statement for 2014

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

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

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

Mission of the College of Applied Science and Technology

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

Mission of the College of Arts and Sciences

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

College of Arts and Sciences Core Values

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

Mission of the College of Business

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

Mission of the College of Education

The College of Education will 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.

Mission of the College of Fine Arts

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

Mission of the Mennonite College of Nursing

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

Mission of the Graduate School

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

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

Mission of the Illinois State University Libraries

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

SECTION II

INSTITUTIONAL PRIORITIES

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

Educating Illinois is the University's five-year strategic plan. The plan advances the Board of Trustees' vision, builds upon institutional heritage and accomplishments, guides the University in its daily operations, and provides a map to the future. The latest edition of the plan, *Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations*, was unanimously endorsed by the Academic Senate on January 23, 2013, and unanimously adopted by the Board of Trustees on February 22, 2013.

The complete text of *Educating Illinois 2013-2018* follows.

Educating Illinois
2013—2018

Individualized Attention, Shared Aspirations

ILLINOIS STATE
UNIVERSITY
Illinois' first public university

Dear colleague

We are pleased to present the final draft of *Educating Illinois 2013–2018: Individualized Attention, Shared Aspirations* for your consideration. During President Al Bowman's State of the University Address in September 2011, the four vice presidents were charged with leading the process to revise the University's strategic plan, along with an appointed task force that includes cross-representation of University constituents.

An initial draft was presented in August 2012 and a comprehensive consultation process followed that sought review and comment from the University and local communities. This process mirrored the consultation process undertaken during winter and spring 2012 that included open forums, focused discussions with campus and related groups, and an online survey. Additionally, the task force obtained information from an environmental scan as well as presentations from a wide variety of colleagues across campus on the challenges and opportunities facing Illinois State University.

As a result, *Educating Illinois 2013–2018: Individualized Attention, Shared Aspirations* serves as a campus guide for divisions, units, and offices in their planning and resource allocation decisions. Its success is dependent on the collective work of the University community. As such, we thank you for your willingness to participate in this planning process to ensure *Educating Illinois* charts the proper course for the University's future—one characterized by increasing national recognition for Illinois State University as a leader for educating high-achieving, motivated students seeking an individualized and transformative experience.

Sincerely,

Educating Illinois Task Force co-chairs

Sheri Noren Everts, *Vice President for Academic Affairs and Provost*
Dan Layzell, *Vice President for Finance and Planning*

individualized attention

shared
aspirations

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.

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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
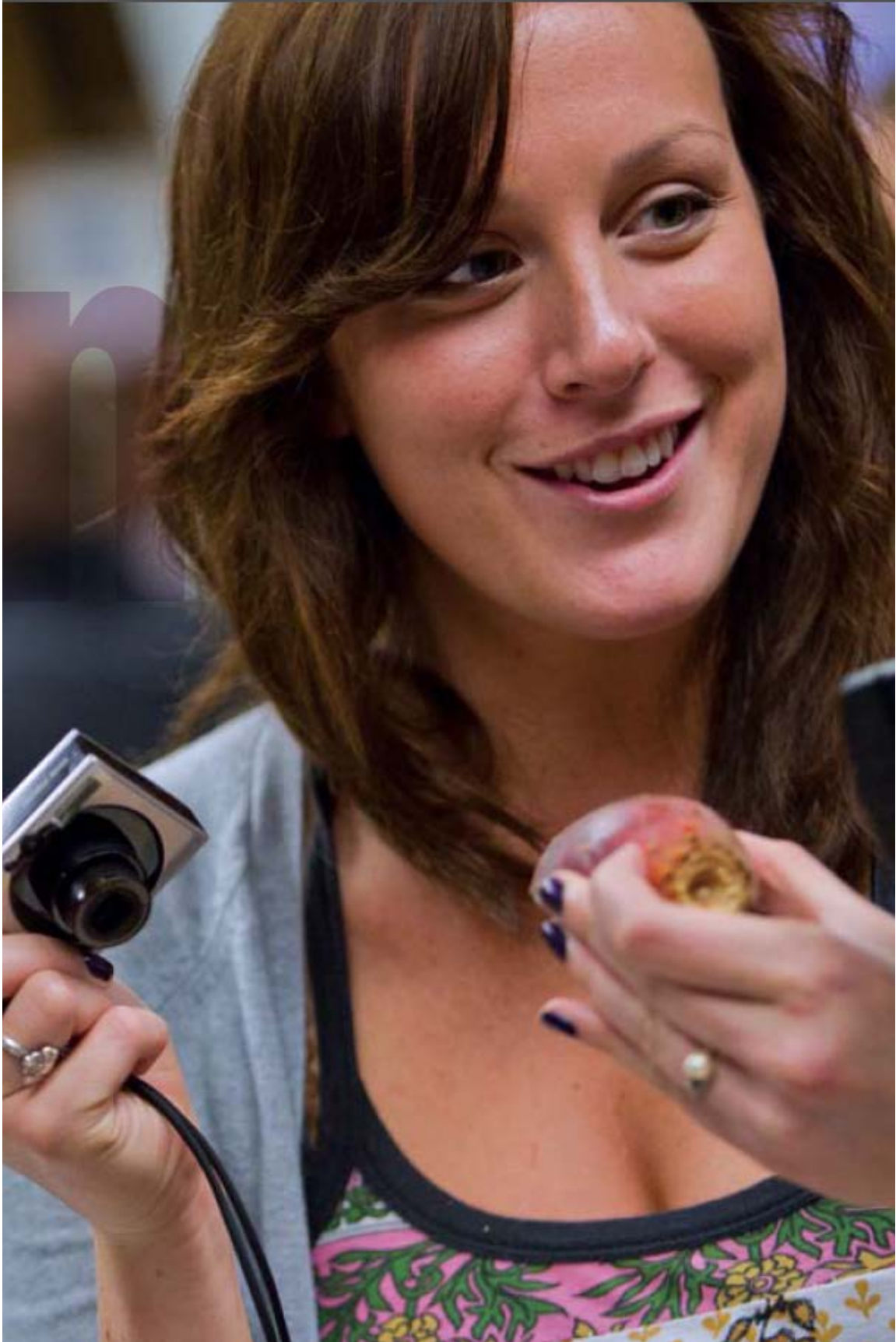
mission

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

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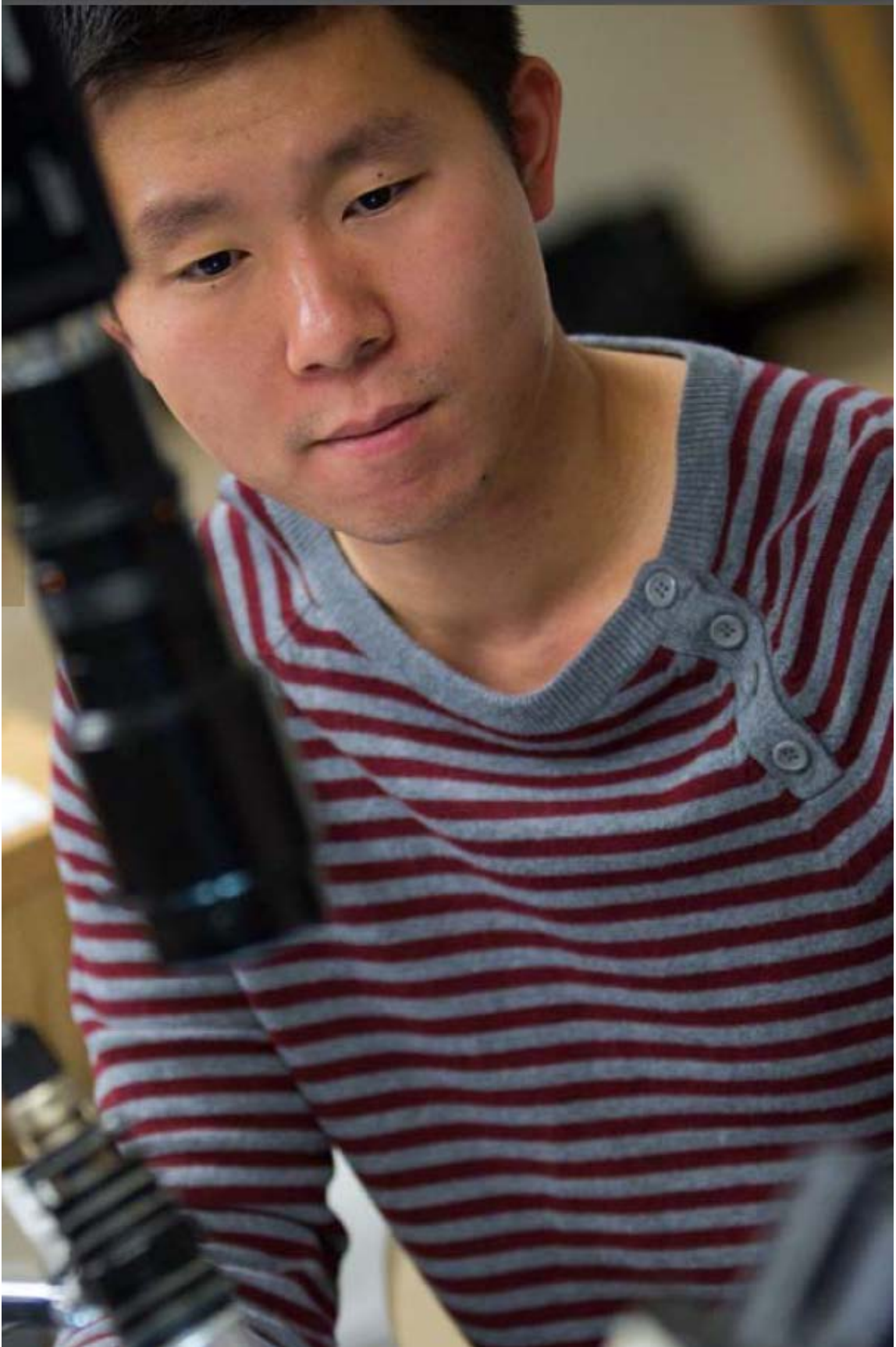
The following values are core to the culture of Illinois State University and guide how we do our work and fulfill our mission.

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.

GOAL one

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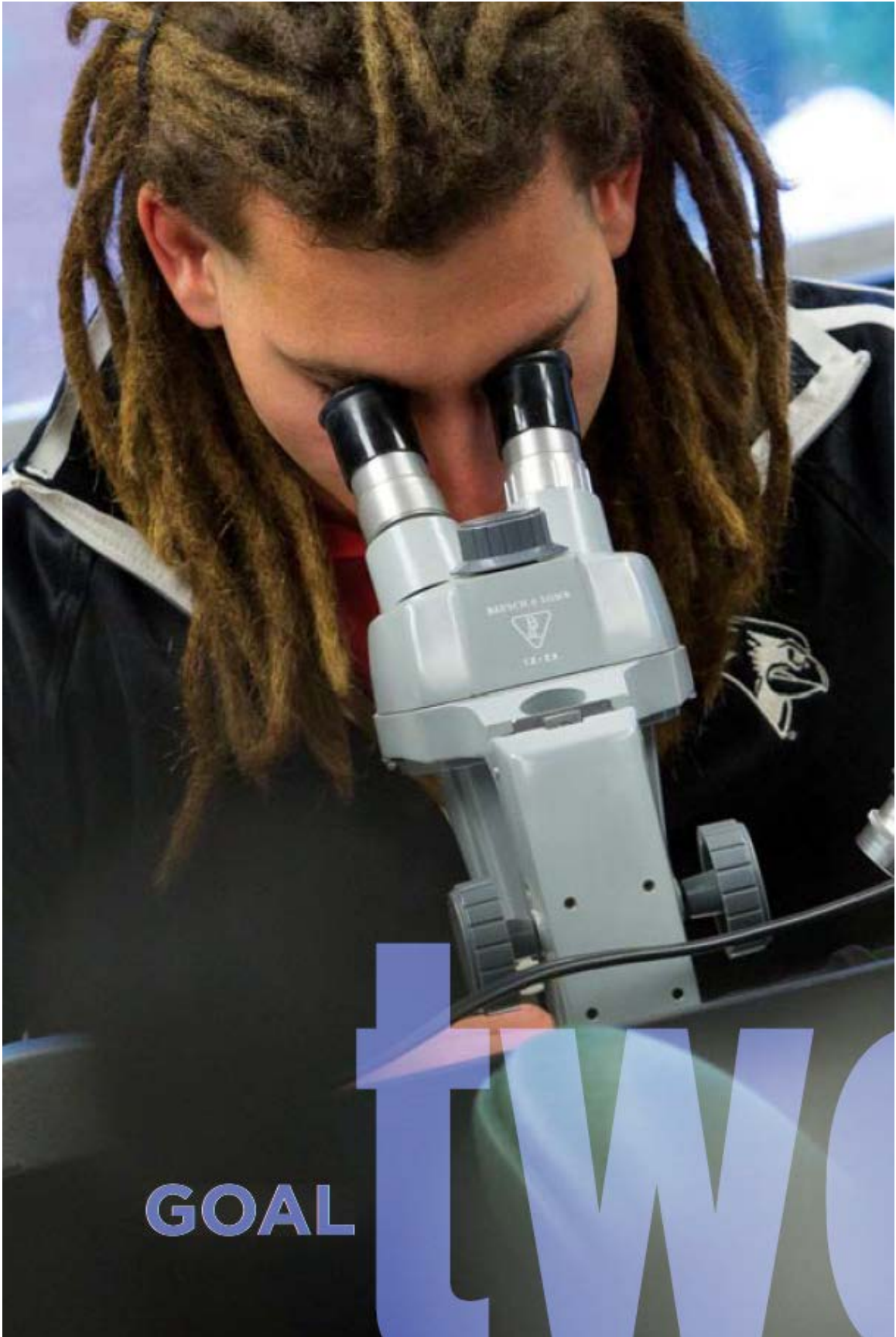
Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.

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

GOAL three

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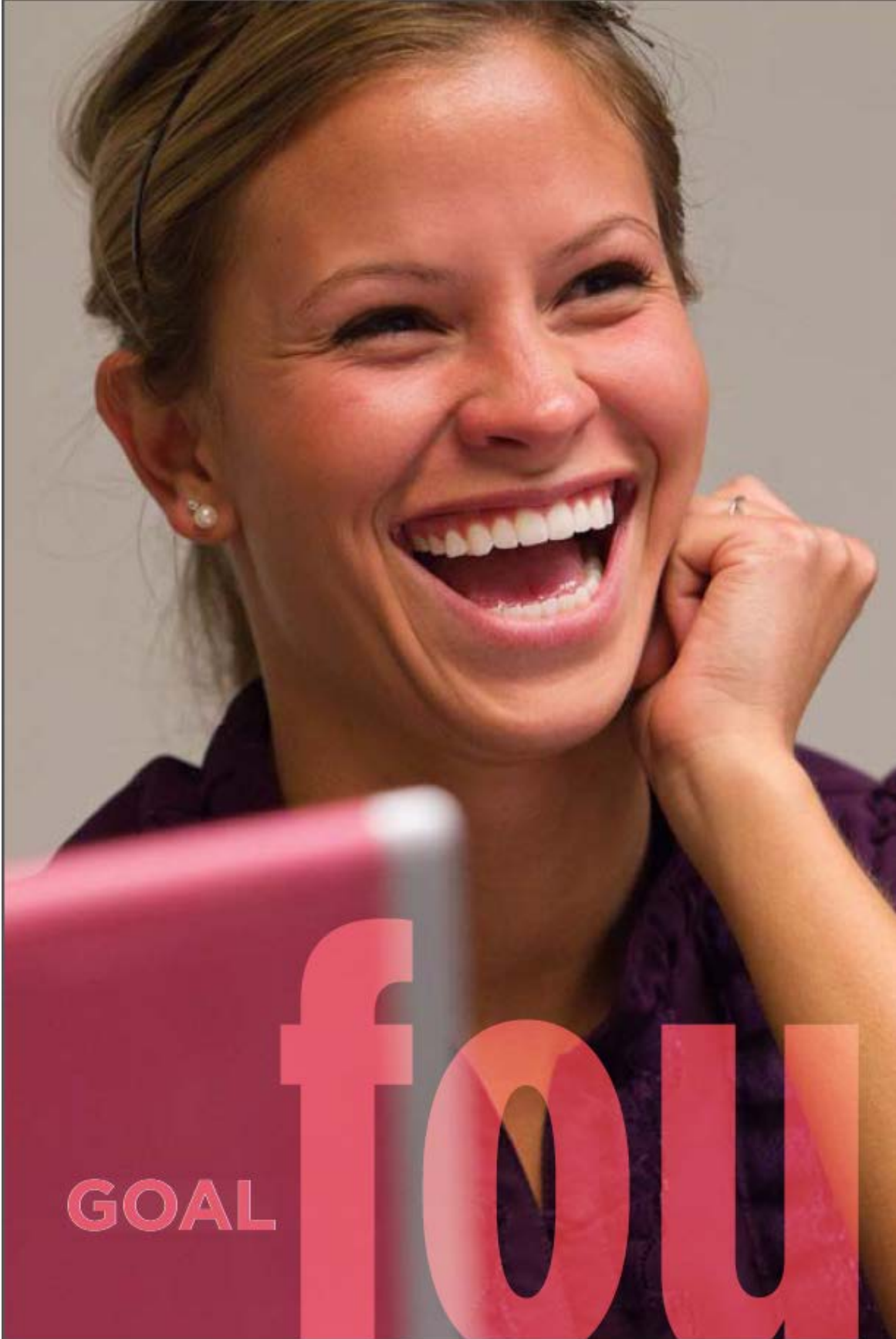
Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.

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

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.

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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.

IllinoisState.edu/EducatingIllinois

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Planning process

In September 2011, President Bowman charged the four vice presidents to lead the process to revise the University's strategic plan. He also appointed and charged the *Educating Illinois* Task Force 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 for the final draft released in December 2012, 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 following, 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.

Campus and related groups consulted

Academic Senate (Planning and Finance Committee)
Administrative/Professional Council
Admissions Ambassadors
Alumni Association Board
Association of Black Academic Employees
Athletic Council
Civil Service Council
College of Applied Science and Technology Council
College of Arts and Sciences Council
College of Business Coordinating Team
College of Education Council
College of Fine Arts College Council
Council of Deans

Department Chairs/School Directors Council
ISU Foundation Board
Mennonite College of Nursing Leadership Council
Milner Library Faculty and Staff
Senior Professionals
Student Affairs Council
Student Government Association
Town of Normal
VP Finance and Planning Leadership Staff
VP Provost/Academic Affairs Leadership Staff
VP Student Affairs Executive Team
VP Student Affairs Student Advisory Group
VP University Advancement Direct Reports

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Jean Darnall
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Larry Dietz
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Meredith Downes
Professor, Management
and Quantitative Methods

Sheri Noren Everts (cochair)
Vice president for
Academic Affairs and Provost

William Fanning (through 2/2012)
Director, Foundation Business Affairs

Craig Gatto
Department chair, Biological Sciences

Jay Groves
Assistant to the president

Arnold Hernandez
Building mechanic foreman

Daniel Holland
Chair, Academic Senate

Katy Killian
Assistant to the vice president for Student
Affairs for Marketing and Communication

Trish Klass
Interim associate dean,
College of Education

Dan Layzell (cochair)
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Erin Minné
Vice president for University Advancement

Mboka Mwilambwe
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Zach Owens (through 4/2012)
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Stacy Ramsey
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IllinoisState.edu/EducatingIllinois

ILLINOIS STATE
UNIVERSITY
Illinois' first public university

SECTION III

ACADEMIC UNIT STRATEGIC PLANS
AND FY2014 OBJECTIVES

Each college at Illinois State University has developed a five-year strategic plan to guide the college in furthering its mission and achieving its vision. Each plan aligns with the University strategic plan, *Educating Illinois*. In addition, each college develops annual objectives intended to implement strategies identified in its strategic plan. Annual objectives are aligned with the fiscal year calendar. College strategic plans and fiscal year objectives included in this section are listed below. This section also includes fiscal year objectives for the Graduate School.

College of Applied Science and Technology
College of Applied Science and Technology Strategic Plan, 2008-2013
College of Applied Science and Technology FY14 Planning Document

College of Arts and Sciences
College of Arts and Sciences Strategic Plan 2010-2015
College of Arts and Sciences Fiscal-Year 2014 Objectives

College of Business
College of Business Mission, Vision, Core Values, Strategic Goals and Action Steps [2011-2014]
College of Business Fiscal Year FY14 Planning Document

College of Education
College of Education FY 2014 Vision, Mission, 5 Year Plan Goals
Unit Objectives FY 2014 [College of Education]

College of Fine Arts
Illinois State University College of Fine Arts Strategic Plan 2012-2017
Major Objectives for FY14 [College of Fine Arts]

Mennonite College of Nursing
Mennonite College of Nursing Strategic Map: 2010-2013
Major Objectives for FY14 [Mennonite College of Nursing]

University Libraries
Illinois State University Libraries 2011-2015 Strategic Plan: A Pathway for the Future
Milner Library Objectives for FY 14

Graduate School
Illinois State University, Academic Affairs, FY14 Planning Document, Graduate School

CAST STRATEGIC PLAN

Vision

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

Mission

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

Goals, strategies, and actions

1. CAST provides premiere comprehensive undergraduate programs.

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

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

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

> *Action 1Ba: Establish international/global educational programs in appropriate disciplines.*
>
> *Action 1Bb: Attract underrepresented faculty throughout the college.*
>
> *Action 1Bc: Increase enrollment and improve retention and graduation rates of underrepresented students.*

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

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

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

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

> *Action 1Fa: Expand availability of distance education courses to allow for more diverse demographics.*
>
> *Action 1Fb: Create on-line degree program in disciplines with demonstrated high occupational demand.*

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

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

> *Action 1Ha: Increase ASPT recognition for mentoring undergraduate students.*
>
> *Action 1Hb: Promote a holistic evaluation of teaching.*
>
> *Action 1Hc: Support opportunities for faculty to engage in "scholarship of teaching and learning" projects.*

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

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

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

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

> *Action 2Ba: Expand availability of distance education courses to allow for more diverse demographics.*
>
> *Action 2Bb: Create on-line degree program in discipline with demonstrated high occupational demand.*

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

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

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

> *Action 2Ea: Increase number of available teaching assistantships for graduate students.*
>
> *Action 2Eb: Enhance financial allocation to graduate assistantships to maintain a competitive position within Illinois State and with other universities.*

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

> *Action 2Fa: Increase ASPT recognition for mentoring graduate students.*
>
> *Action 2Fb: Promote a holistic evaluation of teaching.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action 4Ba: Continue development of student advisory board.

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

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

Strategy 4C: Encourage and recognize civic engagement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action 5Ca: Develop guidelines to protect intellectual properties.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2013

College of Applied Science and Technology FY14 Planning Document

Jeffrey A. Wood, Dean
Illinois State University
4/2/2013

College of Applied Science and Technology
FY14 Planning Document

I. Major Objectives for FY14

The College has established six major goals with strategies and corresponding action items listed under each goal for FY14. Each of the College's goals is linked and fully supports the core values and goals espoused in *Educating Illinois: Individualized Attention, Shared Aspirations.*

College of Applied Science and Technology Goals

CAST...

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

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

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

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

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,*

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

The priority objectives to be addressed in CAST for FY14 are:

1. Provide opportunities for enhancing the academic success of CAST undergraduate and graduate students.

   a. Strategically revise existing curricula at the undergraduate and graduate levels and consider proposals for new programs with input from faculty, advisory boards, and accrediting agencies.
   b. Maintain a standard of excellence through program accreditation where appropriate.
   c. Continue support of the Washington, D.C Internship program and encourage participation by all academic units.
   d. Engage CAST Hall of Fame, Academy of Achievement, and CAST Advisory Board members in mentoring current students regarding selection of meaningful professional development opportunities.
   e. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students.
   f. Develop a plan for enhancing the integration of transfer and non-traditional students in the College.
   g. Increase the number of graduate assistantships and the average award.

2. Enhance the research and scholarship enterprise in the College.

   a. Promote interdisciplinary and inter-departmental research projects where appropriate.
   b. Seek opportunities to unite the needs of corporate partners with available faculty expertise and student professional practice through CAIST.
   c. Seek opportunities to increase grant submissions to state and federal agencies, private foundations, and corporate partners.
   d. Recognize faculty efforts in scholarly outcomes including grant funding, refereed publications and presentations, and mentorship of students.

3. Provide opportunities to enhance the performance of faculty through mentoring and professional development.

   a. Continue the CAST new faculty mentor program to encourage professional development in the areas of teaching research, and service.
   b. Facilitate and support citizenship throughout the college.
   c. Continue CAST Leadership Fellows program.

d. Enhance the travel allocation to each department and school in support of faculty professional development.

4. Expand the CAST Global Scholars initiative.

   a. Encourage student and faculty participation in existing international exchange experiences.
   b. Promote and encourage faculty participation in the Fulbright Scholars Program.
   c. Promote and encourage student participation in Fulbright, Goldwater, Truman, and Udall Scholarship Program.
   d. Seek opportunities for development of student and faculty exchange programs with international universities and ensure inclusion of all CAST units.

5. Enhance, maintain and renovate infrastructure that supports the college vision and mission.

   a. Update selected facilities in support of direct student instruction.
   b. Update selected facilities to enhance research capacities.
   c. Enhance and maintain technology utilized for instruction.

6. Expand cultivation and stewardship activities with key alumni, internal, and external constituencies

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.

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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 2014 Objectives

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

- Continue to seek the best candidates for our open faculty positions.
- Through careful use (and internal reallocation) of our existing funds, and through seeking other sources of funds, strive to offer more competitive start-up packages for new faculty.
- To facilitate interdisciplinary teaching and scholarship, CAS will encourage departments, schools, and programs to consider joint recruiting for faculty with teaching and scholarly responsibilities in two units.
- 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.
- 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 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 reassign/renovate space for the departments of English and Communication Sciences and Disorders (CSD), to allow the Publications Unit to be located nearer to English, and to provide much-needed space for offices and laboratories in CSD.
- Renovate computer and instructional labs used for teaching in Chemistry and Mathematics.
- Replace aging scientific equipment used for teaching and research (e.g., microscopes and autoclave for Biological Sciences).
- Purchase new software and renew software licenses for several departments.
- Establish a 4-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 newly established "Worldwide Campus Fund."

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 work with program faculty to update the curriculum, and also encourage the program to partner with another unit in a joint faculty recruitment.

COLLEGE OF BUSINESS
Illinois State University

2011-2014, Mission, Vision, Core Values, Strategic Goals and Action Steps
Approved by the Coordinating Team, April 22, 2011

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, Strategic Goals and Action Steps

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

Dates

2011 2012 2013 2014

Strategic Goals and Action steps

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

1.1. High standards and expectations for student academic performance and professional conduct

    1.1.1.Heighten standards of excellence for student performance and ethical conduct. (EI, G1&2)

    1.1.2.Heighten rigorous academic expectations for business students. (EI, G1, S5&6)

    1.1.3.Build awareness and knowledge of ethical issues and standards of professional behavior and ethical conduct. (EI, G1, S5)

1.2. A supportive and individualized educational experience. (EI, G 1, 2 &3)

    1.2.1.Strive for optimal (small) class sizes for core classes, major classes, and elective classes (EI, G1, S1&5, G2)

    1.2.2.Optimize and enhance summer session course offerings to support timely graduation. (EI, G1, S1-5)

    1.2.3.Build a strong sense of community among students, faculty, staff, and alumni. (EI, G3, S1-5);

    1.2.4.Increase the sense of satisfaction and pride among students, faculty, staff, and alumni.

1.3. An integrated and responsive curriculum. (IE, G1&2)

    1.3.1.Maintain a mature assurance of learning process that continually addresses curricular needs and builds quality. (EI:G1,S1)

    1.3.2.Integrate PRME (UN Principles of Responsible Management Education) into the curriculum. (EI:G1,S5&6;G2,S5)

    1.3.3.Grow and enhance international opportunities for students and faculty. (EI, G1, S1)

    1.3.4.Increase the quantity and quality of student internships while maintaining academic quality and rigor. (EI, G1, S1)

    1.3.5.Sharpen life-long learning skills and integrate them into the curriculum and programs.

    1.3.6.Build and strengthen graduate programs, including the MBA, CMBA, BS/MPA, and MSA.

    1.3.7.Explore and assess opportunities for new undergraduate and graduate program offerings.

1.4. Students prepared for professional certifications and graduate programs.

    1.4.1.Increase the number of students pursuing professional and other graduate degrees. (EI, G1, S5)

    1.4.2.Increase the number of students obtaining professional designations. (EI, G1, S5)

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

2.1. Excellent faculty and staff who meet the needs of COB stakeholders. (EI, G1&2)

    2.1.1.Recruit and retain high quality and diverse faculty and staff (EI, G2, S1)

    2.1.2.Provide high quality Graduate Assistant research support to faculty. (EI, G2, S1, 2&4)

2.2. A student body consisting of diverse, motivated individuals with high standards and high expectations. (EI, G1, S1-6)

    2.2.1.Recruit and retain a diverse group of high-quality students.

    2.2.2.Increase recruitment efforts targeted to high achieving high school seniors and potential transfer students.

2.3. State-of-the-art facilities, technology, and technology support for students, faculty, and staff. (EI, G1,2 &5)

    2.3.1.Maintain a building that is modern and provides a professional business setting.

    2.3.2.Increase knowledge and appreciation by students, faculty, and staff of evolving technology. (EI, G1, S1&5; G2, S3)

    2.3.3.Increase connectivity and technology support for students, faculty, and staff. (EI, G2, S3)

2.4. Professional and social opportunities that facilitate self-discovery and professional development.

    2.4.1.Increase participation in professional conferences, seminars, and workshops.

    2.4.2.Increase opportunities for hearing and interacting with speakers invited to campus.

    2.4.3.Increase welcoming and celebratory events for students, faculty, staff and other selected constituents.

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

	2011	2012	2013	2014

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

3.1. A faculty with nationally recognized expertise. (EI, G2)

   3.1.1.Increase leadership roles in national organizations (and journals) in professional organizations. (EI, G2, S1,4,5&6)

   3.1.2.Increase private and federal grant research activity. (EI, G2, S4)

   3.1.3.Increase funding and encouragement for faculty professional development opportunities. (EI:G2,S2,4&5)

3.2. Maintenance of AACSB International accreditation for business and accounting. (EI:G1, 2&3)

   3.2.1.Monitor and close the loop on all assessment plans for all programs.

   3.2.2.Monitor and achieve standards for Academic Qualification (AQ) and Professional Qualification (PQ).

   3.2.3 Finalize revisions to the mission, vision, and strategic plan.

3.3. An effective marketing communications strategy. (EI:G3&4)

   3.3.1.Create an infrastructure to assure visual, language and message continuity.

   3.3.2.Create and follow a marketing and media relations plan which included a social media strategy.

   3.3.3.Create an appropriate sub-brand for the COB within the ISU brand.

3.4. National and international recognition of the COB.

   3.4.1.Seek out opportunities for national rankings and recognitions for all degree programs.

   3.4.2.Obtain recognition for excellence through rankings and other third party information sources.

4. Create and strengthen partnerships with alumni and business organizations

4.1. Programs that strengthen partnerships. (EI:G1-4)

   4.1.1.Create and support appropriate centers and institutes.

   4.1.2.Develop and maintain appropriate initiatives and partnerships.

4.2. Businesses and organizations that partner with COB and hire graduates.

   4.2.1.Increase opportunities for business partners to meet and interact with students.

   4.2.2.Increase number of business partners who seek to interview and hire our students.

   4.2.3.Increase student awareness of career options and the soft skills needed to succeed in a career.

4.3. Private financial support.

   4.3.1.Increase private giving for: scholarships, databases, research, professional development, and general support.

   4.3.2.Increase the number endowed professorships and endowed chairs funded through private giving.

   4.3.3.Grow the COB endowment to $25 million.

4.4. An active and vibrant COB Alumni Network.

   4.4.1.Increase membership and participation in LinkedIn and other social media outlets.

   4.4.2.Increase opportunities for alumni to reconnect and become involved the life of the college.

   4.4.3.Create an active alumni network involved in career networking and providing mutually supportive opportunities.

College of Business

FY14 Planning Document

I. Major Objectives and Productivity Measures for FY14

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

o High standards and expectations for student academic performance and professional conduct

- Heighten standards of excellence for student performance and ethical conduct. (EI, G1&2)
- Heighten rigorous academic expectations for business students. (EI, G1, S5&6)
- Build awareness and knowledge of ethical issues and standards of professional behavior and ethical conduct. (EI, G1, S5)

o A supportive and individualized educational experience. (EI, G 1, 2 &3)

- Strive for optimal (small) class sizes for core classes, major classes, and elective classes (EI, G1, S1&5, G2)
- Optimize and enhance summer session course offerings to support timely graduation. (EI, G1, S1-5)
- Build a strong sense of community among students, faculty, staff, and alumni. (EI, G3, S1-5);
- Increase the sense of satisfaction and pride among students, faculty, staff, and alumni.

o An integrated and responsive curriculum. (IE, G1&2)

- Maintain a mature assurance of learning process that continually addresses curricular needs and builds quality. (EI:G1,S1)
- Integrate PRME (UN Principles of Responsible Management Education) into the curriculum. (EI:G1,S5&6;G2,S5)
- Grow and enhance international opportunities for students and faculty. (EI, G1, S1)
- Increase the quantity and quality of student internships while maintaining academic quality and rigor. (EI, G1, S1)
- Sharpen life-long learning skills and integrate them into the curriculum and programs.
- Build and strengthen graduate programs, including the MBA, CMBA, BS/MPA, and MSA.
- Explore and assess opportunities for new undergraduate and graduate program offerings.

o Students prepared for professional certifications and graduate programs.

- Increase the number of students pursuing professional and other graduate degrees. (EI, G1, S5)
- Increase the number of students obtaining professional designations. (EI, G1, S5)

- Excellent faculty and staff who meet the needs of COB stakeholders. (EI, G1&2)

  - Recruit and retain high quality and diverse faculty and staff. (EI, G2, S1)
  - Provide high quality Graduate Assistant research support to faculty. (EI, G2, S1, 2&4)

- A student body consisting of diverse, motivated individuals with high standards and high expectations. (EI, G1, S1-6)

  - Recruit and retain a diverse group of high-quality students.
  - Increase recruitment efforts targeted to high achieving high school seniors and potential transfer students.

- State-of-the-art facilities, technology, and technology support for students, faculty, and staff. (EI, G1,2 &5)

  - Maintain a building that is modern and provides a professional business setting.
  - Increase knowledge and appreciation by students, faculty, and staff of evolving technology. (EI, G1, S1&5; G2, S3)
  - Increase connectivity and technology support for students, faculty, and staff. (EI, G2, S3)

- Professional and social opportunities that facilitate self-discovery and professional development.

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

- A faculty with nationally recognized expertise. (EI, G2)

  - Increase leadership roles in national organizations (and journals) in professional organizations. (EI, G2, S1,4,5&6)
  - Increase private and federal grant research activity. (EI, G2, S4)
  - Increase funding and encouragement for faculty professional development opportunities. (EI:G2,S2,4&5)

- Maintenance of AACSB International accreditation for business and accounting. (EI:G1, 2&3)

  - Monitor and close the loop on all assessment plans for all programs.
  - Monitor and achieve standards for Academic Qualification (AQ) and Professional Qualification (PQ).
  - Finalize revisions to the mission, vision, and strategic plan.

o   An effective marketing communications strategy. (EI:G3&4)

- Create an infrastructure to assure visual, language and message continuity.
- Create and follow a marketing and media relations plan which included a social media strategy.
- Create an appropriate sub-brand for the COB within the ISU brand.

o   National and international recognition of the COB.

- Seek out opportunities for national rankings and recognitions for all degree programs.
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o   Programs that strengthen partnerships. (EI:G1-4)

- Create and support appropriate centers and institutes.
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- Increase opportunities for business partners to meet and interact with students.
- Increase number of business partners who seek to interview and hire our students.
- Increase student awareness of career options and the soft skills needed to succeed in a career.

o   Private financial support.

- Increase private giving for: scholarships, databases, research, professional development, and general support.
- Increase the number endowed professorships and endowed chairs funded through private giving.
- Grow the COB endowment to $25 million.

o   An active and vibrant COB Alumni Network.

- Increase membership and participation in LinkedIn and other social media outlets.
- Increase opportunities for alumni to reconnect and become involved the life of the college.
- Create an active alumni network involved in career networking and providing mutually supportive opportunities.

College of Education FY 2014

Vision:

The College of Education will lead the nation advancing the teaching profession by cultivating educational leaders.

Mission:

The College of Education will 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.*

5 Year Plan Goals:

1. 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.

2. 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.

3. 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.

4. Cultivate and allocate College resources purposefully by fostering a culture of shared governance and resource allocation by priority to create academic environments conducive to engaging students in learning and enhancing scholarly productivity.

5. Advance and celebrate the virtues of public education and the teaching profession to support the democratic ideal by promoting rich, positive dialogue among stakeholders and deliberately engaging them in pressing and future issues.

Unit Objectives FY 2014:

1. Implement Five-Year Plan
2. Fully implement edTPA
3. Develop faculty-driven three-year technology plan
4. Submit proposal for Teacher Leader Endorsement
5. Create instructional technology professional development
6. Increase private donations
7. Facilitate comprehensive campaign if that process starts
8. Address tenure track faculty salary discrepancies

ILLINOIS STATE UNIVERSITY
Illinois' first public university

Strategic Plan
2012–2017

College of Fine Arts

ILLINOIS STATE UNIVERSITY
Illinois' first public university

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 Minné, vice president of University Advancement

College of Fine Arts

James Major, dean
John Walker, executive associate dean and director, Arts Technology Program
Sheri Zeck, associate dean
Pete Guither, assistant dean
Laurie Merriman, assistant dean
Janet Tulley, assistant dean
Barry Blinderman, 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

Message from the **dean**

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 we 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,

James E. Major
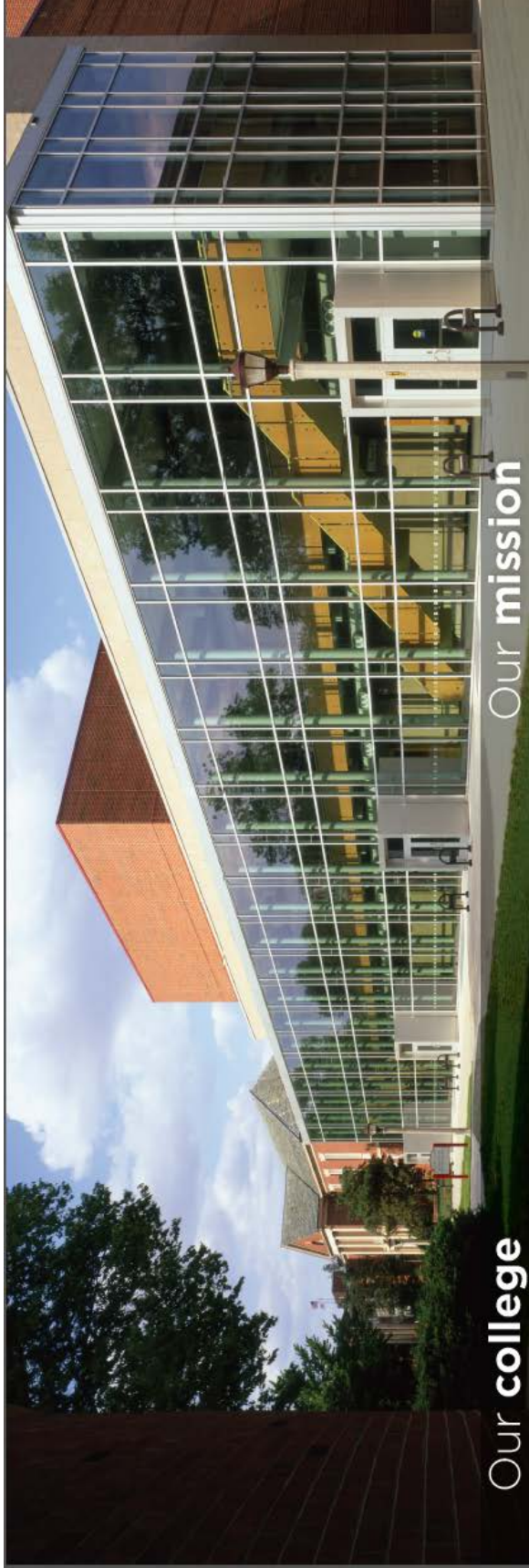
Our college

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 the Performing Arts where students put on shows.
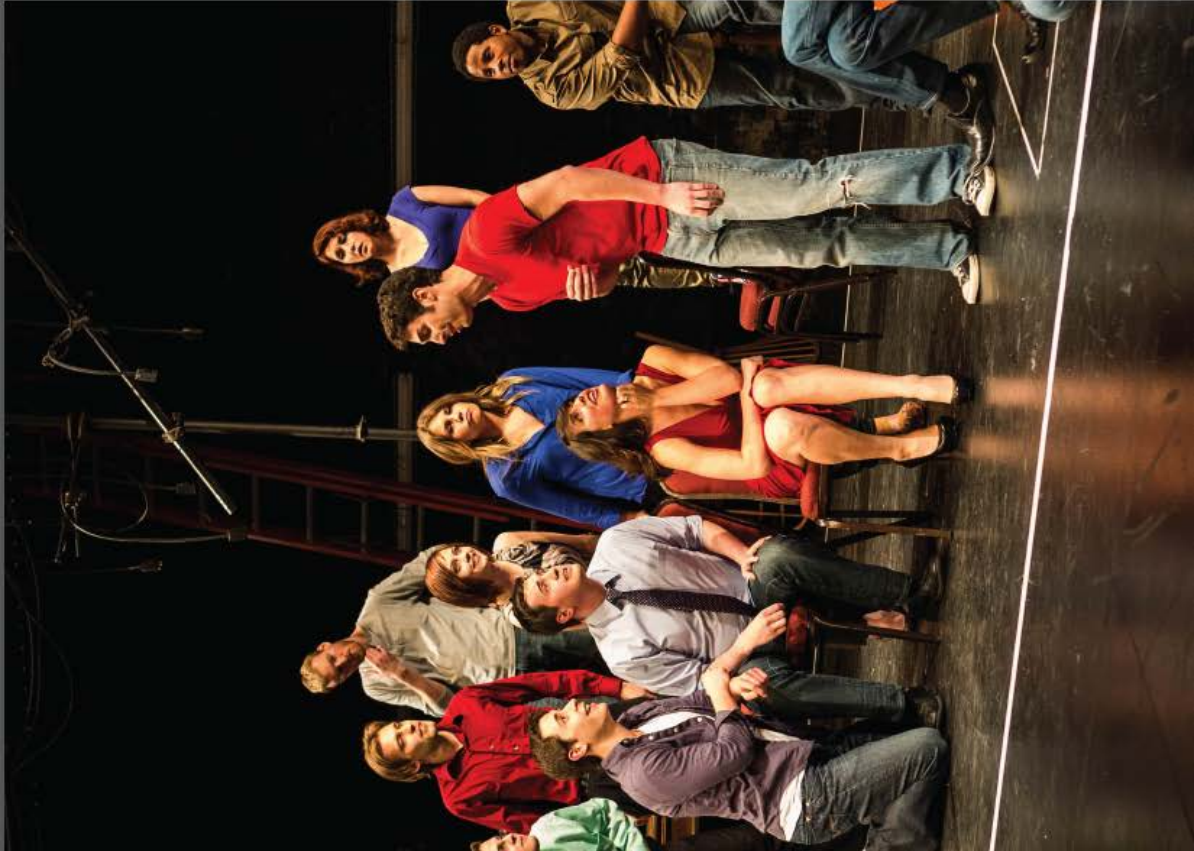
Our **values**

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.

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

Goal one

Provide meaningful curricula that reflect contemporary and traditional cultural values.

Strategy 1: Strengthen interdisciplinary relationships.

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

Action: Increase the college's curricular partnership with interdisciplinary minors in international studies, women's studies, and civic engagement, etc.

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

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

Strategy 2: Encourage more international study.

Action: Develop plans of study for all majors incorporating semester or 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 arts technology, graphic design, theatre design, and integrated media and seek to coordinate curricula when feasible.

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

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

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

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

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

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

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

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

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

Goal two

Establish policies and practices that strengthen educational innovation and teaching excellence.

Strategy 1: Establish appointment, salary, promotion and tenure (ASPT) policies that encourage innovation and teaching excellence.

Action: Articulate meaningful learning outcomes in all courses.

Action: Emphasize long-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 research areas of individual faculty members.

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

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

Goal three

Promote and increase research, scholarship, and creative activities for faculty, staff, and students across the college.

Strategy 1: Increase the level of external funding across the college.

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

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

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

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

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

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

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

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

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

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

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

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

Action: Increase Dean's Travel Awards program.

Action: Establish research and travel awards for staff members.

Action: Establish graduate research assistantships.

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

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

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

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

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

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

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

Action: Establish an annual research award ceremony to highlight significant achievements of faculty, staff, and student work.
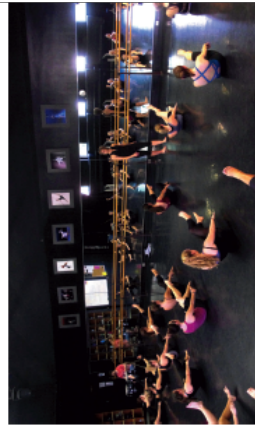
Action: Develop a plan to more effectively share the research pursuits of the college to a wider audience raising public awareness of accomplishments.

Strategy 5: Become a leader in technological applications to creative activities and teaching.
Action: Re-establish internal grants from the Office of Research Arts Technology (ORAT) for faculty and staff development, specifically targeting experimentation with technology, the scholarship of teaching and learning with technology, or scholarly explorations of the theory, impact, and aesthetics of arts technologies.

Strategy 6: Explore opportunities for strategic relationships with external partners/communities.
Action: Continue to develop outreach initiatives to establish research agendas.
Action: Maintain and expand upon positive relationships with principal (community, governmental, school districts and community colleges) partners.
Action: Explore the creation of an Arts or Innovation incubator designed to support artists pursuing adventurous and imaginative work in the arts.

Goal four

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

Strategy 1: Coordinate recruitment activities across the college and University.
Action: Establish an integrated application system between the University Admissions application, the anticipated new student information system, and the College of Fine Arts two-tier applications for programs with interviews, portfolio reviews, and auditions.
Action: Facilitate shared recruitment opportunities across the college.
Action: Create an administrative and technical infrastructure that fosters regular updates and maintenance of all college Web pages.

Strategy 2: Utilize targeted student recruiting to increase enrollment in areas of critical need.
Action: Explore nontraditional recruiting strategies to find qualified and talented students.
Action: Enhance recruitment efforts of students with 26-29 ACTs.
Action: Increase scholarship funding from private sources.
Action: Coordinate, support, and evaluate student services and advisement systems to maximize student graduation and retention rates.
Action: Establish effective transition and retention practices for at-risk students new to the college by helping them develop and foster relationships on campus and better prepare them to face the academic and artistic rigors of college courses.

Strategy 3: Strengthen relationships with key feeder schools and two-year institutions.
Action: Create regular programming for college students and faculty to visit and perform/showcase work at key feeder high schools and colleges.
Action: Advertise faculty, student, and alumni performances in Chicago, to Chicago schools, and create engagement opportunities for secondary students.
Action: Share fine arts core curricula with community college faculty in an effort to create transparency and preparedness for transfer.

Strategy 4: Examine best practices in student services to facilitate improvements in graduation and retention rates.
Action: Coordinate, support, and evaluate undergraduate academic advisement systems.
Action: Establish effective transition and retention procedures for transfer, nontraditional, and at-risk students by better preparing them to balance the academic and artistic rigors within the college.
Action: Provide mentorship and other support for nontraditional and returning students.

Goal five

Enrich and broaden student opportunities for community engagement.

Strategy 1: Expand our involvement in primary and secondary schools.

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

Strategy 3: Increase opportunities for interaction between students and College of Fine Arts alumni.
Action: Bring recent graduates back to campus to share their experiences and give advice on starting a career.
Action: Develop physical and virtual networks of alumni who are willing to provide assistance and advice for new graduates.

Strategy 4: Develop a unified approach to community engagement with a cohesive mission, marketing strategy, and development plan.
Action: Continue the development and expansion of outreach to schools and children.
Action: Establish collaborative, community-based events drawing upon external groups to join College of Fine Arts groups in performance.
Action: Create satellite labs/studios in various community locations that would provide programming using civic engagement modules.
Action: Develop partnerships with junior highs and high schools within the community to expand opportunities in the arts to this age group.
Action: Develop a partnership with the Regional Office of Education to work with teachers in their professional development.
Action: Join and participate in the Area Arts Roundtable.

Strategy 5: Increase arts learning opportunities for special needs populations.
Action: Develop art viewing/performance experiences for children with special needs and their families.
Action: Establish the Illinois Chapter of Very Special Arts at Illinois State.

Goal six

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

Strategy 1: Increase the scope and efficiency of facilities and equipment usage within the college.
Action: Create a college-wide facilities workgroup with the charge of developing a plan to upgrade, expand, and share resources and spaces when feasible.
Action: Encourage student inventiveness and cross department collaboration by establishing flex-space that can be used for student-based theatre, dance, or music productions, art and arts technology installations, or integrated performances where a formal theatre structure is not needed or desired.

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

Strategy 3: Improve college security.
Action: Work with the University to develop procedures providing controlled evening access to buildings to improve safety while maintaining accessibility.
Action: Improve security systems for performance spaces, exhibit spaces, and storage spaces.

Strategy 4: Make public areas more welcoming to patrons and visitors.
Action: Create a permanent concessions counter in the Center for the Performing Arts lobby to be used for evening and weekend performances.

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

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

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

Goal seven

Increase private contributions for the purpose of furthering the mission and goals of the college.

Strategy 1: Strengthen ties to alumni.
Action: Develop strategies to engage young alumni.
Action: Continue and expand alumni events in strategically selected locations.
Action: Encourage the development of faculty and staff social and professional ties to alumni of all eras to improve alumni connections and networking.

Strategy 2: Involve the entire College of Fine Arts in the fund raising effort.
Action: Engage academic leaders and faculty in efforts to identify and cultivate donors who are able to make significant contributions to the college.
Action: Engage students by integrating philanthropy and the expectation of a lifetime relationship with the college during enrollment and as they exit the college.
Action: Create a plan and begin efforts to cultivate significant parent contributors during and after their student's graduation.
Action: Increase student graduation giving to 50 percent.
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.

Major Objectives for FY14

"If you build it, they will come"

The major task before us in FY 14 is to plan for our new Fine Arts Complex, including relocation, and to continue to deliver the first year and transfer class of students. We will treat the challenges of this interim period between our current facilities and our new ones with excitement, inviting students to join with faculty and staff to plan and envision this new era in fine arts education at Illinois State.

 To this end, we will

1. Meet or exceed current enrollment. At the moment we are on target with our applications and acceptances for AY 14, but this past year saw a slight drop in Music Education (as with most education areas on campus), which is our highest-enrolment major. *Educating Illinois, 2013-2018* (draft), Goal 1, strategy 1

2. Continue to address time to degree. Music has been examining its curriculum this year for the creation of efficiencies, and Art and Theatre also plan to make proposals that will make it easier for a timely completion of coursework. *Educating Illinois, 2013-2018* (draft), Goal 1, strategy 4

3. Examine ways to more closely tie outreach and community-based efforts with the curriculum. Internships, practicum credit, and similar opportunities exist for students with the Illinois Shakespeare Festival. We have experimented with other course offerings tied to the festival (such as courses aimed at teachers seeking graduate credit), and we will continue to look for such opportunities. *Educating Illinois, 2013-2018* (draft), Goal 1, strategy 3,

4. Create numerous advisory groups related to our new facilities to have as much input on the process as possible, to foster a sense of collaboration, and to generate excitement and maintain transparency during this process. *Educating Illinois, 2013-2018* (draft), Goal 3, strategy 2

5. Work closely with University Advancement in creating and implementing a plan for fundraising specifically for our new building(s). *Educating Illinois, 2013-2018* (draft), goal 3, strategy 1; goal 4, strategy 3

MENNONITE COLLEGE OF NURSING
Illinois State University

Strategic Map: 2010-2013

Prepare Outstanding Nurses To Lead In an Era of Growth and Change

Optimize Academic and Health Care Excellence	Strengthen and Focus Research Capacity	Build Strategic Partnerships	Foster Faculty and Staff Excellence	Align MCN Resources with Strategic Priorities
Optimize Student Success	Establish Research Priorities	Develop Diverse Partnerships to Improve the Health of the Community	Successfully Recruit Diverse and Highly Qualified Faculty and Staff	Expand and Diversify Funding
Recruit and Support a Diverse Student Body	Expand Collaborative Research Partnerships	Expand Clinical Partnerships to Advance Curriculum	Retain Qualified, Competent and Engaged Faculty and Staff	Develop and Communicate the Message for Funding Partners
Establish Graduate/PhD Program Priorities	Increase Support for Research Activities	Strengthen Alignment and Collaboration within ISU	Establish a Clinical Promotion Track for NTT Faculty	Forecast/Manage Resources to Build Sustainable Capacity
Integrate State-of-the-Art Simulation into the Curriculum	Double Publications and Presentations	Foster Lifelong Alumni Engagement	Foster a Culture of Personal/ Professional Growth	Ensure Physical Facilities Support Strategic Priorities
Integrate Research and Scholarship Into Teaching and Practice	Generate $2 Million in External Funding	Strengthen National Profile	Provide Faculty/Staff Support to Foster Excellence	Ensure Technology Supports Strategic Priorities
Ensure Safe Practice Appropriate to Level				

Major Objectives for FY14

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

A. Fully implement the traditional 4-year plan of study with the direct admit students who were admitted Fall 2012 and will begin nursing courses in Fall 2013 and Spring 2014.

B. Implement the evaluation plan with students, faculty, and EMAS.

C. Continue Academic Success Plan pilot of additional faculty to support the Academic Success Plan program.

D. Evaluate the Success Plan Pilot by measuring time to completion of ATI requirements.

E. Continue to evaluate the student peer tutor program with feedback from students and faculty.

F. Finalize revised Program Outcomes with input from national consultant, clinical partners, and faculty stakeholders.

G. Incorporate leveling of course objectives from one semester to the next.

H. Begin work on clinical evaluation tools for the eight clinical courses after course objectives are completed.

I. Review role of course leader to fully support faculty and course outcomes.

J. Consider additional faculty expertise to support clinical simulation in the lab.

K. Continue to evaluate student response to large class sizes in theory classes (e.g. grades, NCLEX results, anecdotal responses in meetings with dean).

L. Evaluate responses to moving pathophysiology to two days vs. one day per week.

M. Evaluate splitting of select classes (Adult I and Adult II) for enrollment of more than 80.

N. Revise courses in PhD program on the basis of student and faculty responses and to better align course work with the focal area of vulnerable populations.

O. Continue evaluation of student and faculty responses of PhD program as the first students move toward dissertation and program completion.

P. Increase visibility of transcultural program and study abroad including:
    1. Brazilian endeavors for undergraduate students in Londrina.
    2. Brazilian endeavors for doctoral students with Unicamp.
    3. Integrate the transcultural coordinator role within an existing full time position for increased visibility and integration with university structures.

Q. Implement recruitment and admissions into the Doctor of Nursing Practice program (DNP) once IBHE approval is granted.

R. Evaluate student and faculty responses regarding the DNP program as students begin the plan of study.

S. Identify recommendations and begin implementation for revised MSN in Nursing Systems Administration (NSA) as it moves to DNP format.

T. Continue to hold admission to the CNL sequence until market and demand increases.

U. Begin assessment of the core courses in MSN to better prepare for the post-baccalaureate DNP.

V. Identify plan for recruiting a cohort for the RN-BSN sequence with either ABM, OSF, or Carle.

W. Enhance RN-BSN sequence in anticipation of increasing enrollment by one cohort, by nominating and supporting three faculty to attend summer CTLT session on designing on line courses.

X. Support faculty members to pursue certification in Quality Matters program to enhance pedagogy in RN-BSN sequence.

Y. Support two faculty members teaching in DNP program to attend the CTLT session in Summer of 2014 to align on line program with best practices.

Z. Expand The America's Promise model of combining Pediatrics with Community Health to provide appropriate education for nurses (care occurring in the community) and address shortage of acute care pediatric experiences.

AA. Continue to monitor student experiences and success (NCLEX grades, ATI scores) related to the America's Promise model.

BB. Identify next phase of faculty development needed for simulation pedagogy and support this training.

CC. Implement first phase of evaluation plan for student and faculty responses to simulation technology.

DD. Recruit and Support a Diverse Student Body;
1. Continue to evaluate the new retention criteria for BSN program and impact on student body demographics.
2. Implement year two of the Creating Nursing Workforce HRSA grant with a focus on increased persistence rate, increased diversity, while maintaining successful graduation rates.
3. Modify deadlines for student health and safety compliance requirements to ensure consistent agency compliance.
4. Investigate Graduate Assistantship parameters for more effective recruitment of registered nurses into these roles.
5. Continue to evaluate retention strategies of freshmen and sophomore nursing students.
6. Expand college scholarships awards to targeted freshmen and sophomores, in order to move from a "reward" scholarship model to a "recruit and retain" scholarship model.

Goal 2: Strengthen and Focus on Research Capacity (Educating Illinois Goals 1, 2, & 3)
A. Evaluate the effectiveness of the strategies outlined in the strategic plan for scholarship.
1. Elicit responses of faculty related to:
   a. incentive structure for increased scholarship productivity
   b. mentoring program for new faculty
   c. scholarship interest groups
2. Focus faculty recruiting efforts on creating national profile for MCN.
3. Implement intervention study with America's promise collaborative research partnership.
4. Implement the first phase of the cancer care collaborative research partnership.
5. Identify and begin at least one interdisciplinary research endeavor congruent with Strategic Map.
6. Implement at least one peer review session for faculty research open to the faculty community.
7. Evaluate external mentoring and editorial support received by selected faculty.
8. Promote the use of existing university and college resources to support research and scholarly efforts.
   a. Develop a plan for Institutional Review Board Reciprocal Agreements with regional clinical agencies to streamline IRB review.
   b. Implement and evaluate new guidelines that prioritize statistical consulting in the college.
9. Publish an average of one peer reviewed manuscript per tenure track faculty.
10. Present an average of at least one peer reviewed national presentation per tenure track faculty.
11. Present at least three peer reviewed national presentations with PhD students.

B. Support external grant application quality and quantity.
1. Submit at least 5 external grants from the MCN faculty.
2. Identify consultant reviewers to review all grants before submission to increase success.
3. Submit at least one grant that supports interdisciplinary community partnerships.
4. Continue to support course reallocation for faculty who are submitting grants with appropriate consultation and review.
5. Continue to provide external expert grant consulting and review prior to submission.
6. Work with ISU Research and Sponsored Programs to identify funding sources, write drafts of grants with grant writer, and develop boiler-plates to streamline application submissions.
7. Continue to provide publication support, internal peer-review, editorial and copy-editing support.
8. Continue to offer "just in time" training in Cayuse, human subjects protections, and grant budgeting.
9. Offer annual grant writing and publication workshops for faculty, staff and students.

C. Publicize faculty and student scholarly achievement to promote a national reputation.
   1. Review website for increased attractiveness and messaging about faculty/student research and scholarly accomplishments.
   2. Focus faculty research presentation efforts on high visibility conferences: Midwest Nursing Research Society, American Association of Colleges of Nursing, Council for the Advancement of Nursing Science, National Organization of Nurse Practitioner Faculties, and Gerontological Society of America.
   3. Provide travel support for faculty to attend national research conferences when they have accepted poster or paper presentations.
D. Evaluate College Research Committee revised policies and guidelines to support scholarship.
   1. Implement and evaluate the internal peer-review system instituted by the College Research Committee in January 2013.
   2. Implement and evaluate the new University Research Grant guidelines developed and pilot-tested in 2012.
   3. Align college-wide research awards with university awards to provide a ladder to university-wide awards.
E. Approve at least one MCN faculty for sabbatical Fall 2014 and one for Spring 2015.
F. Promote and sustain research and evidence-based practice that makes a difference in the local community.
   1. Develop an infrastructure for the Cancer Care Initiative that will support the long-term development of the partnership between ISU/MCN and the Community Cancer Center to promote the health and well-being of cancer patients and their families.
   2. Continue to work with the constituents involved with the America's Promise Schools Project to nurture the program evaluation, research and evidence-based practice projects that will influence the health of children and their families in Bloomington-Normal.

Goal 3: Build Strategic Partnerships (Educating Illinois Goals 1, 2, & 4)
A. Continue to identify opportunities for focused integration and alignment between MCN and ISU as a whole including alignment with general education courses, international studies and co-curricular activities including athletics (Play for Kay game, etc.).
   1. Realign membership in university committees related to transcultural services and program goals.
   2. Partner with university diversity initiatives to align with PROUD HRSA Nursing Workforce Diversity grant (campus activities, resources, mentors).
   3. Align diversity outreach activities with University services and program goals.
B. Continue to strengthen and evaluate partnerships with schools in America's Promise Project, Community Cancer Center, Advocate BroMenn, OSF St. Joseph, Memorial Medical Center, and McLean County Public Health Department.
C. Implement intervention strategy in the pilot schools for the America's Promise Project.
D. Resubmit proposal to State Farm for continued funding for America's Promise project.
E. Expand America's Promise to other schools and school districts.
F. Submit proposal for the RWJ nurse scholar grant with a professor from biological sciences.
G. Conduct outreach to alumni in alignment with dean's travel.
H. Explore faculty exchange program with selected nursing colleges in the Midwest.

Goal 4: Foster Faculty and Staff Excellence (Educating Illinois Goals 1 & 3)
A. Evaluate HELPDESK services by surveying faculty and staff.
B. Work with HR in order to implement 360 processes for Administrative Professionals and selected Civil Service employees.
C. Elicit feedback from faculty and staff related to changes in personnel restructuring to meet the needs of the College (e.g. project management position, office manager changes in dean's suite).
D. Support RN-BSN faculty to pursue Quality Matters certificate to enhance RN-BSN sequence.
E. Support and nominate faculty to participate in CTLT Summer 2013 design course program.
F. Support at least 3 PhD students to present their research at Midwest Nursing Research Society in 2014.
G. Streamline assignment processes so faculty get teaching assignments in March, 2014 for FY 2015.
H. Realign meeting times to allow for "all college" opportunity to meet.
I. Support noon time seminars to include book clubs that focus on diversity discussion books.

J.   Implement noon time seminars to present topics of interest to MCN community.

K.   Present at a minimum of one international conference to highlight ISU faculty research.

L.   Involve at least one additional faculty member in Brazilian exchange.

M.   Survey faculty and staff for Digital Measures effectiveness.

N.   Nominate for one service award, and one research initiative award.

O.   Explore discontinuing use of all shared drives and have all MCN community access Sharepoint for all needed documents.

Goal 5: Align MCN Resources with Strategic Priorities (Educating Illinois Goals 3 & 4)

A.   Focus development efforts on major gift development.

B.   Refine strategic priorities for development in preparation for eventual campaign.

C.   Expand and diversify funding by working with advancement to identify potential businesses willing to invest in MCN endeavors.

D.   Create at least two new endowment accounts in FY 14.

E.   Continue to highlight clinical simulation recognition opportunities for interested donors with goal of total of one million dollars in total support.

F.   Highlight importance of planned giving with alumni by discussing at MNAO board and MNAO alumni banquet.

G.   Communicate the message for funding partners by expanding fundraising beyond scholarships with new development piece for major gift donors.

H.   Forecast and manage resources to build sustainable capacity.
1.   Explore business intelligence mechanisms for tracking clinical sections, clinical agencies, clinical faculty, scheduling and eventual budgeting for more proactive efficiency and effectiveness.
2.   Refine data collection templates associated with AACN, CCNE, Annual Budget Report, MCN Fact Sheet, and other common reports including definitions of data sets.
3.   Continue to collaborate with the Office of EMAS and other university offices to review standard data reports produced with definitions of data sets included.

I.   Work with Facilities Planning and architects to move the Edwards remodeling project forward effectively and efficiently.

J.   With changes in technology roles, (simulation specialist taking the lead technology position and redefining the technology specialist role), evaluate faculty and staff perceptions of technology service.

K.   Continue to create explicit incentive structures that reinforce productivity in line with the Strategic Plan

L.   Revise Strategic Map to create direction for next 3-5 years in alignment with Educating Illinois

ILLINOIS STATE UNIVERSITY LIBRARIES

2011-2015

STRATEGIC PLAN

A PATHWAY FOR THE FUTURE

MARCH 2011

ILLINOIS STATE UNIVERSITY LIBRARIES STRATEGIC PLAN
A PATHWAY FOR THE FUTURE

INTRODUCTION

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

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

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

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

We will aspire to fulfill our vision statement:

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

And find direction from our mission statement:

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

EDUCATING ILLINOIS

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

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

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

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

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

VISION AND MISSION LINKS TO ISU COLLEGES

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

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

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

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

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

STRATEGIC GOALS

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

STRATEGIES & ACTIONS

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

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

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

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

3. *Collaborate with strategic partners outside the Libraries*

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

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

4. *Enhance staff capabilities*

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

IMPLEMENTATION

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

MILNER LIBRARY

OBJECTIVES FOR FY 14

Milner Library's strategic directions and each of the specific goals are intended to enhance the library's ability to support the University's mission in teaching, learning, research and alumni relations as described in *Educating Illinois 2013-2108*. The strategic directions were created in FY 12 with specific goals for FY 14 contributed by department heads and other library faculty and staff.

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

Enhancing Access to Books, Articles and Media

- Initiate delivery of library materials directly to faculty offices through campus mail.

- Partner with academic departments to ensure access in the Library's open stacks to those materials identified as most important for student learning and research.

- Through a clever reallocation of space that also preserves seating, the Library will add sixth floor shelving to accommodate up to 10,000 books, and third floor shelving for up to 4,000 books.

- Perform a time-to-shelf study that will provide baseline data for the time between receipt of an ordered item to the time it is shelved and available for Milner's patrons.

- Redesign the Library's website in order to enhance visibility of services and resources.

- Work with campus technology to expand capacity for the streaming of media, including issues of video and CD conversion, hosting, and implementation of stable architecture.

Enhancing Access to ISU's Unique Print and Electronic Collections

- Strengthen the ability of students and faculty to discover rare materials in the Department of Special Collections and University Archives through the development of finding aids (See for instance, http://tempest.lib.ilstu.edu/Archon/index.php?p=collections/collections&browse)

- Provide digital access to unique local collections from the University Archives and Special Collections including an interactive three-dimensional display of Japanese pottery.

- Expand the role of Milner Library's Department of Digital Collections as a campus resource for partnering on the digitization of collections that will have value in teaching and learning.

- Transfer a paper-based card catalog for Special Collections materials to the online environment.

Providing Opportunities for Self-Service

- Implement a Red Box-like kiosk that permits members of the University community to check out laptops and iPads without the mediation of library staff.

- Explore the feasibility of a self-service hold shelf for reserves and interlibrary loan materials from which students and faculty would be able to access items for perusal before charging them out.

Highlighting ISU Scholarship

- Roll out, promote, and incorporate faculty, staff and student scholarship in ISU ReD, our institutional repository, which currently holds 92 papers with 14,986 downloads. This has been a collaboration between Milner Library and the Provosts Office (http://ir.library.illinoisstate.edu/).

Directly Contributing to Student Learning

- Adapt the reference desk and consultation areas in order to enhance the ability of librarians to work with students and faculty, both face-to-face and virtually.

- Pilot a collaborative project with a small number of academic departments to identify the critical research skills that students require to succeed in the discipline and then to map the teaching of those skills across the curriculum.

- Enhance Milner Library's online instruction and assistance. This will include development of modules for the Critical Inquiry Program, and integration of reference services into Reggienet.

- Actively seek faculty partners in teaching with unique materials in Special Collections, University Archives, and in our growing digital collections.

- Develop an assessment plan based on outcomes for primary library activities, focusing especially on the impact of those activities on student learning.

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

- In collaboration with Campus Dining and Einstein Bagels, a coffee shop will be established in Milner Library with an opening date scheduled for fall semester 2013.

- Undertake space planning exercises in collaboration with the campus community in order to use existing spaces in a more planned and efficient way. This will also include an analysis of growth space for the library's print collections.

- Initiate discussions and campus planning in anticipation of state funding for the major renovation of the Library.

- As part of broader space planning initiatives in the library, develop a plan with multiple scenarios regarding the future of existing Milner Library collections. These would include possible long-range goals, activities, outcomes, space needs, and assessment plans.

- Perform a directional and informational signage needs assessment based on frequently asked questions. Facilitate implementation of way-finding design for the entire library.

- Upgrade furniture and technologies throughout the building. New technologies will include scanners on each floor, a print station on the third floor, additional collaboration stations, and a self-service laptop/iPad checkout machine.

Goal 3: Collaborate with strategic partners outside the Libraries

Incorporating New Learning Activities in Milner

- The American Democracy Project and Milner Library have joined forces to locate the campus' second ILSTU kiosk in the Library to provide opportunities for political debate.

- An experimental innovative project focused on data visualization and manipulation will be developed between Milner Library and a number of faculty, staff and students on campus who will use three 70 inch screens as tools for teaching and learning.

Facilitating Fundraising and Development

- In partnership with the ISU Alumni Association, Milner Library will offer access to two full-text databases as an added benefit for alumni and Friends of Milner Library.

- Work with University Advancement to more fully implement a program of development in support of the library's future needs.

Partnering on Speakers, Exhibits and Programs

- Collaborate with other campus units to provide value-added programming related to speakers and exhibits. The goal would be to develop a robust series of extra-curricular activities related to speaker and exhibit themes.

- Together with local public libraries, the Normal Theatre, the School of Music and WGLT, Milner Library will host a grant-funded series of six films and programs called America's Music: A Film History of Our Popular Music from Blues to Bluegrass to Broadway.

- Implement in partnership with key constituents an annual, one-day children's literature event named in honor of former ISU faculty member Taimi Ranta.

Collaborating with Campus to Enhance Library Services

- Develop documents defining aspirations and expectations of liaison relationships between Milner Library and the academic departments. The Academic Senate Library Committee and members of the University community will be key partners in creating this document.

- In collaboration with academic faculty, review and refine Milner's journal subscriptions in order to create a more deliberate and highly utilized collection, while also reducing expenditures to

balance inflationary increases. At the same time, this will involve supplementing access to less frequently used journals with more cost-effective seamless document delivery options.

- Collections and library subject specialists will establish a new venue for discussions about library collections with groups of department liaisons in the social sciences, sciences and humanities.

- Conduct a survey to assess faculty, staff, and students' eBook preferences and use them to better guide the development of Milner's eBook collections.

- Establish a mechanism for patrons to provide regular feedback on trials of potential new electronic resources.

Exploring Local Library Partnerships

- Milner Library will investigate possible collaborations among the public and academic libraries of Bloomington/Normal in areas of collection access, services, cataloging, professional development, and programming that would be mutually beneficial.

Goal 4: Enhance staff capabilities [in order to adapt to changing student and faculty needs]

- Implement a professional and staff development program that will sustain employees in a constantly evolving library environment that includes the following elements:

  o Survey library staff regarding learning needs
  o Team-based, immersive learning
  o In-house workshops with consultants
  o Library retreats organized by units and committees, e.g., library instruction retreat
  o Targeted training opportunities for each department, e.g., new cataloging rules

- Participate in Scholarly Communications Road Show, a partnership with Wesleyan's Ames Library.

- Enhance feedback mechanisms about the library administration as a way to better understand how it can improve efforts to support the fundamental work of the Library.

DW/3-26-13

Illinois State University
Academic Affairs
FY14 Planning Document
Graduate School

Major Objectives for FY 14

1. **In support of Educating Illinois Goals 1[*] and 2[#], the Graduate School will provide excellent administrative support for graduate education, graduate students, and graduate faculty.**

   - The Graduate School is the primary administrative body for the activities of the thirty-four graduate degree-granting departments and schools. We will provide administrative advice and service to the graduate faculty in its role as teachers, advisors, and mentors to our approximately 2,500 graduate students. We will administer graduate assistantships, tuition waivers, and numerous financial aid awards to graduate students at all points in their studies. Working with of the Office of International Programs, Human Resources, Financial Aid, and the departments, schools, and deans, we will administer graduate assistantships, tuition waivers, and numerous financial awards. We will be the chief compliance office for matters of graduate education.

2. **In support of Educating Illinois Goals 1[*] and 2[#], the Graduate School will provide excellent administrative support for graduate student research.**

   - The Graduate School will administer and financially support research initiatives for graduate students. We will provide students with administrative support for practicums. We will produce another Graduate Student Symposium to showcase our students' scholarship and creative work. Working with Research and Sponsored Programs, we will seek out funding opportunities for graduate students to begin, expand, and undertake new research.

3. **Graduate School Strategic Plan**

   - On the heels of the development of Educating Illinois, 2013-2018, concurrent with the decennial accreditation of the university by the HLC, and with the support of the next AVP of Graduate Studies, Research and Sponsored Programs the Graduate School will begin the planning to develop a five-year strategic plan. Working with the Graduate Council, the Graduate School will appoint an ad hoc committee to create a plan to guide our development on issues of enrollment and financial support for graduate students; services for graduate faculty and students; planning for programs, staffing, operations; and funding. The plan should be in place by the end of FY 2015.

4. **Graduate enrollment, financial support, and services**

   - The university's graduate enrollment fell last year about 8% in both the fall and spring semesters over the previous comparable semester. The largest decline–down 20%–was in the College of Education. The most recent national data, comparing 2010 to 2011, also show declines, though of a smaller magnitude. We will

       o determine sustainable and measurable enrollment targets for the Graduate School and the colleges, paying special attention to our traditional strengths and educational mission, as well as to special populations, especially underrepresented groups;
       o meet with selected programs to determine strategies for meeting the enrollment targets;

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[*] Educating Illinois 2008-2014, Goal 1. Illinois State University will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.

[#] Educating Illinois 2008-2014, Goal 2. Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.

- identify persons within program, colleges, the Graduate School, and the university charged with carrying out these strategies;
- identify needed resources;
- determine timelines for implementing these strategies.

- Working with members of the administration, faculty, and the Graduate Council we will analyze graduate tuition. We will

  - compare our rate of tuition relative to our undergraduate rate of tuition, to tuition at peer and aspirational institutions, and to market demands for students;
  - determine rates of tuition that are consistent with sustainable enrollment targets;
  - determine a strategies for reaching these rates of tuition;
  - identify individuals within the university charged with carrying out the strategies;
  - determine timelines for implementing these strategies.

- Working with the Department of English, the Alumni Center, and the Registrar we will pilot an initiative to track alumni of the Graduate School in their careers, to identify characteristics, to connect our present students with alumni, and to use the data collected to assess our present graduate programs.

- In order to attract the best students we must offer competitive stipends, as well as adequate professional development and graduate student services. Consequently, we will

  - determine competitive graduate assistantship stipends, comparing our programs' offers against both peer and aspirational programs; determine target percentage rates of parity with these rates and a timeline for reaching these goals;
  - compare practices of charging in-state versus out-of-state tuition at our peer and aspirational institutions;
  - determine competitive levels of tuition waivers, comparing our present levels against peer and aspirational institutions;
  - determine the competitive level of professional support, including health insurance levels, access to family and medical leave, as well as social support and professional mentoring.

- Work with program coordinators, the Graduate Council and the AVP of Graduate Studies, Research and Sponsored Programs to implement the Dissertation Support Grant and the Doctoral Mentorship Grant. We commit to implementing one of these programs during the next fiscal year.

- Increase the number of students applying for externally supported aid and internally supported scholarships by 25%.

- Increase participation in the Graduate Research Symposium by 10%.

- Reinvigorate (if not revivify) the Graduate Student Council; identify a slate of officers and reinstate the Council as an RSO; engage the campus community in a discussion about funding Graduate Student Council and graduate student services.

5. Review and support effective, high quality graduate programs

- Continue to work with programs and the Academic Planning Committee's program review process to identify strengths and weaknesses in programs, identify strategies for leveraging strengths and addressing weaknesses, and identify assessment targets.

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

- Continue to support and develop graduate coordinators through meetings, workshops, communications, and web-based tools.

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

- Work with Milner Library staff to plan for dissemination of information to faculty and students about copyright and permissions, as well as about the electronic submission of theses, dissertations, and MFA statements.

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

- Work with relevant university offices and the general university community to complete the revision of the Graduate School website, the GA Handbook, and the Graduate Catalog.

- Finish cleaning up any remaining documentation issues with old theses and dissertations and old curricular items. Report to the appropriate university officials.

SECTION IV

ACADEMIC INITIATIVES, 2012-2013

New Programs Authorized by the Illinois Board of Higher Education

Anthropology, M.A., M.S.

The M.A., M.S. in Anthropology incorporates and expands on areas taught in the M.A., M.S. in Archaeology. The program offers three sequences currently taught in the archaeology program (prehistoric, historical, and biological) and new sequences in cultural anthropology and Japanese studies. Although other universities in Illinois offer terminal master's degrees in anthropology, no other university in the state offers all of these specializations. Graduates of the program may seek employment in a broad range of government and private sector specializations including prehistory, biology, ethnology, mapping, field linguistics, artifact storage and curation, and osteology. Graduates may also elect to seek a Ph.D. The M.A., M.S. in Archaeology will be disestablished once all students in the archaeology program either have matriculated or have been admitted to the new program. *[Authorized by the Illinois Board of Higher Education on February 5, 2013]*

Biochemistry, B.S.

The B.S. in Biochemistry is one of two programs replacing the Biochemistry and Molecular Biology program. The other new program is the B.S. in Molecular and Cellular Biology. The B.S. in Biochemistry has been developed from an existing biochemistry sequence. The new program is offered through the Department of Chemistry. Though the new B.S. in Biochemistry shares a common set of courses with the B.S. in Chemistry, it is distinct from the chemistry major in its advanced course requirements. The coursework of the new major leads to certification by the American Chemical Association. *[Authorized by the Illinois Board of Higher Education on September 25, 2012]*

Center for Applied Information Systems Technology

The Center for Applied Information Systems Technology (CAIST) is dedicated to the advancement of information technology education, training, consulting, and applied research for business, education entities, and government. CAIST provides an academic support structure to promote excellence in undergraduate and graduate education through targeted graduate certificate programs, collaborative research opportunities, and industry-specific learning experiences for students to enhance their problem solving, communication, and creative thinking skills. The center supports the statewide Illinois Critical Skills Shortages Initiative, which has identified information technology as one of four key sectors of the Illinois economy for development and growth. The center is housed within the College of Applied Science and Technology. *[Authorized by the Illinois Board of Higher Education on January 28, 2013, for a five-year period ending January 25, 2018]*

Educational Administration, E.D., Ph.D. in Higher Education Region 7 (Prairie)

The Illinois Board of Higher Education has expanded the authority of Illinois State University to offer an Ed.D./Ph.D. in Educational Administration to include locations in the Prairie Higher Education Region. The Prairie Region is coterminous with the Danville, Lake Land, Parkland, and Richland community college districts. The Department of Educational Administration and Foundations is offering the program to a cohort scheduled to begin classes in fall 2013 in Charleston through a cooperative venture with Eastern Illinois University. The program is intended to provide opportunities for teacher leaders in east central and southeast Illinois seeking an advanced degree in the field. *[Authorized by the Illinois Board of Higher Education on April 15, 2013]*

Engineering Technology, B.S.

The B.S. in Engineering Technology is an interdisciplinary course of study that provides experiences in automation, product design, process control, plastic materials, quality management, and technical project management. The curriculum is designed to prepare professionals with skills to manage projects and processes in government and private enterprise settings. The program has been developed as an autonomous major from an existing sequence within the Industrial Technology degree. Expansion of the sequence is expected to enhance the ability to recruit students and support successful initial employment opportunities. The program is accredited by the Association of Technology, Management and Applied Engineering. *[Authorized by the Illinois Board of Higher Education on December 4, 2012]*

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

The B.A., B.S. in Legal Studies is designed to provide specialized knowledge and skills to prepare students for employment in the paralegal profession. The major has been developed from an existing minor as recommended by the American Bar Association. With competition for jobs expected to be strong, future practitioners will likely need a four-year degree to enter the profession. The B.A., B.S. in Legal Studies program is expected to begin in fall 2014. *[Authorized by the Illinois Board of Higher Education on December 4, 2012]*

M.B.A. in Higher Education Region 1 (Chicago)

The Illinois Board of Higher Education has expanded the authority of Illinois State University to offer a Master of Business Administration to include locations within the City of Chicago. In February 2013, the College of Business initiated its first Chicago M.B.A. cohort. The class meets at the Illinois State University Foundation office in downtown Chicago. *[Authorized by the Illinois Board of Higher Education on July 31, 2012]*

Molecular and Cellular Biology, B.S.

The B.S. in Molecular and Cellular Biology is one of two new programs replacing the Biochemistry and Molecular Biology program. The other new program is the B.S. in Biochemistry. The B.S. in Molecular and Cellular Biology has been developed from an existing sequence. The new program is offered through the School of Biological Sciences. The major is designed to train students in the range of biological fields spanning biochemistry and molecular biology, through cell biology, to organismal development and physiology. Student obtaining the new degree will be prepared to become health care professionals, life science researchers, and members of the biotechnology industry. The program is expected to become the major of choice for pre-med students. *[Authorized by the Illinois Board of Higher Education on February 5, 2013]*

Nursing Practice, Doctor of

The Doctor of Nursing Practice (DNP) program in the Mennonite College of Nursing meets new standards for advanced practice nursing as stipulated by the American Association of Colleges of Nursing. With the increasing complexity of health care, many health care disciplines have recently moved from the master's degree to the practice doctorate for advanced practice (e.g. physical therapy, occupational therapy, pharmacy). The DNP program is designed to prepare nurses with a blend of clinical, organizational, economic, health care improvement, and leadership abilities to serve as clinical and/or administrative leaders in health care systems. Graduates may also serve as educators in a variety of settings. With its focus on translating research into clinical practice, the program will provide candidates seeking a doctorate in nursing with an alternative approach to the research-focused PhD in Nursing. *[Authorized by the Illinois Board of Higher Education on April 2, 2013]*

Academic Profiles

The Office of the Vice President for Academic Affairs and Provost has launched a cooperative initiative with the deans, chairpersons/directors, and the Office of Planning, Research, and Policy Analysis to develop a standard set of metrics related to degree programs for use in ongoing program assessment. Reports (called academic profiles) will include program inputs (e.g., enrollment, ACT scores, faculty characteristics), program productivity measures (e.g., student grade point average, persistence rates, student-faculty ratios, and participation in professional practice and study abroad opportunities), and program outcomes (e.g., graduation rates, time-to-degree measures, and post-graduation employment and education). Data will be provided for each of the 135 programs on campus beginning in fall 2013.

Carnegie Community Engagement Designation

The Carnegie Foundation for the Advancement of Teaching currently recognizes colleges and universities nationwide for excellence in community engagement. To qualify for Community Engagement designation, the institutions had to provide descriptions and examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources, and practices. Community Engagement is an elective classification that involves data collection and documentation of important aspects of institutional mission, identity, and commitments and requires substantial effort invested by participating institutions. The classification is not an award. Rather, it is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. The next round of Community Engagement designations by the Carnegie Foundation is scheduled for 2015. The Office of the Vice President for Academic Affairs and Provost, working with the American Democracy Project on campus, is investigating the feasibility of an application from Illinois State University in 2013-2014.

General Education Program

The Academic Senate at its meeting of April 10, 2013, approved changes to the General Education program. These changes reflect the recommendations of the General Education Task Force and were previously approved by the Council on General Education and the University Curriculum Committee. There are three key changes: 1) adoption of a new set of goals for General Education modeled on the American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) goals; 2) simplification of the current three "core" structure to a simpler two-tier model; and 3) merging the middle-core "Individuals and Society" category with Outer-Core Social Science resulting in a reduction of total credit hours in the program from 42 to 39.

Higher Learning Commission - Pathways for Reaffirmation of Accreditation

Illinois State University has launched an initiative to seek reaffirmation of accreditation by the Higher Learning Commission in 2015. President Al Bowman and Provost Sheri Noren Everts have charged a steering committee to lead this effort. Following an organizational meeting on January 30, 2013, working groups of administrators, faculty members, and students have spent spring 2013 gathering evidence and outlining the argument for reaffirmation. The request for reaccreditation will be submitted to the Higher Learning Commission in mid fall 2014. A visit by an accreditation review team is scheduled for April 20-21, 2015. A preliminary decision by the Higher Learning Commission is expected within a month after the site visit. More information about Pathways for Reaffirmation of Accreditation is available online at http://accreditation.illinoisstate.edu/.

SECTION V

PROGRAM REVIEWS

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

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

The program review process involves extensive analysis of each program by its faculty with input from program stakeholders including students and alumni. Each analysis is then reviewed by the Academic Planning Committee, 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 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 135 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 2011-2013 program review cycle involved review of 24 ongoing academic programs and two research and service centers. A summary report for each program follows.

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

Review of the B.S. in Agriculture
01.0000

Overview of the program. The B.S. in Agriculture program is housed in the Department of Agriculture within the College of Applied Science and Technology. Program graduates typically enter careers as animal scientists, agronomists, technical sales representatives, managers or supervisors in agribusiness firms, or educators at the secondary level. The department restructured its undergraduate program between 2008 and 2009, integrating the B.S. in Agriculture and B.S. in Agribusiness programs into a single B.S. in Agriculture program with ten sequences: agribusiness, agriculture communications and leadership, agriculture education, agronomy management, animal industry management, animal science, crop and soil science, food industry management, horticulture and landscape management, and pre-veterinary medicine. The department also offers the M.S. in Agriculture program and a minor in agriculture.

Description of the self-study process. The self-study process was initiated in spring 2011 with departmental assessment committee meetings. In April 2012, program review coordinators were designated by the department chairperson. These faculty members met weekly throughout summer 2012 to summarize collected information, track progress, and share findings. Pertinent information was solicited from departmental faculty, other university units, students, and department alumni. A program review retreat for faculty was held prior to the start of the fall 2012 semester to assess program review documents prior to their submission.

Curriculum of the program. The curriculum of the B.S. in Agriculture program provides a foundation for students who will enter a variety of agricultural careers or graduate study in agriculture-related fields. Degree requirements vary by sequence and typically combine courses in agriculture with courses in a second discipline allied with the specialization. Courses are offered in general agriculture, agribusiness, agricultural education, agriculture engineering technology, agronomy, animal science, and horticulture and landscape management. Most courses include lecture and laboratory components, and many incorporate field experiences at the University Farm in Lexington, Illinois, or the Illinois State University Horticulture Center in north Normal. Students in the program are encouraged to participate in a variety of co-curricular leadership and professional development opportunities, as well as study abroad opportunities. The B.S. in Agriculture program is not offered at off-campus locations.

Faculty of the program or unit. As of spring 2012, the Department of Agriculture had 10 tenured or tenure track faculty members, each with a Ph.D. Six held the rank of full professor and averaged 25.5 years of service to the University. The department also employed six non-tenure track faculty members, two with a Ph.D. and one with a doctoral degree in veterinary medicine. Scholarly productivity has increased significantly since the 2004-2005 program review. During the last five years, the number of peer-reviewed scholarly activities among tenured or tenure track faculty members has averaged about 31, compared to 21 in 2004. Faculty members have also been active in soliciting external funds for department programs and research. Between 2004 and 2011, faculty members submitted 114 grant applications, resulting in nearly $4.2 million in grant awards. In addition, faculty members have assumed leadership roles in national scientific societies and professional organizations. One faculty member has served as president of the American Association of State Colleges of Agriculture and Renewable Resources.

Goals and quality measures for the program. The goals of the B.S. in Agriculture program are to educate students in the basic principles and practices of the sciences of agriculture and animal husbandry; the science of management, utilization, and conservation of soils and other resources; and engineering principles and operating practices of agricultural machinery, equipment, and instruments. Indicators of program quality include curricular coverage of the agriculture subdisciplines; student enrollment; number of program faculty and their teaching, research, and service assignments; facilities, such as farms and greenhouses/gardens; incoming student college readiness test scores; co-curricular opportunities for students; and student scholarship opportunities.

Budget planning process. Budgeting for the program is driven by five strategic plan goals derived from the department vision and mission statements. Each goal has associated strategies, actions, resource needs, designated persons accountable for implementation, and completion timelines. Approximately every two years, faculty teams review the vision, mission, and goals of the department, as well as resource requests. Suggested revisions are discussed at one or more faculty meetings, and, after majority approval, the revisions are submitted to the department chairperson. The chairperson then makes budget decisions using the most recently-revised actions and resource requests.

Description of any accreditation this program receives. The agriculture education sequence of the B.S. in Agriculture program is part of the teacher education unit on campus accredited by the National Council for Accreditation of Teacher Education (NCATE). The teacher education unit was reaccredited by NCATE in 2012. The University will host its next NCATE site visit in 2019. The agriculture education sequence is also subject to annual review and approval by the Illinois State Board of Education.

Summary and effectiveness of the student learning outcomes assessment plan. Learning objectives for programs in the Department of Agriculture were reviewed and affirmed in 2011. When the undergraduate curriculum was revised in 2008, introductory courses were designed to share learning outcomes. Results of student course evaluations are used to help assess whether learning goals are being met.

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 program review recommended that the Department of Agriculture revise its mission, vision, and goals; assess the viability of the two undergraduate degrees then offered by the department (agribusiness and agriculture); review sequences for their viability; increase recruitment of high-quality students to reverse enrollment decline; and work more closely with library faculty and the Honors program on campus. Department administration and faculty members have taken extensive actions in response to each recommendation. To facilitate curricular change, an external consultant was hired in summer 2005 to assess the curriculum of the program. In fall 2005, an agriculture leaders review committee, consisting of alumni and industry experts, was established to assist with curriculum review. In April 2006, three consultants experienced in undergraduate agriculture education visited campus to analyze the program. A faculty retreat was held in July 2006 to revise the department vision statement, mission statement, and goals. Also in July 2006, department faculty approved combining the two B.S. programs into one B.S. in Agriculture program with multiple sequences, as recommended by the consultants. The agriculture leaders review committee met again in January 2008 to review the revised mission and vision statements and proposed curricular revisions. Curricular changes were approved by the University Curriculum Committee on campus later in 2008. To address enrollment decline, a student recruitment team was revived, a departmental recruitment coordinator was designated, and regular recruitment visits to high schools, community colleges, and trade shows and fairs were initiated. Six high schools and seven community colleges were identified as primary targets for recruiting efforts. Several faculty members participated in the career day sponsored by the Chicago High School for Agriculture Science to increase outreach to minority and gifted students. Two program faculty members have since joined the advisory board at the school. The department offers academic scholarships to enhance student recruitment and retention efforts. Department faculty members have worked with Milner Library to select resources appropriate for the agriculture curriculum and faculty research. Agriculture faculty members have collaborated with the agriculture librarian to deliver library instruction sessions for nine courses in the department, from introductory to graduate level. In addition to these actions, two technology improvement projects have occurred in the department since the last program review through contributions from the Archer Daniels Midland (ADM) company. In 2009, ADM donated $10,000 for installation of a wireless network in the Ropp Agriculture Building on campus. In 2011, ADM donated $35,000 for purchase of laptop computers for the building. Using external grant funds, the department has purchased 12 twin cylinder 20 horsepower engines, a Smartboard, and two tablet computers.

Description and assessment of major changes in the program or discipline since the last program review. Agriculture remains a significant part of the Illinois economy. The state has approximately 76,000 farms covering more than 26 million acres, and its food and fiber industry employs nearly 1 million people. Illinois ranks second nationally in the export of agricultural commodities with nearly $4 billion worth of goods shipped to other countries each year. Changes in agriculture since 2004 include increased emphasis on food safety and a greater need to balance increased output with protecting and preserving soil, water, and the ecosystem. The growing world population has increased demand for food, requiring higher-yielding crops and more animal protein. More intensive agriculture continues to place pressure on natural resources utilized or impacted by agricultural production. Production of renewable energy from crops has increased in the last eight years and should continue to do so. These conditions are expected to result in increased agriculture employment in the state and nation. The agricultural, food, and renewable natural resources sectors of the United States economy are projected to generate 54,400 jobs annually between 2010 and 2015. Five percent more college graduates will be needed to fill those positions. In response to this demand, enrollment in agriculture programs across the country has increased approximately 40 percent since 2004. Undergraduate enrollment in the Department of Agriculture at Illinois State University has increased 97 percent from fall 2004 (203 students) to fall 2012 (399 students).

Description of major findings and recommendations as a result of this program review. The B.S. in Agriculture program at Illinois State University continues to make important contributions to the state and nation by preparing highly-qualified graduates for the growing number of jobs in agriculture, agribusiness, and related sectors of the economy. Since 2004, enrollment in the program has increased 97 percent, more than double the rate of increase nationally. The share of statewide undergraduate agriculture enrollment at Illinois State has increased from 24 to 43 percent since 2004. The number of degrees conferred by the program has increased 264 percent, from 28 in 2005 to 102 in 2012 and now accounts for nearly 50 percent of graduates of baccalaureate general agriculture programs in the state (CIP 01.0000). Participation in the Honors program on campus has increased from four students in 2004 to 18 in 2011. The majority of new students each year are transfer students, typically by a two-to-one ratio. The retention rate for transfer students is 86 percent compared to 84 percent university-wide. Alumni asked to rate the program give high marks to quality of program faculty, individual attention, and quality of curriculum.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Based on the findings in this program review, faculty of the B.S. in Agriculture program intend to focus on improving the student learning outcomes assessment plan for the program, develop a recapitalization plan for equipment and facilities, and establish an advisory board to help guide the program into the future. In 2011, department faculty reviewed and affirmed student learning outcomes for the new curriculum. What remains to be done is incorporating those outcomes into the assessment plan and identifying appropriate measures and assessment tools for each. Much of the equipment and facilities critical to the quality of the B.S. in Agriculture program is nearing the end of its useful life. With increases in state funding for higher education unlikely, a recapitalization plan to guide strategic use of existing general revenue, grants, and private contributions is needed. In their responses to surveys conducted by the department annually since 2004, program alumni have consistently recommended increasing interaction between students and agribusiness professionals to help students network with potential employers and learn more about the profession. Accordingly, the department plans to establish a standing advisory board of agribusiness experts including department alumni. The board will be asked to help assure that courses and course content in the B.S. in Agriculture program remain contemporary and to participate in career and professional development activities for students in the program.

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

The committee commends the program for its extensive work to respond to previous program review recommendations through program revisioning, program restructuring and curriculum revision. The committee thanks the program for a thoughtful and critical self-study, including a thorough needs analysis that provides context for the program. The committee recognizes the program for its solicitation of feedback from program graduates and other stakeholders through an annual alumni survey and a survey of firms that have hired program graduates. The committee commends the program for its community outreach efforts, including its agriculture fairs and use of volunteers to help maintain the horticulture center. The committee further commends the program for the hands-on opportunities it provides students to learn outside the classroom, including work on the University Farm, participation in the Export Project, and study abroad in France. The committee recognizes the program for improvement in student diversity and for its successful efforts to recruit and graduate transfer students.

With program restructuring and major curriculum revisions largely complete and with establishment of common learning outcomes, the program is poised to build on its work by establishing and implementing a revised student learning outcomes assessment plan. Accordingly, the committee asks the department to work with University Assessment Services to compile a new assessment plan and to submit the plan to the Provost's Office by December 1, 2013. The committee further asks the program to implement its new assessment plan during spring 2014 and the 2014-2015 academic year 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 Provost's Office 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, 2020, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Develop a recapitalization plan for high-dollar equipment and facility enhancement critical to the function and mission of the department and program.
- Organize an advisory board of agribusiness experts, including department alumni, to provide additional guidance and feedback for the program.
- Dialogue with Milner Library faculty regarding library support for faculty research and, subject to budget constraints, implement priority enhancements identified in the discussions.
- Evaluate the minor to determine its viability and, based on results of the analysis, either strengthen or eliminate it.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been done.

Comparative Data, B.S. in Agriculture (01.0000)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**122**	**99**	**89**	**122**	**113**	**130**	**180**	**258**	**306**	**248**
S I U - Carbondale	88	94	96	89	74	93	96	95	109	105
Western Illinois University	293	269	270	288	320	301	328	333	327	348
Total	*503*	*462*	*455*	*499*	*507*	*524*	*604*	*686*	*742*	*701*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**45**	**38**	**28**	**39**	**35**	**27**	**46**	**54**	**83**
S I U - Carbondale	29	32	33	34	28	22	38	32	34
Western Illinois University	93	79	82	63	89	92	90	105	92
Total	*167*	*149*	*143*	*136*	*152*	*141*	*174*	*191*	*209*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**308**	**382**	**396**	**331**	**347**	**397**	**374**	**393**	**328**
S I U - Carbondale	306	208	250	251	331	266	355	257	234
Western Illinois University	200	241	236	295	250	253	294	324	320
Average	*271*	*277*	*294*	*292*	*309*	*305*	*341*	*325*	*294*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**508**	**428**	**427**	**531**	**491**	**468**	**499**	**517**	**581**
S I U - Carbondale	450	709	641	646	421	576	439	568	660
Western Illinois University	604	585	595	535	591	445	547	555	583
Average	*521*	*574*	*554*	*571*	*501*	*496*	*495*	*547*	*608*

Note: The B.S. in Agribusiness (01.0102) was disestablished in summer 2007.

Review of the M.S. in Agriculture
01.0000

Overview of the program. The M.S. in Agriculture program is housed in the Department of Agriculture within the College of Applied Science and Technology. The department also offers the B.S. in Agriculture program and a minor in agriculture. The graduate agriculture program has been substantially restructured and revised since the 2004-2005 program review. At that time the department offered an M.S. in Agribusiness. The program has since been renamed the M.S. in Agriculture, and program content has been broadened to prepare students for careers in agribusiness, agriscience, and agricultural education and leadership.

Description of the self-study process. The self-study process began in spring 2011 with department assessment committee meetings. In April 2012, the department chairperson designated three faculty members to coordinate review of the undergraduate and graduate programs. Data sets prepared by the Office of Planning, Research, and Policy Analysis on campus were organized and analyzed. Some information that had not been tabulated was requested directly from that office. In addition, data from intern employer surveys were tabulated and reviewed. In July 2012, a questionnaire was prepared and made available online to solicit feedback from program alumni. Data for comparator institutions were obtained from university websites, the Food and Agricultural Education Information System, and the Office of Planning, Research, and Policy Analysis. As data collection progressed, faculty was periodically asked for input. In August 2012, all faculty members were invited to participate in two open forums to discuss drafts of the program review documents. The self-study report was submitted to the department chairperson in early fall 2012.

Curriculum of the program. The M.S. in Agriculture program requires 36 or 37 credit hours depending on which sequence the student selects: agribusiness, agriscience, or agricultural education and leadership. Regardless of sequence, students take core courses in statistics and research in addition to a graduate seminar. All three sequences offer a thesis option or a non-thesis option that requires a research experience in the form of an independent study designed to enhance students' critical thinking and quantitative reasoning skills. The agribusiness sequence builds a strong foundation in business by requiring nine credit hours of courses from the Master of Business Administration program and nine credit hours of advanced agribusiness courses. Students selecting the thesis option take six credit hours of thesis and six credit hours of electives. Students selecting the non-thesis option take three credit hours of independent study and nine credit hours of electives, culminating in a comprehensive examination. The agriscience sequence builds a strong foundation in science with courses in biostatistics and chemistry in addition to advanced science or agricultural science courses. Agriscience students may select a concentration in animal science, agronomy, or horticulture. Students selecting the thesis option take six credit hours of thesis and 17 credit hours of electives in agriculture, biological sciences, chemistry, or geology. Students selecting the non-thesis option take three credit hours of independent study and 20 credit hours of advanced science electives culminating in a comprehensive examination. Students in the agricultural education and leadership sequence take 14 credit hours in agriculture and nine credit hours in teaching and learning, technology, or other relevant disciplines. Students selecting the thesis option take six credit hours of thesis. Students selecting the non-thesis option take three credit hours of independent study and three credit hours of electives culminating in a comprehensive examination. The M.S. in Agriculture program is not offered at off-campus locations.

Faculty of the program or unit. As of spring 2012, the Department of Agriculture had 10 full-time tenured or tenure track faculty members, each with a Ph.D. Six faculty members held the rank of full professor and averaged 25.5 years of service to the University. The department also employed six non-tenure track lecturers, two with a Ph.D. and one with a doctoral degree in veterinary medicine. During the last five years, the number of peer-reviewed scholarly activities among tenured or tenure track faculty members has averaged about 31, compared to 21 in 2004. Faculty members have also been active in soliciting external funds for department programs and research. Between 2004 and 2011, faculty members submitted 114 grant applications, resulting in nearly $4.2 million in grant awards. In addition, faculty members have assumed leadership roles in national scientific societies and professional organizations. One faculty member currently serves as president of the American Association of State Colleges of Agriculture and Renewable Resources.

Goals and quality measures for the program. One of the goals of the Department of Agriculture is to provide a high-quality M.S. in Agriculture program, and this goal is measured by the quality of its students, time to degree completion, quality of faculty scholarship, currency of curriculum, strength of linkages between the program and business and industry, quality of facilities, job placement rates, and quality of internal systems used to assess the program. Student quality is measured by the number who complete theses, their scholarly accomplishments while in the program, and the number who pursue advanced graduate degrees after leaving the program.

Budget planning process. Budgeting for the program is driven by five strategic plan goals derived from the department vision and mission statements. Each goal has associated actions and budgets that are reviewed regularly by faculty members and the department chairperson. Each year the chairperson assigns faculty teams to individual goals, and teams report their action and budget recommendations to the full faculty and chairperson. Recommended actions and budget items are approved by majority vote of the faculty. The chairperson then makes budget decisions based on available funds.

Description of any accreditation this program receives. There is no professional accreditation or approval agency for this program.

Summary and effectiveness of the student learning outcomes assessment plan. In preparing for the program review self-study process, the Assessment Advisory Council on campus reviewed the assessment plan for the M.S. in Agriculture program and rated it as developing in all categories. Based on council recommendations, the program completely revised the plan and initiated its implementation in 2012-2013. The revised plan aligns more closely with program goals as well as with department, college, and university strategic plans. The revised plan assesses the effectiveness of the program in educating students to effectively contribute to their profession and communicate at an advanced level, instilling in them the knowledge and skills needed to make scholarly contributions to society, and cultivating their intellectual curiosity and an appreciation of life-long learning.

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 program review recommended that the Department of Agriculture revise its mission, vision, and goals; redefine the agriculture sequence in the M.S. in Agribusiness as a separate M.S. in Agriculture Science program and identify comparator and aspirational programs for it; develop and support graduate-level courses in agriculture science; and promote a culture of research among students. Department administration and faculty members have taken extensive actions in response to each recommendation. Three consultants from nationally-renowned agriculture programs were hired to review both the undergraduate and graduate programs in the department. Based on input from the consultants, the mission, vision, and goals of the department were reviewed and revised and have since been reviewed and updated every two years. The consultants recommended streamlining and refocusing the graduate program and increasing resources allocated to it. Faculty subsequently decided to change the name of the program from the M.S. in Agribusiness to the M.S. in Agriculture to reflect the breadth of the expanded program, establish consistency with the baccalaureate degree, and enhance student recruitment. Faculty also revised the program to focus more on statistics and research. A new sequence in agricultural education and leadership was added, and core courses for all sequences were revised. To increase resources, particularly assistantships, stronger efforts to obtain external grant funds have been encouraged. Faculty has subsequently identified graduate agriculture programs at other institutions to serve as benchmark and aspirational programs. Faculty has also expanded opportunities for students to be more directly involved in research and dissemination of scholarly outcomes. In 2004, graduate students co-authored six scholarly works with program faculty. In 2011, that number increased to 28. The newly-required graduate seminar has served as a venue for helping students improve their presentation skills. In addition to these responses to previous program review recommendations, the department has worked extensively on facility upgrades since 2004. A key facility in the department is the University Farm at Lexington, Illinois. The farm provides opportunities for hands-on learning and research. In 2007, 14 metabolism crates were installed in the hog farrowing facility to enhance swine nutrition studies and attract grants that support such research. Comprehensive renovation of agriculture teaching facilities on campus has also been completed since 2004. A wireless network has been installed in the Ropp Agriculture Building on campus, and 34 laptop computers have been purchased with contributions from the Archer Daniels Midland company.

Description and assessment of major changes in the program or discipline since the last program review.
Agriculture remains a significant part of the Illinois economy. The state has approximately 76,000 farms covering more than 26 million acres, and its food and fiber industry employs nearly 1 million people. Illinois ranks second nationally in the export of agricultural commodities with nearly $4 billion worth of goods shipped to other countries each year. Changes in agriculture since 2004 include increased emphasis on food safety and a greater need to balance increased output with protecting and preserving soil, water, and the ecosystem. Scientists will be needed to manage biotechnology and nanotechnology related to food safety and to maintain the health of livestock herds. The growing world population continues to increase the demand for food, requiring higher-yielding crops and more animal protein. More intensive agriculture continues to place pressure on natural resources utilized or impacted by agricultural production. In addition, production of renewable energy from crops is expected to increase. Employment forecasts for 2010-2015 project that 29,300 agriculture graduates from all disciplines and degree levels will be available to fill 54,400 positions requiring their expertise. The largest area of employment growth for agriculture graduates is expected to be management and business, in which 12,100 agriculture and natural resource graduates will be available to fill 25,700 jobs. The United States Department of Agriculture projects 6,200 jobs in agriculture-related education, communication, and governmental services from 2010-2015 but only 3,900 graduates qualified to fill those positions. Individuals with expertise in multimedia and social media will be most in demand.

Description of major findings and recommendations as a result of this program review. The restructured and redesigned M.S. in Agriculture program at Illinois State University is contributing to the agriscience, agribusiness, and agriculture education fields by preparing highly-qualified graduates for the growing number of jobs in the agriculture sector. The decline of program enrollment that started in 2002 and bottomed in 2006 has been reversed. The quantity and quality of research produced by students in the program has increased since 2004. Of the 43 students graduating between 2004 and 2011, 88 percent wrote theses. One received the college outstanding thesis award and was runner-up for the campus award. Students have been listed as co-authors with faculty members on 96 manuscripts or presentations since 2004. Three graduates have since earned doctoral degrees, six are enrolled in doctoral programs, and one is enrolled in veterinarian school. With major restructuring complete, program faculty will focus on refining and enhancing the program in the coming years.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Based on findings in this program review, faculty of the M.S. in Agriculture program plans to update the assessment plan, monitor qualifications of admitted students, increase communication with alumni, address gender and ethnic imbalance among the faculty, and enhance interaction between students and agribusiness professionals. Specific actions to be taken include establishing a standing assessment committee to monitor implementation of the revised assessment plan, increasing the number and amount of graduate stipends and assistantships to recruit students with stronger credentials, regularly surveying alumni to obtain program feedback and document successes after graduation, and focusing on diversity in faculty hiring to achieve gender and ethnic balance comparable to other agriculture programs. Faculty will also establish a standing advisory board of agribusiness experts including department alumni to help assess program content and to participate in career and professional development activities for students.

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

The committee commends the program for its work to respond to previous program review recommendations through program revisioning, program restructuring, and curriculum revisions. The committee thanks the program for a thoughtful and critical self-study, including a needs analysis that provides context for the program and a thorough and insightful analysis of benchmark institutions that identifies further opportunities for program improvement. The committee recognizes the strong integration of library resources and services into the curriculum and commends the program for the opportunities it provides for student participation in faculty research. The committee recognizes the collaborative nature of the program across allied disciplines and the related challenges and opportunities.

The committee recognizes recent efforts by the program to revise its assessment plan to encompass all sequences. The committee asks that the program work with University Assessment Services to finalize and implement its new assessment plan and to document results of its efforts in a follow-up report to the Provost's Office. The committee asks that the department submit its report to the Provost's Office by October 1, 2014.

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.

- Assess effectiveness of curricular changes made in conjunction with program restructuring in 2008, looking particularly at viability of the sequences, opportunities for adding 400-level courses, and alternatives for the chemistry requirement.
- Raise the academic credentials of admitted students so they meet or exceed university-wide averages, selecting credentials that are most predictive of academic and career success in the discipline.
- Continue efforts to improve contacts with and tracking of program graduates.
- Continue to focus on increasing underrepresented groups when hiring new faculty members, with a goal of achieving faculty diversity comparable to faculty diversity at other American Association of State Colleges of Agriculture and Renewable Resources member institutions.
- Assemble a program advisory board of agribusiness experts to help the program remain contemporary, provide guidance to students with career and professional development activities, and provide students with additional opportunities for networking with prospective employers.
- Dialogue with Milner Library faculty regarding library support for faculty research and, subject to budget constraints, implement priority enhancements identified in the discussions.

Comparative Data, M.S. in Agriculture (01.0000)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**34**	**22**	**17**	**15**	**9**	**12**	**14**	**21**	**21**	**19**

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**8**	**7**	**4**	**7**	**5**	**5**	**1**	**5**	**9**

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**305**	**357**	**381**	**381**	**353**	**508**	**503**	**407**	**390**

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**596**	**482**	**504**	**400**	**553**	**382**	**400**	**554**	**546**

Note: This program was titled M.S. in Agribusiness (01.0102), prior to fall 2008.

Review of the B.A., B.S. in Family and Consumer Sciences
19.0101

Overview of the program. The B.A., B.S. in Family and Consumer Sciences is housed in the Department of Family and Consumer Sciences within the College of Applied Science and Technology. The department also offers a minor in family and consumer sciences and the M.A., M.S. in Family and Consumer Sciences program. The field of family and consumer sciences studies the relationship between individuals, families, and communities and the environment in which they live. The B.A., B.S. in Family and Consumer Sciences program prepares students for a diverse range of jobs, including positions in the global textile and apparel industries, dietetics and nutrition, interior design, family support services, and family and consumer sciences education at the junior and senior high school levels.

Description of the self-study process. The department conducted self-studies for five program accreditations during the 2010-2011 and 2011-2012 academic years. These specialized accreditation reviews required widespread involvement by faculty, staff, students, and advisory boards composed of employers and alumni and provided an excellent foundation for the program review report that was written in summer and fall 2012. The program review coordinator designated by the department chairperson utilized data provided by the Office of Planning, Research, and Policy Analysis on campus as well as data from alumni and senior exit surveys to analyze the program. Program faculty, students, and staff were extensively involved in the program review process.

Curriculum of the program. Students seeking a B.A., B.S. in Family and Consumer Sciences choose one of four sequences of study: apparel merchandising and design; food, nutrition, and dietetics; human development and family resources; and interior and environmental design. Students in the human development and family resources sequence have four options (human development, family relationships, consumer services, and teacher education), and students in apparel merchandising and design have two options (merchandising and apparel design/product development). All students take four core courses intended to meet common learning objectives for the discipline. Student learning outcomes outside of the core reflect current professional practices in each of the discipline areas and also build upon the shared learning objectives of the General Education program. All FCS majors are required to participate in either a professional practice or student teaching experience. This capstone experience may take place in a variety of venues, but there is always supervision by a qualified and trained preceptor who is a practicing professional in the appropriate field of study and who is in regular contact with a department faculty member. The B.A., B.S. in Family and Consumer Sciences program is not offered at off-campus locations.

Faculty of the program or unit. All tenured and tenure track faculty members in the department hold terminal degrees in their area of specialization, and all but the most recent hire have full graduate faculty status. Non-tenure track faculty members hold at least a master's degree and have either teaching or professional experience in their area of specialization. The typical teaching load is three courses per semester with no additional credit given for large sections. Faculty members do not receive reassigned time for serving as sequence coordinator, graduate program coordinator, and some accredited program directors. All tenured and tenure track faculty members receive 0.25 full-time-equivalent reassigned time for research.

Goals and quality measures for the program. Since the department holds five accreditations, goals and quality measures for the B.A., B.S. in Family and Consumer Sciences program are based on the overarching accreditation by the American Association of Family and Consumer Sciences and more sequence-specific standards set by the other accreditors. Quality measures common to all sequences include small classes which promote faculty-student interaction; state-of-the art laboratories and equipment; exemplary professional practice, student teaching, and internship experiences; strong student organizations with active faculty advisors and student leaders; engaged advisory boards; and undergraduate student research partnerships with faculty. Quality measures specific to sequences include industry-grade laboratory equipment in foods and textile laboratories, strong clinical sites in teaching-research hospitals for child life and dietetic interns, access to state-of-the art computer technology in drafting and studio laboratories for interior and environmental design students, and an outstanding design library and lighting laboratory for interior and environmental design students.

Budget planning process. At the beginning of each fall semester, the department chairperson reviews the current strategic plan with the faculty. While faculty members may make suggestions for revision directly to the chairperson, sequence coordinators are asked to meet with their faculty and develop a list of equipment needs, remodeling projects, and additional staffing and enhancement requests. The chairperson then develops funding

proposals based on the strategic plan. The chairperson shares the proposals with faculty prior to submitting them to the college dean's office.

Description of any accreditation this program receives. The Department of Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences (AAFCS) Credentialing Center. A self-study for reaccreditation was submitted in spring 2010, and a peer review team visited campus in spring 2011. In November 2011, AAFCS granted accreditation to the department. The next full accreditation review of the department is scheduled for 2021. The interior and environmental design sequence is accredited by the Council for Interior Design Accreditation (CIDA). The sequence submitted an interim report to CIDA in spring 2011 and, following a site visit, was granted full accreditation. The food, nutrition, and dietetics sequence is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The most recent site visit for this program was in spring 2011. In October 2011 ACEND awarded the program full accreditation. An interim report regarding two criteria involving assessment is due to ACEND in October 2013. The Family and Consumer Sciences Teacher Education program was reviewed by the National Council for Accreditation of Teacher Education (NCATE) in spring 2012 in conjunction with NCATE accreditation of the teacher education unit on campus. The program was granted full accreditation with no follow-up reports due.

Summary and effectiveness of the student learning outcomes assessment plan. Program faculty members have developed student learning outcomes assessment plans for each sequence and for the core courses in the B.A., B.S. in Family and Consumer Sciences program. These assessment plans are based on accreditation standards or, in the case of the apparel merchandising and design sequence, on goals established by the primary professional organization. A thorough assessment of each sequence curriculum and the core courses is conducted with every accreditation self-study review. The current assessment plans on file with University Assessment Services on campus were updated following recent accreditation site visits and again in fall 2012. Each plan relies heavily on course evaluation data (as dictated by accreditation standards) but has also incorporated information from alumni surveys and exit surveys of graduating seniors. As each sequence reestablishes its working advisory boards, their input will also be incorporated into the assessment plans. One of the most difficult tasks department faculty face is reconciling the extensive assessment conducted to maintain specialized accreditation with assessment requirements of the Illinois Board of Higher Education. Faculty is working to develop more reasonable plans to be placed on file with University Assessment Services and for determining a process to allow for annual collection of assessment data (as opposed to the more extensive assessment done every three to five years as part of an accreditation self-study).

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 program review recommended that the Department of Family and Consumer Sciences identify an optimum enrollment for each sequence, determine the viability of sequences with lower enrollments, increase efforts to recruit high-quality students and to increase participation in the Honors program on campus, report how library resources contribute to the curriculum, continue to monitor and update assessment plans for each sequence, and identify external funding sources and support and increase grantsmanship and scholarly productivity. The department chairperson, undergraduate advisor, and sequence coordinators have worked together annually to determine optimum enrollments by balancing new freshmen admissions with admission of internal and external transfer students. Enrollments have been strong in all areas since the last program review, and admission processes have been implemented to control for over-enrollment in each sequence. The department has worked more closely with its feeder community colleges to encourage the admission of well-prepared transfer students. At this time, participation in the Honors program by students in the department is lower than expected yet second highest in the college. Increasing participation has been identified as a short-term goal for the department. Since the last program review, department faculty has worked closely with the subject specialist at Milner Library to ensure that integration of library resources into research and learning for each sequence is well-documented. Faculty members have continued to provide input on acquisition and retention of library resources. Assessment plans have been updated for each sequence and were submitted to University Assessment Services in fall 2012. Recent faculty hires have brought an exciting new level of scholarly and creative productivity to the department. In the past two years, faculty members have initiated numerous grant application submissions to support research, including requests for funding from the United States Census Bureau, the United States Department of Agriculture, and State Farm Insurance. Two endowed funds have been established to provide funding for travel and professional development related to research.

Description and assessment of major changes in the program or discipline since the last program review. The most significant changes in the discipline since the last program review are related to increasing requirements for assessment and accountability by specialized accreditors. In particular, the undergraduate food, nutrition and dietetics discipline has seen dramatic changes in standards and the need for more nutrition courses. Faculty must therefore integrate these requirements with general education course requirements. Enrollment in the program has increased from 408 students in fall 2007 to 558 students in fall 2011. Coupled with a significant number of retirements, the department has depended heavily on non-tenure track faculty to meet increased student demand. The number of non-tenure track faculty members (expressed in full-time equivalent units) in some years has exceeded the number of tenure-line faculty members. The department chairperson will continue to work with the college dean's office and campus administration to address these needs.

Description of major findings and recommendations as a result of this program review. As a result of recent accreditation self-studies and this program review, the following initiatives have been identified as department priorities for the next three to five years: review and update the minor and develop a plan for its ongoing assessment; review and update the food, nutrition, and dietetics sequence and the consumer services option of the human development and family resources sequence; identify steps that can be taken in each sequence to shorten time to degree; review and update the professional practice course; reinvigorate the advisory boards for each sequence; increase faculty and student participation in the Honors program on campus; work with Alumni Services on campus to integrate disciplinary alumni tracking information into a single alumni database for the department; develop an annual evaluation process for academic advisement that includes information from sequence coordinators, faculty, students, and alumni; and continue efforts to recruit students and faculty from underrepresented groups as opportunities arise.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. A key action to be taken related to the B.A., B.S. in Family and Consumer Sciences program is selecting a permanent chairperson for the department. Once that has been accomplished, program faculty will focus on the following priorities: review and update the food, nutrition, and dietetics sequence and the consumer services option of the human development and family resources sequence; initiate a process to ensure that the assessment conducted through maintenance of specialized accreditation is incorporated into the assessment processes developed with University Assessment Services on campus; and determine the viability of a non-dietetics option for students in the food, nutrition, and dietetics sequence. Program faculty will also pursue other initiatives identified in previous section of this summary.

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

The committee thanks the program for a clear, concise, critical, and forward-looking program review report, including an outstanding analysis of the program in relation to peer and aspirational programs.

The committee congratulates the program on its contributions to accreditation of the Department of Family and Consumer Sciences in 2011 by the American Association of Family and Consumer Sciences; on accreditation of the interior and environmental design sequence in 2011 by the Council for Interior Design Accreditation; on accreditation of the food, nutrition, and dietetics sequence in 2011 by the Accreditation Council for Education in Nutrition and Dietetics; and for accreditation of the teacher education program by the National Council for Accreditation of Teacher Education in 2012.

The committee commends the program for its varied capstone experiences including overseas internships, its study abroad options, and its support for sequence-oriented student clubs and student involvement in professional organizations. The committee also commends the program for cultivating strong alumni and donor relationships leading to a ten-fold increase in scholarship funds from FY08 to FY10 and for identifying ways to strategically use those funds to further program goals. The committee appreciates the value the program has placed on the Honors program on campus by naming a faculty member to lead efforts to increase program participation in it.

The committee recognizes program faculty for their increased scholarly productivity and grantsmanship. The committee also recognizes collaborative efforts between the program and Milner Library to update and expand research resources, integrate information fluency into the curriculum, clarify roles of the librarian and department

liaison to the library, and identify ways the department and library can work together during the next program review cycle.

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.

- Develop and implement a plan to encourage faculty and student participation in the Honors program.
- Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.
- Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements.
- Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.
- Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level.
- Continue efforts to recruit students and faculty from underrepresented groups.

Comparative Data, B.A. and B.S. in Family and Consumer Science (19.0101)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	462	440	463	525	536	517	477	471	445	479
Illinois State University	**482**	**501**	**501**	**490**	**438**	**408**	**465**	**538**	**549**	**558**
Western Illinois University	232	274	311	346	383	372	324	282	291	580
Total	*1,176*	*1,215*	*1,275*	*1,361*	*1,357*	*1,297*	*1,266*	*1,291*	*1,285*	*1,617*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	169	151	111	165	156	165	170	141	145
Illinois State University	**120**	**120**	**138**	**165**	**134**	**146**	**124**	**141**	**145**
Western Illinois University	40	46	67	73	68	107	97	73	74
Total	*329*	*317*	*316*	*403*	*358*	*418*	*391*	*355*	*364*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	160	160	168	173	182	196	201	223	280
Illinois State University	**164**	**160**	**174**	**178**	**184**	**197**	**198**	**191**	**199**
Western Illinois University	120	121	152	172	180	190	199	186	183
Average	*148*	*147*	*165*	*174*	*182*	*194*	*199*	*200*	*221*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	647	645	642	682	650	612	578	516	554
Illinois State University	**599**	**632**	**585**	**667**	**648**	**648**	**577**	**592**	**584**
Western Illinois University	1,088	1,120	811	887	881	893	900	966	923
Average	*778*	*799*	*679*	*745*	*726*	*718*	*685*	*691*	*687*

Review of the M.A., M.S. in Family and Consumer Sciences
19.0101

Overview of the program. The M.A., M.S. in Family and Consumer Sciences is housed in the Department of Family and Consumer Sciences within the College of Applied Science and Technology. The department also offers the B.A., B.S. in Family and Consumer Sciences program, a minor in family and consumer sciences, and participates in the Graduate Certificate in Social Aspects of Aging. The M.A., M.S. in Family and Consumer Sciences (FCS) is a comprehensive program that allows each student to develop a discipline-specific program of study. The program prepares students to become registered dietitians and certified child life specialists, teach at the community college level, pursue a doctorate, and advance in family and consumer sciences careers. Approximately two-thirds of students in the program enroll in either the dietetic internship sequence or the child life program of study. Both recruit students nationally and internationally.

Description of the self-study process. The department conducted self-studies for five program accreditations during the 2010-2011 and 2011-2012 academic years. These specialized accreditation reviews required widespread involvement by faculty, staff, students, and advisory boards composed of employers and alumni and provided an excellent foundation for the program review report that was written in summer and fall 2012. The program review coordinator designated by the department chairperson utilized data provided by the Office of Planning, Research, and Policy Analysis on campus as well as data from alumni and senior exit surveys to analyze the program. Program faculty, students, and staff were extensively involved in the program review process.

Curriculum of the program. Each student entering the M.A., M.S. in Family and Consumer Sciences program chooses either a 32-credit hour thesis option, 33-credit hour option for dietetic internship, or a 39-credit hour non-thesis option. Students selecting the non-thesis option complete a scholarly project approved by the graduate coordinator in conjunction with the graduate faculty. Degree requirements for both the thesis and non-thesis options include three core courses in theories and contemporary issues in family and consumer sciences, statistics in applied science and technology, and introduction to research methodology. In addition to the thesis, students in the 32-credit hour program complete at least 15 credit hours at the graduate level (i.e., courses numbered 400 or above) and at least 16 credit hours in family and consumer sciences. The 39-credit hour program requires at least 18 credit hours at the graduate level and at least 20 credit hours in family and consumer sciences. Students in the dietetic internship sequence work through the program as a cohort. After two semesters of classes, students complete a full year of supervised practice rotations at approved sites while working on their thesis. Because students in the child life plan of study come from a variety of disciplines, each student has an individualized plan of study. Students complete a one-semester internship at an approved site during the final semester. Because the internship experience is intensive, few child life students select the thesis option. The M.A., M.S. in Family and Consumer Sciences program is not offered at off-campus locations.

Faculty of the program or unit. All tenured and tenure track faculty members in the department hold terminal degrees in their area of specialization, and all but the most recent hire have full graduate faculty status. Non-tenure track faculty members hold at least a master's degree and have either teaching or professional experience in their area of specialization. The typical teaching load is three courses per semester with no additional credit given for large sections. Faculty members do not receive reassigned time for serving as sequence coordinator, graduate program coordinator, and some accredited program directors. All tenured and tenure track faculty members receive 0.25 full-time-equivalent reassigned time for research.

Goals and quality measures for the program. Since the department holds five accreditations, goals and quality measures for the M.A., M.S. in Family and Consumer Sciences program are based on the overarching accreditation by the American Association of Family and Consumer Sciences and more sequence-specific standards set by other accreditors. Quality measures applicable to all areas of study in the graduate program include small classes which promote faculty-student interaction, program flexibility to allow for individualized program planning, selectivity in admissions to ensure a high-quality student population, state-of-the art laboratories and equipment, and graduate student research partnerships with faculty. Quality measures specific to areas of study within the graduate program include industry-grade equipment in foods and textile laboratories, strong clinical sites in teaching-research hospitals for child life and dietetic interns, and access to state-of-the art computer technology in drafting and studio laboratories for interior and environmental design students.

Budget planning process. Strategic planning and budgeting is a transparent process in the Department of Family and Consumer Sciences. At the beginning of each fall semester, the department chairperson reviews the current strategic plan with the faculty. While faculty members may make suggestions for revision directly to the chairperson, the graduate coordinator works with faculty to develop a list of equipment needs, remodeling projects, and additional staffing and enhancement requests. The chairperson then develops funding proposals based on the strategic plan. The chairperson shares the proposals with graduate faculty prior to its submitting them to the college dean's office.

Description of any accreditation this program receives. The Department of Family and Consumer Sciences is accredited by the American Association of Family and Consumer Sciences (AAFCS) Credentialing Center. A self-study for reaccreditation was submitted in spring 2010, and a peer review team visited campus in spring 2011. In November 2011, AAFCS granted accreditation to the department. The next accreditation review of the department is scheduled for 2021. The dietetic internship sequence in the graduate program has been granted continuing full accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The most recent site visit occurred in April 2011. At that time the program was granted a full 10-year accreditation with no follow-up visits required until the next full cycle visit. Currently there is no accreditation available for the child life plan of study. However, the child life curriculum is registered with the Child Life Council. Students completing the child life plan of study are eligible to take the Child Life Professional Certification Examination.

Summary and effectiveness of the student learning outcomes assessment plan. Program faculty members have developed a student learning outcomes assessment plan for the graduate program. The current assessment plan on file with University Assessment Services on campus was updated following recent accreditation site visits and again in fall 2012. The student learning assessment plan relies heavily on course evaluation data (as dictated by accreditation standards) and on information from alumni surveys. A separate assessment plan developed for the dietetic internship sequence involves all constituents and meets requirements of the accrediting agency.

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 program review recommended that the Department of Family and Consumer Sciences develop a plan that establishes academic goals and strategic directions for the program, review the generalist approach to the program to determine its viability given program strengths in child life and dietetic internship, increase the number of graduate level courses in the child life and dietetic internship areas to advance program strengths, develop a plan to track alumni and use their feedback to improve the program, report on library contributions to the program, and identify external funding sources as well as support and increase grantsmanship and scholarly productivity. Each of these recommendations has been addressed by the program. The department has focused on developing a department-wide strategic plan that includes goals, strategies, and actions that impact faculty hiring, graduate curriculum, scholarship, creative activity, and research. The department is currently searching for a new chairperson and, as a result of this program review self-analysis, its faculty has recommended that the new chairperson conduct a comprehensive review of the graduate program. Six faculty members have been established as full members of the graduate faculty, two graduate-level courses have been developed and a third has been proposed, program admission has become more selective, and the University has allowed the department to hire a new faculty member at the associate professor level. The faculty has studied viability of the curriculum and has concluded that the comprehensive approach is still a valuable option to students. A comprehensive degree in the discipline can be earned at universities throughout the country. Students who select the generalist option typically have an undergraduate degree from a family and consumer sciences department or college and wish to continue their study in a program with an underlying family systems focus. Regarding alumni, strong faculty-student collaboration has resulted in an almost 100 percent tracking rate for program graduates. While most alumni contact information is currently held by program coordinators, the graduate coordinator has initiated discussions regarding integration of alumni information into a single database. Since the last program review, department faculty has worked closely with the FCS subject specialist at Milner Library to ensure that integration of library resources into research and learning for each area of study is well documented. Faculty members have continued to provide input on acquisition and retention of library resources. Recent faculty hires have brought an exciting new level of scholarly and creative productivity to the department. In the past two years, faculty members have initiated numerous grant application submissions to support research, including funding requests to the United States Census Bureau, United States Department of Agriculture, and State Farm Insurance. Two endowed funds have been established to provide funding for travel and professional development related to research.

Description and assessment of major changes in the program or discipline since the last program review. The most significant change in the graduate program since the last program review has been the almost complete turnover among graduate faculty. Ten of the 14 graduate faculty members are new to the department since the last program review. This change, coupled with the anticipated hiring of a new chairperson, provides a unique opportunity for reviewing and redeveloping the graduate program.

Description of major findings and recommendations as a result of this program review. As a result of this program review, the following initiatives have been identified as department priorities for the next three to five years: continue to monitor support for graduate assistantships and practica in order to recruit and support talented graduate students, conduct a comprehensive review of the graduate program once a new department chairperson has been hired, monitor development of curricular and accreditation standards by the Child Life Council and determine whether the department should seek accreditation when it becomes available, integrate separate alumni tracking systems used for individual areas of study into a single alumni database, and continue efforts to diversify the graduate program student body and faculty.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. A key action to be taken related to the M.A., M.S. in Family and Consumer Sciences program is selecting a permanent chairperson for the department. Once that has been accomplished, program faculty will focus on the following priorities: conduct a comprehensive review of the graduate program, initiate a process to ensure that assessment conducted through maintenance of specialized accreditation is incorporated into assessment processes developed with University Assessment Services on campus, and monitor the development of curricular and accreditation standards by the Child Life Council and determine whether the department should seek accreditation when it becomes available. Program faculty will also pursue other initiatives identified in the previous section of this summary.

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

The committee thanks the program for a clear, concise, critical, and forward-looking program review report, including an outstanding analysis of the program in relation to peer and aspirational programs.

The committee congratulates the program on its contributions to accreditation of the Department of Family and Consumer Sciences in 2011 by the American Association of Family and Consumer Sciences, on accreditation of the dietetic internship sequence in 2011 by the Accreditation Council for Education in Nutrition and Dietetics, and on registration of the child life curriculum with the Child Life Council.

The committee commends the program for its more selective approach to admissions resulting in improved student quality and show rates, for participation by students in co-curricular activities, for increased involvement by students in research and conference presentations, and for developing and maintaining intern partnerships with respected medical institutions in the region and nationwide for the benefit of students in the dietetic internship sequence and child life program of study. The committee recognizes program initiatives to mentor new faculty and to acclimate them to department and university culture and values, increased scholarly productivity and grantsmanship among faculty, and integration with Milner Library to support student and faculty research.

The program has done a fine job identifying challenges and opportunities for the program through the program review self-study process. With a new chairperson soon joining the department, it would be appropriate to revisit the self-study as part of a comprehensive review of the graduate program, as has been recommended by program faculty. Accordingly, the committee asks that the Department of Family and Consumer Sciences submit a follow-up report to the Provost's Office summarizing the comprehensive graduate curriculum review process, review findings, and specific actions the program will take during the next program review cycle as a result of the review. The committee asks that the program submit its report to the Provost's Office by October 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, 2020, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue working with University Assessment Services to further develop student learning outcomes for all sequences and to integrate ongoing program assessment with assessment processes required by accreditors.
- Continue efforts to recruit students and faculty from underrepresented groups.
- Continue efforts to integrate disciplinary alumni tracking information into a single alumni database.
- Monitor development of curricular and accreditation standards by the Child Life Council, modify the child life program of study accordingly, and determine whether the program should seek accreditation from the council should it become available.

Comparative Data, M.A. and M.S. in Family and Consumer Science (19.0101)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	76	85	80	80	92	84	124	122	99	83
Illinois State University	**51**	**58**	**49**	**46**	**34**	**37**	**40**	**44**	**44**	**43**
Total	*127*	*143*	*129*	*126*	*126*	*121*	*164*	*166*	*143*	*126*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	35	40	39	40	33	40	43	62	42
Illinois State University	**14**	**24**	**27**	**23**	**17**	**17**	**22**	**14**	**22**
Total	*49*	*64*	*66*	*63*	*50*	*57*	*65*	*76*	*64*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	257	281	308	309	320	348	349	353	421
Illinois State University	**164**	**269**	**217**	**391**	**342**	**390**	**212**	**244**	**238**
Average	*211*	*275*	*263*	*350*	*331*	*369*	*281*	*299*	*330*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	485	410	398	409	381	368	390	368	368
Illinois State University	**825**	**570**	**601**	**156**	**196**	**134**	**584**	**445**	**519**
Average	*655*	*490*	*500*	*283*	*289*	*251*	*487*	*407*	*444*

Review of the B.S. in Technology and Engineering Education
13.1309

Overview of the program. The B.S. in Technology and Engineering Education program is housed in the Department of Technology within the College of Applied Science and Technology. Other programs offered by the department include the B.S. in Construction Management, B.S. in Engineering Technology, B.S. in Graphic Communications, B.S. in Industrial Technology, B.S. in Renewable Energy, and M.S. in Technology. The department also offers minors in technology and in technology and engineering education. The B.S. in Technology and Engineering Education program was established in 2001 as the B.S. in Technology Education. The program name was changed in 2012 to reflect changes in the profession and discipline. The program prepares students for certification in Illinois to teach in grades 6 through 12. Graduates may also elect to teach in other settings such as career centers, trade schools, and community colleges.

Description of the self-study process. The program review self-study report was based largely on accreditation documents prepared in March 2011 for the International Technology and Engineering Educators Association/Council on Technology and Engineering Teacher Education (ITEEA/CTETE) and the National Council for Accreditation of Teacher Education (NCATE). ITEEA/CTETE, a specialized professional association affiliated with NCATE, reviewed the program in 2011 in advance of an NCATE accreditation review of the teacher education unit on campus in 2012. Aspects of the program review self-study not addressed in the accreditation documents were addressed by program faculty in late spring and early summer 2012.

Curriculum of the program. The curriculum for the B.S. in Technology and Engineering Education program has been developed in conjunction with the Illinois State Board of Education, ITEEA/CTETE, and the College of Education on campus. The curriculum maintains a balance between technical and pedagogical skills required for success in the public school setting. To graduate from the program, students must successfully complete at least 121 credit hours including 41 credit hours of general education coursework, 35 credit hours of technology and technology education coursework, 30 credit hours of professional education (teacher training) coursework, and 15 credit hours of electives. Incorporated into the plan of study are three types of field experiences: classroom observation; collaboration with a practicing public school teacher to develop, instruct, and evaluate a unit of instruction; and at least 12 weeks of student teaching. To qualify for Illinois teacher certification, students must also pass three state exams: basic skills, technology education content, and professional teaching. The B.S. in Technology and Engineering Education program is not offered at off-campus locations.

Faculty of the program or unit. Students in the B.S. in Technology and Engineering Education program receive instruction primarily from faculty of the Department of Technology but also take teacher preparation courses in the College of Education. The Department of Technology has 18 full-time faculty members responsible for instruction in the seven programs offered by the department. Two of the 18 faculty members are responsible for the B.S. in Technology and Engineering Education program. One is a tenured faculty member, and one is a tenure track faculty member. Both have terminal degrees in the discipline as well as experience teaching technology in middle or high schools. Both faculty members have established a record of leadership at the local, state, national, and international levels through a variety of activities including external grant funding, published research in scholarly journals, delivering presentations at professional conferences, and serving in leadership positions within professional organizations, such as ITEEA /CTETE.

Goals and quality measures for the program. A key indicator of program quality is standing with state and national approval and accrediting agencies. The program has maintained accreditation since its inception and in 2012 received a "Nationally Recognized" distinction from ITEEA/CTETE. Other quality indicators include job placement rate, student-to-faculty ratio in core courses, grade point average of students in the program, strength of connections with program alumni, quality and currency of laboratory facilities, and quality of program faculty.

Budget planning process. Budgeting for the B.S. in Technology and Engineering Education program occurs at the department level. The Department of Technology has sufficient resources to support the goals of the program. A critical element in the planning and budgeting process is facilities and equipment maintenance. Each year program coordinators, including the coordinator of the B.S. in Technology and Engineering Education program, update the department equipment plan. Funding of smaller equipment needs is addressed through application of the resource

allocation policy adopted by the department, through which equipment funds are distributed across programs based on alignment with programmatic goals.

Description of any accreditation this program receives. The B.S. in Technology and Engineering Education program is part of the teacher education unit on campus accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, the program is reviewed and approved by the International Technology and Engineering Educators Association/Council on Technology and Engineering Teacher Education (ITEEA/CTETE), a specialized professional association affiliated with NCATE. ITEEA/CTETE awarded the program national recognition with no conditions in August 2011, indicating an exemplar program. NCATE accredited the teacher education unit on campus in 2012 for a seven-year period. Authorization to offer the program is subject to annual review by the Illinois State Board of Education.

Summary and effectiveness of the student learning outcomes assessment plan. Student learning outcomes in the B.S. in Technology and Engineering Education program are assessed annually in accordance with the assessment plan adopted by program faculty. University Assessment Services on campus reviewed the plan in 2010, concluding that the plan met university guidelines while suggesting a few improvements. In fall 2011, program faculty revised the plan accordingly. Student learning outcomes are measured through graded activities, course exams, and exit, alumni, and employer surveys. By August 15 each year, the program coordinator submits to the department chairperson a summary of student progress toward meeting learning outcomes and a report on curricular actions taken to address any deficiencies. A key contributor to ongoing assessment of student learning in the program is the advisory board established to provide guidance to program faculty for strengthening the program and graduating more highly-qualified teacher candidates. The board is comprised of 15 middle and high school teachers and a representative of the Illinois State Board of Education.

Actions taken since the last program review including responses to recommendations for program improvement. Since 2004-2005, faculty has made several significant changes to the curriculum of the B.S. in Technology and Engineering Education program to comply with accreditation standards. The program added physics and trigonometry as required courses in response to a statement in the 2004 program approval report that the science and mathematics requirements were not rigorous enough. The program also added courses in engineering design and medical, agricultural, and bio-related technologies. With these changes the program now meets all 20 accreditation standards for technological literacy. A program advisory board was established to provide input to the curriculum. Program faculty members have also established eight endowed scholarships in part to help recruit students from underrepresented populations, actively encouraged student participation in the Honors program on campus, worked with Milner Library faculty to select materials appropriate for the curriculum, and added diverse cultural issues into course content.

Description and assessment of major changes in the program or discipline since the last program review. The most significant change in technology education in the last decade has been the introduction of engineering design concepts and integration of science, technology, engineering, and mathematics (STEM) throughout the curriculum. Faculty members have revised the curriculum of the B.S. in Technology and Engineering Education program accordingly, incorporating STEM-based concepts into each of the five required courses. In recent years, names of prominent organizations representing the discipline have been changed to reflect this content shift. The International Technology Education Association changed its name to the International Technology and Engineering Educators Association (ITEEA), and the Council on Technology Teacher Education became the Council on Technology and Engineering Teacher Education (CTETE). Accordingly, the B.S. in Technology Education became the B.S. in Technology and Engineering Education in May 2012. The demand for program graduates remains high, as job placement rates are consistently at or near 100 percent. However, student demand for the degree, as evidenced by enrollment figures, has decreased in recent years. Enrollment has declined to 41students in fall 2012 after peaking at 90 students in fall 2005. This phenomenon has been reported nationwide.

Description of major findings and recommendations as a result of this program review. The B.S. in Technology and Engineering Education program at Illinois State University is one of two such programs in Illinois (the other is at Chicago State University) and is the larger of the two. The program continues to provide quality education for students desiring to teach technology in middle and high schools, as evidenced by successful reapproval of the program by ITEEA/CTETE in 2011and reaccreditation by NCATE in 2012. Program faculty continues to be vigilant in identifying and responding to changes in the discipline. By successfully filling gaps in the

curriculum, the program now meets all 20 accreditation standards for technology literacy and has been nationally recognized as an exemplar program. Factors contributing to program success include the curriculum, faculty, advisory board, and learning laboratory. Regular curriculum assessment and laboratory upgrades are priorities during the next program review cycle. Enrollment trends should continue to be closely monitored, and additional recruitment strategies deployed if necessary.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. While the B.S. in Technology and Engineering Education program was recognized in 2012 as an exemplar program by its accreditors, faculty of the program will continually evaluate the program in the coming years and make changes necessary to maintain its high standing in the field. Specific plans include implementing integrated instruction in STEM disciplines to better meet the needs of the students, seeking to upgrade laboratory facilities to prepare more technically-capable teachers, developing and implementing strategies to recruit high-quality students enthusiastic about teacher education, and establishing a teacher education partnership with Project Lead the Way, a national pre-engineering curriculum initiative for middle and high schools. With increasing rigor of the curriculum, it may be necessary for program faculty to consider alternative professional development strategies for program majors who do not meet minimum program standards or student teaching requirements. Program faculty will also work with Illinois State Board of Education staff to create and implement a new certification examination for technology and engineering educators. The current exam used by the state does not reflect either the contemporary curriculum in the field or contemporary technology.

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

The committee congratulates the program for its recent approval by the International Technology and Engineering Educators Association/Council on Technology and Engineering Teacher Education and its reaccreditation by the National Council for Accreditation of Teacher Education. The committee acknowledges the program for its near 100 percent pass rate for first-time takers of the state content examination and for its 100 percent employment rate among certified graduates since 1992. The committee commends the program for incorporating classroom observation early in the program to help incoming students decide whether they want to pursue a career in teacher education. The committee further commends the program for its implementation of multiple, tiered approaches to assessment of student learning outcomes.

The Department of Technology will submit a follow-up report to the Provost's Office that 1) summarizes outcomes of efforts to recruit for student diversity, infuse diverse cultural issues into the curriculum, and encourage students to participate in the Honors program; 2) identifies national benchmark programs to which the B.S. in Technology and Engineering Education program aspires and draws connections to measures of program quality in those aspirational programs; and 3) analyzes internal and external factors associated with low retention and graduation rates and identifies actions to be taken by the department to improve those rates. The department will submit its report to the Provost's Office by October 1, 2013.

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 to adapt and implement a curriculum that is representative of the field, including integration of STEM instruction for teacher education candidates and incorporation of content and methods used in model pre-engineering initiatives on the middle school and high school levels.
- Continue to upgrade laboratory facilities that help to prepare a more technically-capable technology and engineering education teacher.
- Develop additional professional development strategies for teacher education majors that do not meet minimum standards during the program and/or during the student teaching practicum.
- Work with the Illinois State Board of Education to redevelop the Illinois content examination to better assess knowledge of current content taught in Illinois public schools by technology educators.
- Pursue recruitment efforts with Illinois school districts to recruit highly qualified and motivated teacher education candidates, including candidates from underrepresented groups.

Comparative Data, B.S. in Technology and Engineering Education (13.1309)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	26	30	31	22	22	14	9	53	26	35
Illinois State University	**41**	**62**	**74**	**89**	**83**	**79**	**82**	**81**	**76**	**64**
Total	*67*	*92*	*105*	*111*	*105*	*93*	*91*	*134*	*102*	*99*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	2	2	3	6	3	0	0	1	2
Illinois State University	**1**	**8**	**14**	**19**	**23**	**16**	**24**	**18**	**14**
Total	*3*	*10*	*17*	*25*	*26*	*16*	*24*	*19*	*16*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	315	327	337	341	393	377	344	272	319
Illinois State University	**175**	**171**	**166**	**164**	**186**	**196**	**231**	**226**	**227**
Average	*245*	*249*	*252*	*253*	*290*	*287*	*288*	*249*	*273*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	391	382	335	391	306	347	347	346	343
Illinois State University	**607**	**640**	**619**	**672**	**586**	**591**	**558**	**573**	**580**
Average	*499*	*511*	*477*	*532*	*446*	*469*	*453*	*460*	*462*

Review of the B.S. in Industrial Technology
15.0612

Overview of the program. The B.S. in Industrial Technology program is housed in the Department of Technology within the College of Applied Science and Technology. Undergraduate curricular offerings in the department have changed significantly since the last program review in 2004-2005, when the department operated primarily using a sequence model. In 2007, faculty in the department decided to pursue creating autonomous majors from sequences in the B.S. in Industrial Technology program. Since then, three majors housed in the department have been approved by the Illinois Board of Higher Education (IBHE): the B.S. in Graphic Communications (2010), the B.S. in Construction Management (2010), and the B.S. in Engineering Technology (2012). In addition to the B.S. in Industrial Technology and the three new degree programs, the department offers the B.S. in Technology and Engineering Education, the B.S. in Renewable Energy, the M.S. in Technology, and minors in technology and in technology and engineering education.

The B.S. in Industrial Technology program officially has four sequences: graphic communications, construction management, engineering technology, and computer systems technology. However, new students who might have enrolled in the graphic communications, construction management, or engineering technology sequence are now enrolled in the appropriate autonomous major program. The computer systems technology sequence remains active with no immediate plans for its elevation to degree status.

The program review self-study completed by the department, as well as this program review summary, reflect activity in two of the four sequences of the B.S. in Industrial Technology program: computer systems technology and engineering technology. The autonomous engineering technology degree program had not yet been approved by IBHE at the time the department submitted its program review report.

Description of the self-study process. The computer systems technology and engineering technology sequences in the B.S. in Industrial Technology program were reaccredited in 2011 by the Association of Technology, Management, and Applied Engineering (ATMAE). The majority of program review requirements were addressed through the accreditation self-study. Aspects not addressed through accreditation were addressed by program faculty in late spring and early summer 2012 and included in the program review self-study report submitted in fall 2012.

Curriculum of the program. Computer systems technology provides students with a strong background in electronic communications, computer networking, security, applications programming and operating systems, database management, interfacing, Web technology management, and information processing. Students in the sequence complete 13 credit hours of core technology courses, 37 credit hours of required computer systems courses, and 9 credit hours of electives in the discipline. Engineering technology is an interdisciplinary curriculum that provides knowledge and skills in automation, product design, process control, plastic materials, quality management, and technical project management. Coursework in the sequence emphasizes management of people, processes, and materials. Students in the sequence complete 13 credit hours of core technology courses, 33 credit hours of required engineering technology courses, and 12 credit hours of electives in the discipline. Both sequences have a required capstone course designed to engage students in typical tasks of their field and to synthesize the knowledge and skills they have acquired in the program. Students are encouraged to engage in professional practice activities such as internships, practica, and co-curricular events (e.g., industry tours and presentations by industry representatives), many of which have come about through the work of the program advisory boards. Neither sequence of the B.S. in Industrial Technology program is currently offered at off-campus locations.

Faculty of the program or unit. Each tenured or tenure track faculty member teaching in computer systems technology or engineering technology holds a doctorate. All non-tenure track faculty members have a master's degree in a related field. The quality of faculty is evidenced by university awards for teaching, research, service, and diversity; success at competitive grant writing; selection as keynote speakers at international conferences; and regular contributions to scholarship in the discipline. Because computing and engineering technologies are constantly changing, efforts by faculty members to stay current in their field are crucial to graduating students who are adequately prepared for their new professions. Faculty members stay connected to their professions through technology transfer, consulting, and professional service activities. Faculty members also interact with representatives of the Illinois Manufacturing Education Center, which is housed in the Department of Technology.

Goals and quality measures for the program. Each sequence in the B.S. in Industrial Technology program maintains a strategic plan that includes a mission statement, goals, a description of how these goals align with goals of the department and university, strategies for achieving these goals, and a work plan. Strategic plans are included in a document submitted annually to the department chairperson along with an assessment of work during the previous year and a plan for the subsequent academic year. Quality measures, and associated quality control measures, are largely defined by accreditation standards.

Budget planning process. Facilities and equipment planning is a key element of the budgeting process. Facilities and equipment needs are reviewed annually and prioritized for inclusion in the annual equipment request submitted to the Division of Academic Affairs. The process has yielded funding for materials testing, enhancements to computing infrastructure, and equipment for the telecommunications laboratory and the fluid power laboratory. Smaller equipment needs are addressed through the annual resource allocation priorities process, through which departmental equipment funds are distributed across programs and sequences based on their alignment with department goals.

Description of any accreditation this program receives. The B.S. in Industrial Technology has been fully accredited by the Association of Technology, Management, and Applied Engineering (ATMAE) since 1989. The latest reaccreditation visit occurred in March 2011. The computer systems technology and engineering technology sequences were reviewed as separate plans of study, and both earned reaccreditation. The sequences were deemed in full compliance with 52 of the 59 ATMAE accreditation standards and in partial compliance with the other seven. The department has plans in place to remedy deficiencies and achieve full compliance with all 59 standards.

Summary and effectiveness of the student learning outcomes assessment plan. Annual assessment of student learning outcomes occurs at the sequence level. Each year by August 15, sequence coordinators submit to the department chairperson a summary of student progress toward meeting learning outcomes and a report on curricular actions taken to address learning outcome deficiencies. In 2010, University Assessment Services on campus reviewed the assessment plans for programs in the department and found them to be satisfactory while suggesting a few improvements. In fall 2011, the assessment plans were updated to incorporate the suggestions.

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 program review recommended that the department continue efforts to diversify its student population, develop a plan to systematically infuse diverse cultural issues into the curriculum, review how library resources contribute to the program, and encourage students to participate in the Honors program on campus. Program faculty has taken actions to address all four recommendations. The department now has eight endowments to use in conjunction with other scholarship funds to recruit for student diversity. The department offers two courses in the General Education program that focus on the interface between technology and society. Faculty members teaching these courses have completed training in utilizing civic engagement pedagogy to deliver course content. During the past five years, 12 students and four faculty members have participated in the Export Project coordinated by the College of Business. Through this project, an interdisciplinary team of students and faculty members help a business develop a plan to expand its overseas markets. The project exposes students to other cultures and often involves overseas travel. Program faculty continues to work with the technology subject specialist at Milner Library to select and retain resources appropriate for student assignments and faculty research. Use of technology-related research databases available through the library has increased significantly. The department has also worked to increase awareness of the Honors program among industrial technology students. In addition to these responses to program review recommendations, the department has worked extensively to upgrade facilities and equipment used in its courses. The Caterpillar Integrated Manufacturing Laboratory, funded by a $1.2 million contribution from the Caterpillar Foundation, has enabled the engineering technology sequence to expand curricular offerings in production and automation. The computer systems technology laboratory has also been reorganized and reequipped to reflect changes in the computer industry.

Description and assessment of major changes in the program or discipline since the last program review. Ubiquitous presence of computers and computer networking in society and the workplace continues to drive demand for computer systems specialists. Demand for engineering technology graduates has increased as the economy has slowly recovered from the 2008 economic downturn. In addition, transportation cost increases and supply chain issues have led to some "re-shoring" of manufacturing operations in the United States. Some industries are now reporting shortages of qualified applicants to fill available job openings. To respond to rapid changes in both

computing and engineering technologies, the B.S. in Industrial Technology curriculum is regularly reviewed and updated.

Description of major findings and recommendations as a result of this program review. Enrollment in most information technology programs in the United States declined during the 2000s, as software industries expanded employment in countries with lower wages. However, as the information technology sector of the national economy has begun to recover from the recession that began in 2008, enrollments in information technology programs across the country have stabilized and, at some institutions, begun to grow. Enrollment in the computer systems technology sequence at Illinois State University has mirrored this trend. Fall enrollment in the sequence peaked in 2005 at 75 students and steadily declined to a low of 41 students in 2011. However, in fall 2012, enrollment rebounded to 61 students, the highest level since 2006. Enrollment in the engineering technology sequence has also increased, from 47 students in 2005 to 79 students in 2012. Students graduating from the sequence face favorable job market conditions, as many industries continue to report shortages of job applicants skilled in production design and management, quality control, and technical sales. In both computer systems technology and engineering technology, keeping up with rapidly changing technology and economic transitions necessitates changes to student learning outcomes and, in turn, curriculum and instruction practices. For computer systems technology, further integration of project management techniques is recommended. For engineering technology, demand for graduates able to manage automated production drives the need for continued focus on engineering drawing/modeling for jigs, fixtures, and other mechanical devices used in manufacturing environments.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Priorities for the next program review cycle include maintaining accreditation with the Association of Technology, Management, and Applied Engineering (ATMAE) and the periodic updating of curriculum and facilities to maintain program currency and relevancy. The ATMAE accreditation team that visited campus in March 2011 identified the need to integrate additional oral and written communication into coursework, standardize course syllabi and consistently include student learning outcomes in them, and improve tracking of alumni and of graduate placement. Actions to address these recommendations are underway, and curriculum revisions are ongoing. Computer systems technology faculty just completed a major curriculum update, and engineering technology faculty is considering a required course in robotic systems integration. Faculty will continue to monitor equipment and facility renovation needs, including periodic updating of the computer laboratory and renovation of the machining laboratory to better respond to the need for graduates experienced in automated production.

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

The committee acknowledges program efforts to address recommendations in the 2004-2005 program review summary. The committee congratulates the program for reaccreditation by the Association of Technology, Management, and Applied Engineering in 2011. Further, the committee commends the program for its interdisciplinary approach to industrial technology education and for its productive partnerships with Illinois industries through professional practice placements, participation in the Export Project, participation by industry representatives on the program advisory board, and industry grants to upgrade program facilities and equipment.

The committee acknowledges the significant restructuring of the B.S. in Industrial Technology program that has occurred since the 2004-2005 program review. By the time the department submitted its program review self-study in fall 2012, the department had received university and IBHE approval to create two degree programs, in graphic communications and in construction management. The department has since received university and IBHE approval to create an engineering technology degree program from the eponymous sequence. The program has been redirecting new students who would have enrolled in the graphic communications, construction management, or engineering technology sequence to the associated degree program. While graphic communications, construction management, and engineering technology sequences officially remain in the B.S. in Industrial Technology program, faculty has expressed its intent to request termination of the sequences once all students in them have matriculated. Doing so would leave computer systems technology as the sole remaining sequence in the program. This prospect provides an opportunity for program faculty to reconsider program content, structure, and name.

Accordingly, the committee asks that the Department of Technology consider the future of the B.S. in Industrial Technology program and submit a follow-up report to the Provost's Office that the summarizes findings of its analysis, includes a plan for program content and structure, and identifies specific curricular actions that will be pursued by the program during the next review cycle. The committee asks that the department submit its report to the Provost's Office by December 15, 2013. Depending on the nature of the plan, subsequent follow-up reports on plan implementation may be requested.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle irrespective of decisions regarding future program structure. 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.

- Address recommendations for program improvements provided in the 2011 ATMAE accreditation report, including integration of additional oral and written communication into coursework and better documentation of student performance in these areas for subsequent self-studies, standardization of course syllabi and inclusion of student learning outcomes in all of them, and improvement of alumni and graduate placement tracking.
- Continue to utilize data collected through program assessment to make program improvements and document how that has been done.
- Continue to recruit for gender diversity in both the student population and faculty.
- Continue ongoing curricular revisions and equipment upgrades to keep pace with changes in technology and industry.
- Continue to encourage students to participate in the Honors program.

Comparative Data, B.S. in Industrial Technology (15.0612)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	166	171	175	180	149	138	134	115	132	145
Illinois State University	**413**	**417**	**409**	**383**	**412**	**403**	**391**	**388**	**354**	**255**
Northern Illinois University	183		1		1					
S I U - Carbondale	353	376	396	385	427	352	361	328	305	273
Total	*1,115*	*964*	*981*	*948*	*989*	*893*	*886*	*831*	*791*	*673*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	35	36	40	45	48	38	33	36	30
Illinois State University	**169**	**133**	**144**	**129**	**143**	**130**	**127**	**135**	**117**
Northern Illinois University			1						
S I U - Carbondale	238	193	187	183	166	179	143	166	118
Total	*442*	*362*	*372*	*357*	*357*	*347*	*303*	*337*	*265*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	338	325	364	357	344	325	384	397	234
Illinois State University	**247**	**274**	**298**	**325**	**311**	**299**	**300**	**339**	**367**
Northern Illinois University	259								
S I U - Carbondale	529	380	282	319	336	395	483	473	411
Average	*343*	*326*	*315*	*334*	*330*	*340*	*389*	*403*	*337*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	385	398	390	375	402	398	367	361	433
Illinois State University	**536**	**505**	**514**	**467**	**493**	**506**	**498**	**452**	**438**
Northern Illinois University	259								
S I U - Carbondale	293	356	488	466	520	409	460	276	386
Average	*368*	*420*	*464*	*436*	*472*	*438*	*442*	*363*	*419*

Review of the M.S. in Technology
15.0612

Overview of the program. The M.S. in Technology program is housed in the Department of Technology within the College of Applied Science and Technology. Other programs in the department include minors in technology and in technology and engineering education and Bachelor of Science degrees in Construction Management, Engineering Technology, Graphic Communications, Industrial Technology, Renewable Energy, and Technology and Engineering Education. The M.S. in Technology program is designed to prepare students to serve in a variety of advanced management-oriented technical and professional roles in industry. The program specializes in preparing teachers/trainers. The department also offers two nine-credit hour certificate programs associated with the graduate degree: one in project management and one in training and development. Courses completed in the certificate programs may be counted as part of the M.S. in Technology program.

Description of the self-study process. Faculty members in the Department of Technology believe in continuous assessment and improvement. Program faculty began its program review self-study process soon after completing the 2004-2005 program review. Self-study initiatives have included an annual survey of program alumni, exit interviews of graduating students, annual meetings with the graduate program advisory board supplemented by frequent conversations with employers, annual meetings of the graduate faculty committee, and periodic meetings of all departmental graduate faculty.

Curriculum of the program. The M.S. in Technology program offers two plans of study: a 30 credit hour program that requires a thesis and a 33 credit hour program that culminates in a comprehensive examination. Students choose from among three sequences: project management, training and development, and technology education. All students are required to take two core courses in research and statistics. In addition to courses in their selected sequence, students select nine credit hours of pre-approved conceptually-connected coursework in a concentration of their choice. The M.S. in Technology program is not offered at off-campus locations.

Faculty of the program or unit. In 2011-2012, the Department of Technology had 18 full-time faculty members. Fifteen were tenured or in tenure track positions, and three were non-tenure track faculty members. All tenured or tenure track faculty members have terminal degrees in their disciplines and extensive industry work experience. Non-tenure track faculty members have graduate degrees with extensive work experience. Compared to graduate technology programs at other Illinois public universities, the M.S. in Technology program at Illinois State University consistently generates the highest number of fiscal year credit hours per faculty member. Since the last program review in 2004-2005, one faculty member has received the college teaching award, and one has received a university teaching initiative award. Faculty members have been active in professional program accreditation activities for numerous national organizations, served as officers or board members in professional associations, and edited or reviewed for key peer-reviewed journals in the discipline.

Goals and quality measures for the program. Quality indicators for the M.S. in Technology program include balance in the curriculum between theory and industry best practices, curricular emphasis on application of mathematics and science, curricular emphasis on application of research to improve processes and practices, the extent to which the program helps students develop written and oral communication skills, and the extent to which the program prepares students for entry into industrial management positions and professional advancement.

Budget planning process. Responsibility for the budget planning process is assigned to the department chairperson. Budget decisions are made by the chairperson in consultation with faculty members. High-quality computing and technology laboratories are important to the success of the program. Each spring faculty members compile a prioritized list of equipment and other resources needed and submit the list to the department chairperson. Items on the list and their prioritization must be linked to strategic plans and must be accompanied by a narrative that explains how each item will enhance the program.

Description of any accreditation this program receives. There is no professional accreditation or approval agency for the M.S. in Technology program. Faculty has explored accreditation by the Association of Technology, Management, and Applied Engineering (ATMAE), since ATMAE accredits several undergraduate programs in the department. However, ATMAE does not accredit programs that focus on teacher/trainer education.

Summary and effectiveness of the student learning outcomes assessment plan. Student learning in the M.S. in Technology program is assessed through semi-annual review of student performance in coursework, review of student performance in comprehensive capstone activities (thesis or comprehensive examination), and review of the number and quality of student publications in professional journals in the field. Other assessment measures include a survey of firms employing program graduates conducted every three years and a survey of program alumni conducted annually by University Assessment Services on campus. By June 1 each year, the program submits to the department chairperson an annual summary of student progress toward meeting learning outcomes. If areas of weakness are identified, a specific plan for addressing those weaknesses is also submitted.

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 review of the M.S. in Technology program recommended attention to recruitment of high-quality students, integration of library resources into the curriculum, and infusing multicultural issues into the curriculum. Since then program faculty has increased recruiting efforts by seeking referrals from alumni and industry partners, identifying prospective students among trainees in professional workshops and among high-performing seniors in undergraduate technology programs, and talking with students in the undergraduate student professional development course about the advantages of graduate studies. Library resources have been integrated into the curriculum through numerous course assignments that require students to become heavily immersed in the professional literature of the discipline. Membership of the graduate program advisory board has been structured to assure diversity among its members, which in turn has facilitated productive discussions of multicultural content of the curriculum. Course content additions emerging from these discussions include challenges of leading diverse project teams and managing in a globally-competitive business environment. In addition to these initiatives, program faculty members have made numerous changes to the curriculum and course content during the last eight years. Among them are requiring project management students to develop expertise in communication planning and meeting management, expanding emphasis on reading and synthesizing research literature, increasing writing requirements and communication standards in all courses, expanding content of statistics and research courses with greater emphasis on advanced analytical techniques, expanded use of case studies in management courses, and offering a course on Six Sigma quality management.

Description and assessment of major changes in the program or discipline since the last program review. Industry demand for project managers with technical expertise and knowledge of quality management, risk management, and training continues to grow as global competition increases and as projects in business and industry become more complex. Titles of open positions posted on employment and professional society websites include project manager, project planner, project expediter, business analyst, quality manager, Six Sigma Black Belt, Six Sigma Green Belt, quality technician, and quality auditor. The work of persons hired for these positions requires increasingly complex and deeper levels of understanding of management theory, principles, and techniques. Faculty of the M.S. in Technology program has attempted to respond to this increasing complexity by heeding curricular recommendations of the premier professional organizations most closely aligned to the discipline. The program has maintained close professional ties to the Project Management Institute, American Society for Quality, American Society for Training and Development, and the International Technology and Engineering Educators Association.

Description of major findings and recommendations as a result of this program review. Qualified technically-oriented middle managers are essential for growth and global competitiveness in many industries but especially in industries based on construction, manufacturing, and information management technologies. Both local and global demand for qualified managers is high, and shortages of qualified job applicants have been reported in some areas. In the eight years since the last program review, the Department of Technology has graduated 238 students from the M.S. in Technology program, averaging nearly 30 graduates per year. Based on enrollment trends, the number of graduates should steadily increase in the next eight years. Enrollment has increased from 46 students in fall 2004 to 66 in fall 2012. This trend is expected to continue. Also expected to continue are changes in technology and industrial processes. Monitoring of these changes by program faculty and modification of curriculum, course content, and facilities accordingly is vital to continued program success. Curriculum changes anticipated by program faculty at this time include revision of the technology education sequence to incorporate science, technology, engineering, and mathematics (STEM) teacher education and the addition of a quality management sequence.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Actions to be taken by faculty of the M.S. in Technology program in the next three to five years include planning sequences and associated courses in STEM education leadership and quality management and developing a course for the training and development sequence in instructional technology design for industrial trainers. Numerous courses have been offered online in recent years, particularly courses serving a certified technology education teacher audience that typically is place-bound but also during the summer term for degree candidates. Program faculty will continue to explore alternate course delivery methods to seek optimal delivery of courses for the graduate students.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.S. in Technology to be in <u>Good Standing</u>.

The committee commends the program for extensive use of assessment data to plan and implement curricular changes for program improvement; involvement of students in research activities resulting in publications, conference presentations, and research reports; and plans to further emphasize application of science and mathematics in the teacher education curriculum. The committee further commends the department for serving non-traditional students through its graduate certificate programs in project management and training and development

While the program has identified measures of quality in the discipline, the committee would like the program to identify other graduate technology programs to which the program can aspire. Accordingly, the committee asks that the Department of Technology submit a follow-up report to the Provost's Office that identifies one or more national benchmark programs to which the M.S. in Technology program aspires and draws connections to measures of program quality in those aspirational programs. The committee asks that the department submit its report to the Provost's Office by February 15, 2014.

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 improve the program through curricular and course revisions in response to assessment findings and changes in the discipline.
- Continue reliance on the program advisory board for feedback and recommendations for program improvement.
- Continue to explore implementation of alternative course delivery methods to best meet student needs while maintaining program quality.
- Continue to aggressively recruit high-quality students to the program with credentials comparable to or higher than credentials of students entering other graduate programs on campus, selecting credentials that are most predictive of academic and career success in the discipline.
- Recruit for gender diversity in the student population and especially among the faculty.

Comparative Data, M.S. in Technology (15.0612)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	83	103	112	115	131	143	123	125	150	139
Illinois State University	**38**	**45**	**46**	**52**	**49**	**58**	**77**	**82**	**67**	**66**
Total	*121*	*148*	*158*	*167*	*180*	*201*	*200*	*207*	*217*	*205*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	33	39	44	46	53	56	71	40	63
Illinois State University	**11**	**10**	**24**	**24**	**19**	**27**	**29**	**26**	**55**
Total	*44*	*49*	*68*	*70*	*72*	*83*	*100*	*66*	*118*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	355	304	390	413	414	464	524	483	295
Illinois State University	**344**	**338**	**339**	**377**	**346**	**409**	**380**	**342**	**399**
Average	*350*	*321*	*365*	*395*	*380*	*437*	*452*	*413*	*347*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	372	455	381	391	359	320	274	328	363
Illinois State University	**459**	**524**	**544**	**485**	**551**	**472**	**495**	**546**	**520**
Average	*416*	*490*	*463*	*438*	*455*	*396*	*385*	*437*	*442*

Review of the B.A. in Philosophy
38.0101

Overview of the program. The B.A. in Philosophy program is housed in the Department of Philosophy within the College of Arts and Sciences. The department also offers minors in philosophy and in religious studies. Courses offered by the department also contribute to three interdisciplinary minors: cognitive science, peace and conflict resolution, and women's and gender studies.

Description of the self-study process. The Department of Philosophy began the self-study process early in 2012. During spring 2012, department faculty met to identify tasks and assign responsibilities. Data were collected with the assistance of two administrative personnel and the library liaison to the department. Preliminary drafts of the review were posted on the department intranet, and several meetings were held in early fall 2012 to solicit input. All tenured and tenure track faculty members in the department, as well as the previous and current department chairpersons, participated in the review process. Participation was also encouraged from non-tenure track faculty and alumni.

Curriculum of the program. The B.A. in Philosophy program requires 30 credit hours including 9 credit hours of required courses and 18 credit hours of electives. Courses are required in three subject areas: logic, ethics, and the history of philosophy. Students designate one elective as a senior experience and work closely with the instructor of that course to develop an appropriate final project. Depending on their individual interests, philosophy majors may choose electives that align with one of four areas of concentration suggested by the Department: pre-law, ethics, metaphysics and epistemology, and the history of philosophy. The B.A. in Philosophy program is not offered at off-campus locations.

Faculty of the program or unit. The Department of Philosophy currently has six tenured or tenure track faculty members in addition to the department chairperson and a faculty member reassigned to direct the Women's and Gender Studies program on campus. All faculty members in the department have a doctorate in philosophy. Research and teaching expertise and interests include epistemology, metaphysics, philosophy of mind, ethics, applied ethics, philosophy of biology, feminist philosophy, Buddhist philosophy, and Medieval Islamic logic. Over two-thirds of the credit hours taught by program faculty are in courses that fulfill general education requirements for students across campus. Program faculty members have made significant contributions to teaching, research, and service and have been involved in several interdisciplinary initiatives such as the Mind Project.

Goals and quality measures for the program. The department has identified the following measures of program quality: disciplinary balance, breadth and depth of the program, professionally active faculty, opportunities for faculty-student interaction, and interdisciplinary curriculum and faculty interests.

Budget planning process. Responsibility for the budget planning process is assigned to the department chairperson. Budget decisions are made by the chairperson in consultation with faculty and in accordance with the department strategic plan.

Description of any accreditation this program receives. There is no professional accreditation or approval agency for this program.

Summary and effectiveness of the student learning outcomes assessment plan. The current assessment plan for the program needs revision. Utilizing a pre-test/post-test design, the current plan seeks to determine the understanding of senior philosophy students in three key areas: logic and philosophical method, history of ethics, and history of metaphysics and epistemology. While this design typically demonstrates improvement, it does not necessarily demonstrate whether students have attained levels of understanding to achieve program goals. In addition, the current plan refers to a course no longer offered while omitting other key indicators of program quality such as feedback from faculty, students, and alumni; awards and scholarships attained by students; and admission to graduate and professional schools and programs. Implementation of the current assessment plan involves work by students beyond their regular coursework. This is not advantageous to them. Thus, the development of a meaningful and comprehensive assessment plan is a top priority of program faculty.

Actions taken since the last program review including responses to recommendations for program improvement. Since the last program review in 2004-2005, the department has actively sought to increase the diversity of its faculty. While this has been challenging given the demographics of the profession, progress has been made as nearly three-fourths of the finalists for three recent faculty vacancies were members of under-represented groups. As the department continues its searches, it will make concerted efforts to increase diversity. Since 2004-2005, program faculty members have made numerous curricular changes. The senior thesis requirement was eliminated due to insufficient faculty resources. The research methodology course also was eliminated, and elements of the course were incorporated into other core courses. Courses have been added in feminist philosophy and theory of knowledge. An internship in applied philosophy has been added as well. The department has also established connections with the Honors program on campus, encouraging qualified students to join the program and exploring ways faculty can participate in Honors program events and activities. The department has attempted to expand contact with alumni and encourage them to participate in alumni events that also benefit students currently enrolled in the program.

Description and assessment of major changes in the program or discipline since the last program review. Over the past decade, the discipline has experienced greater emphasis on the interdisciplinary nature of philosophy programs as well the teaching of ethics. Philosophy programs have played a more significant role as a center of discussion and public engagement at universities nationwide. The B.A. in Philosophy program at Illinois State University continues to be an attractive major. Enrollment has remained steady since the last program review, even with significant turnover of faculty. Demand for general education courses offered by the program remains high, and the department commits a large percentage of its teaching resources to meet that demand.

Description of major findings and recommendations as a result of this program review. Philosophy at Illinois State remains a strong, dynamic program that offers interesting and challenging courses to majors, minors, and students seeking to fulfill general education requirements. The focus on interdisciplinary studies has enabled program faculty to make productive connections with faculty in other departments across campus. Enrollments in philosophy courses remain high, and the program continues to attract and graduate accomplished students. With the addition of faculty to the program in 2011-2012 and 2012-2013, the department is well-positioned to expand its enrollment and enhance its standing on campus as a center for critical inquiry and public engagement. Based on this program review, several actions are recommended. Once additional faculty members are hired to fill approved faculty positions, the department should develop a focused strategic plan that addresses enrollment targets. As part of this effort, a comprehensive review of the curriculum is needed to ensure that it continues to meet student needs while appropriately utilizing teaching and research interests of its faculty. Also needed are a comprehensive assessment plan and improvements to the plan for student advisement.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. As a result of this program review, program faculty will take the following actions to improve the program. The faculty will work to increase the departmental presence on campus and in the community through changes to the department website and sponsorship of colloquia that bring together faculty and students from various disciplines to consider important social issues. Program faculty will develop a comprehensive assessment plan to help faculty determine how best to recruit and retain students as well as how best to meet the needs of students taking philosophy courses to fulfill general education requirements. The faculty will develop a student advisement plan for ensuring that students have a clear plan of study that enables them to complete their degree in a timely manner. The program will strengthen recruitment efforts with a goal of increasing enrollment from 65 to 100. The program will develop stronger relationships with alumni and the community by converting the print newsletter to an electronic version published and disseminated more frequently and by organizing alumni colloquia at which former students talk about their current work and their experiences at Illinois State University.

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

The committee commends the program for its service to the campus community through its significant participation in the General Education program, contributions to several interdisciplinary minor programs, and sponsorship of conferences, colloquia, and reading groups that provide venues for philosophical dialogue among students and faculty from disciplines across campus. The committee recognizes the program for its leadership in the areas of

cognitive science, neuroscience, and robotics through the Mind Project and for its commitment to diversity among both its students and faculty.

The committee commends the positive and constructive dialogue that has occurred during the program review process as documented in the self-study. The committee recognizes as particularly exemplary the thorough and critical comparison with similar programs at benchmark and aspiration institutions. The committee appreciates the candor with which the faculty has analyzed the program and identified opportunities for program improvement. The committee encourages the program to build upon its experiences with this review by addressing key issues identified by the program in its self-study.

Accordingly, the committee asks the department to submit a follow-up report to the Provost's Office that includes the following four elements: 1) an analysis of the curriculum for consistency with program mission and goals and identification of appropriate curriculum changes; 2) a revised assessment plan that includes learning outcomes and their measures; 3) a rationale for enrollment targets for both the major and minors consistent with program goals and resources and an accompanying recruitment plan for achieving those targets, including enrollment of honors students; and 4) a plan for academic and career advisement. The committee asks the department to submit its report to the Provost's Office by February 15, 2014.

The committee also asks the department to implement its new assessment plan during the 2014-2015 academic year 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 in 2014-2015 to the Provost's Office by October 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, 2020, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Building on elements submitted in the follow-up reports, compile a new strategic plan for the program to replace the current 2010-2015 plan.
- Continue strengthening ties to program alumni through better tracking, sponsorship of alumni events and activities, and enhanced communication, and then utilize those ties to establish an alumni advisory council that can help guide program development and help demonstrate the value of the program to current and prospective students.
- Continue efforts to attract faculty members from underrepresented groups.
- Enhance department support for scholarly and creative activities by faculty and students.
- Continue efforts to increase the visibility of the department and program through activities and events that attract students and faculty from programs across campus.
- Continue to promote student involvement in co-curricular activities such as the Philosophical Society, conference presentations, the Mind Project, and reading groups.

Comparative Data, B.A. and B.S. in Philosophy (38.0101)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	19	13	18	16	14	16	20	22	27	25
Illinois State University	**37**	**42**	**55**	**55**	**54**	**57**	**60**	**57**	**46**	**55**
Northeastern IL University	20	28	22	35	32	39	39	44	52	45
Northern Illinois University	30	42	51	52	43	42	50	59	44	52
S I U - Carbondale	40	35	40	35	41	37	31	30	27	28
S I U - Edwardsville	15	22	15	28	25	22	23	24	34	30
U of I - Chicago	60	54	61	57	57	54	53	46	48	58
U of I - Springfield			2	31	39	44	46	41	31	28
U of I - Urbana/Champaign	105	99	92	99	94	85	90	97	90	96
Western Illinois University	19	18	24	27	25	17	15	14	19	16
Total	*345*	*353*	*380*	*435*	*424*	*413*	*427*	*434*	*418*	*433*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	7	6	6	4	3	5	5	6	9
Illinois State University	**10**	**12**	**16**	**20**	**15**	**11**	**17**	**18**	**13**
Northeastern IL University	2	4	4	7	8	5	13	14	12
Northern Illinois University	7	5	14	10	24	11	13	18	16
S I U - Carbondale	11	14	8	12	9	17	11	13	9
S I U - Edwardsville	8	9	12	9	11	15	8	8	15
U of I - Chicago	15	18	15	20	15	20	20	16	9
U of I - Springfield				3	1	4	9	9	8
U of I - Urbana/Champaign	31	29	28	29	22	32	21	27	23
Western Illinois University	6	5	3	9	10	10	3	5	3
Total	*97*	*102*	*106*	*123*	*118*	*130*	*120*	*134*	*117*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	177	192	186	196	233	246	238	253	261
Illinois State University	**155**	**165**	**170**	**229**	**200**	**207**	**181**	**202**	**195**
Northeastern IL University	215	186	224	162	148	174	192	201	200
Northern Illinois University	133	127	138	161	157	189	210	224	195
S I U - Carbondale	103	103	115	137	138	148	158	164	158
S I U - Edwardsville	148	136	143	143	150	156	146	149	149
U of I - Chicago	196	200	217	202	242	269	309	303	306
U of I - Springfield				203	244	245	240	248	269
U of I - Urbana/Champaign	134	135	161	172	182	198	173	209	204
Western Illinois University	171	173	224	197	202	220	210	230	212
Average	*159*	*157*	*175*	*180*	*190*	*205*	*206*	*218*	*215*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	700	617	662	634	582	558	625	573	595
Illinois State University	**760**	**743**	**739**	**632**	**695**	**666**	**727**	**658**	**679**
Northeastern IL University	665	607	506	599	681	590	671	636	749
Northern Illinois University	624	632	712	716	632	890	753	735	722
S I U - Carbondale	878	904	837	790	731	702	698	667	686
S I U - Edwardsville	790	842	852	834	856	829	806	821	859
U of I - Chicago	466	501	455	503	401	378	375	383	402
U of I - Springfield				681	627	814	573	505	543
U of I - Urbana/Champaign	685	709	608	560	583	562	478	562	533
Western Illinois University	613	828	697	749	788	665	793	709	781
Average	*687*	*709*	*674*	*670*	*658*	*665*	*650*	*625*	*655*

Review of the B.A., B.S. in Psychology
42.0101

Overview of the program. The B.A., B.S. in Psychology program is housed in the Department of Psychology within the College of Arts and Sciences. Other programs in the department include the minor in psychology, the M.A., M.S. in Psychology, the M.A., M.S. in Clinical-Counseling Psychology, the S.S.P. in School Psychology, and the Ph.D. in School Psychology. At the undergraduate level, the Department of Psychology provides several course offerings that benefit the university community, including five General Education courses and two teacher education courses. The program enrolls approximately 500 students each year. The B.A., B.S. in Psychology program is founded on a liberal arts education that prepares students for a variety of careers and graduate study.

Description of the self-study process. Self-study is an ongoing process in the Department of Psychology and occurs on a semester and annual basis. Evaluation processes conducted each semester include faculty assessment of students and student evaluation of faculty. Annual processes include peer evaluation of faculty, faculty evaluation of the department chairperson, and a report by the department chairperson to the college dean. Ongoing program self-study also includes month-to-month, semester-to-semester, and year-to-year curriculum assessment by the department assessment committee. For the program review self-study, a full-day faculty/staff retreat was held in April 2011, during which the department evaluated and updated its faculty appointment, salary, promotion and tenure policies and its strategic plan. In addition, three committees were formed to assess the undergraduate program, graduate programs, and faculty professional development. The department also worked with University Assessment Services on campus to review and revise the student learning outcomes assessment plans for programs in the department, conducted a survey of students graduating with a degree from the department in the last 10 years, and gathered and analyzed program evaluation data provided by the American Psychological Association (APA). Utilizing these data and working collaboratively with faculty and staff, the department chairperson and associate chairperson prepared the program review self-study report.

Curriculum of the program. The B.A., B.S. in Psychology program requires 41 credit hours of psychology courses. These requirements include an introductory course, four sophomore-level content courses spanning the breadth of the discipline, a course that introduces students to careers in psychology, four laboratory courses in statistics and research methods, a capstone experience (including teaching and research apprenticeship options and an internship option), and six credit hours of upper-division elective courses. The curriculum is designed to provide students with an understanding of the methods of psychology and the theories and empirical findings resulting from research methods. The program is also designed to provide students with a variety of opportunities to apply psychological principles in both on- and off-campus settings. The B.A., B.S. in Psychology program is not offered at off-campus locations.

Faculty of the program or unit. When the 2004-2005 review of the B.A., B.S. in Psychology program was conducted, the Department of Psychology had 38 full-time tenured or tenure track faculty members. There are now 34 full-time tenured or tenure track faculty members in the department. Currently, 91 percent of faculty members in the department are tenured, up from 61 percent in 2004-2005, with 53 percent holding full professor status. Faculty members are highly credentialed. Six have state licenses as clinical psychologists. One is also a diplomate in school psychology and in assessment psychology and is a fellow of the APA Division of School Psychology. Each of the four faculty members in the department who hold school psychology degrees have either been certified as a school psychologist by the Illinois State Board of Education or as a Nationally Certified School Psychologist by the National Association of School Psychologists. Since 2004-2005, seven faculty members have served as fellows in the APA or American Psychological Society. All faculty members belong to professional societies, and many have been appointed to society boards or committees. Four faculty members have served as associate editors, and 12 have served as members of editorial boards on 25 different journals. Five faculty members have been elected officers in prestigious professional organizations, and three have been elected president of their professional organizations. In the last five years, psychology faculty members have published an average of 1.6 manuscripts per faculty member per year. During the same period, faculty members have presented an average of three papers at professional conferences per faculty member per year. Faculty members continue to seek external funding for research and service. In the 2011 academic year, external funding for psychology department initiatives totaled $1.1 million.

Goals and quality measures for the program. Goals of the Department of the Psychology include generating and sustaining a high-quality curriculum, recruiting high-quality students, and hiring and retaining high-quality faculty. Benchmarking of the program curriculum utilizes best practices as determined by the APA, comparisons with national surveys of graduates, and comparisons of national surveys of undergraduate psychology programs. The undergraduate psychology program at Illinois State University meets or exceeds those standards and outcomes. Measures of student quality include college readiness test scores of incoming students, grade point averages of transfer students, grade point averages of students completing the program, retention rates, time to degree completion, participation in the Honors program on campus, and student awards. Since the last program review, six undergraduate psychology students have been designated Robert G. Bone scholars, the highest student honor on campus recognizing academic achievement and community engagement. Measures of faculty quality include course evaluations submitted by students, the number of peer-reviewed publications per year, service on journal editorial boards, the number and value of applications submitted for external funds, the value of external grants received, and recognition through college and university awards. Three psychology faculty members (one with a joint appointment) have been designated Distinguished Professor, the highest faculty award on campus. Seven faculty members have received other university-level awards, and eight have received college-level recognition.

Budget planning process. The psychology department budget is developed by the department chairperson each year in consultation with program faculty. The budgeting process begins each November when program and sequence coordinators submit funding requests to the department chairperson. The chairperson, in turn, submits a budget request, including prioritized hiring requests, to the college dean in January. Final budget decisions are made at the college level based on funds allocated to the college by the Division of Academic Affairs.

Description of any accreditation this program receives. There is no professional accreditation or approval agency for this program.

Summary and effectiveness of the student learning outcomes assessment plan. The Department of Psychology utilizes a variety of methods to assess student learning in the B.A., B.S. in Psychology program. These methods include surveys of students, faculty, and alumni and assessments of skills developed across different program courses. Evaluation of the assessment plan for the program conducted as part of the program review self-study rated the plan as established (the second highest rating) with regard to the goals and learning outcomes, the systematic approach to assessing those goals, and solicitation of feedback from key stakeholders. The evaluation identified the need to improve the use of results/feedback mechanisms in the plan. Subsequent revisions to the assessment plan have clarified the relationship between program outcomes and assessment techniques and have more explicitly identified the cycle of assessment activities. Each year program faculty undertakes one or two special assessment projects, such as the recent review of faculty expectations of students entering their courses. The department assessment committee regularly surveys the professional literature to ensure that the program conforms to generally-accepted practices for undergraduate psychology education.

Actions taken since the last program review including responses to recommendations for program improvement. Program faculty has taken several actions in response to recommendations from the 2004-2005 program review and to changes in the discipline. Faculty members have identified benchmark undergraduate psychology programs regionally and nationally and have identified aspects of those programs to which the program at Illinois State aspires. One result of this analysis is modification of the program curriculum. Analysis of information in the APA database of undergraduate psychology programs revealed that psychology curricula across the country are becoming more hierarchical, utilizing introductory and research courses as prerequisites for higher-level courses. Based on this finding, program faculty launched a comprehensive review of the curriculum, resulting in a restructuring of the curriculum to adopt this hierarchical approach. In addition, out-of-class capstone experiences have been expanded to include research, teaching, and professional practice opportunities. Since this change, approximately 10 percent of undergraduate psychology students have completed a professional practice capstone experience by working with autistic children at The Autism Place, an off-campus, state-funded autism spectrum disorder treatment center. Efforts have also been undertaken to address increases in program enrollment. Because the program had been oversubscribed for several years, program faculty established more rigorous requirements for admission and retention in 2007, including higher minimum grade point averages. The intent of this change was to give priority for admission to the program to the most prepared and motivated students. This initiative has succeeded, although sustainability of enrollment remains an issue. Another issue addressed since the last program review is collaboration with Milner Library. Program faculty members have worked with library

faculty to implement a scaffold approach to teaching library research skills. The program has also worked with the library to prioritize psychology research resources to ensure that limited funds are spent on resources most needed to support student learning and faculty research.

Description and assessment of major changes in the program or discipline since the last program review.
The primary change in undergraduate psychology education since the last program review was approval by the American Psychological Association in 2006 of *APA Guidelines for the Undergraduate Psychology Major*. The guidelines resulted from an initiative begun in 2000 to describe a set of learning goals and outcomes for student performance at the completion of the baccalaureate degree. This was the first review of education guidelines for the discipline since 1991. Faculty of the B.A., B.S. in Psychology program conducted a review of the curriculum against the new guidelines and implemented curricular changes in 2008.

Description of major findings and recommendations as a result of this program review. The B.A., B.S. in Psychology program compares favorably to the 11 other undergraduate psychology programs at Illinois public universities. The program at Illinois State is consistently among the top four programs in terms of enrollment and degrees conferred and among the top three in credit hours generated per staff year. Since the last program review the department has adopted higher undergraduate admission and retention standards in an attempt to stabilize enrollment at sustainable levels with the most prepared and qualified students. While enrollment stabilized at 500 students in the years immediately following the last program review, enrollment has since spiked above 550 students. This is a trend to be watched and, if it continues, addressed through additional enrollment management strategies. The undergraduate curriculum was revised in 2008 and has now been implemented through one four-year cycle of students. Revisions should be assessed for their effectiveness in helping students achieve targeted learning outcomes.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. During the next program review period, program faculty will develop and implement better methods of tracking students through the major. Program faculty will use results of this tracking to address curricular needs of transfer students. Program faculty will continue to assess the effectiveness of the curriculum and enhance the effectiveness of the student learning outcomes assessment plan. The program will work to maintain the high quality of out-of-class experiences for students and will closely monitor program enrollment levels.

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

The committee commends the program for accomplishments of its faculty in teaching, service, publications, presentations, and grants; for integration of library training, services, and resources throughout the curriculum; for out-of-class and capstone options including research with faculty members and professional practice experiences in the community; and for its efficiency in graduating the majority of native students within four years of enrollment.

The committee acknowledges recent efforts to stabilize enrollments at levels consistent with enrollment targets established by the program. However, the committee concurs with the program in its concern that enrollment continues to increase beyond those targets. Unchecked, such increases may stretch program resources beyond what they can reasonably support.

Accordingly, the committee asks that the Department of Psychology work with Enrollment Management and Academic Services to develop a plan for consistently achieving enrollment targets considered sustainable by the department. The committee asks the department to submit the plan to the Provost's Office by October 1, 2013, and to submit a follow-up report on its subsequent efforts to implement the plan by October 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, 2020, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue efforts to enhance effectiveness of the student learning outcomes assessment plan and utilize the plan to assess effectiveness of the 2008 curricular changes.
- Develop and implement better methods of tracking student progress through the program and utilize findings to address curricular planning needs, particularly for transfer students.
- Maintain high quality out-of-class experiences for students in the program.

Comparative Data, B.A. and B.S. in Psychology (42.0101)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	262	274	244	297	297	313	300	329	351	340
Eastern Illinois University	405	411	425	433	417	445	412	458	436	454
Governors State University	179	176	191	168	174	182	179	202	236	239
Illinois State University	**506**	**525**	**504**	**464**	**497**	**510**	**509**	**508**	**519**	**557**
Northeastern IL University	265	278	302	332	382	434	238	483	515	522
Northern Illinois University	664	676	703	733	740	777	810	821	834	891
S I U - Carbondale	439	493	432	461	474	460	453	445	456	453
S I U - Edwardsville	337	319	375	402	416	405	387	376	352	433
U of I - Chicago	424	496	404	803	1,048	1,232	1,314	1,397	1,479	1,556
U of I - Springfield	270	246	245	264	253	230	243	267	287	275
U of I - Urbana/Champaign	1,296	1,281	1,180	1,209	1,269	1,339	1,266	1,240	1,300	1,309
Western Illinois University	438	436	476	447	405	433	390	357	369	390
Total	*5,485*	*5,611*	*5,481*	*6,013*	*6,372*	*6,760*	*6,501*	*6,883*	*7,134*	*7,419*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	63	67	64	62	52	72	95	88	105
Eastern Illinois University	112	124	110	121	128	138	122	131	128
Governors State University	92	47	77	63	76	67	72	87	90
Illinois State University	**150**	**161**	**180**	**146**	**152**	**139**	**111**	**116**	**131**
Northeastern IL University	37	34	50	54	42	63	72	70	87
Northern Illinois University	149	163	171	202	201	214	209	239	214
S I U - Carbondale	120	143	130	122	128	145	123	120	126
S I U - Edwardsville	116	127	130	147	135	156	123	152	126
U of I - Chicago	296	298	297	341	379	384	401	437	478
U of I - Springfield	94	64	83	87	77	75	68	54	62
U of I - Urbana/Champaign	447	453	434	388	401	465	399	426	427
Western Illinois University	110	101	105	120	83	102	107	94	95
Total	*1,786*	*1,782*	*1,831*	*1,853*	*1,854*	*2,020*	*1,902*	*2,014*	*2,069*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	173	169	150	177	197	190	180	205	199
Eastern Illinois University	157	154	163	168	181	196	213	220	205
Governors State University	208	222	206	239	210	239	198	235	213
Illinois State University	**120**	**124**	**126**	**136**	**148**	**159**	**173**	**177**	**172**
Northeastern IL University	207	229	234	244	267	251	270	240	219
Northern Illinois University	137	149	144	146	151	163	178	204	174
S I U - Carbondale	111	111	115	131	121	137	131	141	142
S I U - Edwardsville	130	131	138	149	141	136	147	141	148
U of I - Chicago	109	104	142	142	170	164	182	173	190
U of I - Springfield	188	190	172	160	233	251	246	247	246
U of I - Urbana/Champaign	164	178	182	177	184	209	193	195	208
Western Illinois University	157	165	167	170	203	200	230	221	221
Average	*155*	*161*	*162*	*170*	*184*	*191*	*195*	*200*	*195*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	732	655	770	763	757	700	743	570	598
Eastern Illinois University	784	770	760	817	794	720	663	643	728
Governors State University	674	637	805	560	712	560	721	653	594
Illinois State University	**905**	**920**	**950**	**862**	**808**	**772**	**783**	**789**	**806**
Northeastern IL University	588	493	478	491	469	430	568	544	581
Northern Illinois University	712	733	670	610	599	762	667	639	615
S I U - Carbondale	840	1,028	984	947	856	713	957	876	852
S I U - Edwardsville	882	940	905	850	914	914	849	869	916
U of I - Chicago	755	792	645	634	497	537	445	490	525
U of I - Springfield	784	788	650	737	763	826	580	569	641
U of I - Urbana/Champaign	706	712	482	605	564	494	477	589	592
Western Illinois University	838	827	776	767	718	775	674	653	715
Average	*767*	*775*	*740*	*720*	*704*	*684*	*677*	*657*	*680*

Review of the M.A., M.S. in Psychology
42.0101

Overview of the program. The M.A., M.S. in Psychology program is housed in the Department of Psychology within the College of Arts and Sciences. Other programs offered by the department include the minor in psychology, the B.A., B.S. in Psychology, the M.A., M.S. in Clinical-Counseling Psychology, the S.S.P. in School Psychology, and the Ph.D. in School Psychology. The M.A., M.S. in Psychology program is designed to provide students with an understanding of the methods of psychology and the theories and empirical findings resulting from research methods. The program also provides students with a variety of opportunities to apply psychological principles in both on-campus and off-campus settings. The program is comprised of four sequences: cognitive and behavioral sciences, developmental psychology, industrial/organizational-social psychology, and quantitative psychology.

Description of the self-study process. Self-study is an ongoing process in the Department of Psychology and occurs on a semester and annual basis. Evaluation processes conducted each semester include faculty assessment of students and student evaluation of faculty. Annual processes include peer evaluation of faculty, faculty evaluation of the department chairperson, and a report by the department chairperson to the college dean. Ongoing program self-study also includes month-to-month, semester-to-semester, and year-to-year curriculum assessment by the department assessment committee. For the program review self-study, a full-day faculty/staff retreat was held in April 2011, during which the department evaluated and updated its faculty appointment, salary, promotion and tenure policies and its strategic plan. In addition, three committees were formed to assess the undergraduate program, graduate programs, and faculty professional development. The department also worked with University Assessment Services on campus to review and revise the student learning outcomes assessment plans for programs in the department, conducted a survey of students graduating with a degree from the department in the last 10 years, and gathered and analyzed program evaluation data provided by the American Psychological Association (APA). Utilizing these data and working collaboratively with faculty and staff, the department chairperson and associate chairperson prepared the program review self-study report.

Curriculum of the program. Students in the M.A., M.S. in Psychology program choose to specialize in one of four sequences. Students having interests that bridge more than one sequence are encouraged to take advantage of a dual-sequence option. All sequences require common core courses in learning, personality, and statistics. Students in all sequences are required to complete a thesis (the department eliminated a comprehensive exam option in 2005). The cognitive and behavioral sciences sequence requires 37 credit hours, including a thesis and one elective, and emphasizes the development of skills in basic research content areas. The training is applicable to doctoral study, community college teaching, and certain positions emphasizing research or empirical decision-making. The developmental psychology sequence requires 36 credit hours, including five required courses and a thesis, and is designed to prepare students for doctoral work or a career applying developmental psychology principles to children, adolescents, or the elderly. Students may complete either a professional practice opportunity or a graduate certificate in either Women's and Gender Studies or Social Aspects of Aging. The industrial/organizational-social psychology sequence requires 41credit hours, including nine required courses and a thesis, and prepares students to apply psychological theory and methodology in employment settings involving human resources management, personnel administration, workforce training, organizational development, or organizational research. This sequence also prepares students to enter doctoral programs. The quantitative psychology sequence requires 32 credit hours, including six required courses and a research thesis, and covers basic and applied statistics relevant to all areas of psychology. Students have the opportunity to develop substantive research interests in psychology, statistical consulting skills, and teaching skills and are prepared to enter doctoral programs, provide statistical consultation, work in applied research settings, and teach**.** None of the sequences in the M.A., M.S. in Psychology program is offered at off-campus locations.

Faculty of the program or unit. When the 2004-2005 review of the M.A., M.S. in Psychology program was conducted, the Department of Psychology had 38 full-time tenured or tenure track faculty members. There are now 34 full-time tenured or tenure track faculty members in the department. All 31 faculty members who have served five or more years at Illinois State University are full members of the graduate faculty and thus eligible to teach masters and doctoral students. Currently, 91 percent of faculty members in the department are tenured, up from 61 percent in 2004-2005, with 53 percent holding full professor status. Faculty members are highly credentialed. Six have state licenses as clinical psychologists. One is also a diplomate in school psychology and in assessment psychology and is a fellow of the APA Division of School Psychology. Each of the four faculty members in the

department who hold school psychology degrees have either been certified as a school psychologist by the Illinois State Board of Education or as a Nationally Certified School Psychologist by the National Association of School Psychologists. Since 2004-2005, seven faculty members have served as fellows in the APA or American Psychological Society. All faculty members belong to professional societies, and many have been appointed to society boards or committees. Four faculty members have served as associate editors, and 12 have served as members of editorial boards on 25 different journals. Five faculty members have been elected officers in prestigious professional organizations, and three have been elected president of their professional organizations. In the last five years, psychology faculty members have published an average of 1.6 manuscripts per faculty member per year. During the same period, faculty members have presented an average of three papers at professional conferences per faculty member per year. Faculty members continue to seek external funding for research and service. In the 2011 academic year, external funding for psychology department initiatives totaled $1.1 million.

Goals and quality measures for the program. Goals of the Department of Psychology include generating and sustaining a high-quality curriculum, recruiting high-quality students, and hiring and retaining high-quality faculty. Measures of curriculum quality include discipline costs per credit hour, credit hours generated per faculty member, and student-to-faculty ratio. Measures of student quality include Graduate Record Examination (GRE) scores, undergraduate program grade point average, time to degree completion, and research productivity. Measures of faculty quality include course evaluations submitted by students, the number of peer-reviewed publications per year, service on journal editorial boards, the number and value of applications submitted for external funds, the value of external grants received, and recognition through college and university awards.

Budget planning process. The psychology department budget is developed by the department chairperson each year in consultation with program faculty. The budgeting process begins each November when program and sequence coordinators submit funding requests to the department chairperson. The chairperson, in turn, submits a budget request, including prioritized hiring requests, to the college dean in January. Final budget decisions are made at the college level based on funds allocated to the college by the Division of Academic Affairs.

Description of any accreditation this program receives. There is no professional accreditation or approval agency for this program.

Summary and effectiveness of the student learning outcomes assessment plan. The Department of Psychology utilizes a variety of methods to assess the effectiveness of student learning outcomes in the M.A., M.S. in Psychology program. All sequences assess student learning comprehensively by exams, theses, and external evaluations of practica and internships. Evaluation of the student learning assessment plan conducted as part of the program review self-study rated the plan as established (the second highest rating) with regard to the goals and learning outcomes, solicitation of feedback from key stakeholders, and use of results/feedback mechanisms. The evaluation identified the need to implement a systematic approach to assessing the goals. A subsequent revision of the assessment plan identifies program- and sequence-level goals and learning outcomes and more clearly articulates assessment methods and principles.

Actions taken since the last program review including responses to recommendations for program improvement. Two recommended actions addressed by program faculty since the last program review include facilitating applications to the program by high-quality students and comparing the program with peer institutions to identify aspects of the program that might be improved. Since the last review, program faculty members have annually sponsored Applicant Day. This event is intended to allow prospective students to meet faculty and visit their research laboratories while allowing program faculty to better screen applicants. Highly-credentialed applicants are encouraged to apply for a foundation fellowship or for a teaching assistantship in one of the undergraduate laboratory courses, which pays a higher monthly stipend than other graduate assistantships. Program faculty also analyzed the program at Illinois State against programs at peer institutions identified by the APA. The analysis identified two program strengths to be maintained and enhanced: quality teaching that encourages student collaboration with program faculty in research, publications, and presentations, and breadth and depth of the program through offering four specializations instead of the more typical one or two specializations.

Description and assessment of major changes in the program or discipline since the last program review.
There have been no major changes in the discipline or institutional context in which the program operates since the last program review in 2004-2005. Both program enrollment and student credentials have remained stable. The number of degrees conferred doubled in 2010 and 2011, but that increase is part of a cycle that is itself stable. Elimination of the comprehensive exam option in 2005 has shifted the focus of the program from mastery of content to mastery of the practice of science. This has served students well, as an increasing number are accepted into doctoral programs.

Description of major findings and recommendations as a result of this program review. The M.A., M.S. in Psychology program continues to serve an important role in the continuum of psychology programs offered by Illinois State, from undergraduate through doctoral. Students in the program play a significant role in teaching and mentoring undergraduate psychology students and in maintaining faculty research productivity at high levels. Enrollment in the program is stable and sustainable. Quality of faculty teaching and research remains high. Involvement of students in faculty research is a major asset of the program. Program faculty members have been increasingly successful procuring external grants. Grant-funded projects have resulted in quality service to the larger community and state while attracting highly-credentialed students to the program. In the coming years program faculty will continue to recruit high-quality students and support efforts of graduate student organizations to recruit students from diverse backgrounds.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Major actions to be taken during the next three to five years include restructuring the core of the program to provide more flexibility to students, enhancing the ability to track student progress to increase the number of students who graduate within the six-year time limit established by the University, increasing the number of graduate assistantships to maintain excellence and productivity in teaching and research, and enhancing research productivity of students beyond the average of 1.35 student co-authors on publications per faculty member per year and 2.47 student co-authors on presentations per faculty member per year. Such productivity vastly increases the ability of graduates to gain entrance into doctoral programs.

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

The committee commends the program for its exemplary initiatives to enhance diversity of the student population, including the Diversity Task Force of Graduate Students in Psychology; for its success in obtaining external funding to support faculty and student research and hiring additional graduate assistants to help with undergraduate education; for increased involvement of students in faculty research leading to co-authorship of publications and presentations; and for the variety of co-curricular activities sponsored by the department including guest speakers and international conferences. The committee recognizes the program for accomplishments of its faculty in teaching, service, publications, presentations, and grants; for involvement of faculty and students with local, state, and national initiatives; and for the diversity and rigor of its graduate courses.

The self-study for the M.A., M.S. in Psychology included a comparison to programs at other Illinois public universities and identified institutions in a peer group defined by the American Psychological Association. However, the self-study did not identify aspiration programs on the regional or national level and actions the program might take to attain similar levels of quality.

Accordingly, the committee asks that the Department of Psychology submit a follow-up report to the Provost's Office that identifies one or more national benchmark programs to which each sequence in the M.A., M.S. in Psychology program aspires and draws connections to measures of program quality in those aspirational programs. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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.

- Consider changes to the curriculum core consistent with assessment findings and changes in the discipline.
- Enhance the ability of the program to track student progress and take timely action when students reach or exceed the six-year time limit for degree completion.
- Increase the number of graduate assistants who can be supported by the program and who can assist with research and undergraduate education.
- Sustain research productivity of students in the program to enhance their qualifications for admission to doctoral programs, should they choose to pursue that career path.
- Work with University Assessment Services to further refine the student learning outcomes assessment plan to incorporate assessment on the sequence level.

Comparative Data, M.A. and M.S. in Psychology (42.0101)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	118	100	73	32	19	37	61	61	52	49
Illinois State University	**79**	**66**	**46**	**41**	**50**	**44**	**52**	**48**	**47**	**41**
Northern Illinois University	73	59	58	76	66	56	66	60	65	64
S I U - Carbondale	45	43	49	51	52	45	45	52	48	47
S I U - Edwardsville	61	60	62	59	68	71	73	79	80	64
U of I - Urbana/Champaign	9	11	3	2	2	3	1	3	3	0
Western Illinois University	36	32	34	30	35	30	31	33	35	39
Total	*421*	*371*	*325*	*291*	*292*	*286*	*329*	*336*	*330*	*304*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	19	27	28	33	3	2	5	5	6
Illinois State University	**30**	**17**	**16**	**13**	**11**	**9**	**10**	**20**	**19**
Northern Illinois University	15	25	17	31	33	12	26	19	16
S I U - Carbondale	30	14	14	15	23	13	17	8	24
S I U - Edwardsville	23	28	12	26	27	17	30	28	35
U of I - Chicago	10	14	12	8	25	17	9	13	13
U of I - Urbana/Champaign	31	32	19	29	31	25	18	27	27
Western Illinois University	7	13	11	10	12	14	11	10	12
Total	*165*	*170*	*129*	*165*	*165*	*109*	*126*	*130*	*152*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	255	294	215	287	274	272	322	301	308
Illinois State University	**258**	**300**	**307**	**313**	**357**	**305**	**384**	**333**	**370**
Northern Illinois University	454	523	553	504	509	609	1,147	757	944
S I U - Carbondale	646	628	663	754	691	728	781	828	803
S I U - Edwardsville	397	420	431	445	490	490	507	507	547
U of I - Chicago	656	676	632	217	317	455	511	328	411
U of I - Urbana/Champaign	237	342	559	410	656	488	513	499	481
Western Illinois University	428	439	439	590	572	518	542	596	531
Average	*416*	*453*	*475*	*440*	*483*	*483*	*588*	*519*	*549*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	475	566	535	568	608	541	492	517	472
Illinois State University	**416**	**369**	**358**	**359**	**330**	**442**	**358**	**432**	**347**
Northern Illinois University	244	248	215	233	222	236	125	363	130
S I U - Carbondale	231	255	193	205	198	208	222	210	215
S I U - Edwardsville	302	275	272	270	237	251	257	250	266
U of I - Chicago	166	164	304	322	378	252	208	295	388
U of I - Urbana/Champaign	634	486	202	332	287	334	188	310	368
Western Illinois University	354	359	314	317	324	327	327	284	341
Average	*353*	*340*	*299*	*326*	*323*	*324*	*272*	*333*	*316*

Review of the M.A., M.S. in Clinical-Counseling Psychology
42.2803

Overview of the program. The M.A., M.S. in Clinical-Counseling Psychology program is housed in the Department of Psychology within the College of Arts and Sciences. Other programs in the department include the minor in psychology, the B.A., B.S. in Psychology, the M.A., M.S. in Psychology, the S.S.P. in School Psychology, and the Ph.D. in School Psychology. The M.A., M.S. in Clinical-Counseling Psychology program provides rigorous training in basic areas of psychology and their application to assessment, counseling, and psychotherapeutic treatment. The program is designed to prepare students to provide counseling services in settings such as mental health centers, family service agencies, employee assistance programs, community colleges, and substance abuse treatment facilities. The M.A., M.S. in Clinical-Counseling Psychology was created from a sequence in the M.A., M.S. in Psychology program. This is the first review of the program in the eight-year program review cycle.

Description of the self-study process. Self-study is an ongoing process in the Department of Psychology and occurs on a semester and annual basis. Evaluation processes conducted each semester include faculty assessment of students and student evaluation of faculty. Annual processes include peer evaluation of faculty, faculty evaluation of the department chairperson, and a report by the department chairperson to the college dean. Ongoing program self-study also includes month-to-month, semester-to-semester, and year-to-year curriculum assessment by the department clinical-counseling coordinating committee. For the program review self-study, a full-day faculty/staff retreat was held in April 2011, during which the department evaluated and updated its faculty appointment, salary, promotion and tenure policies and its strategic plan. In addition, three committees were formed to assess the undergraduate program, graduate programs, and faculty professional development. The department also worked with University Assessment Services on campus to review and revise the student learning outcomes assessment plans for programs in the department. Utilizing these data and working collaboratively with faculty and staff, the department chairperson and associate chairperson prepared the program review self-study report.

Curriculum of the program. The M.A., M.S. in Clinical-Counseling Psychology program requires two years of full-time study including the intermediate summer. To earn their degree, students complete at least 49 credit hours including coursework in basic psychology, psychological assessment, and theories and techniques of psychotherapy; three practica experiences; and either a thesis or clinical competency project (a comprehensive exam option was eliminated effective 2006-2007). The clinical competency project requires students to complete a theoretical paper, research review, or position paper on an emerging topic or issue of contemporary relevance under the supervision of a program faculty member. Upon completion of the program, students meet the curricular requirements to take both the Illinois Licensed Clinical Professional Counselor (LCPC) and Licensed Professional Counselor (LPC) examinations. In recent years increasing numbers of students in the program have opted to earn 60 credit hours before graduating instead of the minimum required 49 credit hours. Earning 60 hours enhances licensure portability for students intending to seek licensure outside Illinois. The M.A., M.S. in Clinical-Counseling Psychology program is not offered at off-campus locations.

Faculty of the program or unit. In 2004-2005 the Department of Psychology had 38 full-time tenured or tenure track faculty members. There are now 34 full-time tenured or tenure track faculty members in the department. All 31 faculty members who have served five or more years at Illinois State University are full members of the graduate faculty and thus eligible to teach masters and doctoral students. Currently, 91 percent of faculty members in the department are tenured, up from 61 percent in 2004-2005, with 53 percent holding full professor status. Faculty members are highly credentialed. Six faculty members and two academic professionals hold state licenses as clinical psychologists. One faculty member is also a diplomate in school psychology and in assessment psychology and is a fellow of the APA Division of School Psychology. Each of the four faculty members in the department who hold school psychology degrees have either been certified as a school psychologist by the Illinois State Board of Education or as a Nationally Certified School Psychologist by the National Association of School Psychologists. Since 2004-2005, seven faculty members have served as fellows in the APA or American Psychological Society. All faculty members belong to professional societies, and many have been appointed to society boards or committees. Four faculty members have served as associate editors, and 12 have served as members of editorial boards on 25 different journals. Five faculty members have been elected officers in prestigious professional organizations, and three have been elected president of their professional organizations. In the last five years, psychology faculty members have published an average of 1.6 manuscripts per faculty member per year. During the same period, faculty members have presented an average of three papers at professional conferences per faculty member per year.

Faculty members continue to seek external funding for research and service. In the 2011 academic year, external funding for psychology department initiatives totaled $1.1 million.

Goals and quality measures for the program. Goals of the Department of Psychology include generating and sustaining a high-quality curriculum, recruiting high-quality students, and hiring and retaining high-quality faculty. The quality of the M.A., M.S. in Clinical-Counseling Psychology curriculum is measured primarily by the extent to which the program prepares students for licensing exams and also by the extent to which the program provides opportunities for collaboration among the closely-related disciplines of clinical psychology and counseling psychology. The quality of students in the program is measured by Graduate Record Examination (GRE) scores, undergraduate program grade point averages, applied work and volunteer experience prior to enrollment, scholarly activity prior to enrollment, student honors and awards while enrolled in the program, and grade point average upon graduation. The quality of program faculty is measured by academic credentials, scholarly productivity, recognition of teaching and research, involvement with professional associations and societies, service on journal editorial boards, the number and value of applications submitted for external funds, and the value of external grants received.

Budget planning process. The psychology department budget is developed by the department chairperson each year in consultation with program faculty. The budgeting process begins each November when program and sequence coordinators submit funding requests to the department chairperson. The chairperson, in turn, submits a budget request, including prioritized hiring requests, to the college dean in January. Final budget decisions are made at the college level based on funds allocated to the college by the Division of Academic Affairs.

Description of any accreditation this program receives. There is no professional accreditation or approval agency for this program. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE) accredit counseling education programs but not psychology programs. The APA only accredits doctoral programs. Because the program has no accrediting agency, it is ineligible for program approval by the Illinois Department of Financial and Professional Regulation.

Summary and effectiveness of the student learning outcomes assessment plan. The Department of Psychology utilizes a variety of methods to assess student learning outcomes in the M.A., M.S. in Clinical-Counseling Psychology program. These include course exams; surveys of students, faculty, and alumni; supervisor evaluations of practicum students; and student reflection papers. Evaluation of the assessment plan for the program conducted as part of the program review self-study indicated that the plan was in need of refinement. Accordingly, program faculty revised the plan to clarify program-level goals and to more clearly articulate assessment methods and timetables.

Actions taken since the last program review including responses to recommendations for program improvement. As the program is new and undergoing its first program review, there were no prior recommendations for program improvement. However, numerous actions have been taken by program faculty based on information and feedback generated through implementation of the student learning outcomes assessment plan. These actions include elimination of the comprehensive exam as an option and establishment of the clinical competency project, resequencing of courses to enhance student learning and better prepare students for the practicum experience, increasing the number of practicum evaluations and site visits, and adding two clinical training courses. To help attract highly-qualified students, program faculty members have annually participated with their colleagues in other graduate programs in the department to sponsor Applicant Day. This event is intended to allow prospective students to meet faculty and visit their research laboratories while allowing program faculty to better screen applicants.

Description and assessment of major changes in the program or discipline since the last program review. Licensing of professional counselors and clinical professional counselors occurs at the state level. The major trend in the profession is movement by states toward increasing the minimum required credit hours necessary to qualify for counselor licensing exams to 60. The State of Illinois continues to require 48 credit hours. As a result of this trend, some students in the M.A., M.S. in Clinical-Counseling Psychology program have opted to earn additional credit hours beyond the required 49 before graduating. This trend will likely continue through the next program review cycle.

Description of major findings and recommendations as a result of this program review. The M.A., M.S. in Clinical-Counseling Psychology program has been a valuable addition to the continuum of psychology programs offered by Illinois State. Development of the program from a sequence has resulted in greater opportunities for students desiring to specialize in either or both sub-disciplines. The program has also provided valuable service to mental health agencies in the region through placement of practicum students with them. Enrollment has steadily increased since inception of the program but continues to be sustainable. The program continues to attract highly-credentialed applicants, with undergraduate program grade point averages exceeding the university average for incoming graduate students. The program has hosted three Fulbright scholars, and several students have earned grants-in-aid awards to support their thesis work. The number of degrees conferred annually has decreased and time to degree completion has increased slightly. This can be attributed to two factors: elimination of the comprehensive exam option, as students must now complete either a thesis or a clinical competency project, and an increase in the number of students earning 60 credit hours before graduating to qualify for licensing in more states. Since the inception of the program, all graduates have been deemed eligible by the Illinois Department of Financial and Profession Regulation to take the Illinois Licensed Clinical Professional Counselor (LCPC) and Licensed Professional Counselor (LPC) exams. Program faculty should continue to monitor discussions of changes to licensing requirements in Illinois as well as licensing changes in other states. Scholarly productivity among faculty in the program remains high. In a recent study of institutional publication activity in counseling psychology journals, Illinois State University was the only non-Ph.D.-granting clinical-counseling psychology program ranked in the top 40 nationally.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. The primary goal for the M.A., M.S. in Clinical-Counseling Psychology program during the next review cycle is to maintain the high quality of curriculum, students, and faculty. To that end, program faculty will work with University Assessment Services on campus to further refine the student learning outcomes assessment plan for the program so that information compiled through implementation of the plan provides clear direction for program development and improvement. Program faculty will work with colleagues across the Department of Psychology to increase the level of funding for graduate assistantships. An adequate number of assistantships is vital to recruiting high-quality students and in maintaining high levels of scholarly productivity among faculty. Program faculty members also plan to increase connections with program alumni, who can help mentor current students, help expand the number of potential practicum sites, and provide input for program improvement. If the State of Illinois changes its requirements to qualify for the licensed counselor exams, program faculty will develop and implement a plan to modify the program curriculum accordingly.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Clinical-Counseling Psychology to be in <u>Good Standing</u>.

The committee commends the program for curricular changes it has made in response to student and faculty feedback, including the choice of an apprentice-based thesis or clinical competency project, and for the three practicum opportunities that expose students to clinical work with diverse populations. The committee further commends the program for its success recruiting, orienting, and mentoring highly-credentialed students, including three Fulbright scholars, and for increased involvement of students in faculty research leading to co-authorship of publications and presentations. The committee acknowledges program support of department initiatives regarding student diversity, external funding in support of research and graduate assistantships, and co-curricular activities.

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.

- Increase the number of graduate assistants who can be supported by the program and who can assist with research and undergraduate education.
- Enhance the ability of the program to track its alumni, coordinating efforts with University Assessment Services and its annual alumni survey.
- Work with University Assessment Services to develop a student learning outcomes assessment plan that identifies and operationalizes student learning outcomes, with a goal of achieving an exemplary rating, then utilize the plan to continuously monitor, assess, and improve program quality.

- Develop a plan to modify the program in the event that Illinois and states in which graduates are most likely to practice increase minimum licensure requirements from 48 to 60 credit hours.

Comparative Data, M.A. and M.S. in Clinical-Counseling Psychology (42.2803)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	103	95	103	112	115	98	97	87	81	82
Governors State University	199	236	266	213	174	172	151	161	166	146
Illinois State University		**10**	**24**	**24**	**23**	**24**	**27**	**32**	**29**	**29**
U of I - Springfield	79	78	73	66	60	63	61	70	92	115
Total	*381*	*419*	*466*	*415*	*372*	*357*	*336*	*350*	*368*	*372*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	29	23	18	16	22	26	30	26	20
Governors State University	26	31	42	44	37	37	44	48	37
Illinois State University		**13**	**12**	**3**	**13**	**8**	**8**	**7**	**17**
U of I - Springfield	15	16	13	24	9	28	19	13	13
Total	*70*	*83*	*85*	*87*	*81*	*99*	*101*	*94*	*87*

Note: Discipline costs and credit hours generated are not available for the program at Illinois State University.

Review of the Ph.D. in School Psychology
42.2805

Overview of the program. The Ph.D. in School Psychology program is housed in the Department of Psychology within the College of Arts and Sciences. Other programs in the department include the minor in psychology, the B.A, B.S. in Psychology, the M.A., M.S. in Psychology, the M.A., M.S. in Clinical-Counseling Psychology, and the S.S.P. in School Psychology. School psychology is the specialty area of professional psychology concerned with children, youth, their families, learners of all ages, and the schooling process. The Ph.D. in School Psychology program is based on the scientist-practitioner training model, in which the science of psychology is used as a framework for the practicing school psychologist to help clients from an evidence-based perspective. Compared to the S.S.P. program, which prepares students to function as school psychologists in public schools, the doctoral program provides more advanced training with a greater emphasis on scientific inquiry. Doctoral trainees are prepared to function effectively in a broader variety of settings including schools, mental health centers, hospitals, colleges and universities, and independent practice.

Description of the self-study process. The program review self-study process for the Ph.D. in School Psychology occurred in conjunction with an accreditation review of the program conducted by the American Psychological Association (APA). Program faculty conducted the accreditation and program review self-studies with input from current students, alumni, practica and internship supervisors, members of the program community advisory committee, and employers of program graduates. The feedback provided by these stakeholders is being used by the program faculty to help improve the program. The program review self-study report was based largely on APA accreditation documents, which were supplemented with additional narrative where appropriate.

Curriculum of the program. The Ph.D. in School Psychology curriculum is designed for full-time students entering the program with a bachelor's degree and coursework in psychology. At least 101 credit hours are required to receive the doctoral degree. Students who have already earned a master's degree in psychology are also eligible for admission to the Ph.D. program, with credit for completed graduate courses determined on an individual basis. Students admitted to the program complete courses in areas of scientific and professional psychology consistent with guidelines of the APA, the National Association of School Psychologists (NASP), and the National Council for Accreditation of Teacher Education (NCATE). Outside class, students receive clinical training, beginning with practica and culminating in a 12-month full-time internship. Students are aided in arranging an internship by the Illinois School Psychology Internship Consortium. The consortium is a cooperative venture of the four universities in Illinois offering doctoral training in school psychology and is coordinated by Illinois State University staff. Students also receive extensive research training, culminating in a doctoral dissertation. Students typically complete the program within six years post-baccalaureate. The Ph.D. in School Psychology program is not offered at off-campus locations.

Faculty of the program or unit. All six full-time school psychology faculty members hold the terminal degree in school psychology or clinical psychology. Each of the four faculty members with school psychology degrees are either certified as a school psychologist by the Illinois State Board of Education or as a Nationally Certified School Psychologist by NASP. Three program faculty members are licensed clinical psychologists. One program faculty member holds the diplomate in school psychology and in assessment psychology and is a fellow of the APA Division of School Psychology. Several program faculty members serve on editorial boards of journals in school psychology or related disciplines, with one faculty member serving as an associate editor. In spring 2013 the program completed a successful search for a seventh faculty member to fill a vacancy that opened in summer 2012. The new faculty member is scheduled to join the program in fall 2013.

Goals and quality measures for the program. Goals for the Ph.D. in School Psychology program are to prepare competent school psychologists who possess integrated knowledge across the basic areas of psychology; to educate competent school psychologists who can deliver effective mental health services to children, adolescents, and families; to socialize students to professional psychology and the specialty of school psychology; and to educate school psychologists to be competent consumers, distributors, and producers of research. Program quality measures include recognition by accrediting agencies, internship placement rates, job placement rates, pass rate on the national psychology licensing exam, and pass rates on the Illinois State Board of Education Content Area Test in School Psychology and the national exam required for designation as a Nationally Certified School Psychologist.

Budget planning process. The psychology department budget is developed by the department chairperson each year in consultation with program faculty. The budgeting process begins each November when program and sequence coordinators submit funding requests to the department chairperson. The chairperson, in turn, submits a budget request, including prioritized hiring requests, to the college dean in January. Final budget decisions are made at the college level based on funds allocated to the college by the Division of Academic Affairs.

Description of any accreditation this program receives. The Ph.D. in School Psychology program is accredited by the American Psychological Association (APA) and is subject to APA reaccreditation review every seven years. APA last reaccredited the program in August 2012. The program is also included in the accreditation of the teacher education unit at Illinois State by the National Council for Accreditation of Teacher Education (NCATE) and is approved by the National Association of School Psychologists (NASP), a specialized professional association affiliated with NCATE. The next NASP review is tentatively scheduled to occur approximately two years prior to NCATE review of the teacher education unit in 2019. The program is also approved by the Illinois State Board of Education to grant certification as a school psychologist (Type 73 School Service Personnel).

Summary and effectiveness of the student learning outcomes assessment plan. The Department of Psychology utilizes a variety of methods to assess student learning outcomes in the Ph.D. in School Psychology program. The program currently relies on the following assessment measures: course grades; portfolios; comprehensive examinations; course evaluations by students; field supervisor ratings of student competency; regularly-scheduled visits and periodic reviews of practicum sites by program faculty; field supervisor feedback regarding program quality; student success securing APA-accredited internships; performance of graduates on the state certification exam; and periodic surveys of graduates, their internship supervisors, and their employers. The school psychology coordinating committee, comprised of the six school psychology faculty members and two elected student representatives, is responsible for systematic evaluation of program-level assessment data. Ongoing program evaluation and discussions about improvements occur during bimonthly committee 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, reviews results of comprehensive examinations, and makes recommendations for changes in course offerings or course content. Recent changes made in response to assessment results include elimination of duplicate course content, division of the practicum into a psychoeducational practicum and a psychosocial practicum, and changes to the process of providing feedback to students regarding their progress in the program.

Actions taken since the last program review including responses to recommendations for program improvement. Consistent with a recommendation from the last program review in 2004-2005, a significant increase in external research grants and training contracts has been realized. Over the past two years, program faculty members have secured over $1 million in grant funding supporting 18 doctoral-level graduate assistantships. The program has engaged in ongoing assessment of program outcomes and has identified and implemented changes consistent with assessment results. The program has also increased its emphasis on multicultural education through establishment of the Graduate Students in Psychology Diversity Task Force. Significant changes were made to the program curriculum and timing of course requirements in 2006 to emphasize research training earlier in the program. Program policy has also been modified to allow students the opportunity to earn a master's degree if they complete an optional thesis in addition to the required dissertation.

Description and assessment of major changes in the program or discipline since the last program review. The field of school psychology has broadened the role of the school psychologist from assessment for special education eligibility to include direct and indirect interventions, prevention, supervision, and program evaluation. The field has moved to supporting a response-to-intervention service delivery system, including the school psychologist assuming a leadership role in data-based decision-making as mandated by Illinois and many other states. There is also an increasing emphasis in the field on providing evidence-based treatment. Societal trends affecting the discipline have included the increasing diversity of students attending public schools, economic challenges facing families and school systems, and legislative changes at the state and national levels. Collectively, these changes have increased the demand for school psychologists.

Description of major findings and recommendations as a result of this program review. The Ph.D. in School Psychology program has successfully contributed to communities across the state and nation through the graduation of 41 school psychology doctorates since the last program review in 2004-2005. Demand for the program has increased 66 percent since the last program review. Program enrollment has remained steady and sustainable at approximately 38 students. Student outcomes are very positive, including a 100 percent placement rate for internships, the placement of graduates in positions consistent with program objectives, an 85 percent pass rate on the national psychology licensing exam, and 100 percent pass rates on the state certification test and on the national exam for designation as a Nationally Certified School Psychologist. Surveys of alumni, practicum and internship supervisors, and employers indicate that students graduating from the program are perceived as competent in the field. A particular program concern identified through the accreditation and program review self-study processes is time-to-degree completion. Approximately 20 percent of graduates exceed the eight-year time limit established by university policy. Mean and median time to degree is slightly higher than APA standards. This issue will be addressed during the next program review cycle.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Actions and initiatives for the next three to five years include reducing time-to-degree completion to be within APA standards, increasing student diversity, maintaining a high-quality faculty, and soliciting additional external grant funds to support students in the program. Several curriculum changes have already been instituted in an attempt to reduce time to degree, such as emphasizing research methods earlier in the curriculum so students are prepared to pursue their dissertation research earlier in their tenure in the program. Other initiatives to be implemented and monitored include tightening extension policies, increasing required consultations with advisors, and requiring students to have an approved dissertation proposal before applying for internships. The program will continue to support efforts of a new student group, Graduate Students in Psychology Diversity Task Force, to recruit students from underrepresented populations through peer-to-peer contacts and other outreach methods.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Ph.D. in School Psychology to be in <u>Good Standing</u>.

The committee congratulates the program for its responses to changes in the discipline and profession and for a successful accreditation review in 2012, culminating in reaccreditation by the American Psychological Association to 2019.

The committee commends the program for its success in implementing the scientist-practitioner model of training through varied and tiered practicum experiences. The committee recognizes careful oversight of practicum students by field supervisors, faculty members, and advanced doctoral students. Involvement in these experiences by students and faculty, through units such as the Psychological Services Center, The Autism Place, and Head Start, also provides valuable service to the campus and community. The committee commends the program for its success obtaining research and training grants to support these experiences and for its exemplary assessment plan.

The committee recognizes accomplishments of program faculty in teaching, service, and scholarship as well as for increased involvement of students in faculty research. The committee recognizes program leadership of the Illinois School Psychology Internship Consortium and its success placing candidates in accredited internships. The committee acknowledges program involvement in diversity initiatives such as the Graduate Students in Psychology Diversity Task Force.

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.

- Reduce mean and median time-to-degree to meet accreditation standards, and reduce the number of students exceeding the eight-year program time limit.
- Recruit more students from diverse backgrounds through initiatives such as the Graduate Students in Psychology Diversity Task Force and through tuition waivers and scholarships.

- Continue to obtain external research and training grants to support faculty and student research and to financially support candidates through assistantships.

Comparative Data, Ph.D. in School Psychology (42.2805)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	32	33	38	43	43	36	35	40	37	38

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	5	1	2	3	7	8	4	5	5

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	436	431	541	561	471	603	622	491	

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	285	298	234	240	341	237	281	394	394

Note: The Ph.D. in School Psychology program at Illinois State University is the only such program in the state.

Review of the B.S. in Business Administration
52.0201

Overview of the program. The B.S. in Business Administration program is housed in the Department of Management and Quantitative Methods within the College of Business. Other programs in the department include minors in business administration, in business environment and sustainability, in organizational leadership, and in international business, the B.S. in Management, and the B.A., B.S. in International Business. The B.S. in Business Administration is an interdisciplinary major that provides a background in accounting, finance, information systems, management, marketing, and international business. The program is a general business program that provides students with sufficient depth and breadth in the development of analytical and behavioral skills so that they may be able to seek employment in various areas of business and not-for-profit organizations. The business administration major is an excellent choice for students seeking to obtain a broad, interdisciplinary background in business. While some flexibility is provided, the program emphasizes rigor and consistency.

Description of the self-study process. Academic program review of the B.S. in Business Administration program occurred throughout the 2011-2012 academic year, with much effort made toward writing the review report in spring and summer 2012. Business administration students participated in the process via exit survey and also through some focus groups. The department advisory council, comprised of alumni and other business professionals, provided input on several issues during regularly-scheduled council meetings. The department support staff and academic advisors also provided input. Program faculty members spent much of the spring 2012 semester analyzing and synthesizing data from multiple sources and helped prepare the program review self-study report.

Curriculum of the program. The B.S. in Business Administration program is designed for students who want to study business but do not want to specialize in one of the customary functional areas of business (accounting, marketing, finance, or management). Business leaders must have the ability to understand and adapt, solve problems, and think critically. All these are attributes fostered through the business administration program. Because of the interdisciplinary nature of the program, the courses are taught by faculty members from all departments within the College of Business. Courses are designed not only to help students learn subject matter but also to meet the broader objectives of the business administration program: helping students develop their communication, team orientation, decision-making, and problem-solving skills. Critical thinking and problem-solving skills used in decision making are enhanced through the required advanced courses in business administration. While some flexibility is provided, the emphasis on rigor and consistency is achieved through six required courses: cost accounting, electronic business management, investments, marketing research, organizational behavior, and quality management. The B.S. in Business Administration program is not offered at off-campus locations.

Faculty of the program or unit. Faculty members are highly-qualified, dedicated, and caring professionals with a deep desire to prepare students for success in tomorrow's business world. Virtually all faculty members have earned doctorates from major research institutions and are active scholars with a strong record of high-impact research. Faculty members have published in all but one of the 10 most highly-cited management journals, as well as in leading journals in psychology, labor relations, econometrics, statistics, and entrepreneurship. Faculty members also hold leadership positions in several major professional associations and on boards of prestigious journals. Program faculty members have earned the college outstanding research, teaching, and service awards and have been named both COUNTRY Financial and Caterpillar scholars. One faculty member was named Distinguished Professor at Illinois State University in 2010, the highest faculty award on campus honoring scholarly research, creative production, or leadership in creative or scholarly activities on the national level, as well as distinguished teaching and/or service. Faculty members have significant and varied industry experience. Additionally, through research, consulting, and executive education, faculty members are engaged with many regionally-based organizations including State Farm, COUNTRY Financial, Growmark, Farm Credit Services, Afni, Advocate BroMenn Medical Center, Carle Foundation Hospital and Clinic, OSF St. Joseph Medical Center, Archer Daniels Midland Company, Tate & Lyle, and Caterpillar. As a result, faculty members are able to infuse their teaching and research with first-hand knowledge of the dynamics of real-world organizations.

Goals and quality measures for the program. The program is designed to provide students with a broad overview of business while helping them develop analytical and behavioral skills needed to successfully contribute to a range of organizations.

Budget planning process. Budgets within the College of Business are centralized at the college level. There is no separate budget allocated for the B.S. in Business Administration program. Funds raised by the program are used for special program needs and year-end awards.

Description of any accreditation this program receives. The College of Business and all of its associated programs, including the B.S. in Business Administration program, are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation was reaffirmed in December 2011. The AACSB standards in place require that all business students receive a sound foundation in business subjects. AACSB standards are related to faculty qualifications and workload, admission standards and procedures, library and computer resources, academic and curricular policies, and professional behavior and ethical conduct.

Summary and effectiveness of the student learning outcomes assessment plan. In spring 2008 the College of Business adopted the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business to assess student learning over time compared to students enrolled in other business administration programs in the United States. Data collected since 2008 reveal that, while test results vary moderately over time, average scores of undergraduate business administration students at Illinois State University generally have been higher than national average scores.

Actions taken since the last program review including responses to recommendations for program improvement. In the 2005-2006 academic year, the curriculum of the B.S. in Business Administration program was extensively revised to better prepare students for a broad range of entry-level positions in a wide array of organizations. The result is a highly-structured interdisciplinary program that provides a generalized set of knowledge and skills necessary for students to succeed in the multifaceted and competitive global business world. The program has ensured that professional academic and career advising is always available to program majors.

Description and assessment of major changes in the program or discipline since the last program review. The curriculum of the B.S. in Business Administration program was revised to provide students with a designated skill base valued by employers. The program recently added ethical reasoning as one of its learning goals. Thus, the program pursues the goal of educating future business leaders that are ethically-sound, culturally-knowledgeable, environmentally-sensitive, and sustainability-conscious. With an average fall enrollment of 774 students over the last five years, the program remains the largest major within the College of Business. Enrollment has declined from over 960 students in 2006 to a stable enrollment of about 700 students today. Working with the Enrollment Management and Academic Services units on campus, optimal enrollment has been set at 650-750 students. The associate dean and program faculty have also worked with University Assessment Services on campus to develop a well-articulated comprehensive assessment plan that includes six learning goals related to both analytical and behavioral skills.

Description of major findings and recommendations as a result of this program review. The mission and goals of the program are consistent with, and central to, positioning students to excel in a globally-competitive, culturally-diverse, and changing environment, as well as demonstrating excellence in scholarship, teaching, and learning at the undergraduate level. It is also the goal of the program to offer a diverse set of learning opportunities and foster constructive partnerships among students, faculty, staff, and alumni. The process of assessing the program follows an established timeline and cycle. As assessment data accumulate, program faculty members periodically meet to analyze the data and make decisions regarding remedial program changes and improvements. Assessment results generally indicate that students achieve program learning goals.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. No major curricular changes are envisioned at this time because the curriculum has recently been evaluated and revised. Program faculty will review electives to ensure that emerging student needs are adequately met. While assessment results generally indicate that students achieve program learning goals, program faculty members have determined that assessment results have been relatively weak in three areas: written communication, critical thinking, and ethical reasoning. To strengthen student learning achievement in these areas, program faculty members continue to devise and implement reinforcing measures such as specifying learning elements in required courses and offering more learning opportunities through relevant assignments, projects, events, and activities. The assessment plan has been effective, although it may be reviewed to determine if additional learning goals are required.

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

The committee congratulates the program for its role in reaffirmation of College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011. The committee recognizes the cross-disciplinary and flexible nature of the program, enabling it to respond to changes in the discipline to remain current and relevant.

The committee commends the collaborative efforts among faculty across the college to systematically assess the program, use of the ETS Major Field Test to assess student learning outcomes and compare them over time and across institutions, and use of assessment findings to make program improvements. The committee further commends the program for its creative collaboration with Milner Library in sharing costs to acquire access to resources most pertinent to student learning and faculty research.

The committee recognizes the many successes of the program during the past eight years and looks forward to continued program improvement and achievement. To that end, the committee requests a follow-up action. While the program has compared itself to similar programs at other Illinois public universities, it has not identified exemplary undergraduate business administration programs nationwide to which the program can aspire. While the program review report includes a list of department-wide priorities, the report does not identify specific actions and initiatives at the program level. Accordingly, the committee asks the Department of Management and Quantitative Methods to submit a follow-up report to the Provost's Office that 1) identifies measures of quality in undergraduate business administration education, 2) identifies aspirant peers nationally that rate highly on those indicators of quality, and 3) identifies specific actions the program at Illinois State will pursue during the next program review cycle to strive for those levels of quality. The committee asks that the department submit this report to the Provost's Office by October 1, 2013.

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.

- Working with the College of Business, identify and implement strategies for recruiting students from underrepresented groups, including females.
- Review the curriculum and modify it accordingly to ensure that student learning needs are adequately being met.
- Continue to utilize data collected through program assessment, including program alumni tracking, to identify and make program changes.

Comparative Data, B.S. in Business Administration (52.0201)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	752	722	676	703	648	715	717	678	714	658
Eastern Illinois University	40	43	30	26	46	52	62	49	54	50
Governors State University	302	271	323	307	297	284	297	300	319	297
Illinois State University	**1,043**	**916**	**855**	**856**	**962**	**902**	**842**	**732**	**692**	**704**
Northeastern IL University	208	240	269	284	285	278	177	285	279	238
Northern Illinois University	362	286	319	449	471	509	580	694	699	684
S I U - Carbondale	22	13	5	5	7	5	7	5	4	40
S I U - Edwardsville	675	700	696	792	532	460	489	509	497	465
U of I - Chicago							2	18	46	75
U of I - Springfield	207	184	200	216	304	356	433	439	440	412
U of I - Urbana/Champaign	896	778	766	853	651	411	208			1
Western Illinois University	390	441	518	522	454	426	396	373	352	380
Total	*4,897*	*4,594*	*4,657*	*5,013*	*4,657*	*4,398*	*4,210*	*4,082*	*4,096*	*4,004*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	99	90	105	97	54	50	104	75	113
Eastern Illinois University	13	11	13	5	12	8	14	24	15
Governors State University	103	68	62	80	87	89	92	104	101
Illinois State University	**240**	**193**	**202**	**148**	**153**	**153**	**133**	**116**	**107**
Northeastern IL University	32	26	46	68	61	68	62	73	84
Northern Illinois University	85	52	50	89	72	106	101	153	160
S I U - Carbondale	22	12	11	3	9	3	6	5	6
S I U - Edwardsville	273	273	286	279	295	234	262	251	258
U of I - Chicago									8
U of I - Springfield	60	47	63	54	48	82	88	95	138
U of I - Urbana/Champaign	349	316	261	228	261	179	143		8
Western Illinois University	69	79	82	101	91	81	74	91	81
Total	*1,345*	*1,167*	*1,181*	*1,152*	*1,143*	*1,053*	*1,079*	*987*	*1,079*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	177	222	246	269	259	239	308	255	249
Eastern Illinois University							4,650		8,004
Governors State University	226	230	202	250	227	375	276	228	398
Illinois State University	**201**	**208**	**227**	**267**	**280**	**286**	**298**	**270**	**310**
Northeastern IL University	673	219	213	190	244	267	261	254	249
Northern Illinois University								717	769
S I U - Carbondale									
S I U - Edwardsville	147	160	172	182	204	199	188	191	203
U of I - Chicago							156		162
U of I - Springfield	269	287	324	368	432	450	380	401	376
U of I - Urbana/Champaign	207	229	312	278	346	300	324		359
Western Illinois University	195	187	208	201	207	239	258	255	273
Average	*262*	*218*	*238*	*251*	*275*	*294*	*710*	*321*	*1,032*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	901	816	763	754	737	859	699	768	649
Eastern Illinois University							56		30
Governors State University	507	597	647	541	556	473	606	553	474
Illinois State University	**780**	**788**	**732**	**729**	**716**	**690**	**663**	**732**	**675**
Northeastern IL University	200	584	587	707	586	599	679	698	677
Northern Illinois University								199	918
S I U - Carbondale									
S I U - Edwardsville	1,127	1,038	1,058	961	862	844	948	906	886
U of I - Chicago							863		876
U of I - Springfield	645	724	413	439	526	893	627	592	605
U of I - Urbana/Champaign	689	705	554	605	513	574	602		574
Western Illinois University	810	855	679	868	859	839	816	762	782
Average	*707*	*763*	*679*	*701*	*669*	*721*	*656*	*651*	*650*

Review of the Master of Business Administration (M.B.A.)
52.0201

Overview of the program. The Master of Business Administration (M.B.A.) program within the College of Business is an interdisciplinary graduate business degree program that prepares students for successful careers in positions of leadership in business and other organizations. The program offers both an on-campus traditional weekday program and an off-campus cohort-based weekend program. The program draws its courses and faculty from the four departments within the college (Accounting; Finance, Insurance, and Law; Management and Quantitative Methods; and Marketing) and is managed by the Associate Dean for M.B.A. and Undergraduate Programs. The program has been consistently recognized for its quality, including designation as one of the ten "best administered M.B.A. programs" in *The Best 296 Business Schools: 2013 Edition* published by *The Princeton Review*.

Description of the self-study process. While various data and information related to assessment and program review are collected on a continuous basis and discussed at the M.B.A. faculty meeting every fall, this eight-year program review began in earnest in summer 2009 with collection of data from outgoing and incoming students. The M.B.A. faculty council was also newly created to address and discuss M.B.A.-program-related issues. Throughout the program review process, the M.B.A. program has been in contact with various internal and external sources to secure relevant data and information. The M.B.A. program faculty in collaboration with M.B.A. program staff members compiled the program review data and prepared the self-study report during the spring and summer of 2012.

Curriculum of the program. The curriculum of the M.B.A. program consists of foundation, core, and elective courses and is designed to provide students with general business-related knowledge and skills at the level of organizational leaders and managers. While pursuing the 36 credit hours of coursework required for graduation, students not only learn the content knowledge of course subjects but also develop abilities in business-related behavioral skills. The Corporate M.B.A. (CMBA) program is delivered off-campus, offering the same, fully-accredited curriculum as the on-campus M.B.A. program. Following the format and structure of a typical executive M.B.A. program, the CMBA program offers weekend classes taught by full-time M.B.A. faculty to groups of working professionals. The program also initiated an off-campus M.B.A. cohort in Chicago in February 2013.

Faculty of the program or unit. Forty-eight faculty members from all four departments within the college have taught in the M.B.A. program over the last five years, and their average length of employment in the college is 17 years. The faculty represents diversity in academic, cultural, and ethnic backgrounds, as well as gender and age. Many faculty members also have industry experience, which helps maintain their teaching relevance.

Goals and quality measures for the program. Benchmark categories and quality measures for the M.B.A. program include accreditation, survey rankings, incoming student grade point average, incoming student Graduate Management Admission Test (GMAT) scores, and performance by students in the program on the Educational Testing Service (ETS) Major Field Test for the M.B.A. The M.B.A. program at Illinois State University compares favorably with peer state institutions with regard to these measures.

Budget planning process. While the budgeting process for the College of Business is centralized and departments in the college are allocated funds based on their share of faculty in the college, budgeting for the M.B.A. program is based on recurring needs of the program and on strategic planning. The program ties its budget planning to high-priority items among its strategic goals, such as curriculum development, support for graduate assistantships, and adequacy of instructional equipment and software.

Description of any accreditation this program receives. The College of Business and all of its associated programs, including the M.B.A. program, are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation is recognized worldwide as the highest level of accreditation for M.B.A. programs. The M.B.A. program at Illinois State University has been accredited by AACSB since 1981. AACSB accreditation was reaffirmed in December 2011.

Summary and effectiveness of the student learning outcomes assessment plan. The M.B.A. program has developed a comprehensive assessment plan whereby student learning is evaluated through a set of carefully articulated rubrics. The plan identifies six learning goals that include obtaining the relevant content knowledge in a wide range of business functional areas and achieving the necessary depth and breadth in the development of analytical and behavioral skills. Student learning outcomes on these goals are systematically assessed in accordance with the established assessment plan cycle through tests, class projects, presentations, and assignments throughout the curriculum. The program faculty council meets regularly to review the assessment data and devise remedial changes and improvements to the program.

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 program review recommended that the M.B.A. program continue plans to develop an executive M.B.A. program, continue efforts to improve diversity of the student body, and obtain additional resources to support graduate assistantships. Results have been achieved in all three areas. The Corporate M.B.A. (CMBA) program has been offered in conjunction with the McLean County Chamber of Commerce to three different cohorts. In early 2012, a new CMBA cohort was started without involvement of a third-party agent, improving the efficiency and productivity of the program. In 2012, the Illinois Board of Higher Education authorized Illinois State University to offer the M.B.A. program in Chicago. Instruction for the first Chicago cohort started in February 2013. Efforts to diversify the M.B.A. student body have succeeded in increasing the percentage of minority and international students to about 30 percent of all students in the program. This is an eight percent increase since 2004-2005. The program has used scholarships, assistantships, tuition waivers, and other financial aid opportunities to recruit qualified students from underrepresented groups. Maintaining and increasing the number of graduate assistantships is imperative for the program to continue to succeed in recruiting high-caliber students. While the number of assistantships has been stable since the last program review, the percentage of assistantship funding from sources other than general (state) revenue has increased from approximately seven percent to approximately 25 percent. Other significant actions taken by the M.B.A. program during the past eight years include adding a seminar in graduate business studies that provides the program flexibility to address new, important, and challenging business issues that do not necessarily fit existing courses; finalizing a dual-degree program with the University of Paderborn in Germany, through which students are able to receive M.B.A. degrees from both their home institution and the partner institution; and expanding networking and mentorship opportunities for students.

Description and assessment of major changes in the program or discipline since the last program review. Today, colleges and universities throughout the world are offering numerous M.B.A. programs that are diverse in terms of content and delivery formats. Also, many companies and organizations increasingly have high-level internal training programs for their employees. All this translates into fierce competition in the M.B.A. industry. As a result, M.B.A. programs in recent years have been striving to develop their own niches and differentiating characteristics. Now available are programs focusing on specific content areas, programs with more integrated curricula, and programs offered during evenings, on weekends, and online. The trend is expected to continue. Demand for an M.B.A. degree and the employment outlook for M.B.A. graduates are slowly improving after a setback caused by the prolonged economic downturn in recent years. The M.B.A. program at Illinois State University has recently experienced fluctuations in the number of applicants, yet enrollment has been relatively stable. Demand from full-time and international students has increased, reflecting changing economic conditions. A noteworthy change in overall societal need for M.B.A. education is a shift from a traditional manufacturing-related business perspective to service, soft skills, technology, ethics, sustainability, and globalism.

Description of major findings and recommendations as a result of this program review. Quality of the M.B.A. program at Illinois State has steadily increased during the review period as evidenced by student grade point averages; performance on admissions tests; program rankings and recognition; and feedback from students, alumni, and other external stakeholders. Adequate resources need to be continuously mobilized to enhance program quality and reputation. Program strengths include faculty, program content, class size, facilities, student opportunities, and cost competitiveness. The curriculum is balanced in its coverage of general knowledge and specialized content. However, to meet the ever-changing demands in the business world, the curriculum needs to be more integrated in addressing interdisciplinary issues, more flexible in accommodating diverse content and alternative delivery modes, and more consistent in offering elective courses in high-demand content areas. Graduate assistantships provide opportunities for high-achieving students to gain work experience while pursuing the degree. Faculty members also benefit, as graduate assistants help with research and teaching. The ability of the program to offer assistantships is important to recruiting exceptional students to the program and should be continued and expanded. Over the last

eight years, the M.B.A. student body at Illinois State has become more diverse in ethnic, cultural, and professional backgrounds. The program has been enriched through interactions among international and domestic students, students with business and non-business backgrounds, part-time and full-time students, and male and female students. As the college explores alternative means of delivering the M.B.A. program building on its strengths, the college will strive to maintain diversity in the M.B.A. student population.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Based on findings in this program review, the M.B.A. program intends to maintain sustainable enrollment of 150-200 students, continue to recruit higher-caliber students, continue efforts to enhance faculty development, increase curriculum diversity and flexibility, and maintain or enhance the graduate assistantship program. The program plans to continue building a supportive alumni network through additional contacts with graduates and use of social media channels and continue to expand co-curricular activities for students including networking opportunities and job search help. The program will seek to expand through service to niche programs such as a dual-degree program with the Mennonite College of Nursing on campus. The program will continue to pursue quality improvement by maintaining AACSB accreditation, retaining faculty, and offering a current and relevant curriculum balancing general and specialized knowledge.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Business Administration (M.B.A.) to be in Good Standing.

The committee congratulates the program for its role in reaffirmation of College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011. The committee also congratulates the program for being recognized by the *Princeton Review* in its 2013 business school rankings as one of the ten "best administered M.B.A. programs."

The committee commends the program for its quality assessment plan, including administration of the ETS Major Field Test, and use of assessment findings to identify and implement changes to the curriculum and co-curricular programs and activities. The committee commends the program for meeting the needs of non-traditional students through the Corporate M.B.A. program and the Chicago M.B.A. program, which began in February 2013. The committee recognizes the program for its student mentorship program involving program alumni, its ongoing connections with businesses through initiatives such as the College of Business Advisory Council and networking events, and its collaboration with Milner Library to finance specialized business databases that support teaching, learning, and research.

In its self-study report, the program has appropriately identified indicators of M.B.A. program quality and has utilized these indicators to compare the program with M.B.A. programs at other Illinois public universities. Given the national reputation of the program as evidenced by rankings and awards, the committee would like the program to expand its analysis to identify exemplary M.B.A. programs nationwide to which the program at Illinois State can aspire.

Accordingly, the committee asks the Associate Dean for M.B.A. and Undergraduate Programs to submit a follow-up report to the Provost's Office that 1) identifies one or more national benchmark programs to which the Master of Business Administration program aspires and 2) draws connections to measures of quality in those aspirational programs. The committee asks that the Associate Dean submit this report to the Provost's Office by October 1, 2013.

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 provide students opportunities to network with fellow students, faculty, alumni, business leaders, and potential employers.
- Continue to meet program enrollment targets while improving the quality of students accepted into the program and diversifying the student body through recruitment of females and United States citizens from underrepresented racial/ethnic groups.

- Continue to utilize data collected through program assessment to make program improvements and document how that has been done.
- Assess effectiveness of the Chicago M.B.A. program in attaining its goals, document results of the assessment in a progress report compiled after the third program year, and modify the program through implementation of progress report recommendations.
- Explore the feasibility of further expanding the program through establishment of a dual-degree program with nursing (M.B.A./M.S.N.), through establishment of other non-traditional program offerings, and through creative packaging and marketing of existing and new program delivery options.
- Monitor the program curriculum, including structure, content, and frequency of course offerings, for changes needed to maintain relevancy, currency, responsiveness to student needs, and student satisfaction.
- Continue to develop and implement career planning and job search services for students and alumni.
- Encourage presentation by students of their research and creative works through the Graduate Research Symposium and other appropriate venues.
- Develop goals and implement strategies for maintaining and enhancing the graduate assistantship program as a means of supporting faculty teaching and research and recruiting exceptional students to the program.

Comparative Data, Master of Business Administration (52.0201)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	140	138	124	117	97	86	112	123	98	73
Governors State University	122	118	143	127	148	170	190	168	143	134
Illinois State University	**177**	**180**	**199**	**196**	**168**	**179**	**196**	**190**	**229**	**179**
Northeastern IL University	47	43	48	50	64	63	56	69	61	46
Northern Illinois University	554	550	565	601	566	562	525	500	543	568
S I U - Carbondale	184	143	134	112	101	95	82	107	99	104
S I U - Edwardsville	254	224	210	196	178	188	205	160	155	136
U of I - Chicago	695	682	629	555	566	704	674	564	574	542
U of I - Springfield	201	179	136	107	116	113	107	150	151	153
U of I - Urbana/Champaign	389	416	349	293	381	418	355	346	319	344
Western Illinois University	121	124	119	121	130	113	107	109	118	104
Total	*2,884*	*2,797*	*2,656*	*2,475*	*2,515*	*2,691*	*2,609*	*2,486*	*2,490*	*2,383*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	69	58	69	57	53	42	44	67	62
Governors State University	19	49	31	37	41	47	50	58	71
Illinois State University	**66**	**59**	**55**	**77**	**64**	**50**	**84**	**54**	**94**
Northeastern IL University	19	12	17	16	20	14	15	30	24
Northern Illinois University	155	161	178	224	202	236	207	195	189
S I U - Carbondale	138	116	103	86	101	83	86	60	41
S I U - Edwardsville	107	96	91	92	79	86	111	67	69
U of I - Chicago	407	397	315	274	297	286	391	394	298
U of I - Springfield	80	77	86	44	39	45	33	57	49
U of I - Urbana/Champaign	254	229	257	193	213	256	253	205	205
Western Illinois University	63	90	64	48	43	47	44	46	48
Total	*1,377*	*1,344*	*1,266*	*1,148*	*1,152*	*1,192*	*1,318*	*1,233*	*1,150*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	480	471	457	523	757	593	530	510	481
Governors State University	359	338	274	361	250	272	400	434	449
Illinois State University	**336**	**324**	**345**	**405**	**480**	**476**	**452**	**390**	**428**
Northeastern IL University	605	580	521	386	343	466	613	537	527
Northern Illinois University								56	110
S I U - Edwardsville	295	265	244	276	279	324	402	351	361
U of I - Chicago	235	268	328	263	341	275	235	219	206
U of I - Springfield	331	367	383	478	486	501	474	528	418
U of I - Urbana/Champaign	242	300	589	572	621	627	785	722	873
Western Illinois University	249	267	314	408	426	483	508	578	515
Average	*348*	*353*	*384*	*408*	*443*	*446*	*489*	*433*	*437*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	327	360	373	355	250	324	396	467	413
Governors State University	733	476	405	396	620	312	487	443	391
Illinois State University	**599**	**593**	**558**	**563**	**484**	**525**	**578**	**666**	**673**
Northeastern IL University	226	237	259	420	432	403	324	393	377
Northern Illinois University								164	18
S I U - Edwardsville	589	701	768	746	684	674	583	652	575
U of I - Chicago	762	638	872	606	483	628	776	777	844
U of I - Springfield	582	601	363	372	464	728	578	454	603
U of I - Urbana/Champaign	583	542	365	351	284	254	273	345	377
Western Illinois University	592	691	330	417	408	337	477	394	442
Average	*555*	*538*	*477*	*470*	*457*	*465*	*497*	*476*	*471*

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Review of the B.S. in Business Information Systems
52.1201

Overview of the program. The B.S. in Business Information Systems program is housed in the Department of Accounting within the College of Business. The department also offers the minor in accountancy, the B.S. in Accountancy, the Integrated B.S./M.P.A. in Accountancy, and the M.S. in Accountancy. The B.S. in Business Information Systems program supports the three accounting programs by offering required and elective courses to students in those majors. A business information systems sequence has been offered at Illinois State University since the 1970s. The B.S. in Business Information Systems program was established seven years ago, with the first students enrolling in fall 2005. For the past three years there have been approximately 50 majors in the program. The graduate with a business information systems degree is qualified for entry-level business analyst, programmer/analyst, and software developer/implementer positions.

Description of the self-study process. This is the first review of the B.S. in Business Information Systems program in the eight-year program review cycle. This first review occurred at the same time as accreditation reviews of the College of Business and the Department of Accounting by the Association to Advance Collegiate Schools of Business (AACSB) International. Because the program is housed in the Department of Accounting, its faculty members were involved in a multiple-year effort to prepare for both accreditation reviews. Documents prepared for accreditation were also used in the program review. Both the accreditation review process and the program review process involved program faculty, students, the department advisory council, and industry partners. The program review self-study report was written by program faculty members, the department chairperson, and the library liaison to the college. Input was solicited from all tenured and tenure track faculty members regarding substantive sections of the report.

Curriculum of the program. The curriculum is designed to prepare students for business analyst positions in which they lead the design and development of leading-edge enterprise solutions. To succeed, the business analyst needs to understand both information technology and the functional areas of business. College of Business core courses and electives provide students with the knowledge and skills needed to work with users in functional areas of the business organization, while business information systems courses teach students how to analyze business requirements and design and build business solutions. Internships are highly recommended and may count for credit as an elective. Historically, students in the program have been successful in obtaining meaningful paid internships that have led to employment offers. In a capstone course, students demonstrate their knowledge and skills by working in teams to develop a solution to a real problem for a real organization. The B.S. in Business Information Systems program is not offered at off-campus locations.

Faculty of the program or unit. The B.S. in Business Information Systems program has four tenured faculty members, one vacant faculty position, and five non-tenure track faculty. All program faculty members are either academically qualified or professionally qualified according to guidelines established by the college to comply with AACSB accreditation requirements. Faculty strengths in teaching have been demonstrated by college and university teaching awards, early adoption of new teaching-related technologies, and assistance with educational technologies, such as distance learning, provided to other campus faculty. Program faculty members continue to demonstrate leadership in the discipline nationally through strong publishing records, service on journal editorial boards, and significant involvement in professional associations.

Goals and quality measures for the program. The primary goal of the Department of Accounting and its programs is to develop student potential through high-quality pedagogical and educational experiences. The curriculum is designed to provide students with the ability to demonstrate foundational knowledge of accounting, finance, marketing, and management; recognize the significance of life-long, self-directed learning for professional growth and competence; recognize and resolve ethical dilemmas in professional situations; communicate effectively; and analyze, design, and develop an information systems solution for a business problem or opportunity. Three indicators used to measure program quality are the facilities that support the program, teaching and research outcomes of program faculty, and balance in the curriculum between consistency and relevancy.

Budget planning process. Operating budgets allocated to the department by the college are based on the number of faculty in the department. The budget meets the majority of the daily operating needs of the department but is not sufficient to fully support faculty travel, faculty research, technology, graduate assistants, research databases, publication fees, the department newsletter, and student initiatives. The department increasingly relies on private contributions and endowments to support teaching, research, professional service activities, and, to a more limited extent, student activities.

Description of any accreditation this program receives. The College of Business and all of its associated programs, including the B.S. in Business Information Systems program, are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. The most recent accreditation occurred in late 2011. The B.S. in Business Information Systems program is not part of the separate AACSB accreditation of accounting programs in the college.

Summary and effectiveness of the student learning outcomes assessment plan. Assessment processes, results, and outcomes are continuously reviewed by groups internal and external to the department. External reviews are performed by the department advisory council, the College of Business Curriculum Team, University Assessment Services on campus, and an AACSB consultant. Each degree program in the department has two broad sets of learning objectives: content objectives and skill-based objectives. Content objectives include general business knowledge and systems-specific knowledge, and skill-based objectives include communication and ethical decision-making. As is the case with all undergraduate programs in the College of Business, content objectives are assessed through administration of the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business. Performance on other assessments is categorized into one of three dimensions: unacceptable, acceptable, or exemplary. The results are discussed first by the department assessment committee and then by program faculty and the department advisory council. The assessment committee and its subgroups make recommendations and take action on assessment outcomes. Outcomes requiring new courses are forwarded to the department curriculum committee.

Actions taken since the program last review including responses to recommendations for program improvement. As the program is new and undergoing its first program review, there were no prior recommendations for program improvement.

Description and assessment of major changes in the program or discipline since the last program review. The business information systems discipline has been impacted by frequent waves of technological change that have dramatically altered information systems. Balancing consistency and relevancy in the business information systems curriculum is an ongoing challenge and a necessity for program success. Major technological changes include the initial crossover of the Internet in the early 1990s from the sharing of government and educational information to the dissemination of business information. Later in the 1990s came the change from static to dynamic responses to user web inquires. In the last decade ecommerce, social networking, and mobile computing have impacted business systems. Vast amounts of data that continue to be gathered offer data mining opportunities, resulting in the emergence of business analytics as an important area within the discipline. Shortages of qualified job applicants have been reported in the information systems employment market. As a result, employment prospects for program graduates remain strong. The Bureau of Labor Statistics of the United States Department of Labor forecasts that employment in the sector will grow faster than the average for all occupations and that compensation will be higher.

Description of major findings and recommendations as a result of this program review. The College of Business and Department of Accounting have succeeded in establishing the B.S. in Business Information Systems program and preparing students for employment as business analysts in a variety of business settings. Since inception of the program in fall 2005 through spring 2012, the program has graduated 61 students. Enrollment has steadily increased before leveling at about 50 students. Business information systems classes are routinely at capacity. Current resources are deemed sufficient to support current program enrollment and provision of business information systems courses to other College of Business majors. However, additional faculty would be needed to support appreciable enrollment growth.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Facility and technology infrastructure in the College of Business has been an important strength for the B.S. in Business Information Systems program since its inception. Ongoing maintenance and regular upgrading of this infrastructure is critical to continued success of the program. Quality instruction and significant scholarship are hallmarks of the program, and it is imperative that the program maintain high standards in both areas. The Business Information Systems Club has enhanced the student experience and deserves ongoing support from the program. Relationships with prospective employers are critical to maintaining program relevance and quality and to assisting graduates with job placement.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Business Information Systems to be in <u>Good Standing</u>.

The committee recognizes the program for a successful start and thanks the program for an insightful first program review report. The committee congratulates the program for its role in the reaffirmation of the College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011. The committee commends the program for its active participation in initiatives funded in part by the National Science Foundation to enhance the diversity of the student major population.

The self-study report has appropriately identified indicators of quality in business information systems programs and has effectively compared the program with its aspirant peers with regard to one indicator, curriculum. The committee asks that the program expand its analysis to other indicators of quality. Accordingly, the committee asks that the Department of Accounting submit a follow-up report to the Provost's Office that 1) discusses indicators used to gauge the relative quality of undergraduate business information systems programs, 2) identifies aspirant peers nationally that rate highly on those indicators of quality, and 3) identifies specific actions the program at Illinois State will pursue during the next program review cycle to strive for those levels of quality. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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 to enhance the student experience through sponsorship and support of co-curricular opportunities such as the Business Information Systems Club.
- Maintain and expand ties to alumni, employers, and other external stakeholders who can assist with program development and provide employment opportunities for program graduates.
- Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.
- Monitor student retention and graduation rates for both native and transfer students, and expand efforts to retain students if the rates are consistently and significantly lower than rates for the University across all programs.
- Expand efforts to encourage participation in the Honors program.
- Establish and implement a plan to recruit faculty from underrepresented groups.

Comparative Data, B.S. in Business Information Systems (52.1201)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	226	13	3							
Governors State University	20	12	24	17	13	13	8			
Illinois State University				8	21	35	42	53	50	49
S I U - Edwardsville	325	244	165	133	99	79	94	116	102	132
U of I - Springfield									5	10
U of I - Urbana/Champaign							25	37	32	35
Western Illinois University	138	92	72	60	49	44	43	46	46	31
Total	*709*	*361*	*264*	*218*	*182*	*171*	*212*	*252*	*235*	*257*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	35	12	4		1	1	1		
Governors State University	4	7	6	3	4	2	3		
Illinois State University					2	6	7	16	13
S I U - Edwardsville	123	113	101	51	50	51	53	51	56
U of I - Urbana/Champaign							7	14	20
Western Illinois University	44	37	23	15	15	12	9	14	13
Total	*206*	*169*	*134*	*69*	*72*	*72*	*80*	*95*	*102*

Note: Discipline costs and credit hours generated are not available for the program at Illinois State University.

Review of the B.S. in Management
52.1301

Overview of the program. The B.S. in Management program is housed in the Department of Management and Quantitative Methods within the College of Business. Other programs in the department include minors in business administration, in business environment and sustainability, in organizational leadership, and in international business, the B.S. in Business Administration, and the B.A., B.S. in International Business. The management program is highly focused, providing background in one of three areas: entrepreneurship and small business management, human resource management, and organizational leadership. The program provides students with sufficient depth and breadth in their chosen area so they are able to seek employment in various areas of business and not-for-profit organizations.

Description of the self-study process. Academic program review of the B.S. in Management program occurred throughout the 2011-2012 academic year. Management students participated in the process via an exit survey and focus groups. The department advisory council comprised of alumni and other business professionals, provided input on several issues during regularly-scheduled council meetings. Department support staff and academic advisors also provided input. Program faculty members (one team for each of the three areas) spent much of spring 2012 analyzing and synthesizing data from multiple sources and helped prepare the self- study report. Report writing primarily occurred during the spring and summer 2012.

Curriculum of the program. The B.S. in Management is designed for students who desire to work in one of the specialized areas of management. All management majors take one required course (organizational behavior) in addition to the management survey course that is part of the core requirements applicable to all College of Business undergraduate students. The entrepreneurship and small business management sequence has required courses in small business management, entrepreneurship, and small business field studies through which students work with entrepreneurs and small business owners solving real life organizational problems. The human resource management sequence has a required human resource survey course and courses in labor relations, compensation, and recruitment and selection. The organizational leadership sequence utilizes a skills approach and has required courses in leadership, teams and team development, decision making, and organizational change. All sequences require several electives, and many students use one elective for an internship or study abroad experience. The B.S. in Management is not offered at off-campus locations.

Faculty of the program or unit. Faculty members are highly-qualified, dedicated, and caring professionals with a deep desire to prepare our students for success in tomorrow's business world. Virtually all faculty members have earned doctorates from major research institutions and are active scholars with a strong record of high-impact research. Faculty members have published in all but one of the ten most highly-cited management journals, as well as leading journals in psychology, labor relations, econometrics, statistics, and entrepreneurship. Faculty members also hold leadership positions in several major professional associations and on boards of some of the most prestigious journals. Program faculty members earned the college outstanding research, teaching, and service awards and have been named both COUNTRY Financial and Caterpillar scholars. One faculty member was named Distinguished Professor at Illinois State University in 2010, the highest faculty award on campus honoring scholarly research, creative production, or leadership in creative or scholarly activities on the national level, as well as distinguished teaching and/or service. Faculty members have significant and varied industry experience. Additionally, through research, consulting, and executive education, faculty members are engaged with many regionally-based organizations including State Farm, COUNTRY Financial, Growmark, Farm Credit Services, Afni, Advocate BroMenn Medical Center, Carle Foundation Hospital and Clinic, OSF St. Joseph Medical Center, Archer Daniels Midland Company, Tate & Lyle, and Caterpillar. As a result, faculty members are able to infuse their teaching and research with first-hand knowledge of the dynamics of real-world organizations.

Goals and quality measures for the program. The program is designed to provide students with a specialized focus on management while helping them develop analytical and behavioral skills they will need to successfully contribute to a variety of organizations. The Society for Human Resource Management (SHRM) has analyzed the content of the human resources management sequence and certified that it is aligned with the SHRM curriculum guidebook and templates. As the society is the leading organization in the human resources profession, its certification of the curriculum is a valid measure of program quality.

Budget planning process. Budgets within the College of Business are centralized at the college level. As such, there is no separate budget allocated for the B.S. in Management program. Funds raised by the program are used for special program needs and year-end awards. The entrepreneurship and small business management sequence can draw funds from an endowment that created the George and Martha Means Center for Entrepreneurship Studies at Illinois State University.

Description of any accreditation this program receives. The College of Business and all of its associated programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation was reaffirmed in December 2011. The AACSB standards in place require that all business students receive a sound foundation in business subjects. AACSB standards relate to faculty qualifications and work load, admission standards and procedures, library and computer resources, academic and curricular policies, and professional behavior and ethical conduct. The curriculum of the Human Resources Management sequence is periodically reviewed by the Society for Human Resource Management for adherence to society standards and was recently certified by the society for 2011 and 2012.

Summary and effectiveness of the student learning outcomes assessment plan. Core business knowledge of students in the B.S. in Management program is assessed through the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business. The test assesses core business knowledge and is annually taken by thousands of business majors across the country. All College of Business students, including students in the three management sequences, take this exam in the capstone business strategy course. ETS provides data for Illinois State University students taking the exam as well as normative data. Specialized business knowledge is assessed through content exams created by program faculty for each sequence. These content exams are administered in class by faculty. Program faculty members have developed rubrics to assess analytical and behavioral skills. The four skills currently being assessed are oral communication, written communication and critical thinking, team skills, and ethics.

Actions taken since the last program review including responses to recommendations for program improvement. Since the 2004-2005 program review, the human resource management sequence has achieved a net increase of one faculty member resulting in reduction of the student faculty ratio from 22:1 to 16:1. The human resource management sequence also successfully developed a certification preparation course. However, because the certification body now requires two years of human resource management experience before one is eligible for certification, the preparation course is unjustifiable at this time.

Description and assessment of major changes in the program or discipline since the last program review. Shifts from a manufacturing-based economy to a service, knowledge-based economy have impacted the need for organizations to use their human capital efficiently and effectively. Thus, all areas of management have changed in the last 20 years. In addition, corporate shifts in staffing patterns, such as downsizing and off-shoring of jobs, have increased interest in business development and entrepreneurial opportunities. Employment in management occupations is expected to grow by 7 percent from 2010 to 2020, while employment in human resource management expected to grow by 21 percent. Since 2006, enrollment in the B.S. in Management program has remained fairly consistent between 290 and 310 students, although a marked increase to 372 students occurred in fall 2011. Sequence enrollments are highest in entrepreneurship and small business management followed by human resource management and organizational leadership.

Description of major findings and recommendations as a result of this program review. Entrepreneurship and human resource management continue to be fields in high demand by employers and students. The Department of Management and Quantitative Methods has opportunities to maintain and grow these high-quality sequences. Graduates may need extra help to find suitable employment, at least during these challenging economic conditions. One aspect of the program needing further analysis and development is the diversity of the student body.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Actions recommended by program faculty vary by sequence. Recommendations for the human resource management sequence include modifying the curriculum to remain current and better utilize existing resources, establishing a human resource institute or center, establishing an integrated B.S./M.S. program in human resource management, continuing to staff the program with high-quality faculty, initiating an organized effort to help graduates obtain suitable jobs, and studying the diversity of the student body. Recommendations for

the entrepreneurship and small business management sequence include continuing with current course offerings, discussing the possibility of a rotating elective (a different faculty member teaches each semester), increasing contact with and information gathering from alumni, assessing the validity of the pre-test/post-test content exam used to assess student learning and, if appropriate, creating a new measure to better assess learning, continuing to outreach to other relevant academic units to explore partnerships that will enhance learning, and increasing opportunities for co-curricular activities. Recommendations for the organizational leadership sequence include reviewing the possibility of adding courses especially electives, providing more service-learning opportunities, and exploring development of a leadership capstone experience. In addition to these sequence-specific initiatives, faculty in each sequence will review elective options and the program assessment plan.

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

The committee congratulates the program for its role in reaffirmation of the College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011. The committee also congratulates the program for seeking and obtaining certification of its human resource management curriculum by the Society for Human Resource Management

The committee commends the program for graduation rates exceeding university averages, particularly graduation of transfer students with management degrees and graduation of native students within four years of their enrollment. The committee also commends the program for an exemplary assessment plan that incorporates the ETS Major Field Test in Business and for use of assessment findings to identify and implement program improvements, including active learning and team skills activities.

While the program has compared itself to similar programs at other Illinois public universities, the committee would like the program to identify exemplary undergraduate management programs nationwide to which the program can aspire. Accordingly, the committee asks the Department of Management and Quantitative Methods to submit a follow-up report to the Provost's Office that 1) identifies measures of quality in undergraduate-level management education, 2) identifies one or more national benchmark programs to which each sequence in the B.S. in Management program aspires, and 3) draws connections to measures of quality in those aspirational programs. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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.

- Working with the College of Business, identify and implement strategies for recruiting students from underrepresented groups.
- Continue to monitor the effectiveness of the assessment plan, including program alumni tracking, and update assessment techniques and tools as appropriate
- Review the curriculum, including elective options, and modify it accordingly to ensure that it remains current and meets student learning needs.
- Continue to increase opportunities for co-curricular learning activities including service learning.

Comparative Data, B.S. in Management (52.1301)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	465	468	431	462	410	362	346	329	330	288
Illinois State University	**318**	**341**	**374**	**312**	**288**	**293**	**311**	**300**	**308**	**372**
Northern Illinois University	616	659	616	535	447	401	335	305	268	234
S I U - Carbondale	440	373	480	641	563	459	370	353	290	253
U of I - Chicago	336	354	344	372	363	367	372	416	417	371
Total	*2,175*	*2,195*	*2,245*	*2,322*	*2,071*	*1,882*	*1,734*	*1,703*	*1,613*	*1,518*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	85	85	82	83	82	91	82	82	107
Illinois State University	**71**	**99**	**134**	**116**	**96**	**96**	**97**	**120**	**102**
Northern Illinois University	192	224	178	119	127	111	88	105	74
S I U - Carbondale	153	126	117	127	138	158	125	131	118
U of I - Chicago	71	79	107	88	85	102	96	113	118
Total	*572*	*613*	*618*	*533*	*528*	*558*	*488*	*551*	*519*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University		209	250	223	302	292	283	312	266
Illinois State University	**201**	**208**	**227**	**267**	**280**	**286**	**298**	**270**	
Northern Illinois University		199	227	240	230	273	308	265	310
S I U - Carbondale		173	189	207	181	161	161	188	181
Average	*201*	*197*	*223*	*234*	*248*	*253*	*263*	*259*	*252*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University		609	620	717	573	577	614	574	661
Illinois State University	**780**	**788**	**732**	**729**	**716**	**690**	**663**	**732**	
Northern Illinois University		731	687	705	753	766	698	722	708
S I U - Carbondale		916	769	777	969	1,240	1,267	1,239	1,101
Average	*780*	*761*	*702*	*732*	*753*	*818*	*811*	*817*	*823*

Review of the B.S. in Accountancy
52.0301

Overview of the program. The B.S. in Accountancy program is housed in the Department of Accounting within the College of Business. The department offers a minor in accountancy, the B.S. in Business Information Systems, and three accounting degrees: the B.S. in Accountancy, the Integrated B.S./M.P.A. in Accountancy, and the M.S. in Accountancy. Two-thirds of undergraduate accounting students in the department seek the B.S. in Accountancy, while one-third enroll in the Integrated B.S./M.P.A. program. Curricula of the B.S. and Integrated B.S./M.P.A. programs overlap considerably, particularly in the first three years of both programs. Four sequences are offered in the B.S. in Accountancy program: accounting information systems, business information systems, career specialty, and financial accounting. Most students opt for the financial accounting sequence, as it is intended to prepare students for the Uniform Certified Public Accountant Examination (CPA exam). However, because the B.S. in Accountancy program requires 120 credit hours for graduation, the program does not automatically provide the educational requirements necessary to sit for the CPA exam in Illinois (Illinois requires at least 150 credit hours). It is not uncommon for students in the B.S. in Accountancy program to double major in finance to obtain the 30 additional credit hours necessary to sit for the exam.

Description of the self-study process. The accreditation reviews of the Department of Accounting and the College of Business by the Association to Advance Collegiate Schools of Business (AACSB) International occurred at approximately the same time as the program review self-study process. The review began with preparation of documents related to accreditation. The department obtained input and used data from faculty, students, the department advisory council, and industry partners. Each section of the report was discussed with department stakeholders, and the department chairperson used the input to draft the report. The draft was then reviewed by the faculty, advisory council, and select industry partners. The final version was submitted to the AACSB peer review team in July 2011. Students provided input to the process during the accreditation visit. The program review self-study report was based largely on AACSB accreditation documents. Content of the program review report not otherwise addressed in the accreditation documents was included in an addendum written by the department chairperson and reviewed by program faculty.

Curriculum of the program. The curriculum of the B.S. in Accountancy program is designed to provide a base level of accounting knowledge to begin the preparation of students to sit for the CPA exam in Illinois. The Illinois Board of Examiners requires at least 150 credit hours of coursework to sit for the exam, including specific requirements regarding accounting and business courses. The curriculum has five learning goals to ensure that students will have basic and advanced knowledge in accounting, acceptable-to-exemplary communication skills, a foundation for ethical decision making, and research skills in business and accounting. Students in the program intending to take the CPA exam may opt to double major, seek admission to the Integrated B.S./M.P.A. in Accountancy program, or apply to the M.S. in Accountancy program. The curriculum continues to change in response to changes in educational requirements necessary for the CPA exam. Changes effective July 1, 2013, have necessitated additional student research projects and three courses in business ethics. The B.S. in Accountancy is not offered at off-campus locations.

Faculty of the program or unit. The Department of Accounting has 17 full-time faculty members who teach in the B.S. in Accountancy program. Eleven are tenured or tenure track faculty, each with a terminal degree and research productivity appropriate for their teaching assignments. Six instructors are non-tenure track faculty, each with a master's degree and substantial professional experience that qualifies them for teaching sophomore-level accounting courses. The Department of Accounting follows AACSB guidelines to designate faculty members as either participating or supporting. Faculty members who are not actively engaged in the life of the college (i.e., who only teach classes) are classified as supporting faculty. Faculty members who impact curriculum, vote on issues, are active with student organizations, and provide internal service are classified as participating faculty. Classifications are determined by the college dean's office in conjunction with the chairperson of the accounting department. More than 75 percent of Department of Accounting faculty members are classified as participating faculty. The department also follows AACSB guidelines for academic and professional qualifications (AQ/PQ) for faculty. These are also determined by the college dean's office in conjunction with the chairperson of the department. Current AQ/PQ standards were adopted by college faculty in November 2004 and revised by faculty in 2008 (AQ) and 2009 (PQ). Approximately 95 percent of accounting faculty members meet AQ standards, PQ standards, or both.

Goals and quality measures for the program. The primary goal of the department and its programs is to develop student potential through high-quality pedagogical and educational experiences. The curriculum is designed to provide students with the common body of knowledge established by the accounting profession. An important benchmark of accounting program quality is success of its students on the CPA exam. Other metrics include enrollment, number of degrees conferred, discipline costs per credit hour, and credit hour generation per faculty member.

Budget planning process. Operating budgets allocated to the department by the college are based on the number of faculty in the department. The budget meets the majority of the daily operating needs of the department but is not sufficient to fully support faculty travel, faculty research, technology, graduate assistants, research databases, publication fees, the department newsletter, and student initiatives. The department increasingly relies on private contributions and endowments to support teaching, research, professional service activities, and, to a more limited extent, student activities.

Description of any accreditation this program receives. The College of Business and all of its associated programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, with the most recent accreditation occurring in late 2011. In addition, accounting programs are separately accredited by AACSB. Accreditation of the Department of Accounting and its accountancy programs was reaffirmed by AACSB in January 2012.

Summary and effectiveness of the student learning outcomes assessment plan. Assessment processes, results, and outcomes are continuously reviewed by groups internal and external to the department. External reviews are performed by the department advisory council, the College of Business Curriculum Team, University Assessment Services on campus, and an AACSB consultant. Each degree program in the department has two broad sets of learning objectives: content objectives and skill-based objectives. Content objectives include general business knowledge and accounting-specific knowledge. As is the case with all undergraduate programs in the College of Business, content objectives are assessed through administration of the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business. Skill-based objectives include written and oral communication skills, ethical decision-making skills, and research skills and are assessed through coursework. Performance on these assessments is categorized into one of three dimensions: unacceptable, acceptable, or exemplary. The results are discussed first by the department assessment committee and then by program faculty and the department advisory council. The assessment committee and its subgroups make recommendations and take action on assessment outcomes. Outcomes requiring new courses are forwarded to the department curriculum committee.

Actions taken since the last program review including responses to recommendations for program improvement. Since the last program review the Department has significantly modified and strengthened its assessment activities, substantially revamped its strategic plan, and increased the quality and quantity of scholarly output among its faculty. While primarily based on Generally Accepted Accounting Principles (GAAP) for the United States, the curriculum has been modified to incorporate international financial reporting standards. Changes in and assessment of learning objectives have resulted in additional writing assignments and case studies in program courses.

Description and assessment of major changes in the program or discipline since the last program review. Both the Bureau of Labor Statistics of the United States Department of Labor and professional associations serving the discipline predict continued strong employment for accountants through 2018. Employment is expected to increase by 22 percent. Mirroring this trend, student demand for the B.S. in Accountancy program at Illinois State University has increased 36 percent since the last program review in 2005.

Description of major findings and recommendations as a result of this program review. The B.S. in Accountancy program compares favorably to undergraduate accounting programs at other Illinois public universities in terms of enrollment, number of degrees conferred, discipline costs per credit hour, and credit hours generated per faculty member. Based on this review, current resources are deemed sufficient to support current undergraduate accounting enrollment levels (approximately 400 students in the B.S. program and approximately 200 students in the undergraduate portion of the Integrated B.S./M.P.A. program). Additional resources would be needed to increase total annual undergraduate accounting enrollment above 700 students. The pass rate for Illinois State University students (both undergraduate and graduate) taking the CPA exam is consistently among the highest nationally.

Although the number of credit hours required to obtain the B.S. in Accountancy is insufficient to qualify for the CPA exam, approximately 44 percent of students in the program complete additional credit hours to meet the 150 credit hour requirement adopted by the Illinois Board of Examiners.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Initiatives and plans for the Department of Accounting and its programs are articulated in the department strategic plan. The strategic plan, in turn, is guided by the missions and strategic plans of the college and the University. Strategic goals in the plan related to the B.S. in Accountancy program include, but are not limited to, heightening standards of excellence for student performance, maintaining a mature assurance of learning process that continually addresses curricular needs and builds quality, offering quality co-curricular and internship opportunities, and enhancing student diversity.

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

The committee congratulates the program for maintenance of its accreditation by the Association to Advance Collegiate Schools of Business International in 2011-2012 and for the role the program played in reaffirmation of AACSB accreditation of the College of Business.

The committee commends the program for the creative and varied curricular options it provides its students to meet their education and career goals, including the option to transfer into and out of the Integrated B.S./M.P.A. program, work toward a second major to meet the prerequisites for the CPA exam, and enroll in one of several sequences specially designed for students not interested in pursuing certification. The committee recognizes the program for its use of the ETS Major Field Test in Business and the CPA exam to monitor student learning outcomes and identify program improvements, for its exemplary collaboration with Milner Library to provide access to research resources that support and integrate with the curriculum, and for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty.

The self-study for the program included a comparison to programs at other Illinois public universities and listed institutions with comparable, competitive, and aspirant programs. The self-study also referenced the department strategic plan. However, the self-study did not compare the program with aspirant programs, nor did it identify specific initiatives and plans for program improvement. Accordingly, the committee asks that the Department of Accounting submit a follow-up report to the Provost's Office that 1) identifies indicators of quality in undergraduate accounting programs that include not only CPA exam pass rates but other appropriate quality indicators, 2) identifies aspirant peers nationally that rate highly on those indicators of quality, and 3) identifies specific actions the program at Illinois State will pursue during the next program review cycle to strive for those levels of quality. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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 to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.
- Formalize recent efforts to enhance student diversity into an ongoing program-sponsored initiative to ensure continuity of effort and success.
- Establish and implement a plan to recruit faculty from underrepresented groups.
- Monitor and, if appropriate, work with Enrollment Management and Academic Services to address trends in qualifications of new students, both native and transfer, to ensure a diverse group of high-quality students.

Comparative Data, B.S. and B.S./M.P.A. in Accounting- Bachelors (52.0301)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	214	239	229	230	252	234	267	274	261	244
Governors State University	117	99	121	121	131	148	141	158	170	195
Illinois State University	**506**	**455**	**417**	**473**	**547**	**598**	**652**	**667**	**647**	**640**
Northeastern IL University	389	414	424	414	432	457	311	532	546	526
Northern Illinois University	831	843	940	953	907	967	937	934	883	818
S I U - Carbondale	275	278	274	285	290	296	315	316	283	279
S I U - Edwardsville	215	232	227	271	228	212	229	249	251	268
U of I - Chicago	511	508	488	541	614	686	660	737	795	771
U of I - Springfield	143	175	158	169	178	193	179	181	198	207
U of I - Urbana/Champaign	902	975	948	990	929	805	783	803	886	945
Western Illinois University	281	290	284	289	295	301	320	292	261	261
Total	*4,384*	*4,508*	*4,510*	*4,736*	*4,803*	*4,897*	*4,794*	*5,143*	*5,181*	*5,154*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	62	51	46	48	56	39	55	57	50
Governors State University	39	23	30	28	29	42	48	38	51
Illinois State University	**71**	**87**	**73**	**86**	**97**	**112**	**124**	**155**	**129**
Northeastern IL University	48	57	49	73	71	98	95	88	119
Northern Illinois University	170	177	186	207	178	179	187	213	172
S I U - Carbondale	48	49	56	55	54	68	59	63	75
S I U - Edwardsville	50	60	64	65	84	86	80	101	102
U of I - Chicago	144	141	121	116	121	146	153	157	152
U of I - Springfield	37	34	36	40	37	66	36	32	51
U of I - Urbana/Champaign	262	346	327	362	374	407	418	396	369
Western Illinois University	56	47	49	40	55	51	70	64	68
Total	*987*	*1,072*	*1,037*	*1,120*	*1,156*	*1,294*	*1,325*	*1,364*	*1,338*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	381	400	502	445	442	457	414	365	243
Governors State University	260	264	293	258	235	288	311	306	377
Illinois State University	**244**	**256**	**268**	**287**	**259**	**252**	**242**	**257**	**283**
Northeastern IL University	283	251	271	273	285	366	360	308	307
Northern Illinois University	227	202	198	238	250	269	328	270	289
S I U - Carbondale	227	221	157	183	196	219	269	242	210
S I U - Edwardsville	218	203	233	206	220	233	212	224	232
U of I - Chicago	200	205	223	266	234	255	226	174	179
U of I - Springfield	287	312	300	321	395	445	381	439	434
U of I - Urbana/Champaign	294	349	439	437	510	537	626	627	625
Western Illinois University	318	300	312	290	323	359	310	372	372
Average	*267*	*269*	*291*	*291*	*304*	*335*	*334*	*326*	*323*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	455	444	380	439	450	469	589	632	909
Governors State University	529	603	544	556	503	635	594	562	511
Illinois State University	**658**	**679**	**708**	**698**	**732**	**798**	**808**	**792**	**757**
Northeastern IL University	462	472	477	572	493	490	533	645	630
Northern Illinois University	743	818	1,047	827	856	755	634	699	678
S I U - Carbondale	644	596	851	880	719	691	749	820	985
S I U - Edwardsville	818	862	769	891	896	813	861	827	807
U of I - Chicago	949	897	929	806	855	815	934	1,146	1,123
U of I - Springfield	595	644	390	470	575	759	727	552	606
U of I - Urbana/Champaign	609	552	492	450	446	428	371	396	424
Western Illinois University	455	484	542	556	492	563	601	575	521
Average	*629*	*641*	*648*	*650*	*638*	*656*	*673*	*695*	*723*

Note: These tables report data for both the B.S. in Accountancy program and the B.S. in Accountancy segment of the B.S./M.P.A. in Accountancy program. The undergraduate accountancy program at Illinois State University is designed to provide undergraduate accountancy students flexibility in moving into and out of the integrated B.S./M.P.A. program. Undergraduate students in the B.S./M.P.A program receive bachelor's degrees upon completion of undergraduate requirements of the B.S./M.P.A. program.

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Review of the M.S. in Accountancy
52.0301

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Overview of the program. The M.S. in Accountancy program is housed in the Department of Accounting within the College of Business. The department offers a minor in accountancy, the B.S. in Business Information Systems, and three accounting degrees: the B.S. in Accountancy, the Integrated B.S./M.P.A. in Accountancy, and the M.S. in Accountancy. The M.S. in Accountancy is an option for graduates of the B.S. in Accountancy program at Illinois State University, graduates of other accounting or non-accounting programs in the United States, and international students with appropriate credentials. In a typical year, half of the students admitted to the program hold an undergraduate accounting degree from Illinois State. Students primarily enroll in the M.S. in Accountancy program to gain additional depth in accountancy and to satisfy educational requirements to qualify for the Uniform Certified Public Accountant Examination (CPA exam). A few students enroll in the program to obtain additional hours to meet CPA exam credit hour requirements but then do not seek the degree. Due to capacity constraints, the M.S. in Accountancy program typically maintains an annual enrollment between 30 and 40 active students.

Description of the self-study process. The accreditation reviews of the Department of Accounting and the College of Business by the Association to Advance Collegiate Schools of Business (AACSB) International occurred at approximately the same time as the program review self-study process. The review began with preparation of documents related to accreditation. The department obtained input and used data from faculty, students, the department advisory council, and industry partners. Each section of the report was discussed with department stakeholders, and the department chairperson used the input to draft the report. The draft was then reviewed by the faculty, advisory council, and select industry partners. The final version was submitted to the AACSB peer review team in July 2011. Students provided input to the process during the accreditation visit. The program review self-study report was based largely on AACSB accreditation documents. Content of the program review report not otherwise addressed in the accreditation documents was included in an addendum written by the department chairperson and reviewed by program faculty.

Curriculum of the program. The curriculum of the M.S. in Accountancy program is designed to provide students with an advanced level of knowledge in financial accounting theory, accounting research, and management information systems through the measurement, analysis, and communication of financial and other information. The curriculum is designed to be completed in no more than three semesters, and 90 percent of students do. Coursework in the program is similar to coursework in the final two years of the Integrated B.S./M.P.A. in Accountancy program. However, unlike students in the integrated program, students in the M.S. program are not required to complete an internship. In addition, course sequencing and the content of the information systems course differs between the two programs. The curriculum continues to change in response to changes in educational requirements for the CPA exam. Changes effective July 1, 2013, have necessitated additional research projects. The M.S. in Accountancy program is not offered at off-campus locations.

Faculty of the program or unit. The department has nine full-time faculty members who teach in the M.S. in Accountancy program. The Department of Accounting follows AACSB guidelines to designate faculty members as either participating or supporting. Faculty members who are not actively engaged in the life of the college (i.e., who only teach classes) are classified as supporting. Faculty members who impact curriculum, vote on issues, are active with student organizations, and provide internal service are classified as participating. Classifications are determined by the college dean's office in conjunction with the chairperson of the accounting department. More than 75 percent of Department of Accounting faculty members are classified as participating faculty. The department also follows AACSB guidelines for academic and professional qualifications (AQ/PQ) for faculty. These are also determined by the college dean's office in conjunction with the chairperson of the department. Current AQ/PQ standards were adopted by college faculty in November 2004 and revised by faculty in 2008 (AQ) and 2009 (PQ). Approximately 95 percent of accounting faculty members meet AQ standards, PQ standards, or both.

Goals and quality measures for the program. The primary goal of the department and its programs is to develop student potential through high-quality pedagogical and educational experiences. An important benchmark of the quality of an accounting program is the success of its students on the CPA exam. The accounting department at Illinois State has earned national recognition in five of the last six years for the high pass rate of its students on the

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exam. Other metrics used to measure program quality include enrollment, number of degrees conferred, graduation rate, discipline costs per credit hour, and credit hour generation per faculty member.

Budget planning process. Operating budgets allocated to the department by the college are based on the number of faculty in the department. The budget meets the majority of the daily operating needs of the department but is not sufficient to fully support faculty travel, faculty research, technology, graduate assistants, research databases, publication fees, the department newsletter, and student initiatives. The department increasingly relies on private contributions and endowments to support teaching, research, professional service activities, and, to a more limited extent, student activities.

Description of any accreditation this program receives. The College of Business and all of its associated programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, with the most recent accreditation occurring in late 2011. In addition, accounting programs are separately accredited by AACSB. Accreditation of the Department of Accounting and its accountancy programs was reaffirmed by AACSB in January 2012.

Summary and effectiveness of the student learning outcomes assessment plan. Assessment processes, results, and outcomes are continuously reviewed by groups internal and external to the department. External reviews are performed by the department advisory council, the College of Business Curriculum Team, University Assessment Services on campus, and an AACSB consultant. There are five learning objectives in the assessment process for the M.S. in Accountancy program. Course embedded assessments are used for four learning objectives. The fifth learning objective, advanced knowledge in the measurement, analysis, and communication of financial and other information, is assessed using results of the comprehensive exam required for completion of the degree. Performance on assessments is categorized as unacceptable, acceptable, or exemplary. The results are initially discussed within the department assessment committee followed by program faculty and the department advisory council. The assessment committee and its subgroups make recommendations and take action on assessment outcomes. Outcomes requiring new courses are forwarded to the department curriculum committee.

Actions taken since the last program review including recommendations for program improvement. Since the last program review in 2005, the Department of Accounting has significantly modified and strengthened its assessment activities, substantially revamped its strategic plan, and increased the quality and quantity of scholarly output among its faculty. While primarily based on Generally Accepted Accounting Principles (GAAP) for the United States, the curriculum has been modified to incorporate international financial reporting standards. Changes in and assessment of learning objectives for the M.S. in Accountancy program have resulted in additional writing assignments and case studies and a stronger emphasis on accounting research.

Description and assessment of major changes in the program or discipline since the last program review. Both the Bureau of Labor Statistics of the United States Department of Labor and professional associations in the discipline predict continued strong employment for accountants through 2018. Employment is expected to increase by 22 percent. Student demand for the M.S. in Accountancy program has remained strong and within enrollment targets. Students able to complete the program are typically rewarded with higher salaries. Some firms report paying employees who have earned a graduate accountancy degree up to $9,000 more annually than employees who have earned only an undergraduate accountancy degree.

Description of major findings and recommendations as a result of this program review. The M.S. in Accountancy program compares favorably to graduate accountancy programs at Illinois comparator institutions in terms of enrollment, number of degrees conferred, graduation rate, discipline costs per credit hour, and credit hours generated per faculty member. The program continues to excel at graduating students in a timely manner and preparing those students to excel on the CPA exam. Current resources are deemed sufficient to support current graduate enrollment in both the M.S. in Accountancy and Integrated B.S./M.P.A. in Accountancy programs. Additional resources would be needed to increase enrollment in the M.S. in Accountancy program above 40 students, or graduate enrollment in the two programs above 80 students.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Initiatives and plans for the Department of Accounting and its programs are articulated in the department strategic plan. The strategic plan, in turn, is guided by the missions and strategic plans of the college and the University. Strategic goals in the plan related to the M.S. in Accountancy program include, but are not limited to, maintaining high standards for student performance and professionalism, providing a graduate curriculum that emphasizes accounting research and critical thinking, and recruiting high-quality students and highly-credentialed faculty members from underrepresented groups.

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

The committee congratulates the program for maintenance of its accreditation by the Association to Advance Collegiate Schools of Business International in 2011-2012 and for the role the program played in reaffirmation of AACSB accreditation of the College of Business.

The committee commends the program for its high graduation rate and high percentage of students completing the program in three semesters, for ongoing national recognition of the CPA exam pass rate for students completing the program, and for an employment rate of 90 percent or higher of its students at or before graduation. The committee further commends the program for its model efforts to develop and maintain industry and alumni relations for the benefit of the program, its students, and its faculty and for more than doubling scholarly productivity of its faculty since the last program review. The committee also recognizes exemplary collaboration with Milner Library to provide access to research resources that support and integrate with the curriculum.

The self-study for the program included a comparison to programs at other Illinois public universities and listed institutions with comparable, competitive, and aspirant programs. The self-study also referenced the department strategic plan. However, the self-study did not compare the program with aspirant programs, nor did it identify specific initiatives and plans for program improvement. Accordingly, the committee asks that the Department of Accounting submit a follow-up report to the Provost's Office that 1) identifies measures of quality in graduate accountancy programs that include not only CPA exam pass rates but other appropriate quality indicators, 2) identifies aspirant peers nationally that rate highly on those indicators of quality, and 3) identifies specific actions the program at Illinois State will pursue during the next program review cycle to strive for those levels of quality. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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.

- Establish and implement a plan to recruit faculty from underrepresented groups.
- Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.
- Develop and implement a plan to recruit for student diversity, exploring use of targeted tuition waivers, assistantships, and privately-funded scholarships.
- Support, promote, and recognize student scholarship, and encourage students to communicate their scholarship through publications and through presentation venues such as the Graduate Research Symposium.

Comparative Data, M.S. and B.S./M.P.A. in Accounting- Masters (52.0301)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	31	40	36	37	57	61	62	49	42	49
Illinois State University	**38**	**50**	**57**	**35**	**46**	**56**	**45**	**72**	**60**	**73**
Northeastern IL University	19	26	41	48	50	47	31	42	43	43
Northern Illinois University	94	108	140	140	145	155	163	166	176	145
S I U - Carbondale	46	43	33	33	38	42	50	51	65	70
S I U - Edwardsville	27	39	48	32	20	23	31	35	37	39
U of I - Chicago	82	99	101	90	86	95	111	124	134	148
U of I - Springfield	56	68	81	83	79	73	79	110	113	119
U of I - Urbana/Champaign	218	238	232	248	275	294	342	361	361	334
Western Illinois University	16	20	20	11	16	12	12	14	21	18
Total	*627*	*731*	*789*	*757*	*812*	*858*	*926*	*1,024*	*1,052*	*1,038*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	7	11	11	6	11	20	13	22	19
Illinois State University	**27**	**39**	**47**	**26**	**34**	**45**	**43**	**61**	**46**
Northeastern IL University	3	3	7	18	12	21	13	14	10
Northern Illinois University	66	72	64	99	98	104	102	130	114
S I U - Carbondale	25	29	16	24	29	19	30	34	40
S I U - Edwardsville	15	13	19	21	16	12	24	16	26
U of I - Chicago	41	69	73	70	40	58	42	72	64
U of I - Springfield	8	13	12	20	21	30	25	39	34
U of I - Urbana/Champaign	233	237	233	241	292	282	301	369	348
Western Illinois University	5	5	15	2	9	7	6	6	18
Total	*430*	*491*	*497*	*527*	*562*	*598*	*599*	*763*	*719*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	437	369	388	396	378	425	395	421	415
Illinois State University	**354**	**330**	**342**	**366**	**457**	**433**	**454**	**412**	**478**
Northeastern IL University	331	240	302	260	250	379	363	328	340
Northern Illinois University	355	348	293	386	378	425	521	436	477
S I U - Carbondale	549	560	622	1,016	879	879	690	617	506
S I U - Edwardsville	417	451	400	595	631	665	558	474	491
U of I - Chicago	246	293	326	298	322	240	256	255	287
U of I - Springfield	260	365	337	355	436	472	415	398	413
U of I - Urbana/Champaign	296	378	579	544	631	581	760	720	776
Western Illinois University	411	499	618	621	614	591	621	658	619
Average	*366*	*383*	*421*	*484*	*498*	*509*	*503*	*472*	*480*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Governors State University	422	549	498	470	456	548	575	505	471
Illinois State University	**608**	**700**	**636**	**629**	**531**	**564**	**554**	**621**	**569**
Northeastern IL University	376	468	418	558	498	474	559	608	560
Northern Illinois University	424	350	597	388	428	385	337	342	321
S I U - Carbondale	351	343	312	215	263	310	391	412	478
S I U - Edwardsville	426	451	487	343	334	280	375	441	483
U of I - Chicago	852	712	769	710	724	895	878	947	893
U of I - Springfield	648	564	432	483	564	711	629	548	614
U of I - Urbana/Champaign	694	581	423	410	317	375	302	307	306
Western Illinois University	370	318	295	347	284	324	319	369	384
Average	*517*	*504*	*487*	*455*	*440*	*487*	*492*	*510*	*508*

Note: These tables report data for both the graduate segment of the integrated B.S./M.P.A. in Accountancy program and the stand-alone M.S. in Accountancy program. Students participating in the integrated program receive separate B.S. and M.P.A. degrees and are required to submit a separate application for enrollment in the graduate segment of the integrated program upon completion of the undergraduate segment.

Review of the Integrated B.S./M.P.A. in Accountancy
52.0301

Overview of the program. The Integrated B.S./M.P.A. in Accountancy is housed in the Department of Accounting within the College of Business. The department offers a minor in accountancy, the B.S. in Business Information Systems and three accounting degrees: the B.S. in Accountancy, the Integrated B.S./M.P.A. in Accountancy, and the M.S. in Accountancy. The Integrated B.S./M.P.A. in Accountancy is the recommended choice for incoming students intending to take the Uniform Certified Public Accountant Examination (CPA exam) upon graduation. The program requires 150 credit hours of study, which is the threshold established by the Illinois Board of Examiners to qualify for the CPA exam. The program integrates undergraduate and graduate courses in the last two years of a five-year plan of study. Students enrolled in the undergraduate segment of the program are required to apply for continuation in the program after the third year. The Department of Accounting admits between 25 and 40 students into the graduate segment of the program each year. Nearly every student completes the program within five years. Students unable to meet continuation requirements may transfer to the B.S. in Accountancy program to complete coursework toward an undergraduate degree.

Description of the self-study process. The accreditation reviews of the Department of Accounting and the College of Business by the Association to Advance Collegiate Schools of Business (AACSB) International occurred at approximately the same time as the program review self-study process. The review began with preparation of documents related to accreditation. The department obtained input and used data from faculty, students, the department advisory council, and industry partners. Each section of the report was discussed with department stakeholders, and the department chairperson used the input to draft the report. The draft was then reviewed by the faculty, advisory council, and select industry partners. The final version was submitted to the AACSB peer review team in July 2011. Students provided input to the process during the accreditation visit. The program review self-study report was based largely on AACSB accreditation documents. Content of the program review report not otherwise addressed in the accreditation documents was included in an addendum written by the department chairperson and reviewed by program faculty.

Curriculum of the program. Coursework in the Integrated B.S./M.P.A. in Accountancy program shares elements with the B.S. in Accountancy and the M.S. in Accountancy programs. The Integrated B.S./M.P.A. program is unique among the three in its sequencing of coursework in years four and five. Students in the Integrated B.S./M.P.A. program are required to take a graduate-level research course in the first semester of their fourth year to prepare them for accounting research throughout the remainder of the program. The information systems course for the integrated program focuses on consulting rather than management. Students may select the accountancy and information systems sequence or the professional accountancy sequence. The latter is more popular, as it is intended to prepare students for the CPA exam. The professional accountancy sequence also offers an internship plan of study. Students interview in the spring of their third year for a full-time three- or four-month internship in the spring of their fourth year. Upon completion of the internship, students return to campus for two accelerated courses. Many students who complete an internship receive offers for full-time accounting positions before completing their fourth year in the program. The Integrated B.S./M.P.A. in Accountancy is not offered at off-campus locations.

Faculty of the program or unit. The Department of Accounting has nine full-time faculty members who teach in the graduate segment of the Integrated B.S./M.P.A. program and another eight full-time faculty members who teach in the undergraduate segment. The Department of Accounting follows AACSB guidelines to designate faculty members as either participating or supporting. Faculty members who are not actively engaged in the life of the college (i.e., who only teach classes) are classified as supporting. Faculty members who impact curriculum, vote on issues, are active with student organizations, and provide internal service are classified as participating. Classifications are determined by the college dean's office in conjunction with the chairperson of the accounting department. More than 75 percent of Department of Accounting faculty members are classified as participating faculty. The department also follows AACSB guidelines for academic and professional qualifications (AQ/PQ) for faculty. These are also determined by the college dean's office in conjunction with the chairperson of the department. Current AQ/PQ standards were adopted by college faculty in November 2004 and revised by faculty in 2008 (AQ) and 2009 (PQ). Approximately 95 percent of accounting faculty members meet AQ standards, PQ standards, or both.

Goals and quality measures for the program. The primary goal of the department and its programs is to develop student potential through high quality pedagogical and educational experiences. The curriculum is designed to provide students with an advanced level of knowledge in financial accounting theory, accounting research, and management information systems through the measurement, analysis, and communication of financial and other information. An important benchmark of the quality of an accounting program is success of its students on the CPA exam. The accounting department at Illinois State University has earned national recognition in five of the last six years based on the CPA exam pass rate of its students. Other metrics used to measure program quality include enrollment, number of degrees conferred, graduation rate, discipline costs per credit hour, and credit hour generation per faculty member.

Budget planning process. Operating budgets allocated to the department by the college are based on the number of faculty in the department. The budget meets the majority of the daily operating needs of the department but is not sufficient to fully support faculty travel, faculty research, technology, graduate assistants, research databases, publication fees, the department newsletter, and student initiatives. The department increasingly relies on private contributions and endowments to support teaching, research, professional service activities, and, to a more limited extent, student activities.

Description of any accreditation this program receives. The College of Business and all of its associated programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, with the most recent accreditation occurring in late 2011. In addition, accounting programs are separately accredited by AACSB. Accreditation of the Department of Accounting and its accountancy programs was reaffirmed by AACSB in January 2012.

Summary and effectiveness of the student learning outcomes assessment plan. Assessment processes, results, and outcomes are continuously reviewed by groups internal and external to the department. External reviews are performed by the department advisory council, the College of Business Curriculum Team, University Assessment Services on campus, and an AACSB consultant. Each degree program in the department has two broad sets of learning objectives: content objectives and skill-based objectives. Content objectives include general business knowledge and accounting-specific knowledge, and skill-based objectives include ethical decision-making skills and written and oral communication skills. Performance on assessments is categorized into one of three dimensions: unacceptable, acceptable, or exemplary. The results are discussed first by the department assessment committee and then by program faculty and the department advisory council. The assessment committee and its subgroups make recommendations and take action on assessment outcomes. Outcomes requiring new courses are forwarded to the department curriculum committee.

Actions taken since the last program review including responses to recommendations for program improvement. Since the last program review in 2005, the Department of Accounting has significantly modified and strengthened its assessment activities, substantially revamped its strategic plan, and increased the quality and quantity of scholarly output among its faculty. While primarily based on Generally Accepted Accounting Principles (GAAP) for the United States, the curriculum has been modified to incorporate international financial reporting standards. The curriculum has also been modified to more strongly emphasize professionalism. Changes in and assessment of learning objectives for the Integrated B.S./M.P.A. in Accountancy program have resulted in additional writing assignments and case studies and a stronger emphasis on accounting research.

Description and assessment of major changes in the program or discipline since the last program review. Both the Bureau of Labor Statistics of the United States Department of Labor and professional associations serving the discipline predict continued strong employment for accountants through 2018. Employment is expected to increase by 22 percent. Student demand for the undergraduate segment of the program has remained strong and within enrollment targets. Requirements for admission to the graduate segment of the program, including Graduate Management Admission Test (GMAT) scores and grade point average, drops enrollment in the graduate segment to 25-40 students from approximately 200 students in the undergraduate segment. Students able to complete the M.P.A. are typically rewarded with higher salaries. Some firms report paying employees who have earned a graduate accountancy degree up to $9,000 more than employees who have earned only an undergraduate accountancy degree.

Description of major findings and recommendations as a result of this program review. The Integrated B.S./M.P.A in Accountancy program compares favorably to accountancy programs at other Illinois public universities in terms of enrollment, number of degrees conferred, graduation rate, discipline costs per credit hour, and credit hours generated per faculty member. Based on this review, current resources are deemed sufficient to support current enrollment in both the undergraduate and graduate segments of the program. Additional resources would be needed to increase enrollment in the graduate segment above 40, or above 80 when combined with the M.S. in Accountancy program. The program continues to excel at preparing students for the CPA exam. The pass rate for Illinois State University students taking the exam is consistently among the highest nationally.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Initiatives and plans for the Department of Accounting and its programs are articulated in the department strategic plan. The strategic plan, in turn, is guided by the missions and strategic plans of the college and the University. Strategic goals for the Integrated B.S./M.P.A. program include goals for the two component segments of the integrated program. These include, but are not limited to, maintaining high standards for student performance and professionalism, providing a graduate curriculum that emphasizes accounting research and critical thinking, and recruiting high-quality students and highly-credentialed faculty members from underrepresented groups.

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

The committee congratulates the program for maintenance of its accreditation by the Association to Advance Collegiate Schools of Business International in 2011-2012 and for the role the program played in reaffirmation of AACSB accreditation of the College of Business.

The committee commends the program for its high graduation rate and high percentage of students completing the program within five years, for ongoing national recognition of the CPA exam pass rate for students completing the program, and for employment of 90 percent or more of its students at or before graduation. The committee further commends the program for its significant allocation of foundation funds for student awards and scholarships and for its model efforts to develop and maintain industry partnerships for the benefit of the program, its students, and its faculty.

The committee recognizes the program for its ongoing monitoring of and response to changes in the field and for enrolling nearly one-quarter of its students in the Honors program. The committee also recognizes exemplary collaboration with Milner Library to provide access to research resources that support and integrate with the curriculum.

The self-study for the program included a comparison to programs at other Illinois public universities and listed institutions with comparable, competitive, and aspirant programs. The self-study also referenced the department strategic plan. However, the self-study did not compare the program with aspirant programs, nor did it identify specific initiatives and plans for program improvement. Accordingly, the committee asks that the Department of Accounting submit a follow-up report to the Provost's Office that 1) identifies measures of quality in integrated undergraduate and graduate accountancy programs that include not only CPA exam pass rates but other appropriate quality indicators, 2) identifies aspirant peers nationally that rate highly on those indicators of quality, and 3) identifies specific actions the program at Illinois State will pursue during the next program review cycle to strive for those levels of quality. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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.

▪ Establish and implement a plan to recruit faculty from underrepresented groups.
▪ Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.
▪ Continue efforts to increase the percentage of underrepresented groups in the student population, particularly among students accepted into and completing the M.P.A. segment of the program.

Note: Students participating in the Integrated B.S./M.P.A. in Accountancy program complete an undergraduate segment of the program and receive a B.S. in Accountancy degree and then complete a graduate segment of the program and receive an M.P.A. in Accountancy degree. Data regarding the undergraduate segment of the integrated program are aggregated with data for the B.S. in Accountancy program (see above). Data regarding the graduate segment of the integrated program are aggregated with data for the M.S. in Accountancy program (see above).

Review of the B.S. in Marketing
52.1401

Overview of the program. The B.S. in Marketing program is housed in the Department of Marketing within the College of Business. The department also offers the B.A., B.S., B.S.Ed. in Business Teacher Education. The marketing program is designed to provide students with a solid foundation of marketing skills necessary for success in business or in graduate school. Students may choose a general plan of study or one of two specialized marketing sequences: integrated marketing communication or professional sales. The Professional Sales Institute affiliated with the Department of Marketing provides students in the program multiple points of contact with active sales professionals through real-world interactions and experiences in and out of the classroom.

Description of the self-study process. The self-study process for the B.S. in Marketing program was facilitated by a program review team comprised of the department chairperson and three faculty members representing the general plan of study and the two specialized sequences. The team spent spring and summer 2012 preparing and administering additional data-gathering instruments including an exit survey for graduating seniors, a survey directed at recruiters representing firms that hire graduates of the program, and a survey directed at comparator schools. The team then analyzed and synthesized data from multiple sources and prepared the program review self-study report. The program review document was reviewed by the marketing faculty in early September 2012.

Curriculum of the program. Students in the B.S. in Marketing program select either a general plan of study or a specialized plan of study in integrated marketing communication or professional sales. Regardless of the choice of study, students take three core courses: buyer behavior, marketing research, and strategic marketing management. Students pursing the general option then select five elective courses. Students in the integrated marketing communication sequence take two required marketing communication courses and three electives in the sequence. Students in the professional sales sequence take two required sales courses and three electives in the sequence. The number of credit hours required to complete the degree is the same for all students. All courses include experiential learning components such as client projects, case analyses, and simulations. Students are encouraged but not required to complete a professional internship. The department participates in the Honors program on campus by offering an honors section of one of the core courses that all business majors take and two of the three core marketing courses. The B.S. in Marketing program is not offered at off-campus locations. However, all summer undergraduate courses in marketing have been delivered online since 2010.

Faculty of the program or unit. In spring 2012, the Department of Marketing had 19 tenured or tenure track faculty members, all with doctorates from major institutions and strong research records. The department also had eight non-tenure track faculty members at that time. Marketing faculty members are highly-qualified, dedicated, and caring professionals with a deep desire to prepare students for success in the business world. In the past decade, marketing faculty members have published in leading journals in marketing, psychology, advertising, professional sales, retailing, and services. Two faculty members have received the Academy of Marketing Science Outstanding Educator Award. One faculty member received the Prentice Hall Solomon and Marshall Award for Innovative Excellence in Marketing Education, one received the Advertising Education Foundation Visiting Professorship, and one has been recognized as a Fulbright Scholar. Seven marketing faculty members serve on editorial review boards for 11 journals in the field. One faculty member serves as editor of the *Journal of Consumer Satisfaction/Dissatisfaction & Complaining Behavior*, while another faculty member is the associate editor. Marketing faculty members serve on boards of national and international organizations in the discipline including the Academy of Marketing Science, the Marketing Management Association, and the Southern Marketing Association.

Goals and quality measures for the program. The B.S. in Marketing program has adopted program quality measures used by the Association to Advance Collegiate Schools of Business (AACSB) International to review the College of Business and its programs for accreditation. Quality measures include the extent to which the program provides students with a sound foundation in core business subjects, quality of faculty, appropriateness of admissions standards and procedures, appropriateness of academic and curriculum policies, adequacy of library and computer resources, and adherence to professional standards of behavior and ethical conduct. AACSB accreditation contributes to the overall quality of the college and also to the quality of the marketing program.

Budget planning process. Budgets in the College of Business are centralized at the college level. There is no separate budget allocated for the marketing program. Funds raised by the program are used for special program needs and year-end awards.

Description of any accreditation this program receives. The College of Business and all of its associated programs, including the B.S. in Marketing, are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation was reaffirmed in December 2011. The next AACSB maintenance of accreditation review will be conducted during the 2016-2017 academic year. In addition, the professional sales sequence in the B.S. in Marketing program has been designated a Certified Sales Program by the Professional Society for Sales and Marketing Training. Certification standards include the number and quality of faculty teaching in the sequence, the number of courses offered, and the number of students who take at least one sales course.

Summary and effectiveness of the student learning outcomes assessment plan. For programs accredited by AACSB, the student learning outcomes assessment plan is called the assurance of learning plan. The Department of Marketing has been formally engaged in the systematic gathering of data for assurance of learning since 2003. The assurance of learning plan for the B.S. in Marketing program includes learning goals and objectives for general business content and specialized marketing content in addition to a number of objectives related to skills. As is the case with all undergraduate programs in the College of Business, general business knowledge of students in the B.S. in Marketing program is measured utilizing the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business. A marketing-specific assessment instrument, designed to test knowledge learned in the three core course taken by all marketing students, is administered near the end of the capstone marketing course. Skills assessed include written and oral communication, critical thinking, and interpersonal (team) skills. Additional assessments will soon be developed and implemented for four competencies: marketing perspective, resource capabilities, social responsibility, and information technology. Assessment results have been shared with faculty during retreats and faculty meetings and have been used by program faculty to modify course content.

Actions taken since the last program review including responses to recommendations for program improvement. The 2004-2005 program review recommended that the Department of Marketing define the role and contributions of the marketing program relative to the university mission and goals, identify optimal enrollment, work with Milner Library faculty to meet library resource needs of the program, and continue to address faculty diversity. The program has worked to align its mission and goals as articulated in the Department of Marketing strategic plan with those of the University. Improvements to student advisement, course scheduling, online course delivery, and experiential learning opportunities reinforce university-wide emphases on individualized attention to students, civic engagement, and timely graduation. The program has been able to meet enrollment demands by shifting faculty to higher-demand courses and, consequently, has not needed to implement specific enrollment targets. Program faculty members have developed strong relationships with the new Milner Library business subject specialist and have been actively involved in selecting library resources aligned with the program curriculum. Enhancement of faculty diversity has been a consideration when recruiting new faculty members. In 2004, about one-quarter of the faculty members in the department were female. By fall 2012, more than half were female, and ethnic diversity had increased. In addition to initiatives recommended in the last program review, marketing faculty has made significant changes to the program curriculum during the last eight years, including the introduction of sequences and development of several new courses.

Description and assessment of major changes in the program or discipline since the last program review. The marketing program at Illinois State University aligns well with several key changes in the field. With the growth of social media use in corporate communication strategies, students in the integrated marketing communication sequence are well-positioned to secure employment after graduation. The proliferation of minor league professional athletic teams has also increased demand for integrated marketing communication graduates. Professional sales expertise continues to be in high demand, typically to the extent that the number of available jobs exceeds the number of graduates. A new area of interest for many business organizations is business analytics, which involves mining and managing large datasets for business purposes. Data explosion due to proliferation of social media sites, enhanced sales-tracking methods, and global competition have led companies to seek marketing graduates with expertise in analytics. Marketing faculty has been exploring business analytics programs at other universities and demand for business analytics expertise in the market place. Faculty has initiated conversations with allied units on campus regarding implementation of a marketing analytics sequence and minor.

Description of major findings and recommendations as a result of this program review. Fall enrollment in the B.S. in Marketing program at Illinois State has fluctuated during the eight years since the last program review, averaging 638 students. Enrollment increased from 633 students in fall 2004 to a high of 676 students in fall 2009 and then stabilized at about 640 students in fall 2011 and fall 2012. As enrollments in undergraduate marketing programs at other Illinois public universities have steadily declined since 2004, the program at Illinois State has become the largest among public universities in the state and second among all Illinois colleges and universities. The program has graduated about 225 students in each of the last three years, which is the largest number among Illinois public universities. The department does not anticipate problems meeting enrollment demand as long as the number of majors does not exceed 720. Quality of students in the program mirrors the quality of undergraduate students university-wide. Seventy-five percent of native students who enter the program graduate within four years, compared to approximately 64 percent for undergraduates in all majors on campus. Through implementation of the assurance of learning plan, program faculty has been able to assess student learning against learning goals and adjust course content accordingly. Skills-based assessment results suggest that students have very good skills in oral and written communication, critical thinking, and teamwork. Results from the ETS Major Field Test suggest that additional work may be needed to improve performance in more quantitative areas of the curriculum such as accounting and finance. Test results have been used to inform development of an accounting module in the capstone course to reinforce accounting principles most useful to marketing majors. A similar module may be needed for finance.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Initiatives and plans for the next three to five years include retaining quality faculty while recruiting new faculty members to replace two recent departures; exploring the potential for a new sequence in market analytics; developing and enhancing the marketing advisory board to guide future program improvements; refining the assurance of learning plan and developing rubrics to assess marketing capabilities, marketing perspectives, social responsibilities, and information technology competence; and utilizing assessment results to improve the curriculum, including development of a remedial module to improve finance skills. Program faculty will also utilize the findings of this program review to review and update the department strategic plan.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Marketing to be in <u>Good Standing</u>.

The committee congratulates the program for its role in reaffirmation of College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011. The committee also congratulates the program for its certification by the Professional Society for Sales and Marketing Training as a Certified Sales Program and for its ongoing affiliation with the University Sales Center Alliance.

The committee commends the program for revising its assessment plan in response to feedback from practitioners and for use of assessment data to identify and implement program improvements. The committee commends the program for its extensive use of experiential learning activities, such as client projects and internships, which expose students to the current state of the profession while promoting civic engagement. The committee notes the many co-curricular and networking opportunities provided by student groups affiliated with the department and college and by the Professional Sales Institute, including the Sales Career Fair and the Distinguished Speaker Series.

The committee recognizes the program for its extensive online summer course offerings that provide students flexibility in meeting program requirements while furthering timely degree completion and for integrating library resources and instruction across the curriculum.

The self-study for the B.S. in Marketing included a comparison to programs at other Illinois public universities and identified potential peer programs in the Midwest. The committee would like the program to expand this analysis. The committee recognizes that it is difficult to draw comparisons between one marketing program and another since content of marketing programs varies considerably. Accordingly, the committee asks that the Department of Marketing submit a follow-up report to the Provost's Office that 1) identifies one or more national benchmark programs to which each sequence in the B.S. in Marketing program aspires and 2) draws connections to measures of program quality in those aspirational programs. The committee asks the department to submit its report to the Provost's Office by October 1, 2013.

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 work on the assessment plan, including development and implementation of rubrics for all competency goals and exploration of ways to encourage student participation in the marketing knowledge assessment component, and implement it to improve student learning.
- Continue to review and update the curriculum and course content in response to changes in the discipline and profession and to trends in student performance on the ETS Major Field Test and the marketing knowledge assessment.
- Explore establishment of a new sequence in market analytics.
- Enhance interaction with the marketing advisory board and seek input from the board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers.
- Building on elements of the recent accreditation report, the student learning outcomes assessment plan, and the program review self-study and follow-up report, compile a strategic plan to guide implementation of the program over the next program review cycle.

Comparative Data, B.S. in Marketing (52.1401)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	269	310	298	294	293	325	288	273	249	271
Illinois State University	**627**	**599**	**633**	**594**	**592**	**629**	**668**	**676**	**671**	**639**
Northeastern IL University	149	130	152	170	156	152	82	125	118	127
Northern Illinois University	751	691	668	729	656	674	617	541	425	436
S I U - Carbondale	329	312	337	361	349	326	336	297	250	228
U of I - Chicago	365	353	336	342	331	363	309	291	318	289
U of I - Urbana/Champaign						3	102	151	201	205
Western Illinois University	306	297	284	290	283	249	236	207	180	170
Total	*2,796*	*2,692*	*2,708*	*2,780*	*2,660*	*2,721*	*2,638*	*2,561*	*2,412*	*2,365*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	84	66	73	64	68	81	66	75	72
Illinois State University	**191**	**190**	**216**	**183**	**195**	**180**	**173**	**222**	**210**
Northeastern IL University	32	26	16	36	42	30	21	38	32
Northern Illinois University	266	220	170	173	183	190	182	195	142
S I U - Carbondale	99	112	89	116	95	93	111	114	83
U of I - Chicago	128	126	139	121	113	120	124	90	94
U of I - Urbana/Champaign						1	34	48	81
Western Illinois University	67	80	68	71	63	50	54	58	49
Total	*867*	*820*	*771*	*764*	*759*	*745*	*765*	*840*	*763*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	233	270	238	228	238	292	328	332	314
Illinois State University	**266**	**279**	**312**	**355**	**351**	**378**	**392**	**375**	**400**
Northeastern IL University	176	225	218	236	236	231	223	287	334
Northern Illinois University	318	320	407	416	435	435	411	405	462
S I U - Carbondale	177	181	193	190	201	218	213	309	277
Western Illinois University	216	215	213	227	237	243	291	303	
Average	*231*	*248*	*264*	*275*	*283*	*300*	*310*	*335*	*357*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	465	533	467	679	675	656	576	631	664
Illinois State University	**654**	**644**	**597**	**602**	**625**	**616**	**571**	**562**	**630**
Northeastern IL University	608	513	670	535	559	652	802	692	670
Northern Illinois University	550	508	422	521	518	551	655	648	628
S I U - Carbondale	905	939	800	712	743	818	795	615	757
Western Illinois University	740	740	636	739	815	670	671	650	
Average	*654*	*646*	*599*	*631*	*656*	*661*	*678*	*633*	*670*

Review of the B.S. in Finance
52.0801

Overview of the program. The B.S. in Finance program is housed in the Department of Finance, Insurance, and Law within the College of Business. Other programs in the department include the B.S. in Insurance and minors in financial planning and in insurance. Finance is concerned with the management of money and with investments in various financial instruments. Graduates from the B.S. in Finance program are hired to manage financial functions for banks, investment firms, insurance companies, non-financial companies, government agencies, and non-profit organizations. Graduates often pursue Chartered Financial Analyst or Certified Financial Planner certifications, real estate licenses, or advanced degrees such as the Master of Business Administration (M.B.A.).

Description of the self-study process. The program review self-study process began in May 2011 with discussions regarding assessment of student learning outcomes in the major. In September 2011 program faculty held a retreat to determine ways to enhance the value of the program and its reputation among employers, donors, and other majors in the college. Additional program review discussions were held with department faculty in March 2012 and with the Finance, Insurance, and Law Advisory Board in April 2012. Input was also solicited from the library faculty liaison to the program. Program faculty members analyzed and synthesized information from multiple sources to prepare a draft for internal review in early August 2012. The final draft of the report was completed in early September 2012.

Curriculum of the program. The curriculum of the B.S. in Finance program is structured to link theory with financial practice while involving students in the educational process. The degree requires at least 120 credit hours including general education and business courses. As with all majors in the College of Business, students in the B.S. in Finance program take core courses in the functional areas of business (accounting, marketing, finance, and management). Finance majors are required to take 56 credit hours of required business and finance courses, including a capstone course, and 12 credit hours of finance electives. Specialized finance courses cover investments, financial markets, and intermediate business finance. The department participates in the Honors program on campus by offering a separate honors section of the finance core course. The rate of student participation in the Honors program is among the highest on campus. The B.S. in Finance program is not offered at off-campus locations.

Faculty of the program or unit. Eleven full-time faculty members have significant responsibility for teaching courses in the B.S. in Finance program. These include six tenured faculty members, four tenure track faculty members, and one non-tenure track faculty member. The Department of Finance, Insurance, and Law follows guidelines of the Association to Advance Collegiate Schools of Business (AACSB) International for academic and professional qualifications (AQ/PQ) of faculty members in the B.S. in Finance program. Qualifications are determined by the college dean's office in conjunction with the chairperson of the department. Current AQ/PQ standards were adopted by college faculty in November 2004 and revised by faculty in 2008 (AQ) and 2009 (PQ). All eleven full-time faculty members are either academically or professionally qualified. Scholarly productivity among faculty in the B.S. in Finance program has increased since the last program review. In 2007 department faculty published 11 refereed articles or proceedings, while in 2011 such manuscripts totaled 25. Nearly three-fourths of the intellectual contributions of program faculty have been discipline-based scholarship. The remainder was either contributions to practice or learning and pedagogical scholarship.

Goals and quality measures for the program. Indicators of quality of the B.S. in Finance program include scholarly productivity of its faculty, quality of instruction, and service of program faculty to the University and the profession. Scholarly productivity is measured in part by the academic and professional qualifications established by the college. Quality of instruction is measured in part by student demand for the major. Service is measured in part by the number of national conference presentations and university committee assignments among its faculty.

Budget planning process. The budgeting process for the College of Business is centralized. Each department in the college is allocated general revenue funds to cover operating expenses such as travel, contractual, telephone, postage, and commodities. Allocation of funds is based on the share of tenure-line faculty members in the college assigned to the department. Private financial support from a large and supportive department alumni base allows the chairperson to cover professional development costs of department faculty and any operating expenses not otherwise covered by general revenue.

Description of any accreditation this program receives. The College of Business and all of its associated programs, including the B.S. in Finance program, are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation was reaffirmed in December 2011. The next AACSB accreditation review is scheduled to occur during the 2016-2017 academic year. In advance of that review the college will prepare a formal report that includes a strategic plan, documentation of faculty qualifications, and assurance of learning plans and outcomes.

Summary and effectiveness of the student learning outcomes assessment plan. For programs accredited by AACSB, the student learning outcomes assessment plan is called the assurance of learning plan. The current assurance of learning plan for the B.S. in Finance program was approved by program faculty in 2008. The plan is designed to evaluate general business knowledge, content learning, and communication skills. As is the case with all undergraduate programs in the College of Business, general business knowledge of students in the B.S. in Finance program is assessed through administration of the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business. Pre- and post-curriculum content testing is the predominant approach to specialized content knowledge measurement. Oral and written communication rubrics are used to evaluate coursework of randomly-selected students as they near graduation. A key contributor to assurance of learning in the program is the Finance, Insurance, and Law Advisory Board, comprised of 20 business professionals from companies such as Archer Daniels Midland, Caterpillar, COUNTRY Financial, and State Farm Insurance. The board provides input to program faculty regarding desired characteristics of graduates entering the financial services industry. The department annually submits a report to the college dean describing faculty involvement in assessment initiatives, summarizing key assessment findings, and identifying course, curriculum, and program changes resulting from the assessment process. Recent changes include efforts to broaden and improve general business knowledge and improve oral and written communication skills.

Actions taken since the last program review including responses to recommendations for program improvement. In response to recommendations resulting from the 2004-2005 review, faculty of the B.S. in Finance program has addressed enrollment management, adopted an assurance of learning plan, worked with the Finance, Insurance, and Law Advisory Board on enhancing program relevance, worked to further integrate technology into the curriculum, and increased scholarship funding. Because the department has been able to meet enrollment demand, no specific enrollment targets have been implemented. Enrollment management is coordinated on the college level. The college has accommodated enrollment fluctuations by adjusting the number and size of core business courses. This has allowed the department to reallocate faculty resources to smaller sections of specialized finance courses. Work on the assurance of learning plan began in 2007 with identification of learning goals. Program faculty formally approved a new plan in 2008. In 2012 the teaching effectiveness team in the department was granted standing committee status, formalizing its leadership role in assurance of learning initiatives. Since the last program review, program faculty has worked closely with multiple advisory boards associated with the department. A general board of business professionals, known as the Finance, Insurance, and Law Advisory Board, has helped shape the program curriculum by providing input on hiring trends; interacting extensively with students through career coaching and interview training; observing classroom instruction; and attending faculty research presentations. Another advisory board assists with a student-managed equity portfolio that provides students with investment experience and generates funds for program activities. Technology has been more fully integrated into the curriculum by adding hands-on, in-class experience with spreadsheets and financial databases and by offering more summer courses through online distance learning. Enrollment in online courses slightly exceeded enrollment in face-to-face courses for the first time in summer 2011. Efforts to raise funds for student scholarships have been successful. The average student scholarship award has increased from approximately $300 in 2007 to approximately $650 in 2012.

Description and assessment of major changes in the program or discipline since the last program review. The financial industry has changed substantially since the last program review. Changes include expansion of financial services offered by commercial banks, blurring distinctions among banks, insurers, and securities firms; increased governmental oversight of the industry; use of market-based techniques to spread risk; increased use of electronic technology to reach customers and analyze data; and concentration of financial resources in a smaller number of large institutions. While awareness of the need for wealth management and financial advising services has increased as a result of the 2008 financial crisis, it is taking longer for graduates of the program to obtain jobs. Financial market volatility, disruptions in credit availability for consumers and businesses, and uncertainty about

retirement spending are likely to dominate finance education in the future. Societal need is expected to be high for well-trained finance professionals with hands-on experience in financial decision-making.

Description of major findings and recommendations as a result of this program review. The demand for the B.S. in Finance program has been stable and robust during the last eight years. In spring 2012 the B.S. in Finance was the first or second major of 588 students compared to 576 in spring 2004. Between 2004 and 2012, enrollment in the finance major averaged 567 students, ranging from 449 in fall 2005 to 674 in spring 2009. Enrollment has remained sustainable through adjustments to sizes of core business management courses. Based on job placement rates, the B.S. in Finance program continues to succeed in preparing its students for employment relative to other undergraduate finance programs. While the percentage of program graduates leaving the University with full-time jobs has decreased in recent years due to the national economic downturn, the placement rate is still almost twice the national average for finance programs. In addition to preparing finance majors, program faculty members make positive contributions to all College of Business programs by teaching finance and investment courses to all students in the college regardless of major. Involvement of advisory boards in the department has helped enhance the currency and relevancy of the B.S. in Finance program.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Several strategies for enhancing the value of the B.S. in Finance program among students, recruiters, and prospective employers will be investigated during the next three to five years. Program faculty members agree that creating formally-approved sequences in the program would help distinguish the major relative to programs at other universities. One sequence might emphasize professional certification (Chartered Financial Analyst or Certified Financial Planner) as its goal. Sequences could help standardize program content and improve the quality of student knowledge at the time of graduation. In addition to creating a professional certification sequence, the curriculum of the financial planning minor should be revised to meet requirements of the Certified Financial Planner Board. This could help graduates achieve certification and expand the continuing education opportunities for alumni. Another strategy is encouraging students enrolled in the B.S. in Finance program to also work toward either a minor in accountancy or a B.S. in Accountancy. Doing so would add to the skill set graduates would have to market to prospective employers. The growth of enrollment in online finance courses during the summer session provides program faculty with an opportunity to develop new elective courses for the fall and spring semesters. Faculty members should take the lead in developing new course electives to keep the curriculum responsive to the needs of prospective employers of program graduates. To adequately assess the quality of online instruction and its impact on student learning, a separate student course rating instrument for online courses should be developed.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Finance to be in <u>Good Standing</u>.

The committee thanks the program for a logical, insightful, and forward-looking program review report. The committee congratulates the program for its role in the reaffirmation of the College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011.

The committee commends the program for its attention to ethics and social responsibility throughout the curriculum. The committee further commends the program for its effective use of multiple advisory boards and alumni networking organizations to help monitor and improve the program. These groups sponsor activities that expose students to the profession and help prepare them for their careers and jobs. Particularly laudable is the student-managed investment portfolio, which provides students valuable hands-on experience working with investments while generating funds for the program.

The committee recognizes the program for its efforts to develop and implement assessment strategies and tools beyond those used across all College of Business programs and for reinstatement of its Teaching Effectiveness Team to monitor student learning outcomes. The committee also recognizes the program for its collaborative exploration with Milner Library of databases and datasets to expand teaching, learning, and research resources available to students and faculty. The committee further recognizes participation in the Honors program at a rate higher than rates for the college and University.

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.

- Develop and implement a plan to recruit for gender diversity in the student population, exploring use of targeted scholarships.
- Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.
- Explore curriculum changes, including creation of sequences that prepare students for professional certification, to help distinguish the major relative to programs at other universities and to better position graduates for employment in the profession.
- Monitor the program relative to aspirational programs nationwide and utilize findings to update strategic initiatives for improving program quality and student learning.
- Explore development and implementation of mechanisms to effectively evaluate student learning in the online environment.

Comparative Data, B.S. in Finance (52.0801)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	187	210	225	209	235	237	218	199	196	205
Illinois State University	**465**	**475**	**401**	**364**	**388**	**443**	**512**	**518**	**476**	**452**
Northeastern IL University	185	177	206	195	222	259	185	230	168	153
Northern Illinois University	457	453	508	521	554	568	510	422	348	372
S I U - Carbondale	155	182	208	210	220	236	226	205	159	146
U of I - Chicago	567	582	543	550	561	632	615	547	468	462
U of I - Urbana/Champaign	1,087	1,055	988	978	841	646	604	549	439	492
Western Illinois University	138	148	153	142	173	189	175	126	102	96
Total	*3,241*	*3,282*	*3,232*	*3,169*	*3,194*	*3,210*	*3,045*	*2,796*	*2,356*	*2,378*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	46	51	57	59	73	76	76	53	66
Illinois State University	**146**	**189**	**171**	**148**	**139**	**121**	**152**	**190**	**166**
Northeastern IL University	45	37	58	54	59	59	73	76	79
Northern Illinois University	109	108	106	136	146	140	136	140	110
S I U - Carbondale	66	60	66	59	66	66	72	71	69
U of I - Chicago	223	231	254	266	231	239	267	211	197
U of I - Urbana/Champaign	487	476	447	432	380	369	309	285	236
Western Illinois University	46	40	53	50	61	60	82	42	41
Total	*1,168*	*1,192*	*1,212*	*1,204*	*1,155*	*1,130*	*1,167*	*1,068*	*964*

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	310	329	322	261	244	232	269	390	230
Illinois State University	**223**	**220**	**248**	**277**	**305**	**292**	**297**	**295**	**321**
Northeastern IL University	237	228	187	217	205	232	292	274	311
Northern Illinois University	520	463	483	547	577	573	618	529	607
S I U - Carbondale	235	264	266	286	313	257	302	308	345
U of I - Chicago	180	172	170	202	192	203	196	230	214
U of I - Urbana/Champaign	209	230	321	311	370	456	397	395	494
Western Illinois University	249	223	249	249	242	262	294	320	370
Average	*270*	*266*	*281*	*294*	*306*	*313*	*333*	*343*	*362*

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Illinois University	489	497	507	642	671	723	678	529	775
Illinois State University	**832**	**937**	**855**	**798**	**687**	**828**	**785**	**771**	**730**
Northeastern IL University	598	631	752	625	678	676	703	769	722
Northern Illinois University	416	430	476	582	591	579	533	531	523
S I U - Carbondale	561	657	641	641	634	847	731	818	702
U of I - Chicago	1,004	1,132	1,010	862	912	888	815	771	796
U of I - Urbana/Champaign	717	715	600	625	539	476	484	487	449
Western Illinois University	653	712	669	736	723	728	656	619	508
Average	*659*	*714*	*689*	*689*	*679*	*718*	*673*	*662*	*651*

Review of the B.S. in Insurance
52.1701

Overview of the program. The B.S. in Insurance program is housed in the Department of Finance, Insurance, and Law within the College of Business. Other programs in the department include the B.S. in Finance and minors in financial planning and insurance. The college also houses the Center for Insurance and Financial Services (known as the Katie School), a research and service center that supports the B.S. in Insurance program through research, sponsorship of speakers and panels, and insurance industry management education. The B.S. in Insurance program prepares students for careers in insurance, risk management, and financial services. The major was created in 1994 through collaboration between the University and the insurance industry.

Description of the self-study process. The program review self-study process began in May 2011 with discussions regarding assessment of student learning outcomes in the major. Program review discussions were held with department faculty in March 2012 and with the department advisory board in April 2012. Input was also solicited from the library faculty liaison to the program. A draft program review self-study report was distributed to insurance program faculty members for comment in early August 2012. Program faculty members analyzed and synthesized information and feedback from multiple sources to finalize the report by late August 2012.

Curriculum of the program. The B.S. in Insurance program requires at least 120 credit hours through one of two sequences: general insurance or insurance and business information systems. The insurance and business information systems sequence enables students to combine a general insurance background with skills in computer programming, systems analysis, and systems design. The curriculum of the B.S. in Insurance program follows the traditional model for a program in a business school accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. All majors in the college, including students enrolled in the insurance program, take core courses in the functional areas of business (accounting, finance, marketing, and management).
The B.S. in Insurance program requires an introductory insurance course; courses in property insurance, liability insurance, insurance company operations, and risk management (the capstone course); and nine credit hours of approved insurance electives. About half of the insurance majors opt to double major in finance. The department also coordinates experiential learning opportunities for insurance students through internships with business partners. The department participates in the Honors program on campus by offering a separate honors section of the introductory insurance course. The rate of student participation in the Honors program is among the highest on campus. The B.S. in Insurance program is not offered at off-campus locations.

Faculty of the program or unit. Six full-time faculty members have significant responsibility for teaching courses in the B.S. in Insurance program. Four are tenured faculty members, and two are tenure track faculty members. The Department of Finance, Insurance, and Law follows guidelines of the Association to Advance Collegiate Schools of Business (AACSB) International for academic and professional qualifications (AQ/PQ) of faculty members in the B.S. in Insurance program. Qualifications are determined by the college dean's office in conjunction with the chairperson of the department. Current AQ/PQ standards were adopted by college faculty in November 2004 and revised by faculty in 2008 (AQ) and 2009 (PQ). All six full-time faculty members are academically qualified. Since 2004, insurance program faculty members have been recognized for quality teaching through the American Risk and Insurance Association Innovation in Instruction Award (twice) and the AACSB Innovation in Business Education Award. During the same period scholarly productivity of program faculty has increased. Faculty scholarship has been recognized through the International Insurance Society Research Award and the Asia-Pacific Risk and Insurance Association Outstanding Paper Award. All six faculty members teaching in the program have served as an ad hoc referee, association committee member or chairperson, conference session moderator or discussant, associate journal editor, member of a professional association board of directors, or member of a conference program committee.

Goals and quality measures for the program. Indicators of quality for the B.S. in Insurance program include scholarly productivity of its faculty and quality of instruction. The program aspires to have all faculty members academically or professionally qualified in accordance with guidelines set by the college based on accreditation requirements. Quality of instruction is measured in part by student demand for the major.

Budget planning process. The budgeting process for the College of Business is centralized. Each department in the college is allocated general revenue funds to cover operating expenses such as travel, contractual, telephone, postage, and commodities. Allocation of funds is based on the share of tenure-line faculty members in the college assigned to the department. Private financial support from a large and supportive department alumni base allows the chairperson to cover professional development costs of department faculty and any operating expenses not otherwise covered by general revenue.

Description of any accreditation this program receives. The College of Business and all of its associated programs, including the B.S. in Insurance program, are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation was reaffirmed in December 2011. The next AACSB accreditation review is scheduled to occur during the 2016-2017 academic year. In advance of that review the college will prepare a formal report that includes a strategic plan, documentation of faculty qualifications, and assurance of learning plans and outcomes.

Summary and effectiveness of the student learning outcomes assessment plan. For programs accredited by AACSB, the student learning outcomes assessment plan is called the assurance of learning plan. The current assurance of learning plan for the B.S. in Insurance program was approved by program faculty in 2008. The plan was a required element for reaccreditation of the college in 2011. The plan is designed to evaluate general business knowledge, content learning, and communication skills. As is the case with all undergraduate programs in the College of Business, general business knowledge of students in the B.S. in Insurance program is assessed through administration of the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business. Pre- and post-curriculum content testing is the predominant approach to specialized content knowledge measurement. Oral and written communication rubrics are used to evaluate coursework of randomly-selected students as they near graduation. A key contributor to assurance of learning in the program is the Finance, Insurance, and Law Advisory Board, comprised of 20 business professionals from companies such as COUNTRY Financial, State Farm Insurance, Swiss Reinsurance America, and Zurich, N.A. The advisory board periodically reviews the curriculum to ensure that it meets the needs of the industry and provides input to the program regarding desired characteristics of its graduates. The department annually submits a report to the college dean describing faculty involvement in assessment initiatives, summarizing key assessment findings, and identifying course, curriculum, and program changes resulting from the assessment process. Recent changes include reallocation of faculty resources to improve the quality of instruction in insurance courses and efforts to improve oral and written communication skills.

Actions taken since the last program review including responses to recommendations for program improvement. In response to recommendations resulting from the 2004-2005 review, faculty of the B.S. in Insurance program has addressed sustainability of program enrollment, improved the assurance of learning plan, and recruited additional faculty. Enrollment management is coordinated at the college level. The college has accommodated enrollment fluctuations by adjusting the number and size of core business courses. Increases in enrollment in the B.S. in Insurance program since 2004 have been offset by additional faculty resources and by offering more required courses during the summer session. Since 2007, program faculty has rewritten the assurance of learning plan. A new plan was approved by faculty in 2008. Department bylaw revisions in 2012 granted standing committee status to the teaching effectiveness team. The team has a leadership role in implementing the assurance of learning plan. Since spring 2004, the number of tenure track faculty members teaching in the insurance program has increased from 3.7 full-time equivalent units to 5.3 full-time equivalent units. One tenured faculty member has retired, two new tenure track faculty members have been hired, and three others have been assigned to teach courses in the program.

Description and assessment of major changes in the program or discipline since the last program review. Changes in the insurance industry since the last program review include the need to offer a variety of financial services to customers of insurance companies, blurring distinctions among banks, insurers, and securities firms; increased governmental oversight; use of market-based techniques to spread risk; increasing use of electronic technology to reach customers and analyze data; and the concentration of financial resources in a smaller number of large institutions. While awareness of the need for wealth management and financial advising services has increased as a result of the 2008 financial crisis, it is taking longer for graduates of the program to obtain jobs. Societal need for well-trained finance and insurance professionals with hands-on experience is expected to remain high.

Description of major findings and recommendations as a result of this program review. The B.S. in Insurance program at Illinois State University continues to make significant contributions to the insurance industry locally, regionally, and nationally through graduation of highly-qualified students. Illinois State is the only public university in the state that offers an insurance program. Demand for the program remains high. Enrollment has steadily increased from 50 students in fall 2004 to 92 students in fall 2012. The college has accommodated this increase by adjusting the number and size of core business courses, hiring additional faculty for the program, and offering more core insurance courses online during the summer session. While the percentage of program graduates leaving the University with full-time jobs has decreased in recent years due to the national economic downturn, the placement rate is still almost twice the national average for insurance programs. The Center for Insurance and Financial Services (the Katie School) in the college has been a significant and highly-valued resource for the B.S. in Insurance program. With the aid of industry partners and private contributors, the Katie School has raised scholarship funds and sponsored guest speakers and professional workshops. In 2012, the Katie School awarded $128,200 in scholarship funds to insurance majors, up from $67,300 in 2008. Recommendations for program enhancements during the next review cycle include further refinement of the assurance of learning plan, continued leveraging of Katie School resources, and strategic use of online course delivery.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. Several initiatives will be undertaken in the next three to five years to maintain and further enhance the effectiveness and reputation of the B.S. in Insurance program. The future role and implications of online course delivery will be critically assessed. Program faculty will explore delivery of core courses online during the summer session to allow for new elective courses to be developed and then offered during the fall and spring semesters. New course development will provide opportunities for the program to maintain its currency and relevancy. Program faculty will also explore development of a separate student course rating instrument for online courses. Program faculty will continue to refine the assurance of learning plan to identify and implement quantitative assessments that more accurately gauge achievement of instructional goals. The program will continue working with industry partners to remain current with their expectations of program graduates in terms of communication skills, ethical decision-making ability, and professionalism. The program will continue to collaborate with the Katie School in providing resources and services that benefit students in the insurance program, such as scholarships, leadership development programs, and professional development training and team-building exercises.

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

The committee thanks the program for a logical, insightful, and forward-looking program review report. The committee congratulates the program for its role in the reaffirmation of the College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011.

The committee commends the program for its effective collaboration with advisory, alumni, and student organizations to monitor and improve the program and to provide co-curricular activities that expose students to the profession and prepare them for their future employment. Also laudable are domestic and international internships coordinated by the department and the Katie School that provide valuable experiential learning opportunities. The committee further commends the program for more than doubling scholarly productivity of its faculty between 2007 and 2011.

The committee recognizes the program for its ongoing attention to assessment and for reinstatement of its Teaching Effectiveness Team to monitor student learning outcomes. The committee recognizes the program for its collaborative exploration with Milner Library of databases and datasets to expand teaching, learning, and research resources available to students and faculty. The committee further recognizes student participation in the Honors program at a rate higher than rates for the college and University.

The self-study report discussed quality measures for the department and identified one aspirational program at another university. The committee would like the program to focus its analysis of quality measures while expanding the search for aspirational programs beyond the region. Accordingly, the committee asks the Department of Finance, Insurance, and Law to submit a follow-up report to the Provost's Office that 1) identifies measures of quality in undergraduate insurance programs (rather than measures of quality in associated academic units), 2) identifies

aspirant peers nationally that rate highly on those indicators of quality, and 3) draws connections to measures of quality at those highly-rated programs. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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 to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.
- Explore curriculum changes that integrate changing expectations of employers relative to communication skills, ethics, and professionalism.
- Explore development of new elective courses, made possible by online delivery of required courses during the summer session, that are responsive to changing needs of prospective employers.
- Explore development and implementation of mechanisms to effectively evaluate student learning in the online environment.

Comparative Data, B.S. in Insurance (52.1701)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**43**	**31**	**50**	**54**	**55**	**52**	**68**	**66**	**66**	**86**

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**21**	**18**	**18**	**27**	**28**	**18**	**31**	**30**	**25**

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**223**	**220**	**248**	**277**	**305**	**292**	**297**	**295**	

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**832**	**937**	**855**	**798**	**687**	**828**	**785**	**771**	

Note: The B.S. in Insurance program at Illinois State University is the only such program in the state.

Review of the B.A., B.S. in International Business
52.1101

Overview of the program. The B.A., B.S. in International Business program is housed in the Department of Management and Quantitative Methods within the College of Business and is administered by the director of the International Business Institute. Other programs in the department include minors in business administration, in business environment and sustainability, in organizational leadership, and in international business, the B.A., B.S. in Business Administration, and the B.S. in Management. The B.A., B.S. in International Business is an interdisciplinary major that provides background in three areas: international coursework such as international accounting, international management, and international marketing; foreign language and area studies; and a specialization in one of the College of Business functional majors (accounting, business information systems, finance, insurance, management, or marketing). The program provides students with sufficient depth and breadth to enable them to seek employment in a variety of business organizations. The international business major is an excellent choice for students seeking to work in another country or to work domestically for a firm with an international presence.

Description of the self-study process. Academic program review of the B.A., B.S. in International Business program occurred throughout the 2011-2012 academic year. The core program faculty worked through the elements of the self-study in consultation with other faculty from the Departments of Accounting, Marketing, and Finance, Insurance, and Law who teach courses within the program. In addition, graduating students were asked to take part in exit interviews, majors were surveyed about future plans, and a small sample of alumni were contacted for their input regarding key issues and strengths of the program. Most of the self-study preparation occurred during spring 2012. Data analysis continued into summer 2012.

Curriculum of the program. While the B.A., B.S. in International Business program is officially housed in the Department of Management and Quantitative Methods, coursework in the major draws from all departments in the college. The program is unique and successful for two reasons. It is the oldest and still the only international business degree program offered at a public university in Illinois. Two other Illinois public universities offer a concentration in international business within another degree program, and four offer a minor in international business. In addition, the program has a unique curriculum that includes grounding in international business coupled with a functional specialization as well as foreign language and area studies training. The B.A., B.S. in International Business is not offered at off-campus locations.

Faculty of the program or unit. Faculty members are highly-qualified, dedicated, and caring professionals with a deep desire to prepare students for success in tomorrow's business world. Virtually all faculty members have earned doctorates from major research institutions and are active scholars with a strong record of high-impact research. Faculty members have published in all but one of the ten most highly-cited management journals, as well as leading journals in psychology, labor relations, econometrics, statistics, and entrepreneurship. Faculty members also hold leadership positions in several major professional associations and on boards of some of the most prestigious journals. Program faculty members have earned the college outstanding research, teaching, and service awards and have been named both COUNTRY Financial and Caterpillar scholars. One faculty member was named Distinguished Professor at Illinois State University in 2010, the highest faculty award on campus honoring scholarly research, creative production, or leadership in creative or scholarly activities on the national level as well as distinguished teaching and/or service. Faculty members have significant and varied industry experience. Additionally, through research, consulting, and executive education, faculty members are engaged with many regionally-based organizations including State Farm, COUNTRY Financial, Growmark, Farm Credit Services, Afni, Advocate BroMenn Medical Center, Carle Foundation Hospital and Clinic, OSF St. Joseph Medical Center, Archer Daniels Midland Company, Tate & Lyle, and Caterpillar. As a result, faculty members are able to infuse their teaching and research with first-hand knowledge of the dynamics of real-world organizations.

Goals and quality measures for the program. The program is designed to provide students with a broad focus in international business while developing student skills in a business specialization, foreign language, and area study. The program is intended to develop international skills in students so they can be successful contributors in a range of organizations.

Budget planning process. Budgets within the College of Business are centralized at the college level. As such, there is no separate budget allocated for the B.A., B.S. in International Business program. Funds raised by the program are used for special program needs and year-end awards.

Description of any accreditation this program receives. The College of Business and all of its associated programs, including the B.A., B.S. in International Business, are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. AACSB accreditation was reaffirmed in December 2011. The AACSB standards in place require that all business students receive a sound foundation in business subjects. AACSB standards relate to faculty qualifications and work load, admission standards and procedures, library and computer resources, academic and curricular policies, and professional behavior and ethical conduct. The B.A., B.S. in International Business program is also a full member of the Consortium for Undergraduate International Business Education (CUIBE), which has a separate review process.

Summary and effectiveness of the student learning outcomes assessment plan. In spring 2008 the College of Business adopted the Educational Testing Service (ETS) Major Field Test for the Bachelor's Degree in Business to assess student learning compared to students enrolled in other business programs in the United States. Data collected since 2008 reveal that, while test results vary moderately over time, average scores of international business majors at Illinois State University generally have been higher than national average scores.

Actions taken since the last program review including responses to recommendations for program improvement. Previous program reviews have focused on two issues: the need for a core experience for all international business majors and the need to ensure that students can qualify for initial employment. Both issues have been addressed in the current program structure. All international business majors take courses in introductory international business, international business law, and business in a multicultural environment as well as additional coursework either in international accounting and finance or in international management and marketing. Majors also complete coursework in foreign language and area studies, as well as nine credit hours of coursework in accounting, business information systems, finance, insurance, management, or marketing. This requirement has greatly aided students in obtaining employment.

Description and assessment of major changes in the program or discipline since the last program review. Increasing globalization has had a major impact on the demand by employers for graduates with international business training. Graduates with international experiences, such as internships and study abroad, are particularly in demand. Student demand for the program has been stable over the last five years, with around 130 students enrolled annually. The college readiness test scores of admitted students have been steadily increasing. The number of international business majors and minors is at an acceptable level given faculty and staff resources currently available. International business majors are qualified for a wide range of positions based on functional specialization. The need for persons with a strong background and understanding of the international arena is constantly increasing as more organizations move their operations across national boundaries. Businesses are seeking individuals with cultural knowledge and the ability to work successfully in an increasingly global and diverse workplace.

Description of major findings and recommendations as a result of this program review. The program has many strengths upon which it can build. The new program coordinator position has helped to improve program quality. This position is crucial to the long-term improvement of the program and may need to be reviewed in the future as responsibilities of the position continue to expand. The program currently is at its optimal enrollment given the available faculty and staff resources. If student demand increases much beyond current levels, additional program faculty may be required. The program needs to continue its efforts to develop a quality assessment plan. Program faculty members are currently reviewing content of the plan to reduce overlap, increase the breadth of knowledge students receive, and assure student attainment of the depth of knowledge expected by employers. In the future, program faculty will develop more direct measures of student learning.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. No major curricular changes are envisioned at this time. Program faculty will review electives to ensure that emerging student needs are adequately met. The assessment plan has been effective, although it may be reviewed to determine if additional learning goals are required. Specific goals for the B.A., B.S. in International Business program are to monitor course development to ensure that new content knowledge and

skills in the discipline are integrated into course content, to continue to develop and expand the internship program for program majors, to monitor and update assessment techniques, to continue pursuing faculty exchange opportunities so faculty members can increase international understanding and bring outstanding scholars to campus to benefit program students, and to continue to expand study abroad options.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in International Business to be in <u>Good Standing</u>.

The committee congratulates the program for its role in reaffirmation of College of Business accreditation by the Association to Advance Collegiate Schools of Business International in 2011. The committee also congratulates the program for its full membership in the Consortium for Undergraduate International Business Education. The committee recognizes the uniqueness of the program among Illinois public universities and the role the program plays in furthering university and state goals of globalizing higher education curriculum and meeting the demands of an increasingly global society.

The committee commends the program for its quality assessment plan, including administration of the ETS Major Field Test, and use of assessment findings to identify and implement program changes. The committee further commends the program for its enrollment of students from groups traditionally underrepresented in the field, including females; creativity of its faculty in developing innovative cases and experiences to further student learning; and involvement of its faculty in business partnerships and exchanges that enable faculty to incorporate first-hand knowledge of the field into their teaching and research.

While the program has appropriately identified benchmark international business programs nationally, the committee asks the program to expand its analysis. The committee asks that the Department of Management and Quantitative Methods submit a follow-up report to the Provost's Office that 1) identifies measures of quality in undergraduate international business education, 2) identifies one or more national benchmark programs to which the B.A., B.S. in International Business program aspires, and 3) draws connections to measures of quality in those aspirational programs. The committee asks that the department submit its report to the Provost's Office by October 1, 2013.

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.

- Monitor course development to ensure that new areas in the discipline are integrated into course content.
- Continue to develop and expand the internship program for majors.
- Continue to monitor effectiveness of the assessment plan, including program alumni tracking, and update assessment techniques as appropriate.
- Continue to pursue faculty exchange opportunities that help faculty increase their international understanding and bring scholars to campus to benefit students in the program.
- Continue to expand international experiences, including study abroad, and track participation by program majors in these experiences.

Comparative Data, B.A. and B.S. in International Business (52.1101)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**174**	**144**	**118**	**125**	**126**	**129**	**133**	**137**	**110**	**111**

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**31**	**34**	**37**	**23**	**21**	**26**	**27**	**28**	**25**

Fiscal Year Discipline Costs per Credit Hour

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**210**	**192**	**259**	**334**	**346**	**408**	**414**	**361**	**300**

Fiscal Year Credit Hours per Staff Year

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Illinois State University	**843**	**965**	**634**	**695**	**621**	**595**	**571**	**724**	**823**

Note: The B.A., B.S. in International Business program at Illinois State University is the only such program in the state.

Review of the B.A., B.S. in University Studies
24.0102

Overview of the program. The B.A., B.S. in University Studies program is housed in University College, a unique unit on campus whose mission is to provide effective programs and services that assist students in making successful transitions into Illinois State University and realizing their academic potential. In addition to offering the B.A., B.S. in University Studies, University College provides academic advising for freshmen regardless of their major and academic support services for students in all programs at all levels. University College is part of the Division of Academic Affairs and reports to the Associate Provost for Undergraduate Education. The B.A., B.S. in University Studies program as currently structured was established with the 2006-2007 *Undergraduate Catalog*. The major is designed to serve students in academic good standing who are either unable to meet admission/retention requirements of programs with requirements above university minimums or who discover late in their program of study that they do not wish to pursue the career path that follows from their initial major/degree choice. The B.A., B.S. in University Studies is not considered a first-choice major. Most students in the program have transferred from some other program on campus or from some other college or university.

Description of the self-study process. The Associate Provost for Undergraduate Education, Director of University College, Associate Director of University College, and academic advisor for the B.A., B.S. in University Studies program initiated the self-study process during spring 2012. This process included an analysis of the evolution of the major, an assessment of its current purpose and objectives, and a review of comparable programs at other institutions.

Curriculum of the program. The B.A., B.S. in University Studies program provides a curricular structure for facilitating breadth or depth of study while enabling timely graduation. Each student works with the academic advisor to develop a unique plan of study that meets his or her needs and interests. Students are required to complete all university requirements for a B.A. or B.S. degree and all course requirements of the approved plan of study. At least nine credit hours must be taken at the upper-division (300) level. Students choose from among three options: general studies, specialized studies, or liberal studies. The general studies option involves a concentration in two disciplines, while the specialized studies option involves a concentration in one discipline. The liberal studies option was developed as part of a comprehensive enrollment management plan to place junior and senior undeclared students into a major and involves a concentration that bridges academic disciplines. Each student applying for the program is expected to articulate a rationale for the disciplinary focus in accordance with requirements of the selected option. The B.A., B.S. in University Studies is not offered at off-campus locations.

Faculty of the program or unit. The B.A., B.S. in University Studies program does not have its own teaching faculty. Students in the major take courses in programs across campus in accordance with their unique plan of study.

Goals and quality measures for the program. The most important measure of quality for the B.A., B.S. in University Studies program is the integrity of the plan of study as it relates to other degree-granting majors at the University. To ensure they are coherent and serve student goals, plans are reviewed by both the Director of University College and the academic advisor for the program prior to acceptance of the student into the major. Plans of study must be achievable and meet all required criteria.

Budget planning process. The only expenditures directly associated with the B.A., B.S. in University Studies program are a portion of the academic advisor salary and printing and mailing costs. These expenditures are included in the University College budget.

Description of any accreditation this program receives. There is no professional accreditation or approval agency for this program.

Summary and effectiveness of the student learning outcomes assessment plan. Learning outcomes vary depending on the program option selected by the student and the discipline(s) selected for study. Students are expected to apply the knowledge, skills, and abilities acquired in general education courses to other courses in their plan of study and to develop higher-level writing and analytical skills required to successfully complete upper-division courses. Because students may select courses from many programs on campus, standard learning outcomes that would be present in a traditional degree program are more difficult to develop.

Actions taken since the last program review including responses to recommendations for program improvement. Since inception of the program in 2006, advisor training has been consistently offered to ensure that all academic advisors on campus are aware of the B.A., B.S. in University Studies program and that staff members understand and can articulate program requirements to students interested in and eligible for the program. The Director of University College and the academic advisor for the program have created a policy document to assist all academic advisors in determining student eligibility for the program. As this is the first program review since the major was established, there were no prior recommendations to address.

Description and assessment of major changes in the program or discipline since the last program review. No changes have been made to the requirements for the B.A., B.S. in University Studies program since its restructuring in 2006. This restructuring added the specialized studies and liberal studies options and eliminated the capstone course/professional practice requirement to provide students greater flexibility in designing their plan of study and to enable timely graduation. While program restructuring has provided students more flexibility, access to upper-division courses continues to be problematic. Some campus units have restricted access to these courses to their own majors due to space limitations. Prerequisites may impede timely access to some courses. Enrollment in the program is stable overall but fluctuates between 40 and 100 students over the course of an academic year. Enrollment at the time of the fall census is typically at its lowest, with gradual increases as the academic year progresses. In the most recent academic year (2011-2012), 88 students graduated with a B.A., B.S. in University Studies. Changes in societal need have not impacted the demand for the major. However, recent economic trends and forecasts indicate that students may be more inclined to seek a non-traditional degree to facilitate a more timely graduation. With the volatilities of the job market, some employers tell employees that a college degree, regardless of major, will enhance their job security and advancement prospects.

Description of major findings and recommendations as a result of this program review. The B.A., B.S. in University Studies program continues to serve an important function at Illinois State University, providing students with an alternative means of graduating in a timely manner while completing a quality program of study. Without this program, students without majors, students unable to meet retention requirements of their departments/schools, and students deciding late in their college careers that their major of choice is not right for them would have no option other than to leave the University without a degree. The program furthers the institutional goal of individualized attention through specialized advisement and unique plans of study. A primary concern is access to upper-division courses. The Director of University College should continue to dialogue with the Associate Provost for Undergraduate Education to seek solutions to this challenge.

Actions to be taken as a result of this program review including a summary of initiatives and plans for the next three to five years. In the next three to five years, administrators of the B.A., B.S. in University Studies program will work to increase awareness of the major among eligible students as well as faculty, staff, and academic advisors; monitor availability of upper-division courses and seek ways to attain access to them by program majors; and seek feedback from academic advisors across campus regarding the University Studies advisement process and effectiveness of communication regarding the program. In addition, program administrators will work with staff from University College and University Assessment Services on campus to review and revise the assessment plan to address changes resulting from recent program restructuring. That work is already underway at this time.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in University Studies to be in <u>Good Standing</u>.

The committee commends the program for its dedication to the unique and diverse population enrolled in it and for the service the program provides to all academic units on campus. Through individualized attention, the program has been able to graduate approximately 85 percent of its students since being restructured in 2006. Based on alumni survey results, an estimated 90 percent of program graduates have been employed. The committee thanks the program for its collaboration with multiple constituents across campus to achieve these results.

Coordination with numerous campus units, both academic and non-academic, is critical to ongoing success of the program in matriculating students in a timely manner and preparing them for gainful employment and post-baccalaureate education. The program review self-study report referred to challenges that may be preventing this, particularly access to upper-division courses. The committee asks that University College submit a follow-up report to the Provost's Office that provides a deeper analysis of the circumstances and programs from which students

entering University Studies come, identifying patterns, trends, challenges, obstacles, and options for resolving them. The committee asks that University College submit this report to the Provost's Office by October 1, 2013.

Program councils are created and supported by many academic units and research centers across campus to help identify and monitor program improvements. Such councils are recommended by IBHE due to their successful deployment at institutions across the state. The Academic Planning Committee asks that the B.A., B.S. in University Studies program organize such a program council, consisting of faculty, alumni, and other constituents, to solicit ongoing feedback regarding program goals, structure, and requirements; plans of study; course availability; and support services for students. The committee asks that University College submit a follow-up report to the Provost's Office by October 1, 2015, that describes the status of the program council, its composition, its activities, and its impacts on the program.

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.

- Maintain and expand relationships with units across campus that can help students matriculate from the program in a timely manner and enrich student experiences through co-curricular activities and support services.
- Work with University Assessment Services to investigate and implement methods of student learning outcomes assessment appropriate for this unique program, utilize assessment results to identify and implement program improvements, and document how this has been done.

Comparative Data, B.A. and B.S. in University Studies (24.0102)

Fall Enrollment

University	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	12	7	7	6	4	813	721	711	674	605
Illinois State University			**11**	**2**	**8**	**35**	**49**	**61**	**49**	**43**
Northeastern IL University	43	27	28	21	21	19	14	12	16	13
Western Illinois University								557	530	516
Total	*55*	*34*	*46*	*29*	*33*	*867*	*784*	*1,341*	*1,269*	*1,177*

Fiscal Year Degrees

University	2003	2004	2005	2006	2007	2008	2009	2010	2011
Chicago State University	1	2	2	2	217	216	177	204	222
Illinois State University		**2**	**7**	**3**	**21**	**71**	**76**	**91**	**90**
Northeastern IL University	5	13	9	5	12	5	7	1	6
Western Illinois University								229	271
Total	*6*	*17*	*18*	*10*	*250*	*292*	*260*	*525*	*589*

Note: Discipline costs and credit hours generated are not available for the program at Illinois State University.

Review of the Adlai Stevenson II Center for Community and Economic Development
90.4506A

Introduction and overview. The Adlai Stevenson II Center for Community and Economic Development (known as the Stevenson Center) at Illinois State University educates the next generation of community and economic development professionals, serves communities and organizations around the world, and contributes to the practical knowledge and formal scholarship of community and economic development. The center is distinctive among the 11 research and service centers at Illinois State University recognized by the Illinois Board of Higher Education (IBHE) in its intensive focus on educating students. The origins of the Stevenson Center date to 1994 with the creation of the first Peace Corps Fellows program in community and economic development in the country through a partnership between Illinois State University and Western Illinois University. The Stevenson Center was officially authorized by the IBHE in 2001.

A major function of the Stevenson Center is coordinating interdisciplinary graduate sequences in applied community and economic development (ACED) offered through the M.A., M.S. in Applied Economics program and the M.A., M.S. in Sociology program and the interdisciplinary graduate sequence in applied community development (ACD) offered through the M.A., M.S. in Political Science program. The Stevenson Center does not sponsor its own courses in these sequences. Rather, center staff works closely with each department to administer the sequences, including arrangement of graduate assistantships and professional practice experiences. The center is responsible for developing and implementing a student learning outcomes assessment plan for students affiliated with the center.

Students enroll in one of the three graduate sequences (hereinafter referred to as ACED/ACD sequences) either before or after serving with the Peace Corps, AmeriCorps, or a similar agency. Target enrollment for each incoming class is 15 students. First-year students complete coursework and graduate assistantships. Second-year students complete a professional practice experience. Students with prior experience in the Peace Corps or in some other community development context are called Peace Corps Fellows or ACED Fellows, respectively, and complete an 11-month professional practice with a non-profit organization or government agency. Students entering the program without prior development experience serve in the Peace Corps during their second year of the program and are called Peace Corps Master's International students.

In addition to preparing students for community and economic development work, Stevenson Center faculty, students, and staff are involved in applied research. Recent projects include examining rural school closures (funded by a National Research Initiative award) and helping Illinois communities plan for the re-use of vacant, environmentally-contaminated industrial or commercial sites (through a subcontract with Kansas State University).

Since 2009, the Stevenson Center has reported to the Office of the Vice President for Academic Affairs and Provost while closely collaborating with partner academic units. The center has 3.0 full-time-equivalent staff persons. Work of the center is guided by an internal board comprised of center staff, faculty members from cooperating academic units, and student representatives. The center also serves as fiscal agent for the American Democracy Project on campus, which promotes civic engagement among undergraduate and graduate students through curricular and co-curricular activities.

Since its last review, the Stevenson Center has received positive feedback from students, alumni, faculty members, and community partners. The center is one of four programs among 80 in the country recognized by AmeriCorps alumni as a "Premium Match" school for outstanding efforts to help AmeriCorps alumni utilize their AmeriCorps education stipend to earn a graduate degree. The center was also recognized by the Peace Corps as one of the top five Master's International programs based on enrollment in 2011.

Priorities to be addressed during the next four years include updating the curriculum of the ACED/ACD sequences and exploring new degree partnerships, conducting research in community and economic development, exploring establishment of a Peace Corps preparation program for undergraduate students, and growing existing partnerships.

Centrality. The Stevenson Center supports goals of both *The Illinois Public Agenda*, the state plan for higher education policies and resources, and *Educating Illinois, 2013-2018*, the university strategic plan. The center is intimately involved in curriculum delivery through partnerships with the three departments on campus offering the ACED/ACD graduate sequences. The center also helps administer the campus-wide American Democracy Project. To promote more engagement among its partners, the center has restructured its internal board and revised its by-laws to clarify partner relationships and allow for the creation of working committees.

Quality. The Stevenson Center is known nationally for its master's degree sequences that combine interdisciplinary curricula, significant fieldwork, and strong financial support of its students. Assessment data demonstrate that students in the ACED/ACD sequences meet established learning goals. Faculty members have recognized these students for their diverse life experiences, maturity, sense of purpose, and intellectual curiosity. Affiliation of the center with the Peace Corps and financial support of students through assistantships and paid professional practice experiences are particularly appealing to prospective students. Many students and alumni who provided input for this center review praised the applied nature of the program and the strong support from faculty and staff, while also suggesting areas for curriculum improvement. Since 2003, the center has placed 100 percent of eligible students in meaningful graduate assistantships and professional practice assignments. Many professional practice supervisors have reported positive experiences working with the students. Upon graduation from their ACED/ACD sequence, students move into a variety of positions both domestic and abroad. Given successes of program alumni in serving organizations around the world, the center has been effective in helping the University meet its goal of preparing students to excel in culturally-diverse environments.

Unit outcomes. The center is one of the few community and economic development centers that coordinates a graduate curriculum in addition to conducting research. Student contributions to the University and to communities across the state, nation, and world are extensive. The center has enhanced university outreach through direct community service and applied research. External partnerships are numerous and robust.

Resources. The Stevenson Center contributes extensively to meeting the university goal of enhancing institutional effectiveness by enhancing resource development. When the center was formally established in 2001, it owed the University approximately $26,000 as reimbursement for contributions to center start-up. This debt rose through 2005, peaking at nearly $115,000. Since that time, the center has significantly reduced this debt. By July 2013, the debt should be fully paid. Personnel and operating costs of the center are funded primarily through external contributions, grants, and fees for service. Over the last six years the center has leveraged about $250,000 in general (state) revenue to raise about $2.2 million in external grant funds. The center typically relies on general revenue to cover between 7 and 20 percent of its annual budget. Over the last six years general revenue has accounted for 10 percent of the center budget. During that time, organizations hosting professional practice students have paid the program over $900,000 in graduate stipends and over $250,000 for center personnel and operating expenses. External funding has generated approximately $100,000 in indirect costs for the University. The center also manages three endowed accounts associated with donor contributions totaling $315,000. Keys to future center sustainability include continuation of general revenue funding from the University to cover the portion of the center budget not otherwise covered by external funds and sustaining annual enrollment of at least 15 students, including at least seven Peace Corps Fellows or ACED Fellows.

Productivity. Since inception of the Stevenson Center, 135 students have graduated with a master's degree in one of the ACED/ACD sequences. Ninety-four of these graduates served as Peace Corps Fellows or ACED Fellows, bringing international or domestic development experiences to Illinois State University to share with others on campus. Forty-one of these graduates served as Peace Corps Master's International students, applying knowledge and skills learned in ACED/ACD courses to benefit communities around the world. Interest in the program has grown. Applications for admission have increased from 26 in 2006 to a high of 62 in 2010 before stabilizing at about 50. A major feature of the ACED/ACD curriculum is the paid professional practice experience in the second year of the program. Securing quality professional practice placements for students is a labor intensive process that has become more difficult in the strained economic climate. In arranging 2006-2007 professional practice placements, center staff contacted 133 organizations to yield a sufficient number willing to host one or more students. In arranging 2011-2012 placements, center staff had to contact 525 organizations to yield a sufficient number of hosts. At the time of its last review, the center was one year into a partnership with Western Illinois University to recruit and supervise Illinois State University students as AmeriCorps participants with organizations in the state. Since then, the center has managed all compliance issues for 41 AmeriCorps placements.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Adlai Stevenson II Center for Community and Economic Development to be in Good Standing.

The committee congratulates the Stevenson Center for its recognition by AmeriCorps alumni as one of four "Premium Match" graduate school partners in the United States and for its fifth place ranking in 2011 by Peace Corps Master's International among colleges and universities partnering with Peace Corps.

The committee commends the Stevenson Center for the interdisciplinary and applied experiences it provides to students through placement in 11-month internships with community-based agencies and organizations and through assignments in Peace Corps Master's International. The committee also commends the center for the community and economic development assistance it provides communities, in Illinois and beyond, and for involving students in providing this assistance when possible.

The committee recognizes the center for its success in securing external funding through a variety of sources, resulting in a high return on state funds invested in the center. The committee thanks the center for its involvement in and fiscal oversight of the American Democracy Project.

Analyzing the structure, function, and activities of similar centers can be an effective way to identify potential program and service improvements. In its self-study the Stevenson Center has appropriately identified several aspirational centers nationwide. But the Stevenson Center has not indicated why it selected those centers or specified how the Stevenson Center compares to them. Accordingly, the committee asks that the Stevenson Center submit a follow-up report to the Provost's Office that 1) identifies specific attributes, programs, or services of the institutions to which the Stevenson Center aspires and 2) identifies specific actions the Stevenson Center plans to take based on its analysis. The committee asks that the center submit its report to the Provost's Office by October 1, 2013.

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, 2016, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Maintain and formalize existing curricular relationships with partner academic departments, and collaborate with those departments on curriculum review and revision.
- Pursue new programs, such as a Peace Corps preparatory program for undergraduates, and new relationships with other graduate programs on campus, taking care to ensure that any expansion of center curricula, programs, or services is sustainable.
- Re-engage program alumni in providing direction for the center and support for its students through activation of a reconfigured advisory board.
- Work with University Assessment Services to further refine student learning outcomes assessment as well as assessment of operational aspects of the center.
- Expand opportunities for students in the program to share their field experiences with other students on campus and to document their experiences through venues such as the Study Abroad archives project.

Review of the Center for Teaching, Learning, and Technology
90.1303

Introduction and overview. The Center for Teaching, Learning, and Technology (CTLT) was formed in 2005 when two previously existing units, the Center for the Advancement of Teaching and Faculty Technology Support Services, were combined into a single center charged with providing support to faculty and staff who wish to improve or enhance their teaching and productivity, in part and where appropriate, through the intentional and effective use of technology.

Centrality. The mission of CTLT is to provide leadership and support for the faculty and staff of Illinois State University and other institutions of higher education in the area as they pursue innovation and excellence in teaching, learning, and technology. This mission leaves the center well-situated to support not only the Illinois State University strategic plan, *Educating Illinois, 2008-2014* (Goal 1, Strategies 5 and 6; Goal 2, Strategies 1, 2, and 3; and Goal 3) but also the state plan for higher education policies and resources, *The Illinois Public Agenda* (Goal 1, Recommendation 1).

Quality. Beyond the effective support of *Educating Illinois* and *The Illinois Public Agenda* as demonstrated through an ongoing process of programming, assessment, review, and revision, CTLT is poised to become a leader in faculty development, not only in the state but in the nation, particularly in the area of support for new and early-career faculty. CTLT has surpassed similar centers at some peer/aspirational institutions, including the University of California-Santa Cruz, University of California-Riverside, University of Wisconsin-Milwaukee, and Clemson, and operates in a manner similar to the center at Ball State University. CTLT can realistically aspire to offer a number of programs, resources, and services equivalent in quality to those offered by teaching centers at Bowling Green University, Miami University of Ohio, and the University of North Carolina at Greensboro.

Unit outcomes. A review of the effectiveness of CTLT in achieving its objectives in the past has led to the establishment of a number of goals for the future. These include increasing CTLT research productivity, increasing levels of external funding (particularly from non-university sources), increasing CTLT impact on faculty development (not only in the immediate area but also in the state), and providing high-quality programs, resources, and services for an ever-increasing number of faculty. Specific CTLT goals include registering at least 40 percent of campus faculty for the annual Teaching-Learning Symposium; providing programs, resources, and/or services to at least 80 percent of campus faculty each year; and providing programs, resources, and/or services to all first-year tenure track faculty members each year.

Resources. Funding for CTLT has remained fairly stable over the past five years, increasing from approximately $700,000 in FY2008 to $773,000 in FY2012. The only significant change in the budget during those years occurred in FY2012 when funds were shifted from operations to personnel to more accurately reflect the way funds are spent. Since its inception in 2005, CTLT has experienced significant shifts in staffing patterns. The total number of staff members has remained fairly steady. However, work responsibilities have been consolidated and/or redistributed, another staff member has been added, and the level of student worker support has significantly increased. To date, CTLT has relied primarily on other campus units for funding through contributions to programs and services or payment of service fees. A significant goal for the next program review cycle is increasing the percentage of its budget derived from external funding sources. Strategies include dedicating center staff to work with the campus development office and the Research and Sponsored Programs unit on campus to identify potential funding sources.

Productivity. CTLT is a fiscally conservative and responsible member of the university community. Since its inception in 2005, CTLT has steadily improved its productivity. This has been demonstrated by increases in the number of programs, services, and resources provided; increases in faculty attendance at CTLT programs; increases in faculty use of CTLT consultation services and resources; and increases in contributions center staff has made to the university community through involvement in campus-wide committees, task forces, and work groups. Central to this improvement has been collaboration with a variety of campus partners; distinctiveness as a provider of faculty development programs, resources, and services; and the ability of center staff to communicate with the campus at large through an ever-increasing number of channels. Some cost savings may be affected in coming years through internal vigilance, strategic use of available technology, and feedback garnered through seamless assessment processes. The center will continue to monitor use of its services and, if appropriate, will consider long-term restructuring to ensure continued fiscal responsibility.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Center for Teaching, Learning, and Technology to be in Good Standing.

The committee thanks the program for a thorough report that identified clear and measurable service targets and included an extensive analysis of aspirational centers to identify potential new programs and services.

The committee commends the center for its leadership and collaboration with other campus units in offering creative and diverse programs and services such as early career faculty support, short courses for faculty and staff, support to faculty for integration of civic engagement into the curriculum, and facilitation of information-sharing through the ISUTEACH listserv. Interest shown by campus faculty and staff in CTLT programs and services is a testament to their importance and quality. The annual Teaching-Learning Symposium has been especially popular, with attendance more than doubling between 2006 and 2012. The center continues to ensure relevance of the symposium by targeting timely themes and topics. Also noteworthy are center efforts to involve faculty and staff from other area colleges and universities.

The committee recognizes the center for its facilitation of a smooth transition to the ReggieNet learning management system. The center has provided extensive training and support to ensure success of this significant change while minimizing its impact on our teaching faculty.

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, 2016, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Work with University Assessment Services to create a formal assessment plan for the center, utilize data collected through the plan to make center improvements, and document how that has been done.
- Increase the percentage of external funding for the center.
- In conjunction with the Graduate School and individual graduate programs, investigate expanding programs and services for graduate teaching assistants and providing incentives such as stipends for participation in them. If determined feasible, develop and implement the plan, and report the results in the next program review.
- Enhance the regional and national reputation of the center through presentations and publications by center faculty and staff and through initiation of an effort to form a state-wide consortium of faculty development centers in Illinois.

PROGRAM REVIEW SCHEDULE BY PROGRAM, 2012-2020

Programs and schedule are subject to change

Program	Program review due FALL ...								
	2012	2013	2014	2015	2016	2017	2018	2019	2020
Accountancy, B.S.	X								X
Accountancy, Integrated B.S./M.P.A.	X								X
Accountancy, M.S.	X								X
Agriculture, B.S.	X								X
Agriculture, M.S.	X								X
Anthropology, B.A., B.S.			X						
Anthropology, M.A., M.S.					P				
Applied Economics, M.A., M.S.			X						
Archaeology, M.A., M.S.			X						
Art, B.A., B.S.				X					
Art, B.F.A.				X					
Art, M.A., M.S.				X					
Art, M.F.A.				X					
Arts Technology, B.A., B.S.				X					
Arts Technology, M.S.				X					
Athletic Training, B.S.								X	
Audiology, Doctor of, Au.D.						X			
Biochemistry, B.S.					P				
Biological Sciences, B.S.						X			
Biological Sciences, M.S.						X			
Biological Sciences, Ph.D.						X			
Business Administration, B.S.	X								X
Business Administration, M.B.A.	X				P				X
Business Information Systems, B.S.	X								X
Business Teacher Education, B.A., B.S., B.S.Ed.								X	
Chemistry Education, M.C.E.			P					X	
Chemistry Education, M.S.C.E.			P					X	

X denotes a program review on the eight-year IBHE cycle   P denotes a three-year program program report

Program	2012	2013	2014	2015	2016	2017	2018	2019	2020
Chemistry, B.S.					X				
Chemistry, M.S.					X				X
Clinical-Counseling Psychology, M.A., M.S.	X								
College Student Personnel Administration, M.S.				X					
Communication Sciences and Disorders, B.S.						X			
Communication Studies, B.A., B.S.				X					
Communication, M.A., M.S.				X					
Computer Science, B.S.		X							
Construction Management, B.S.			P					X	
Criminal Justice Sciences, B.A., B.S.			X						
Criminal Justice Sciences, M.A., M.S.			X						
CSBO Endorsement, Post-Master's Graduate Certificate								X	
Curriculum and Instruction, Ed.D.								X	
Curriculum and Instruction, M.S., M.S.Ed.								X	
Director, Special Education, Post-Master's Graduate Certificate								X	
Early Childhood Education, B.S., B.S.Ed.								X	
Economics, B.A., B.S.			X						
Educational Administration, Ed.D., Ph.D.					P			X	
Educational Administration, M.S., M.S.Ed.								X	
Elementary Education, B.S., B.S.Ed.								X	
Engineering Technology, B.S.					P				
English Studies, Ph.D.							X		
English, B.A.							X		
English, M.A., M.S.							X		
Environmental Health, B.S.						X			
Exercise Science, B.S.								X	
Family and Consumer Sciences, B.A., B.S.	X								X
Family and Consumer Sciences, M.A., M.S.	X								X
Family Nurse Practitioner, Post-Master's Certificate						X			
Finance, B.S.	X								X

X denotes a program review on the eight-year IBHE cycle   P denotes a three-year program program report

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Program	Program review due FALL ...								
	2012	2013	2014	2015	2016	2017	2018	2019	2020
French, B.A.									
General Administration, Post-Master's Graduate Certificate		X							
Geography, B.A., B.S.			X						
Geology, B.S.					X				
German, B.A.		X							
Gerontological Nurse Practitioner, Post-Master's Certificate		P				X			
Graphic Communications, B.S.			P					X	
Health Education, B.S., B.S.Ed.								X	
Health Information Management, B.S.						X			
History, B.A., B.S.			X						
History, M.A., M.S.			X						
Hydrogeology, M.S.					X				
Industrial Technology, B.S.	X								X
Information Systems, B.S.		X							
Information Systems, M.S.		X							
Insurance, B.S.	X								X
Interdisciplinary Studies, B.A., B.S.							X		
International Business, B.A., B.S.	X								X
Journalism, B.A., B.S.				X					
Kinesiology and Recreation, M.S.								X	
Languages, Literatures, and Cultures, M.A.		X							
Legal Studies, B.S.						P			
Management, B.S.	X							X	
Marketing, B.S.	X								X
Mass Media, B.A., B.S.				X					
Mathematics Education, Ph.D.							X		
Mathematics, B.A., B.S.							X		
Mathematics, M.S.							X		
Medical Laboratory Science, B.S.							X		
Middle Level Teacher Education, B.S., B.S.Ed.								X	

X denotes a program review on the eight-year IBHE cycle   P denotes a three-year program program report

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Program	Program review due FALL ...								
	2012	2013	2014	2015	2016	2017	2018	2019	2020
Molecular and Cellular Biology, B.S.									
Music (Liberal Arts), B.A., B.S.				X	P				
Music Performance, B.M.				X					
Music Education, B.M.E.								X	
Music, M.M.				X					
Music, M.M.Ed.								X	
Network and Telecommunications Management, B.S.		X							
Nursing, B.S.N.						X			
Nursing, M.S.N.						X			
Nursing, Ph.D.						X			
Nursing Practice, Doctor of					P				
Philosophy, B.A.	X								X
Physical Education, B.S., B.S.Ed.								X	
Physics, B.S.					X				
Political Science, B.A., B.S.			X						
Political Science, M.A., M.S.			X						
Psychology, B.A., B.S.	X								X
Psychology, M.A., M.S.	X								X
Public Relations, B.A., B.S.				X					
Reading, M.S.Ed.								X	
Recreation and Park Administration, B.S.									
Renewable Energy, B.S.	P					X			
Safety, B.S.							X		
School Librarianship, Post-Baccalaureate Graduate Certificate		P					X		X
School Psychology, Ph.D.	X								X
School Psychology, S.S.P.			X						
Social Work, B.S.W.			X						
Social Work, M.S.W.			X						
Sociology, B.A., B.S.			X						
Sociology, M.A., M.S.			X						

X denotes a program review on the eight-year IBHE cycle   P denotes a three-year program program report

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Program	Program review due FALL ...								
	2012	2013	2014	2015	2016	2017	2018	2019	2020
Spanish, B.A.		X							
Special Education, B.S., B.S.Ed.								X	
Special Education, Ed.D.								X	
Special Education, M.S., M.S.Ed.								X	
Speech-Language Pathology, M.A., M.S.						X			
Superintendent Endorsement, Post-Master's Graduate Certificate								X	
Teaching Writing High/Middle School, Post-Baccaulaureate Certificate							X		
Technology and Engineering Education, B.S.	X								X
Technology, M.S.	X								X
Theatre, B.A., B.S.				X					
Theatre, M.A., M.S.				X					
Theatre, M.F.A.				X					
University Studies, B.A., B.S.	X								X
Writing, M.A., M.S.							X		

X denotes a program review on the eight-year IBHE cycle   P denotes a three-year program program report

PROGRAM REVIEW SCHEDULE BY CENTER, 2012-2020

Programs and schedule are subject to change

Center	Program review due FALL …								
	2012	2013	2014	2015	2016	2017	2018	2019	2020
Adlai Stevenson II Center for Community and Economic Development	X				X				X
Center for Adoption Studies		X				X			
Center for Applied Information Systems Technology					P				X
Center for Insurance and Financial Services (Katie School)		X				X			
Center for Mathematics, Science, and Technology				X				X	
Center for Renewable Energy	P				X				X
Center for Teaching, Learning, and Technology	X				X				X
Center for the Study of Educational Policy				X				X	
Mary and Jean Borg Center for Reading and Literacy				X				X	
Radio Station WGLT				X				X	
Special Education Assistive Technology Center				X				X	

X denotes a program review on the four-year review cycle   P denotes a three-year center progress report

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