ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2014-2019

Submitted to the Academic Senate
May 7, 2014

Approved by the Board of Trustees
July 25, 2014

ACKNOWLEDGEMENTS

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2014-2019

SECTION I

INSTITUTIONAL PROFILE AND PRIORITIES

University Profile

Illinois State University was founded in 1857 as the first public institution of higher education in the state. Documents establishing the University were drafted by Abraham Lincoln. For its first 106 years the University was predominately a teacher education institution. On January 1, 1964, the University officially became a comprehensive institution of higher education.

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

Seventy-one undergraduate degree programs are offered through the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. The Graduate School coordinates 43 master's programs, 9 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 professional associations.

Illinois State seeks to maintain enrollment between 20,000 and 21,000. After a near record on-campus enrollment of 21,080 in fall 2011, the University enrolled 19,924 students in on-campus programs in fall 2013, including 17,648 in undergraduate programs and 2,276 in graduate programs. An additional 348 students were enrolled in off-campus programs, bringing total enrollment within the target range, at 20,272. The mean ACT score for the fall 2013 freshman class was 24.0, up from 23.7 in fall 2012.

Students enrolled in fall 2013 came from 92 of the 102 Illinois counties, 48 states, and 66 other countries. Fifty-five percent of the students came from Illinois counties in the Chicago metropolitan area. Nineteen percent came from McLean or an adjacent county. Eighteen percent of enrolled students self-identified with one or more minority groups.

Eighty-two percent of new beginning freshmen and 84 percent of new transfer students in fall 2012 returned for the fall 2013 semester. Seventy-one percent of students who enrolled in the University as new beginning freshmen and 77 percent of students who enrolled as new transfer students in fall 2007 graduated within six years. Of the students who began at the University as new beginning freshmen and received a degree in Fiscal 2013, 60 percent graduated within four years and 33 percent graduated within five years. In Fiscal 2013 the University conferred 5,235 degrees and 66 graduate certificates.

In fall 2013 the University had 3,573 employees, including 1,208 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: Office of Planning, Research and Policy Analysis, Illinois State University.

Illinois State University Mission Statement

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

Adopted by the Academic Senate, May 7, 2008

**Board of Trustees
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

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

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.

visio

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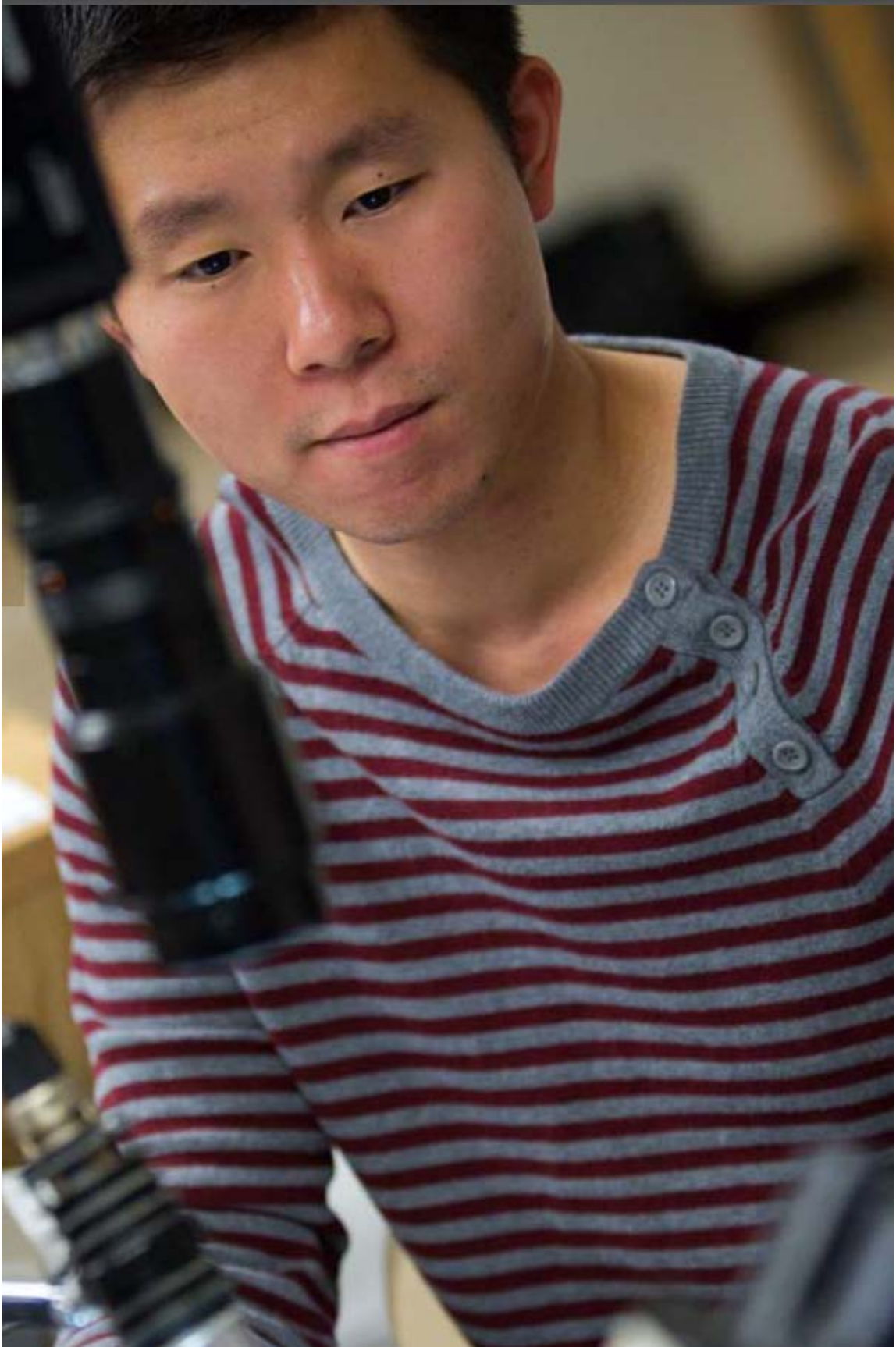
The following values are core to the culture of Illinois State University and guide how we do our work and fulfill our mission.

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
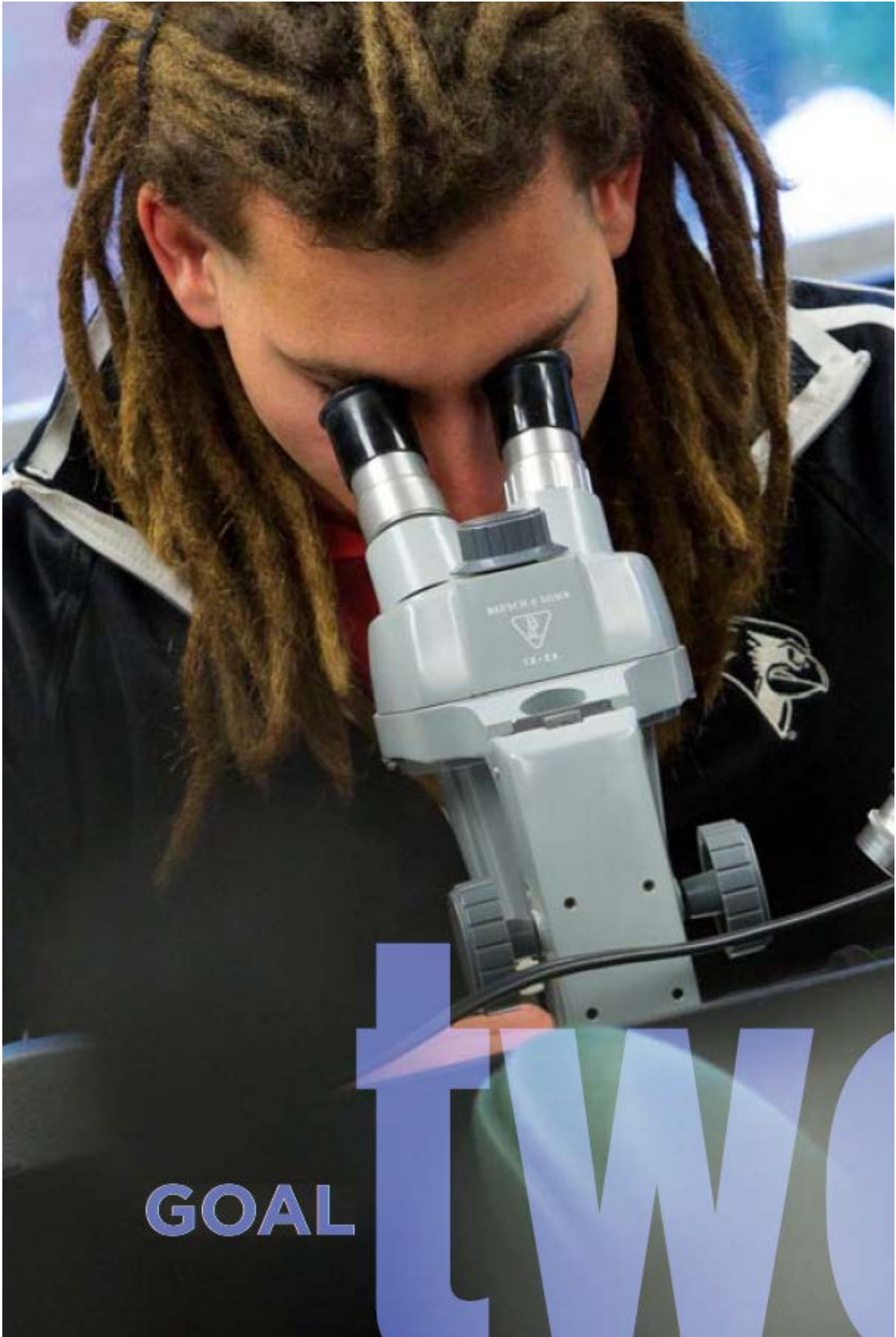
GOAL two

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

18

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
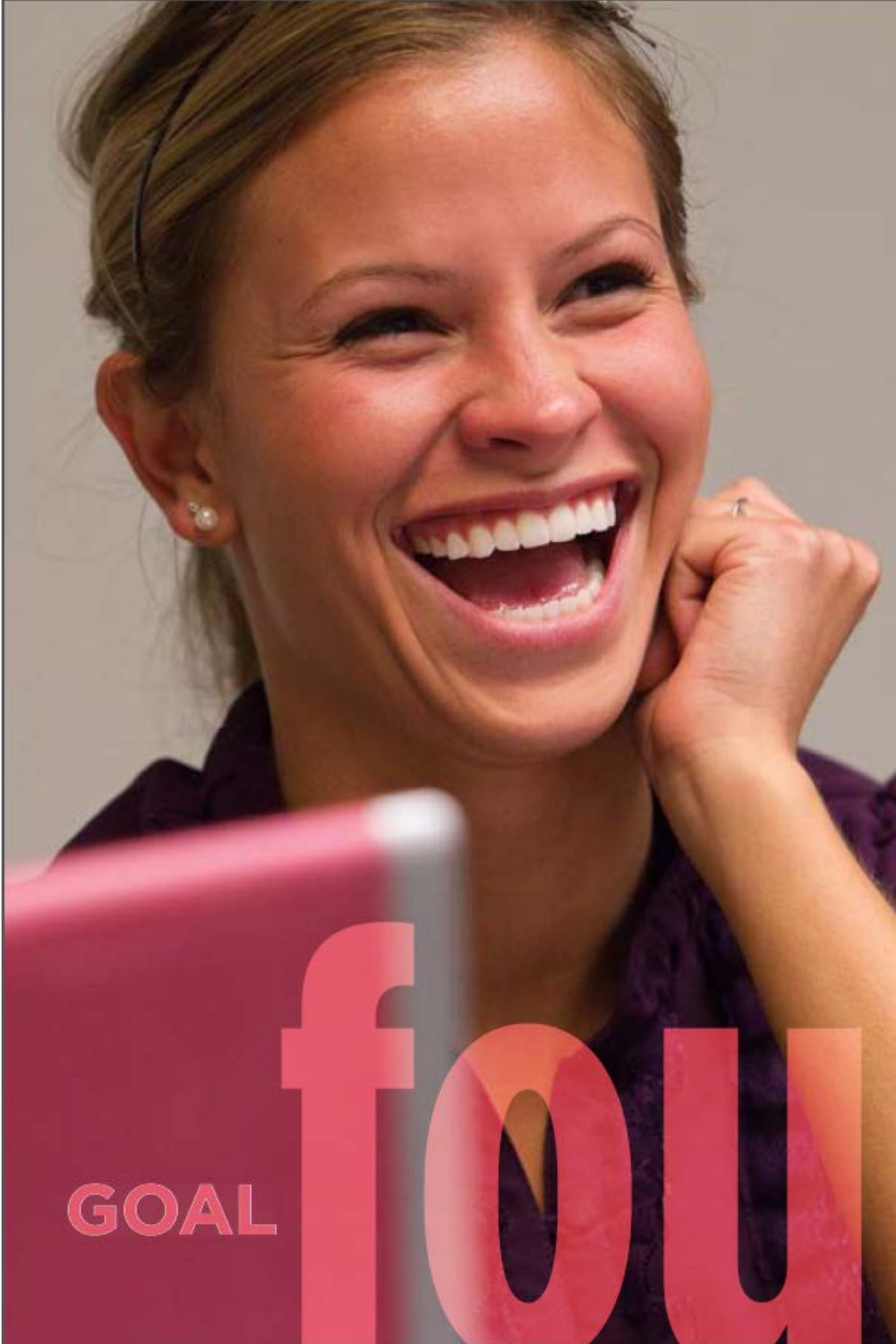
GOAL four

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.

impleme

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

Planning process

In September 2011, 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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SECTION II

ACADEMIC INITIATIVES

Reaffirmation of University accreditation

During the past year a steering committee organized by the president and provost has worked diligently to draft a request to the Higher Learning Commission (HLC) for reaccreditation of the University. The committee involves more than 40 administrators and faculty members representing all four University divisions, as well as contributions from units across campus. The steering committee has also collected more than 300 documents to evidence University compliance with HLC accreditation standards. Faculty provided feedback regarding the draft report in spring 2014. Feedback will be solicited from all divisions and from University administration in summer 2014. A re-draft of the report incorporating comments and suggestions will then be submitted to the Academic Senate and Board of Trustees in fall 2014. The final report will be submitted to HLC in early 2015 in advance of a peer-review team site visit scheduled for April 20-21, 2015.

Since the University was last reaccredited in 2005, the Higher Learning Commission has changed its accreditation requirements, processes, and schedules. Among the changes is a requirement that the University complete a quality initiative of its choice prior to the comprehensive accreditation review. The University chose assessment as the focus of two quality initiative projects initiated in 2011 and completed in spring 2014. One quality initiative has involved designing systems, processes, and rubrics for assessing student learning outcomes in the revised General Education program (see below). The other quality initiative has involved documenting the largely disparate approaches to assessment in degree programs, investigating faculty perspectives regarding assessment, and identifying ways to better support faculty with assessment. In 2014-2015 the new General Education program assessment plan will be piloted and professional development opportunities will be developed to assist faculty with creating and implementing student learning outcomes assessment plans.

College strategic planning

Four of the seven colleges adopted new or revised strategic planning documents during the past year:

> College of Applied Science and Technology, new strategic plan for 2014-2018
> College of Business, new strategic map through 2017
> Mennonite College of Nursing, new strategic map for 2014-2018
> Milner Library, new strategic map for 2014-2019

Through the planning process, each college aligned its strategic planning document with the new edition of *Educating Illinois*. All unit plans are included in their entirety in Section III of this plan.

Academic program changes

After receiving state authorization for six new degree programs in 2012-2013, the University did not request authorization for new degree or certificate programs in 2013-2014. However, IBHE approved the University to offer the B.S., B.S.Ed. in Elementary Education program (Bilingual/Bicultural Education sequence) in Higher Education Region 2 (Fox Valley) to allow the College of Education to serve cohorts in the Elgin area. The college has been providing this program to cohorts in Grayslake and Waukegan for several years. Through internal curriculum and program proposal processes, numerous changes were made to programs during the year to remain current with changes in the disciplines and student demand. The changes have included establishment, revision, and disestablishment of sequences and minors as well as name changes.

Academic program change initiatives anticipated in 2014-2015 and beyond include a request to IBHE for approval of a B.S. in Biological Sciences Teacher Education program (approved through the Academic Senate and Board of Trustees in 2013). In addition, elementary and middle level teacher education programs and educational administration graduate degree and certificate programs will be revised to comply with new teacher licensing requirements promulgated by the Illinois State Board of Education.

General Education program

Following Academic Senate approval of structural changes to the General Education program in spring 2013, implementation and assessment were the primary focus of the Council on General Education in academic year 2013-2014. Catalog requirements were reframed, modifications to the student information system were made, and course prerequisites were modified to reflect the revised structure that will become effective with the 2014-2016 Undergraduate Catalog. Additionally, some existing courses were realigned to the revised categories and new courses entered the program. Communication to faculty and staff was also increased so that all would be familiar with the revised structure. As part of that communication, faculty development workshops on General Education (content and pedagogies) will launch in summer 2014 through the Center for Teaching, Learning, and Technology with support from the Office of the Provost.

Following the recommendations of the General Education Task Force, a revised assessment program for General Education was initiated. Faculty panels corresponding to General Education course categories and disciplines were established. Panels reviewed program goals and curriculum mapping to those goals and reviewed the Association of American Colleges and Universities VALUE rubrics (Valid Assessment of Learning in Undergraduate Education) with a goal of modifying them as appropriate to the Illinois State program and assessment methodology. That work was largely completed, and the regular assessment program will go into effect in fall 2014 after two pilot assessments in spring 2014.

While not directly part of the General Education program, a Writing Across the Curriculum (WAC) requirement was proposed by the General Education Task Force. A committee met throughout the 2013-14 academic year and will make recommendations to the Provost on the establishment of a WAC graduation requirement.

Academic program profiles

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

In 2014-2015 and 2015-2016, mechanics of extracting and presenting academic profile metrics provided in the first edition will be integrated with the new student information system, and subsequent editions of the profiles will be compiled and disseminated. Feedback received from program faculty will be incorporated into profile revisions, and discussions will be initiated regarding processes for collecting and reporting data for additional metrics, principally program outcomes such as post-graduation employment and education.

Open access to faculty publications

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

In accordance with the act, the chairperson of the Board of Trustees at Illinois State appointed an 18-member Open Access to Research Task Force in late 2013 and charged the task force with developing an open access policy for consideration by the board. During the last year the task force held five meetings and sponsored three open forums to solicit faculty input. The task force has also administered a survey to systematically collect feedback, with more than 500 faculty members responding. The task force plans to draft a policy in summer 2014 and submit it to the Academic Senate Executive Committee in the fall. At the same time the task force will widely distribute the draft to faculty and will seek input at additional open forums. The Board of Trustees is scheduled to approve a policy at its

October 24, 2014, meeting. The policy will then be submitted to the General Assembly, Illinois Board of Higher Education, and the Office of the Governor as mandated by the act.

Civic engagement

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

In April 2014 the Office of the Vice President for Academic Affairs and Provost, in collaboration with departments and units across campus, applied for Carnegie Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching. The purpose of the classification is to recognize colleges and universities for best practices in civic engagement. The foundation will announce its decision in January 2015. Through the application process, it was discovered that over $6 million of internal and external budgetary allocations were dedicated to supporting institutional civic engagement in the 2012-2013 academic year. In addition, 94 percent of academic departments have policies for promotion and tenure that specifically reward faculty scholarly work that uses community-engaged approaches and methods. A process was developed to document civic engagement volunteer hours by faculty, staff, and students. Through this process 57,767 student volunteer hours and 2,728 faculty/staff volunteer hours were documented for the fall 2013 semester.

Enrollment optimization

Illinois State is committed to enrolling the quality, quantity, and diversity of graduate and undergraduate students that lead to achievement of the University vision and mission articulated in *Educating Illinois*. Illinois State historically enjoys a tradition of attracting talented students who achieve nationally-high retention and graduation rates. University graduates achieve commendable success in careers and graduate education. One measure of this is a student loan repayment rate among the top in the country, suggesting that Illinois State graduates find meaningful work and manage their finances well. Achieving these outcomes year-in and year-out requires never ending efforts to deliver strong academic programs, inspiring teaching, and responsive student support systems.

The number of Illinois high school graduates continues to decline, while recruitment of new students is increasingly competitive. These trends have led to enrollment declines at many Illinois colleges and universities. After reaching near-record on-campus enrollment of 21,080 in fall 2011, on-campus enrollment at Illinois State declined to 19,924 in fall 2013, consistent with experiences at other Illinois universities. The University has responded aggressively to reverse this short-term trend. Strategies implemented in 2013-2014 include support and incentives for student recruitment on the department, school, and program levels and earlier notifications to applicants regarding admission and financial aid.

Academic facilities

Planning for the new College of Fine Arts complex began in 2013-2014 with selection of an architectural/engineering firm and development of a conceptual design for the complex. Contingent on release of state funds, the planning phase will continue in the coming year with schematic design, preparation of bid documents, and completion of the bidding process.

Renovation of Hovey Hall floor one to create an integrated service center for students, prospective students, and their families is scheduled for completion by fall 2014. The project involves relocation of the Office of Financial Aid from Fell Hall to the renovated first floor, so it is adjacent to the Office of Admissions located on the second floor. Renovation of Edwards Hall floor one, to consolidate faculty and staff of Mennonite College of Nursing, is also expected to be completed by fall 2014.

In December 2013 the Board of Trustees approved financing that included $5 million for selected facility improvements. Academic facility projects to be completed with this funding in the coming years include replacement of a bridge at the University Farm; renovation of food, nutrition, and dietetics laboratory and test kitchen space in Turner Hall; relocation of the Honors program to renovated space in Fell Hall vacated by Financial Aid; infrastructure improvements at Milner Library; renovation of the former Honors program building to house a Center for Research; upgrades to animal care facilities; and renovation of laboratory and office space in Felmley Hall and Annex. Longer-term projects included by the Board of Trustees in its annual request to the state for capital projects include new or renovated facilities for Milner Library, Mennonite College of Nursing, and the College of Education and its laboratory schools.

Internationalization

One University goal articulated in *Educating Illinois 2013-2018* is to provide rigorous, innovative, and high-impact programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment. One strategy for achieving that goal is to develop and implement a university-wide plan to enhance globalization of the campus and the curriculum. Planning commenced in spring 2013 with formation of a strategic planning committee by the vice presidents for academic affairs and student affairs and chaired by the assistant provost. In fall 2013 the committee solicited feedback from the University community through open forums. The Academic Senate endorsed a draft international strategic plan in February 2014, and the plan was subsequently endorsed by the vice presidents and president. In 2014-2015 the vice presidents will form a team charged with implementing the plan. The first step is developing a University-wide infrastructure to support internationalization. Additional initial actions include setting measurable goals and metrics for evaluating internationalization activities, streamlining processes for students and faculty members coming from and going to other countries, providing professional development related to internationalization of the curriculum, and implementing a mechanism for reporting international achievements.

Academic technologies

In 2013-2014 the Office of Academic Technologies within the Division of Academic Affairs completed the first phase of a $1.7 million classroom technology improvement project. The purpose of the project is to implement a minimum unified classroom technology standard to support teaching and learning. Instructional technology was installed or upgraded in approximately 155 locally-managed classrooms and special class labs during the year. Phase II, scheduled for 2014-2015, will focus on replacing teaching technology that has reached either technological or supported end of life, with a goal of providing digital technologies in every classroom.

In the coming year the Associate Vice President for Academic Technologies will continue to work with the LEAP*Forward* Initiative, a three- to five-year effort to create the next-generation academic information infrastructure for Illinois State University. The initiative has four primary goals: 1) re-designing administrative processes related to the student information system (SIS), 2) replacing the aging SIS, 3) building a robust business intelligence environment for reporting and analysis (see Academic program profiles above), and 4) modernizing the technology architecture supporting all Illinois State University information systems. The new system will support the work of academic affairs units, including Admissions, Financial Aid, and the University Registrar.

In Fiscal 2013-2014 the change in learning management software, from Blackboard to Sakai, was completed. More than 500 faculty members have been trained by the Center for Teaching, Learning, and Technology (CTLT) in pedagogically-appropriate uses of Sakai (branded ReggieNet). Approximately 70 percent of all courses, including face-to-face, blended, and online courses, utilize ReggieNet to some degree. CTLT continues to offer online and face-to-face training to assist faculty members in designing quality online courses using ReggieNet and other technologies. More than 100 faculty members have completed such training.

SECTION III

ACADEMIC UNIT PLANS

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

College of Applied Science and Technology
Strategic Plan 2014-2018, College of Applied Science and Technology, Illinois State University
College of Applied Science and Technology FY15 Planning Document

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

College of Business
2012-2017, Mission, Vision, Core Values, Goals, Strategies and Tactics, College of Business, Illinois State University
Major Objectives for FY15, College of Business, Illinois State University

College of Education
College of Education Five-Year Plan (2013-2018): Cultivating Educational Leaders
College of Education Objectives for Fiscal 2015

College of Fine Arts
Strategic Plan 2012-2017, College of Fine Arts, Illinois State University
Major Goals for Fiscal 2015, College of Fine Arts

Mennonite College of Nursing
Mission Statement and Vision Statement
2014-2018 Illinois State University's Mennonite College of Nursing Strategic Map
Illinois State University's Mennonite College of Nursing Goal Alignment with Educating Illinois Table
Mennonite College of Nursing Fiscal Year 2015 Goals, Objectives, and College Parties Responsible
Glossary

Milner Library
Milner Library Mission Statement
Strategic Map 2014-2019, Milner Library, Illinois State University
Milner Library Objectives for FY 15

Graduate School
The Graduate School at Illinois State University, Major Objectives for FY15

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

ILLINOIS STATE UNIVERSITY

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

STRATEGIC PLAN 2014-2018

Message from the Dean

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

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

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

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

Sincerely,

Jeffrey A. Wood
Professor and Dean

THE COLLEGE...

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

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

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

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

VISION

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

MISSION

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

College of Applied Science and Technology Goals

CAST...

provides premier comprehensive undergraduate programs;

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

maintains state, national, and international recognition for quality research and scholarship;

provides outreach initiatives that enhance the public and private sectors;

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

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

College of Applied Science and Technology Strategic Plan

Vision, Mission, Goals & Strategies

(Adopted by CAST Council on December 13, 2013)

Vision...

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

Mission...

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

Goals and Strategies

1. <u>CAST provides premier comprehensive undergraduate programs.</u>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. <u>CAST faculty and students will engage in high quality research and scholarship.</u>

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

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

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

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

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

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

> **Strategy 4C:** Encourage and recognize civic engagement.

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

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

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

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

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

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

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

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

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

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

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

6. <u>**CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.**</u>

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

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

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

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

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

CAST Council Membership

Dr. Julie Schumacher (FCS) Chair

Dr. Rick Whitacre (AGR) Vice-Chair*

Dr. David Kopsell (AGR) *

Dr. Shelly Clevenger (CJS)

Dr. Mike Byrns (HSC)

Dr. Euysup Shim (TEC)*

Dr. Margo Coleman (KNR) Secretary

Dr. Doug Twitchell (IT)

Dr. Tammy Harpel (FCS)

Dr. Brent Beggs (KNR)

Daphne Blader (FCS, Graduate Student)

Katelynn Clement (AGR, Graduate Student)

*Strategic Issues and Planning Sub-Committee

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

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

Department Chairs and School Directors

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

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

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

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

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

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

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

CAST Dean's Staff

Jeffrey A. Wood, Ph.D.
Dean

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

Todd A. McLoda, Ph.D.
Associate Dean

Kara Pool Snyder
Assistant to the Dean

Heather Siegel Hartman
Director of Development

Lori Fox
Administrative Assistant

Cindy Greskiwcz
Chief Clerk

Kate Plantholt
Computer Specialist Coordinator

Chris Andre
Network Administrator

James Hearn
Computer Specialist

Debra Wylie
Program Director

Marcus Alouan
Director Gamma Phi

Lindsey Cleys
Intern

2014

College of Applied Science and Technology FY15 Planning Document

Alan C. Lacy, Acting Dean
Illinois State University
3/25/2014

College of Applied Science and Technology
FY15 Planning Document

I.   Major Objectives for FY15

The College has established six major goals with strategies and corresponding action items listed under each goal for FY15. Each of the College's goals is linked and fully supports the core values and goals espoused in *Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations.*

College of Applied Science and Technology Goals

CAST…

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

1. Continue to work closely with University Admissions in actively recruiting and retaining students in CAST.
2. Strategically revise existing curricula at the undergraduate levels and consider proposals for new programs with input from faculty, advisory boards, and accrediting agencies.
3. Maintain a standard of excellence through program accreditation where appropriate.
3. Continue support of the Washington, D.C Internship program and encourage participation by all academic units.
4. Strategically revise existing curricula at the undergraduate levels and consider proposals for new programs with input from faculty, advisory boards, and accrediting agencies.
5. Maintain a standard of excellence through program accreditation where appropriate.
6. Continue support of the Washington, D.C Internship program and encourage participation by all academic units.
7. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students.
8. Conduct successful faculty searches as approved for FY15.
9. Promote diverse educational opportunities as a means of broadening life experience, encouraging professional conduct, and fostering a cross-cultural understanding for students and faculty.
10. Seek opportunities for development of student and faculty exchange programs with international universities and ensure inclusion of all CAST units.

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

1. Strategically revise existing curricula at the graduate levels and consider proposals for new programs with input from faculty, advisory boards, and accrediting agencies.
2. Maintain a standard of excellence through program accreditation where appropriate.
3. Increase the number of graduate assistantships and the average award.
4. Pursue alternate delivery of graduate courses and programs to meet global changes, market conditions, and effective pedagogies.
5. Pursue the possibility of Master of Public Health and a doctoral degree in the School of Information Technology.

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

1. Promote interdisciplinary and inter-departmental research projects where appropriate.
2. Seek opportunities to unite the needs of corporate partners with available faculty expertise and student professional practice.
3. Seek opportunities to increase grant submissions to state and federal agencies, private foundations, and corporate partners.
4. Recognize faculty efforts in scholarly outcomes including grant funding, refereed publications and presentations, and mentorship of students.
5. Enhance the travel allocation to each department and school in support of faculty professional development.
6. Promote and encourage faculty participation in the Fulbright Scholars Program.
7. Promote and encourage student participation in Fulbright, Goldwater, Truman, and Udall Scholarship Program.

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

1. Support Science and Technology Week and continue to seek extramural sponsorship.

2. Explore expansion of outreach activities that integrates and supports teaching and scholarship.

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

1. Complete the renovation of the FCS Culinary Arts Laboratory.
2. Complete the construction of the bridge at the ISU Farm.
3. Complete the construction of a grain bin at the ISU Farm.
4. Pursue the renovation of the Lois Jett Historic Costume Collection space.
5. Install a lighting laboratory for the IED program.
6. In partnership with Campus Recreation, pursue the construction of small locker rooms in McCormick Hall.
7. Explore the possibility of creating classrooms designed to enhance collaboration and active learning.
8. Create a master plan for Turner Hall in regard to future utilization of space and potential renovation projects.

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

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

II.   Permanent Funding Requests

Please refer to PERM Request spreadsheet.

III.   Strategic Budgeted Carryover (SBC) Requests ONLY (PERS 937 spreadsheet)

Please refer to the PERS 937 spreadsheet.

IV.   Provost Enhancement Requests and Strategic Budgeted Carryover (PERS 937 spreadsheet)

Please refer to the PERS 937 spreadsheet.

V.   Personnel Requests: Tenure Track Faculty-(PERS 936a spreadsheet)

Please refer to the PERS 936a spreadsheet.

VI. **Personnel Requests: Tenure Track Faculty- Non-reappointment or tenure-denial/death (PERS 936b spreadsheet)**

Please refer to the PERS 936b spreadsheet.

COLLEGE OF ARTS AND SCIENCES

ILLINOIS STATE
UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Strategic Plan 2010-2015
October 29, 2010

INTRODUCTION: BUILDING ON STRENGTH IN A CHALLENGING TIME

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

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

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

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

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

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

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

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

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

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

MISSION STATEMENT

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

VISION STATEMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AREAS OF STRATEGIC FOCUS

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

Strategic Focus 1: Facilitate academic excellence.

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

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

Strategic Focus 4: Share and promote our academic excellence.

Strategic Focus 1:
Facilitate academic excellence

Goal 1.1 *Develop and maintain rigorous academic curricula.*
- Action 1.1.1 Identify opportunities to pursue disciplinary and interdisciplinary curricular innovation in emerging areas where faculty strengths align with student and societal needs.
- Action 1.1.2 Review and update planning processes to ensure the optimal delivery of majors, minors, and general education courses.
- Action 1.1.3 Support departments in the development and delivery of rigorous and innovative courses and programs.
- Action 1.1.4 Support growth of student involvement in and enhancement of international curricular programs, such as the student exchange and study abroad programs.

Goal 1.2 *Enhance opportunities for co-curricular learning activities.*
- Action 1.2.1 Encourage faculty development of and participation in co-curricular activities.
- Action 1.2.2 Support growth of student involvement in and enhancement of regional and national co-curricular programs.
- Action 1.2.3 Support growth of student involvement in and enhancement of international co-curricular initiatives.
- Action 1.2.4 Provide support for departmental and inter-departmental colloquia that encourage student participation.
- Action 1.2.5 Increase support for academically-oriented student organizations.

Goal 1.3 *Enhance support for faculty research and creative activity.*
- Action 1.3.1 Enhance funding for faculty travel to conduct and present research and creative works.
- Action 1.3.2 Provide faculty and departments with enhanced materials to facilitate the pursuit and implementation of external grants and fellowships.
- Action 1.3.3 Collaborate with Research and Sponsored Programs to increase scientific research computing support and consulting services to faculty, staff, and students.
- Action 1.3.4 Foster and support development of collaborative research teams.
- Action 1.3.5 Increase support for journals edited by our faculty.
- Action 1.3.6 Ensure equity, transparency, and accountability in Department/School policies on teaching, research, and administrative assignments aligned with faculty professional development needs and productivity levels.

Goal 1.4 *Enhance and encourage support for student research and creative activity.*
- Action 1.4.1 Enhance funding for student travel to conduct and present research and creative works.
- Action 1.4.2 Foster and support the development of collaborative student research

teams within and outside the College and University.

Action 1.4.3   Enhance funding for student research initiatives during the academic year and in the summer.

Action 1.4.4   Enhance support for faculty supervision of student research.

Action 1.4.5   Seek ways to increase support for graduate teaching and research assistantships.

Goal 1.5   *Enhance support for faculty and staff professional development.*

Action 1.5.1   Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for pre-tenure faculty.

Action 1.5.2   Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for mid-career and late-career faculty.

Action 1.5.3   Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for Chairs.

Action 1.5.4   Increase collaboration with the Provost's Office, CTLT, and other Colleges to enhance professional development programs for NTT faculty.

Action 1.5.5   Increase support of professional development of university staff and academic professionals in areas such as education, technology, and university governance.

Strategic Focus 1: Selected Accountability Measures

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

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

Goal 2.1 *Ensure administrative facilitation of academic excellence.*
Action 2.1.1 Streamline annual budget and planning processes.
Action 2.1.2 Strengthen and modernize inventory redistribution systems.
Action 2.1.3 In collaboration with the Office of the Chief Technology Officer, improve wireless infrastructure across the College.
Action 2.1.4 Enhance college-wide administrative support for faculty research, including facilitation of collaboration efforts.
Action 2.1.5 Create a Technology Executive Committee of professionals employed in the College to recommend technology policies and ensure efficient deployment of staff and allocation of resources.

Goal 2.2. *Continue to develop and maintain technology infrastructure and professional staff to support scholarship, creative activity, and student learning.*
Action 2.2.1 Seek funding for a systematic program of desktop and laboratory computer recapitalization.
Action 2.2.2 Create stable, clear, and unambiguous faculty and staff computer recapitalization process.
Action 2.2.3 Support development of support staff members dealing with technology.
Action 2.2.4 Seek funding to help departments support software and hardware maintenance agreements.

Goal 2.3. *Enhance physical infrastructure to support sustainable growth of academic activities and programs.*
Action 2.3.1 Conduct systematic periodic reviews of new buildings and facilities enhancements needed for long-term program growth.
Action 2.3.2 During the implementation of the new University Master Plan, collaborate with CAS Departments and Facilities Management to ensure appropriate allocation of new/remodeled infrastructure that reflects current and long-term needs.
Action 2.3.3 Work with the Office of Development and College donors to seek external funds for new buildings that meet gold or platinum sustainability standards as well as serve the College's research and instructional needs.
Action 2.3.4 Work with Departments to ensure most ideal use of space.

Goal 2.4. *Make physical infrastructure and administrative practices sustainable.*
Action 2.4.1 Develop web-based forms for submission of internal grant and sabbatical applications, productivity reports, and tenure and promotion applications.
Action 2.4.2 Increase percentage of course syllabi that are entirely electronic.
Action 2.4.3 Identify opportunities to work with Facilities Management to enable local adjustments to heating/cooling and lighting where needed.

Strategic Focus 2: Selected Accountability Measures

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

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

Goal 3.1 *Increase funding from external research grants and contracts.*
  Action 3.1.1 Work with Research and Sponsored Programs to help provide mentoring for faculty developing grant proposals.
  Action 3.1.2 Consider the re-establishment of a College Research Office.
  Action 3.1.3 Enhance use of College-wide systems to disseminate information about research opportunities.
  Action 3.1.4 Identify and disseminate external funding opportunities tailored to the ISU mission and suited to the talents of our faculty and students.
  Action 3.1.5 Facilitate the development of cross-College collaborations.
  Action 3.1.6 Track funding success rates for various agencies and make that information available to faculty.

Goal 3.2 *Increase funding from contracts for course delivery, custom programs, and other educational activities.*
  Action 3.2.1 Facilitate the development of contracts to deliver customized courses and programs.
  Action 3.2.2 Work with the Provost's Office and the Vice President of Finance and Planning to develop models to support enhanced course offerings both in Summer Session and during the regular academic year.
  Action 3.2.3 Help publicize enhanced course offerings to faculty and students when any new funding models are implemented.
  Action 3.2.4 Help identify external constituencies for offering customized courses and programs.
  Action 3.2.5 Encourage the continued development of international programs, both on campus and abroad.

Goal 3.3 *Increase opportunities for resource generation via mission-consistent services and consulting.*
  Action 3.3.1 Facilitate development of faculty-led service units that provide mission-consistent, fee-based services.
  Action 3.3.2 Help identify opportunities for faculty to provide consulting services based on their professional expertise.

Goal 3.4 *Increase contributions from alumni, friends, and benefactors.*
  Action 3.4.1 Increase opportunities for alumni, friends, and benefactors to interact directly with students and faculty.
  Action 3.4.2 Continue strengthening ties with alumni, particularly at the departmental level.
  Action 3.4.3 Continue bringing distinguished alumni to campus.
  Action 3.4.4 Develop alumni affinity groups within the College.
  Action 3.4.5 Strengthen Corporate and Foundation fundraising efforts.

Strategic Focus 3: Selected Accountability Measures

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

Strategic Focus 4:
Share and promote our academic excellence

Goal 4.1. *Increase mission-consistent outreach and partnerships with our on-campus and community constituencies.*

Action 4.1.1   Increase the number and variety of service-learning opportunities for students.

Action 4.1.2.   Create a service-learning taskforce or other means of identifying service-learning expertise and resources within the College to enhance visibility of service-learning opportunities.

Action 4.1.3   Create a discussion forum on service-learning to include both campus and community stakeholders.

Action 4.1.4   Develop partnerships with CTLT as necessary to connect faculty interested in service-learning with the resources they need.

Action 4.1.5   Develop web-based resources for faculty interested in developing service learning and other outreach opportunities, such as community-based research.

Action 4.1.6   Develop a mentorship program to assist faculty interested in outreach.

Goal 4.2.   *Promote the local, state, national, and international visibility of the College's programs, student successes, and faculty and staff achievement.*

Action 4.2.1   Continue development and distribution of communications to the College community and its stakeholders

Action 4.2.2   Develop mechanisms for connecting community organizations to faculty and staff with the research and consulting expertise they need.

Action 4.2.3   Encourage and facilitate departmental reporting of significant achievements by creating a well-publicized, easily accessible, and streamlined process for doing so.

Action 4.2.4   Enhance use of blogging, podcasting, and social networking technologies to keep internal and external stakeholders informed and connected with College programs and achievements.

Action 4.2.5   Use new media and social networking technologies as appropriate to publicize College accomplishments.

Strategic Focus 4: Selected Accountability Measures
- Number of service learning opportunities
- Number of individuals subscribed to service-learning listserv
- Establish, review, and update webpage summarizing service-learning activities
- Number of service-learning mentors available in College
- Number of faculty and staff leading service-learning projects
- Number of faculty and staff providing academic/creative expertise in the community (e.g., community-based research, consulting, curating museum exhibits)
- Number of public lectures/community presentations on academic topics by faculty, staff, and students
- Number of issues of *CASNews*
- Number of articles in *CASNews*
- Number of unique visits to College website
- Establish a social networking presence for the College, and track success as appropriate (e.g., number of "friends" or "followers")

College of Arts and Sciences Fiscal-Year 2015 Objectives

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

- Continue to seek the best candidates for our faculty positions.
- Through careful use (and internal reallocation) of our existing funds, and through seeking other sources of funds, strive to offer more competitive start-up packages for new faculty.
- To facilitate interdisciplinary teaching and scholarship, CAS will continue to encourage departments, schools, and programs to consider joint recruiting for faculty with teaching and scholarly responsibilities in two units. One such recruitment took place this year, and another is proposed for next year.
- 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.
- Continue our College Administrative Fellows program, bringing a faculty member into the College office for the academic year, to learn about all aspects of College administration.
- Create Professional Development opportunities for NTT faculty, A/P, and civil service staff.
- Seek to enhance funds for scholarly travel, in addition to travel associated with student teacher supervision.
- Continue, if funds allow, to supplement funding for faculty international travel.
- Continue to administer our University Research Grants program in such a way that promotes faculty tenure and promotion.
- Continue to support Digital Measures as a means for faculty repository of ongoing productivity.

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

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

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

- Continue to partner with departments to create scholarships for students to participate in the Washington DC Internship program.
- Work to identify and remove possible University barriers to studying abroad (e.g., a student may feel that he/she cannot study abroad because of time-to-degree issues arising from the structure of the curriculum).
- Seek to increase private giving in support of off-campus activities (e.g., study abroad, internships, competitive academic teams, etc.), through CAS's newly established "Worldwide Campus Fund."
- As funds allow, continue to partner with other University offices to provide funding for competitive student team travel (e.g., solar car, mock trial).

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

- Continue to work to identify outstanding candidates from underrepresented groups for open faculty and staff positions.
- Where appropriate, seek University funds to facilitate the recruitment of faculty candidates from underrepresented groups.
- Because of changing demographics in the State, the College considers the continued strengthening of our program in Latin American and Latino/Latina Studies to be very important. CAS will continue to work with program faculty to update the curriculum, and also support the program's proposal to partner with the Department of Sociology and Anthropology in a joint faculty recruitment.
- Continue work begun in fall 2013 to build a curriculum in LGBT/Queer Studies, ultimately leading to a minor or certificate program.

COLLEGE OF BUSINESS

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

Vision: The first choice for business education in Illinois

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

Core Values:

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

Linking the Mission, Vision, Core Values, Goals, Strategies and Tactics

Our mission is who we are, who we serve, and why we exist. We strive to achieve our vision. Our core values are the foundation for determining our goals and strategies. Our tactics provide direction for implementing our strategies.

Goal One

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

Strategies

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

    Tactics

    A. Heighten standards of excellence for student performance and ethical conduct.
    B. Enhance the Professionalism of our students.
    C. Build awareness and knowledge of Corporate Social Responsibility (CSR), ethical issues and standards of professional behavior and ethical conduct.

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

    Tactics

    A. Continue to offer class sizes of approximately 30 in major and elective classes.
    B. Optimize and enhance summer course offerings (COB core and required major classes) to support timely graduation.
    C. Build a strong sense of community, engagement, and satisfaction among students.

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

    Tactics

    A. Recruit and retain a diverse group of high-quality students.
    B. Increase recruitment efforts targeting high achieving students, underrepresented students, students with financial need, and transfer students.

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

    Tactics

    A. Use the AACSB Assurance of Learning processes and outcomes to address curricular needs for continuous improvement.
    B. Continue to monitor the inclusion of the UN Principles of Responsible Management Education (PRME) in the curriculum.
    C. Grow and enhance international opportunities for students and faculty.
    D. Increase the priority of developing internship and other experiential learning opportunities with high academic quality and rigor.
    E. Strengthen enrollment in the traditional MBA program, continue to monitor (and strengthen as necessary) enrollment in the local Corporate MBA program and the Chicago MBA program, and maintain current enrollment in the BS/MPA and MSA programs.

5. Provide opportunities for students to pursue professional certifications and seek graduate degrees. *(EdII: G2)*

   Tactics

   A. Support opportunities for students to pursue professional and graduate degrees.
   B. Monitor the number and success of students seeking and obtaining professional designations.

Goal Two

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

Strategies

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

   Tactics

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

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

   Tactics

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

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

   Tactics

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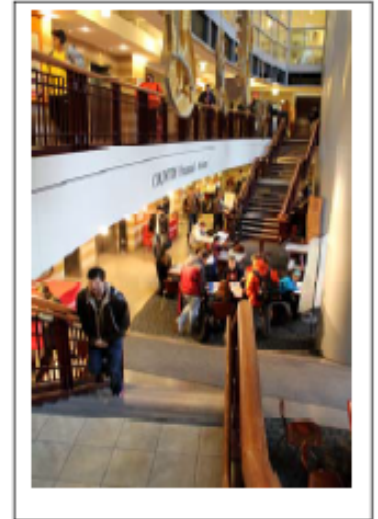
Goal Three

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

Strategies

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

   Tactics

   A. Increase leadership roles in national organizations (and journals) in professional organizations.
   B. Increase private and federal grant research activity.
   C. Increase funding and encouragement for faculty professional development opportunities.

2. Maintain AACSB International accreditation for business and accounting. *(EdIL: G1, G2)*

   Tactics

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

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

   Tactics

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

4. Encourage national and international recognition of the COB and individual programs. *(EdIL: G3)*

   Tactics

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

Goal Four

Create and strengthen partnerships with alumni and business organizations

Strategies

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

   Tactics

   A. Create and support appropriate centers and institutes.
   B. Develop and maintain appropriate initiatives and partnerships.

2. Maintain existing and create new relationships with businesses and organizations that partner with the COB and hire our graduates. *(EdIL: G3)*

   Tactics

   A. Increase opportunities for business partners to meet and interact with students.
   B. Increase number of business partners who seek to interview and hire our students.
   C. Increase student awareness of career options and the soft skills needed to succeed in a career.

3. Increase private financial support. *(EdIL: G3)*

   Tactics

   A. Increase private giving for: scholarships, databases, research, professional development, and Big Ideas.
   B. Increase the number of endowed professorships and endowed chairs funded through private giving.
   C. Grow the COB "excellence fund" to provide support for maintaining a state-of-the-art teaching and learning environment in the COB.

4. Maintain an active and vibrant COB Alumni network. *(EdIL: G3)*

   Tactics

   A. Increase membership and participation in LinkedIn and other social media outlets.
   B. Increase opportunities for alumni to reconnect and become involved the life of the college.

I. Major Objectives for FY15

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

The first set of objectives below, FY15 College Objectives, are overarching themes for the College of Business for FY15. They direct our conversations and thinking regarding the impact, engagement, and innovation of what we will do as a College. A second set of objectives is listed under the Goals and Strategies taken from our strategic plan. Many of the items listed in the second set of FY15 objectives will guide the College on a more detailed level.

FY15 College Objectives

- Develop policies, procedures, and transition steps to comply with the 2013 Association to Advance Collegiate Schools of Business (AACSB) standards
- Develop systems to capture, organize, and report on internships, experiential activities, and job placement data to our stakeholders
- Provide students the opportunity to develop a transcript of professionalism and career-centered activities
- Enhance the communication skills of our students
- Develop additional strategies to attract new students, retain exiting students, and address affordability for students in need of financial assistance
- Embrace and strengthen our outreach programs and connections with businesses and our stakeholders
- Pursue additional faculty scholar and endowed faculty awards to help attract and retain top faculty
- Provide opportunities for students to collaborate, learn from one another, and be innovative
- Promote externally and internally the success of the College of Business and the College's programs
- Review curricular and delivery models for graduate programs in the College

COB Goal One

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

Strategies

1. Maintain high expectations for excellence in student performance and ethics. *(EdIL: G1, G2)*
2. Develop a supportive and individualized educational experience. *(EdIL: G1, G2)*
3. Maintain a student body consisting of diverse, motivated individuals with high standards and high expectations. *(EdIL: G1)*
4. Continue to provide an integrated and responsive curriculum. *(EdIL: G2)*
5. Provide opportunities for students to pursue professional certifications and seek graduate degrees. *(EdIL: G2)*

FY15 Objectives

- Increase the number of freshman and four-year scholarships targeting high-achieving students and students with financial need
- Continue existing and add new case competitions
- Strategically evaluate an alumni/student mentorship program. Begin additional implementations as appropriate.
- Increase communication skills of COB students. Continue the evaluation of ways to increase written communications through Automated Essay Scoring (AES) in Accounting and BIS classes. Begin evaluation of AES in additional classes. Evaluate additional methods/structures for increasing written and oral communication skills
- Enhance the role of business analytics (Big Data) in the curriculum
- Review department policies and develop department strategies for online and hybrid courses and programs
- Work with the Assistant to the President for Diversity and Inclusion to increase enrollment and retention for underrepresented students in the College
- Continue integration of critical thinking into the Marketing curriculum
- Development and implementation of a course evaluation instrument for online courses
- Continue strengthening the College's Assurance of Learning (assessment) programs. Work to standardize assessment results, develop and implement new rubrics, create a structure with additional faculty ownership.
- Begin systematic review of international exchange programs
- Develop additional international partnerships for students and faculty
- Complete planning for campus-wide interdisciplinary minor in entrepreneurship

- Continue development of a Women in Entrepreneurship program
- Emphasize and support student leadership skill development

COB Goal Two

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

Strategies

1. Employ an excellent faculty and staff who meet the needs of COB stakeholders. *(EdIL: G1, G2)*
2. Provide state of the art facilities, technology, and technology support for students, faculty, and staff. *(EdIL: G2)*
3. Provide professional and social opportunities that facilitate self-discovery and professional development. *(EdIL: G2)*

FY15 Objectives

- Develop alternatives for increasing the percentage of tenure track faculty in the Department of Accounting. The Department of Accounting has almost double the NTT FTE as other departments in the College and is significantly below a goal of 60%.
- Increase the number of *faculty scholar* awards and endowed professor awards
- Secure additional funding for research databases
- Develop new faculty qualifications standards
- Establish definitions for research quality and impact
- Continue faculty/staff teaching, research, and service awards
- Review DFSC and CFSC documents as a result of new AACSB guidelines
- Improve and fully implement the College's technology ticket processes
- Investigate additional digital storage options to provide expanded media, large dataset, and file storage services
- Explore faculty internships with COB partners
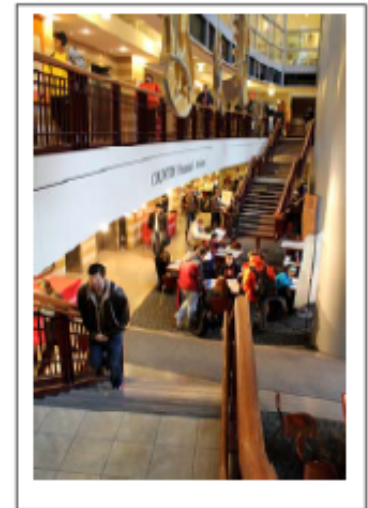
COB Goal Three

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

Strategies

1. Provide opportunities for the faculty to develop nationally recognized expertise. *(EdIL: G3)*
2. Maintain AACSB International accreditation for business and accounting. *(EdIL: G1, G2)*
3. Continue developing an effective marketing communications strategy. *(EdIL: G3)*
4. Encourage national and international recognition of the COB and individual programs. *(EdIL: G3)*

FY15 Objectives

- Develop an effective communications strategy around the success of the College of Business and many of its individual programs
- Continue to grow the Startup Showcase
- Develop strategies to increase funding for faculty professional development
- Monitor College and program level rankings and opportunities

COB Goal Four

Create and strengthen partnerships with alumni and business organizations

Strategies

1. Continue existing and seek out new programs that strengthen partnerships. *(EdIL: G3)*
2. Maintain existing and create new relationships with businesses and organizations that partner with the COB and hire our graduates. *(EdIL: G3)*
3. Increase private financial support. *(EdIL: G3)*
4. Maintain an active and vibrant COB Alumni network. *(EdIL: G3)*

FY15 Objectives

- Form a Business Information Systems Advisory Council
- Keep existing and evaluate additional alumni/student mentorship programs

- Plan the establishment of the Institute for Financial Planning & Analysis to serve as an outreach arm of the Finance and Financial Planning curricula to the university community, professional financial advisors and analysts, and industry partners. The Institute will also serve as a focal point for student financial literacy initiatives on campus and in the broader Bloomington-Normal community.
- Enhance and strengthen the College's programs that include faculty/staff, students, alums, and business partners: Business Week, Early Career Achievement, advisory councils, classroom speakers, field trips, and student organizations.
- Identify Marketing Career Alumni to Participate and/or Mentor Students (beginning in MKT 190)
- Enhance Internship Opportunities with Small- to Mid-Sized Companies.

COLLEGE OF EDUCATION

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

Vision

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

Mission

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

The College of Education will:

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

College of Education Objectives for Fiscal 2015

Address workload formulas to ensure equity and appropriate use of resources

Internationalize a series of teacher education courses using common international student learning outcomes

Support faculty and candidate competence to integrate technology to enhance learning and differentiate instruction

Design a new platform, "Practice worth Revealing," to facilitate dialogue about effective instructional practices to serve partners, stakeholders, and alumni

Develop mechanisms to provide induction, mentoring and professional development support to COE alumni

Implement new strategies for communicating with prospective students and aid in recruitment efforts

Continue outreach and communication with community college partners to facilitate course articulation for transfer students

Collaborate with college development directors to continue to identify, cultivate, solicit, and steward donors to increase donations for foundation funds, scholarships, centers, and endowed chairs

COLLEGE OF FINE ARTS

ILLINOIS STATE UNIVERSITY
Illinois' first public university

Strategic Plan 2012–2017

College of Fine Arts

ILLINOIS STATE
Gladly we learn and teach
1857 18

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

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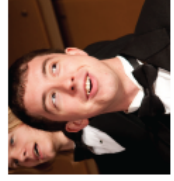
Message from the **dean**

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

FineArts.IllinoisState.edu **3**

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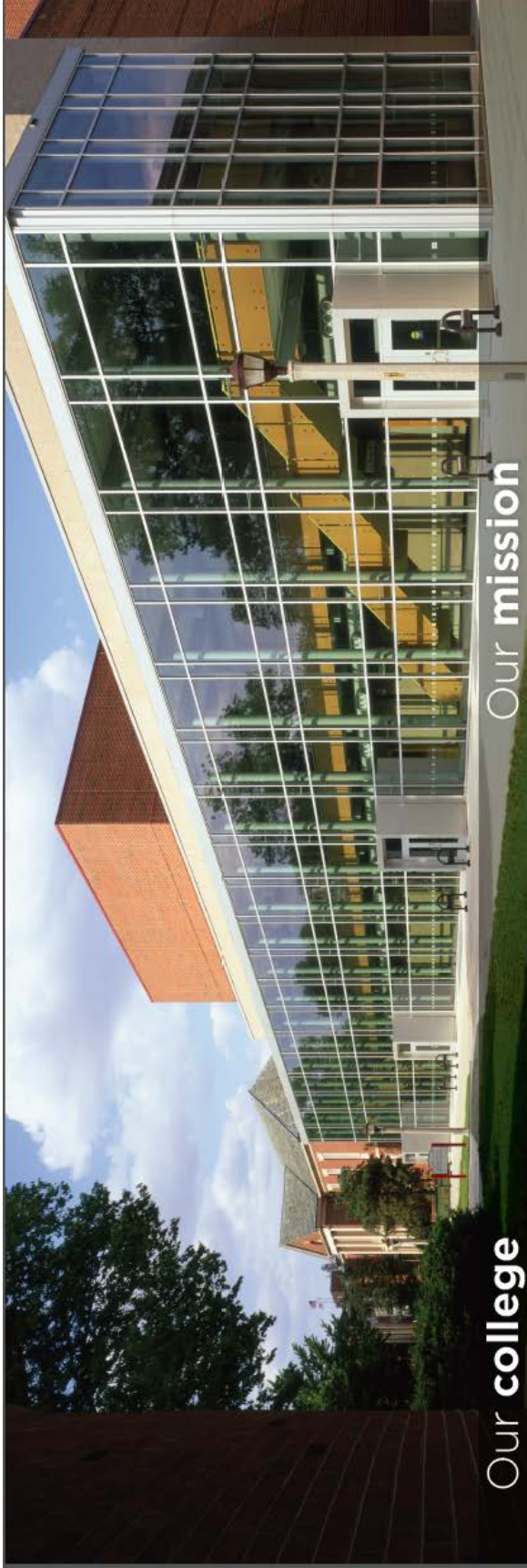
Our college

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 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.

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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.

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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 by 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.

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

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

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

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

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

Action: Maintain and expand upon positive relationships with principal (community, governmental, school districts 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 FISCAL 2015
COLLEGE OF FINE ARTS

1. We have set an enrollment target of 1100+, and we believe with our additional recruitment efforts this is possible, in spite of declining numbers of high school graduates and the reduction of opportunities in high schools to study the arts (*Educating Illinois* Goal 1; *College of Fine Arts Strategic Plan* Goal 4).

2. Support faculty creative activity and research (*Educating Illinois* Goal 2, Strategy 3; *College of Fine Arts Strategic Plan* Goal 3, Strategy 4).

3. Optimize curricula for 21st century fine arts. Curricular revisions are planned in Arts Technology, Theatre and Dance, and in Art, all with an eye toward the changing needs of our students (*Educating Illinois* Goal 2; *College of Fine Arts Strategic Plan* Goal 1, Strategy 4).

4. Continue our strong community presence, expanding civic engagement opportunities, and providing the best venues for exhibits, music, theatre, and dance in Central Illinois (*Educating Illinois* Goal 3; *College of Fine Arts Strategic Plan* Goal 5).

5. Expand opportunities for international study for students. We anticipate 2-3 faculty led study abroad trips this next year, and we have requested Provost Enhancement funds to explore others (*Educating Illinois* Goal 2, Strategy 5; *College of Fine Arts Strategic Plan* Goal 1, Strategy 2; ISU's *International Strategic Plan*).

6. Continue fundraising for new facilities. The Fine Arts Complex plans are in the works, and we hope to find additional funds for equipment, further renovations, and program support to make the best use of our new spaces (*Educating Illinois* Goal 4; *College of Fine Arts Strategic Plan* Goal 7).

MENNONITE COLLEGE OF NURSING

Illinois State University's Mennonite College of Nursing Mission Statement

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

Illinois State University's Mennonite College of Nursing Vision Statement

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

2014 – 2018 Illinois State University's Mennonite College of Nursing Strategic Map

Prepare Outstanding Nurse Leaders and Advocates in an Uncertain Environment

Ensure Academic and Health Care Excellence	Advance Research and Scholarship Impact	Grow Strategic Partnerships	Promote Faculty and Staff Excellence	Sustain Resources Aligned with Strategic Priorities
Recruit, Retain and Support a Diverse Student Body	Promote Scholarship in Nursing Education Science, Quality & Safety, & Vulnerable Populations	Develop Diverse Partnerships to Improve Health Outcomes	Recruit and Retain Diverse and Highly Qualified Faculty and Staff	Be Effective and Efficient Stewards of Resources
Maximize Safe Practice and Student Success	Strengthen Internal and External Collaborative Partnerships	Grow and Nurture Clinical Partnerships	Initiate a Systematic Approach to Succession Planning for Faculty and Staff	Strengthen Planned Giving
Optimize Online Programs and Sequences	Effectively Use College/University Resources to Support Scholarship	Increase Collaboration Within ISU	Provide Faculty & Staff with Resources for Personal & Professional Growth	Refine and Communicate Fundraising Priorities
Evaluate and Refine Curricular and Program Changes	Optimize Traditional and Non-Traditional Funding Sources	Expand Transcultural Opportunities and Partnerships	Promote a Culture of Inclusion and Respect for Individual Roles	Ensure Physical Facilities Support Strategic Priorities
Integrate Research/ Scholarship into Teaching/practice	Use Peer Review Process to Facilitate Grant Submissions & Peer-Reviewed Publications	Foster Lifelong Alumni Engagement (Volunteering, Giving, Recruiting, Etc.)	Ensure Practice Expertise/ Certifications are Maintained	Ensure Technology Enhances Strategic Priorities
Expand Simulation Expertise & Explore Integration Within Graduate Programs				
Develop a BSN-DNP Program				

Foster a Nimble Organization Grounded in Mennonite College of Nursing Tradition

Illinois State University's Mennonite College of Nursing Goal Alignment with Educating Illinois Table

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

Mennonite College of Nursing Fiscal Year 2015 Goals, Objectives and College Parties Responsible

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

   Objective(s):

   Recruit, retain and support a diverse student body.
   - Finalize documents for marketing and recruitment efforts targeting increased enrollment in the RN to BSN, Clinical Nurse Leader (CNL), Nursing Systems Administrator (NSA) and Doctoral Nursing Practice (DNP) programs (RN-BSN, GPCC) in collaboration with University Marketing and Communication and Enrollment Management.
   - Continue evaluation of student success with Peer Support Persons (PSP) tutoring, Academic Success Plan changes in Assessment Technology Institute (ATI) testing, and Pre-entry and Retention Opportunities for Undergraduate Diversity (PROUD) (PCC).
   - Continue to evaluate quality given increased enrollment, new faculty, and changing clinical sites.
     - Continue monitoring the influence of class size on quality.
     - Continue to evaluate student evaluations as additional faculty are hired.
     - Increase clinical site visits to the 25 faculty in six different agencies to monitor and support clinical faculty in practice settings (PCC).
   - Plan for Commission on Collegiate Nursing Education (CCNE) accreditation processes for the Doctor of Nursing Practice in November 2015 (GPCC).
   - Collaborate with University personnel for upcoming North Central Accreditation.
   - Begin preparation for college-wide CCNE self-study in 2016 - 2017.
   - Revise admission criteria to be inclusive for international students (ADR/GPC).

   Maximize safe practice and student success.
   - Explore use of more non-traditional clinical sites with a community focus and leadership needs (PCC).
   - Continue evaluation of scenario selections in Nursing Simulation Laboratory (NSL) for focus on safety (PCC).

   Optimize online programs and sequences.
   - Support Quality Matters (QM) training of faculty in the RN-BSN, CNL, NSA, and DNP programs (RN-BSN, GPCC).
   - Enhance quality and consistency in the curriculum of all on-line programs through support of faculty participation in Quality Matters (RN-BSN, GPCC).

   Evaluate and refine curricular and program changes.
   - Measure desired course outcomes (didactic and clinical) for student success (PCC).
   - Implement and evaluate new plan of study for the RN to BSN program (RN-BSN).
   - Maintain plan for college assessment related to implementation of program outcomes, course outlines, and clinical performance evaluation tools and student success (PCC, PPC).
   - Support Graduate Program Curriculum Committee leadership and faculty to identify program outcomes for the masters programs and update course objectives to align with program outcomes (GPCC).
   - Review and revise program handbooks (PPC, GPCC).
   - Continue annual writing workshops for entering DNP and PhD students in May and October (GPCC, ADR/GPC).

- Initiate an "Assessment Day" in January of 2015 to ensure College involvement in the Plan for College Assessment (ADA, CC, APC).
- Investigate and initiate steps to integrate Nexus into PhD and DNP curricula (GPCC).

Expand simulation expertise and explore integration within graduate programs.
- Initiate a strategic map for the NSL (APC).
- Consult with national experts on simulation related to roles, technology, curriculum, and research.
- Increase and focus NSL training for faculty and staff (PCC).
- Update equipment as needed for scenarios and skills courses (PCC).
- Support research exploring the impact of student learning through simulation (PCC).
- Explore opportunities to integrate and support faculty inclusion of simulation in graduate courses and curriculum (GPCC).

Evaluate feasibility of developing the BSN-DNP within next fiscal year.
- Support the information gathering and analysis process moving toward the development of a post-baccalaureate DNP with a leadership in nursing and health care focus (GPCC, ADR/GPCC).
- Submit a proposal for BSN to DNP program timeline to the college community (GPCC).

2. **Goal 2:** **Advance Research and Scholarship Impact (Educating Illinois Goals 1, 2, & 3)**

   Objective(s):

   Promote scholarship in nursing education science, quality and safety, vulnerable populations and focus on creating strong national profile.
   - Revise the Strategic Plan for Scholarship Development within SharePoint (CRC).
     - Continue assessment of high leverage research teams (CRC).
     - Support research interest groups among the faculty (CRC).
   - Nominate and support an individual for the Meridean Maas Research Mentorship Award (CRC).
   - Nominate and support individuals for a new college research award (CRC).
     - Recognize tenure-track faculty who are developing their research program at an early stage (CRC).
   - Nominate and support individuals for University research awards (CRC).
     - Recognize tenure-track faculty who have demonstrated their research productivity to compete at the University level (CRC).
   - Encourage student participation in scholarship (CRC).
     - Support at least one student to be awarded the Research Mentorship Award through the Honors Program.
     - Support at least one student to be awarded the Undergraduate Researcher Award through Research and Sponsored Programs (CRC).
     - Support students to present at Midwest Nursing Research Society (MNRS) (CRC).

   Strengthen internal and external collaborative partnerships.
   - Promote research collaboration between MCN and local partners (CRC).
     - Support and evaluate progress on established and productive partnerships:
     - Cancer Care Initiative.
     - Nursing Simulation Evaluation.
     - America's Promise Schools Project.
   - Support evolving partnerships:

- - Outcomes in Lesbian, Gay, Bisexual and Transgendered patients in Long Term Care.
    - The effect of PROUD on leadership capacity in undergraduate students.
  - Support periodic/episodic partnerships as they become available:
    - McLean County Health Department.
    - Local clinics and health care agencies.
    - Long-term care facilities.

Effectively use College/University resources to support scholarship.
- Evaluate IRB protocol process using SharePoint to facilitate a more efficient review process (CRC).
- Evaluate and sustain statistical consulting services (CRC).
- Assist individual faculty to identify resources they need at the university and college to progress with their scholarship (ADR/GPC).
- Support students and faculty to present research at MNRS (ADR/GPC).
- Review University Research Grant (URG) applications (CRC).
  - Select promising research proposal recipients (CRC).
  - Review and track professional outcome reports of URG recipients (CRC).

Optimize traditional and nontraditional funding sources.
- Explore grant opportunities to continue supporting faculty and programs (ADR/GPCC).
- Continue identification of mentors, consultants to assist productivity
- Use peer review process to facilitate grant submissions and peer reviewed publication.
  - Re-introduce the internal peer review system in SharePoint for manuscript submission process and grant reviews (CRC).
  - Revise the grant submission checklist and re-introduce to faculty and staff on SharePoint (CRC).

3. **Goal 3:** **Grow Strategic Partnerships (Educating Illinois Goals 1, 2, & 3)**
   Objective(s):

Develop diverse partnerships to improve health outcomes and foster interprofessional education.
- Continue to work with local partners and institutions to promote research collaboration (CRC).
- Identify projects in which both entities will make contributions to improve community health outcomes (CRC).

Grow and nurture clinical partnerships.
- Explore and reach out to local health care partners to develop new partnerships (ADUP, ADR/GPCC, ADA).
- Explore models of nursing education to facilitate optimal nursing education (ADUP, ADA)
- Identify opportunities and challenges for cohort models specifically for on line programs (RN-BSN, MSN-NSA, DNP).

Increase collaboration within Illinois State University.
- Continue faculty and staff involvement in University committees (APC, CC).

Expand transcultural opportunities and partnerships.
- Explore study abroad options for nursing students in Plan II (ADA, TC).
- Implement changes in the NUR 313 course syllabus to meet global studies and general education requirements (ADC, TC).
- Improve student recruitment to participate in transcultural experiences (ADA, TC).

- Fund the transcultural coordinator travel to a global education conference (ADA, TC).
- Develop faculty guidelines for transcultural travel (ADA, TCC).
- Develop plan of study for incoming freshmen incorporating study abroad opportunities (TC, ADA, ADOSFS).

Foster lifelong alumni engagement.
- Continue donor visits in various national locations and the Chicago area.
- Continue to evaluate alumni activities in hub cities for further outreach.
- Continue personalizing thank you notes to alumni and inviting them to upcoming activities.
- Continue to identify alumni for awards.
- Continue incorporation of alumni participation in Nurses Week and curricular activities.

4. **Goal 4: Promote Faculty and Staff Excellence (Educating Illinois Goals 1 & 3)**
   Objective(s):

   Recruit and retain diverse highly qualified faculty and staff.
   - Supervise at least one MSN student in an educational practicum (ADUP).
   - Continue to seek out qualified part-time clinical faculty (ADUP).
     - Hire two to three new part-time clinical faculty for Fall '14 (ADUP).
     - Hire two full time NNT faculty to meet clinical teaching needs (APC).
   - Provide for more adequate coverage in NSL given increased number of students, increased technology needs and need for Associate Director of Technology to have time for wider administrative functions (APC).
   - Continue to assess role changes to ensure effectiveness and efficiency.
   - Continue evaluation of health and safety compliance tracking processes to ensure effectiveness and efficiency.

   Initiate a systematic approach to succession planning for faculty and staff.
   - Begin planning for effective and efficient transition in the face of potential retirements (APC, CC).
   - Identify possible internal and external candidates to replace planned retirements and provide for time for training.

   Provide faculty and staff with resources for personal and professional growth.
   - Discuss including expectations of seeking external grant in Tenure Track faculty meetings.
   - Encourage each tenure track faculty member will submit at least one external grant per year (ADR/GPC).
   - Continue with "Clinical Best Practices" workshop in Fall '14 as part of annual Development Day activities (PCC).

   Promote a culture of inclusion and respect for individual roles.
   - Promote professional and personal development of faculty and staff (APC, CC).
   - Encourage each faculty and staff to identify personal development goals in annual evaluations.

   Ensure practice expertise/certifications are maintained.
   - Support faculty and staff to maintain expertise and certifications to support program outcomes.

5. **Goal 5: Sustain Resources Aligned with Strategic Priorities (Educating Illinois Goals 3 & 4)**
   Objective(s):

   Be effective and efficient stewards of resources.

- Dean and business officer will continue to create budget approaches that encourage proactive planning from the entire college community.
- Continue to identify impact from course reallocation as it relates to productivity.
- Identify approaches to expand enrollment in FCR programs.
- Refine strategic priorities for development in preparation for eventual campaign.
- Create at least two new endowment accounts in FY 15.
- Continue to highlight clinical simulation recognition opportunities for interested donors with goal of total of $1,000,000.00 in total support.

Strengthen planned giving.
- Continue to review college custom brochure for planned giving.
- Address planned giving in relevant presentations/communication with alumni and friends.

Ensure physical facilities support strategic priorities.
- Coordinate move into newly remodeled Edwards Hall and identify how to leverage space in lab as it reaches capacity (APC).
- Continue to identify the need for a new building to transform the college of nursing in the future while ensuring quality faculty and clinical sites.

Ensure technology enhances strategic priorities.
- Create plan to meet needs identified in the Informational Technology Audit.
- Evaluate technology services given increased demand.
- Forecast and manage resources to build sustainable capacity.
- Collaborate with Academic Technology to make final decision on software to manage college data to ensure integration with new SIS.
- Continue to collaborate with the Office of EMAS and other university offices to review standard data reports produced with definitions of data sets included.

Glossary

ADA	Associate Dean for Academics
ADOSFS	Assistant Dean for the Office of Student and Faculty Services
ADR	Associate Dean for Research
ADUP	Assistant Dean for Undergraduate Programs
APC	Administrative Planning Council
CC	College Council
CRC	College Research Committee
GPCC	Graduate Program Curriculum Committee
PCC	Prelicensure Curriculum Committee
PPC	Prelicensure Program Committee
RN- BSN	RN to BSN Curriculum Committee
TC	Transcultural Coordinator

MILNER LIBRARY

Milner Library Mission Statement

The mission of ISU Libraries is to create and sustain an intuitive and trusted information environment that enables learning and the advancement of knowledge in a culturally and technologically superior setting. ISU Libraries' staff is committed to developing innovative services, programs, space, strategies, and systems that promote discovery, dialogue, learning, and the human spirit. (http://library.illinoisstate.edu/library-information/about/mission-vision.php).

MILNER LIBRARY
Illinois State University

Strategic Map 2014 – 2019

Build a dynamic and multifaceted library integrated into University learning and research

Optimize access to information	Advance transformative teaching and learning	Enhance strategic partnerships	Design a facility that enhances learning and research	Encourage library faculty and staff excellence	Align library resources with strategic priorities
Determine campus information needs	Integrate library more fully into curriculum	Collaborate with students in library planning	Implement a comprehensive long-term space plan	Nurture a supportive, just, equitable library culture	Exercise efficient, effective stewardship of resources
Guide campus and community to needed information	Implement program of information skills across the curriculum in collaboration with academic faculty and departments	Partner with faculty to integrate library in teaching and research	Enhance efficiency and sustainability of spaces and practices	Recruit and retain diverse, qualified, engaged faculty/staff	Optimize funding for materials, facilities, technology, personnel
Sustain collections that support learning and research	Develop repertoire of teaching methods and information content	Work with University Advancement to increase donor contributions	Improve the library's appearance, comfort, and functionality	Support continuous and strategic development of faculty and staff	Define and communicate fundraising priorities
Provide technologies for information discovery and use	Advance teaching of primary source materials	Pursue campus partnerships that support strategic priorities	Engage in collaborations that co-locate services in and out of library	Support faculty research and creative activity	Align organizational structure with strategic priorities
Enhance convenience of access		Collaborate with local libraries and consortia	Integrate campus into discussions about future renovation		Assess library's activities against intended outcomes

March 2014

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MILNER LIBRARY

OBJECTIVES FOR FY 15

Milner Library's strategic directions and each of the specific goals are intended to enhance the library's ability to support the University's mission in teaching, learning, research and alumni relations. This document originates in a strategic mapping exercise in which Milner Library faculty and staff defined the organization's overarching central challenge, the achievement of which is integrally connected to the four goals of *Educating Illinois 2013-2018*. Six strategic priorities have been identified as enabling Milner Library to achieve its central challenge. Those priorities serve as the structure of this document.

Optimize Access to Information

Increase Understanding of Campus Information Needs

- In collaboration with the academic departments and student groups, establish strategies and criteria for determining which materials should be located in the open book stacks

- Examine curricular content as reflected in the articles, books and other materials included in course syllabi in order to ensure congruence between library purchases and course needs

- Systematically gather information about the research interests and activities of academic faculty as a first step in developing strategies to enhance library support

Build and Sustain Collections that Support Learning and Research

- Work with departments to review materials in the library and in two storage facilities to ensure that the most needed materials are readily available in the open book stacks

- In response to the increased need for video content, pilot a project in which academic faculty directly initiate the purchase of streaming video

- Inventory and prioritize unique and rare collections held by Milner Library and the University Archives that could be digitized in support of learning and research

- Develop digital preservation plan that ensures continued availability of the most important materials in Milner Library and University Archives

Enhance Access to Information

- Implement and refine program to deliver library materials to faculty offices through campus mail

- Enhance the efficient and effective use of all available open book stacks and spaces

- Incorporate articles and readings currently on reserve for limited checkout into Reggienet

- In consultation with faculty and students, improve navigability of library website and search tools

- Catalog and provide online finding aids for hidden collections in University Archives and Special Collections, including the online conversion of a paper-based card catalog in the latter area

- In response to student concerns, explore possibilities for remaining open during some university closures, and extending hours during key periods of the semester

- Transfer the Faculty Publications Database, which includes citations to University scholarship since 1857, to a new, more robust and flexible software

Advance Transformative Teaching and Learning

- As a pilot with a small number of academic departments, identify critical information skills required for success in the disciplines and map the teaching of those skills across the curriculum

- Host campus discussions about teaching "information skills across the curriculum," including those associated with research, technology, critical thinking, creativity and metacognition

- Implement a Library-wide plan for teaching information research skills in the academic disciplines that incorporate specific learning outcomes

- Explore online or digital opportunities for teaching information research competencies

- Reach out to campus about teaching with primary source materials found in Special Collections, Archives, the Library's digital collections, and the Teaching with Primary Sources program

- Coordinate, with campus departments, a thematic series of programs and exhibits linked to both the curriculum and to directions highlighted in Educating Illinois

Enhance Strategic Partnerships

- Establish common understanding between Milner Library and academic departments regarding expectations and aspirations of their liaison relationship

- Implement regular discussion forum with students and academic faculty concerning current library activities and longer-term initiatives in order to pursue projects that matter to stakeholders

- Nurture alumni support for the Library and University in partnership with the Alumni Association through development of resources (e.g., alumni databases) and services designed for alumni

- With the fundraising assistance of University Advancement, generate revenue to support short- and long-term library operations, resources, and facilities

- Review and enhance the Library's partnership with Visor Center to provide quality space and support for writing

- Pursue campus collaborations that sustain the data visualization project, open access and the University's institutional repository, ISU ReD

- Enhance the Library's numerous partnerships with academic and non-academic departments on initiatives of mutual concern, and continue to seek others

- Investigate collaborations among the public and academic libraries of Bloomington/Normal in areas of collection access, services, cataloging, professional development, and programming

- Work closely with members of CARLI, the Illinois academic library consortium, to sustain and enhance existing services and shared resources

Design a Facility that Enhances Learning and Research

Construction and Remodeling

- Implement the following improvements included in the Academic Priorities for Facilities Report: 1) upgrade restrooms for ADA compliance; 2) improve HVAC to provide more consistent temperatures; 3) build a cold storage room for University Archives; 4) and enhance public spaces

- Create a sustainable, quiet study area on the 5th floor by replacing furniture, designing a larger, more efficient space with more seats, and provide greater soundproofing from noisier areas

- Design and furnish the northwest corner of the 2nd floor adjacent to Einstein Bagels' kiosk: replace carpet, add whiteboard walls, exhibit space, new book shelves, bulletin boards

- Redesign the library vestibule and entry-way to enhance its appearance, incorporate better signage, and provide students with short-term lockers

- Increase the number of electrical outlets throughout the building

- Install water fountains that include ability to fill water bottles

- Design and implement a moderately sized speakers area in the southwest corner of the main floor

Planning for Future Redesign

- Develop a five-year space plan for the library that focuses on enhancement of learning and research, emphasizing the efficient use of all spaces

- Develop a plan for a Center for Digital Scholarship and Media Commons to include robust multimedia capabilities, "makerspaces" and social media listening area

- Create a way-finding plan that incorporates signage, online FAQs, and "quick lookup terminals"

- Redesign reference desk and consultation area in order to facilitate collaborative work between librarians, students, and faculty

Encourage Library Faculty and Staff Excellence

- Develop a broad range of recognitions reflecting the variety of library work and classifications, including Civil Service, Administrative Professionals and Non-Tenure Track faculty.

- Investigate and discuss a shared governance process that more deeply engages and includes all library classifications.

- Support the work of the Library Committee on Diversity and Internationalization in generating staff and professional development opportunities

- Promote development activities such as webinars and workshops that incorporate discussions and follow-up work concerning implications of the content for Milner Library

- Collectively identify development priorities and personnel plans, based on emerging campus information needs and academic trends

- Support research that guides Milner Library in meeting its central challenge

- Provide professional development on teaching methods and the teaching of information content

Align Library Resources with Strategic Priorities

- Implement a strategic budgeting process that better anticipates future needs and continual inflation of costs, while deliberately linking long-term revenue and expenses

- Develop a plan for assessing library activities based on their role in supporting teaching, learning and research

- Implement a library structure that best supports strategic priorities
- Systematically explore grants and fundraising as alternative strategies of revenue-generation

- Realign instructional activities and personnel to advance transformative teaching and learning

- Develop close partnership between the departments of Collection Development and Cataloging, Acquisitions & Processing in order to identify options for fiscal savings

- Pilot an electronic document delivery service as an alternative to more costly subscriptions to lesser used databases

GRADUATE SCHOOL

The Graduate School at Illinois State University
Major Objectives for FY15

In support of Educating Illinois Goals 1 & 2:

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

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

Goal 1 Activities:

a. **Graduate recruitment**

   i. Recruit, enroll and retain high-achieving, diverse, and motivated students (Strategy 1) by financially supporting departmental recruitment efforts to reach enrollment management targets.
   ii. Promote recruitment efforts of underrepresented groups and international students, with involvement from graduate departments/schools.
   iii. Investigate the use of a graduate assistant to work with programs across campus on marketing efforts. This is a continuation of the marketing strategies implemented in FY14 utilizing Provost Enhancement dollars.
   iv. Provide graduate coordinators with data to demonstrate their enrollment trends from previous years as well as by semester.
   v. Assist programs across campus that are considering online and/or hybrid course/degree offerings (ie. Physical Education Teacher Education, Information Technology).
   vi. Work with Admissions to develop recruitment tactics that can be managed through LEAPForward.

b. **Financial Support**

   i. Develop and implement a plan to track the value of graduate education on campus.
   ii. Continue efforts to increase graduate student stipends to competitive national levels, as the state and university's budget permit. The Graduate Council recommends not increasing the minimum stipends if no new money is available as this will decrease the total number available (Strategy 1).

iii. Enhance the visibility and recruitment efforts for the Diversifying Higher Education Faculty in Illinois, a state funded initiative for underrepresented students. The goal is to have 10 applicants each year to fill all of ISU's state allotted application slots.

c. **Support Services**

i. Assist with activities of the Black Graduate Student Association and the newly formed Doctoral Student Association.
ii. Assist the Graduate Student Association (GSA) to reestablish itself as a viable registered student organization. Particular attention will be given to attracting international and under-represented students who can use the GSA as a support system. Members for the organization will be encouraged to assume leadership roles in order to build these skills (Strategy 5). A primary goal of the group is to reestablish the graduate student representative seat within the Student Government Association.
iii. Work with Career Services to offer graduate school workshops and graduate school fairs to undergraduate students. (Strategy 5).
iv. Develop a dissertation boot camp for students working to complete their dissertations. This is a popular program across the United States designed to increase the probability of completing the dissertation within the university time to degree policy.
v. Create doctoral workshops that will benefit current doctoral students in their first position upon degree completion.

Goal 2 Activities:

a. **Administrative Support**

i. Serve as the primary administrative body and chief compliance unit for the activities of the 85 master's degree programs and sequences, 11 doctoral degree programs, and 28 certificate programs. These programs fall within 34 degree granting departments across campus and serve approximately 2,500 graduate students.
ii. Review and revise the bylaws for the Graduate Council to reflect best practices and efficient operation of the Council.
iii. Complete revisions to the Graduate Curriculum Committee Handbook.
iv. Complete revisions to the Graduate Catalog.
v. Complete revisions to the Graduate Coordinators Handbook.
vi. Streamline the graduate student admissions and graduate assistantship appointment processes.

b. **Planning for the Future of Graduate Education**

    i.   Establish a process to begin creating a Graduate School strategic plan.

   ii.   Increase the number of programs that survey their alumni by 20%.

  iii.   Continue to monitor public, private, and nonprofit initiatives in graduate education for possible implications for graduate programs at ISU. Monitoring is done through the state and national levels of the Council for Graduate Schools.

c. **Time to Degree**

    i.   The Graduate School will identify steps that can be taken to shorten time to degree (Strategy 4) by meeting with Graduate Coordinators to determine common hurdles for students.

   ii.   Determine a means to track and communicate a student's time to degree with the student and advisor.

  iii.   Continue to streamline the list of active/inactive students by removing those who are inactive and have reached their time to degree limits.

d. **Research Activity**

    i.   The Graduate School will administer and financially support research initiatives for graduate students who are a part of the University Research Symposium.

   ii.   Increase the number of students submitting research projects for the University Research Symposium (Strategy 2).

  iii.   Establish a grant proposal writing workshop for doctoral students to build their skills and enhance their marketability in the workforce.

  iv.   Request permanent funding to continue the Dissertation Completion Grant.

   v.   Work with AVP for Research & Graduate Studies to increase graduate assistantship opportunities through external grants.

e. **Globalization**

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

   ii.   Enhance marketing efforts on campus for the Diversity Tuition waivers.

  iii.   Support efforts to bring new graduate students to campus through the Brazil Scientific Mobility Project.

  iv.   Collaborate with Assistant Provost Rita Bailey on international graduate student recruitment and admission.

SECTION IV
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ACADEMIC 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 possible review outcomes as prescribed in Illinois code are "in good standing," "flagged for review," and "under temporary suspension."

The recommendations serve to inform the department or school, college, and University on decisions regarding resource allocation, faculty staffing, program focus, admissions standards, curricular content, and other academic matters. The Academic Planning Committee provides these recommendations in summative reports submitted to the Academic Senate, the Board of Trustees, and the IBHE.

Each of the 133 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 2012-2014 program review cycle involved review of eight ongoing academic programs and two research and service centers. A summary report for each program follows.

Data provided at the end of each summary report were compiled by the Office of Planning, Research, and Policy Analysis at Illinois State. That office also compiled data for use by program faculty in completing their program analyses and program review self-study reports.

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

Review of the B.S. in Computer Science
11.0701

Context and overview. The B.S. in Computer Science program is housed in the School of Information Technology within the College of Applied Science and Technology. The school also offers a B.S. in Information Systems, B.S. in Network and Telecommunications Management, M.S. in Information Systems, minors in computer science and information systems, and courses in support of a multidisciplinary minor in cognitive science. The B.S. in Computer Science program is designed for students seeking to pursue a comprehensive study of computer science that blends theory, abstraction, and design in a variety of traditional and current areas. The program prepares students to work for companies with a scientific, engineering, or mathematical focus. The degree also prepares students to pursue graduate studies in computer science.

Self-study process. In conducting its self-study, School of Information Technology faculty reviewed and updated the school strategic plan and reviewed all courses in the three undergraduate majors, including computer science. The faculty updated the student learning outcomes assessment plan, and the school surveyed current students and alumni. Faculty also reviewed data from surveys of students and employers participating in the internship program. The interim school director then prepared the program review self-study report with feedback from program faculty.

Program curriculum. The program of study includes 28 credit hours of required courses taught in the School of Information Technology that provide students with skills in and an understanding of programming, algorithms and data structures, computer organization, operating systems, programming languages, systems analysis and design, and computational theory. Twelve credit hours of information technology electives provide students opportunities to deepen their understanding of specific areas. The curriculum also requires 36-38 credit hours of supporting coursework in science, mathematics, statistics, technical writing, and small group processes. Computer science majors are required to complete a paid internship before the final semester of coursework.

Non-traditional program delivery. The B.S. in Computer Science program is not offered at off-campus locations and cannot be completed in its entirety via distance education. Two elective courses are offered online during the summer.

Program or unit faculty. Each of the five tenure-line faculty members in the computer science program has a doctorate in computer science. Tenure-line faculty members typically teach nine credit hours per semester and are expected to present evidence of progress in scholarly productivity each year, which may include disciplinary or pedagogical research. Each full-time non-tenure track faculty member has a master's degree in information systems. Adjunct faculty members have significant experience related to the topics of their assigned courses and may also possess a master's degree. Faculty members review for and publish in top journals and present at conferences in their respective research areas, both nationally and internationally.

Program goals and quality measures. The computer science faculty has articulated five goals for program graduates: 1) being successfully employed in a computer science-related field or accepted into a graduate program, 2) being capable of designing and developing creative and effective solutions to practical computing problems, 3) exhibiting teamwork and effective communication skills, 4) having effective leadership skills and high ethical standards, and 5) engaging in lifelong learning to adapt to an ever-changing professional environment. The faculty has also identified four quality indicators for the program: 1) curriculum breadth and depth, 2) low student-to-faculty ratio and high faculty-student interaction, 3) strong partnerships with industry, and 4) up-to-date facilities and software that support current industry practice.

Specialized accreditation. The B.S. in Computer Science program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) through September 2015. The next comprehensive review of the program is scheduled to occur in 2014-2015.

Student learning outcomes assessment plan. The assessment plan guides faculty in the assessment of 11 learning outcomes adopted by ABET for undergraduate computer science programs, primarily using direct measures of student learning. The assessment committee in the school reports assessment results and recommends actions to the school curriculum committee and director. In recent years adjustments to required courses have been made by the program in response to assessment committee recommendations. The assessment plan is being revised to improve its effectiveness and to better align with ABET expectations.

Actions taken since the last program review including responses to prior recommendations. During the last eight years the School of Information Technology has successfully addressed recommendations resulting from the 2005-2006 program review. The school has reinstated its recruitment and retention committee, and its work has contributed to a 68 percent increase in information systems enrollment from fall 2009 to fall 2013. Faculty has been working with the Enrollment Management and Academic Services unit on campus to identify enrollment targets to guide future recruitment efforts. Faculty has implemented its student learning outcomes assessment plan, utilizing data gathered over several years to identify and implement changes to the curriculum. In response to input from employers and program advisory board members, the introductory information technology course has been replaced with a sophomore/junior level course in advanced practical application development which addresses several skills and concepts that had been missing from the program of study. Faculty has also made several changes to elective courses. Faculty has significantly increased efforts to obtain external grants and contracts. Since the last program review, school faculty has submitted an average of 5.25 external grants per year, with nine grants awarded totaling $1,389,015.

Major changes in the program or discipline since the last program review. Demand for computer science education nationwide declined significantly following the dot-com bubble burst during the early 2000s. In the past few years enrollment declines have begun to reverse, partly in response to increased societal need for computing professionals. However, there remains a perception among many high school counselors and prospective students that few jobs are available in the field despite significant evidence to the contrary. Recent estimates by the United States Bureau of Labor project 30 percent growth in software development jobs in the country between 2010 and 2020. The number of new computing jobs over the next several years is expected to significantly exceed the number of graduates with computing degrees both nationally and in Illinois. The computer science discipline continues to experience almost constant change as new technology is developed and people find new ways to apply existing technologies to business, education, manufacturing, and everyday life. During the past eight years the discipline has experienced explosive growth in mobile computing and social media. Artificial intelligence has become more prevalent among applications used daily. Parallel processing has changed from requiring significant financial investment to a technique that can be used effectively on most personal computers.

Major findings and recommendations resulting from the program review self-study. School faculty has concluded that the program is doing well overall, citing a growing student population and good job placement rates. Faculty has also identified several opportunities for program improvement. Revisions to the assessment plan need to be completed, and the revised plan then needs to be implemented. Because database knowledge is becoming increasingly important in any computer science job, the program should be revised to require the database course rather than offer it as an elective. There are also a few elective options common to similar computer science programs that the Illinois State program lacks. Program faculty desires to add that content as resources permit. Recent faculty retirements combined with program growth has resulted in a need for new tenure-line faculty members, particularly in the area of software engineering. While the capacity of school facilities and projected growth in employment opportunities for program graduates provide opportunities for program growth, insufficient teaching capacity in some areas may impede program expansion. To reduce time-to-degree for both external and internal transfer students, the faculty intends to explore offering more online summer courses.

Actions planned by the program as a result of the program review self-study. In response to findings of this self-study, faculty plans the following initiatives for the next program review cycle: 1) complete revisions to the student learning outcomes assessment plan and then implement the revised plan, 2) revise the curriculum to include a database course as a requirement and explore possibilities for adding elective courses, 3) add appropriate computer science courses to summer online course offerings as resources permit, 4) seek to hire tenure-line faculty in high-need areas such as software engineering, and 5) continue recruitment efforts to increase program enrollment.

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

The Academic Planning Committee thanks the program for its critical and forward-looking self-study report.

The committee commends the program for its efforts to prepare students for jobs in their field through a required paid internship, an internship preparation course that teaches students resume writing and interviewing skills, an annual information technology internship fair, and a student mentoring program involving program alumni, introduced in spring 2013. The committee also commends the program for the extensive recruitment activities of its reestablished recruitment and retention committee, including faculty contacts with newly-admitted students. These efforts have contributed to a 68 percent increase in program enrollment between 2009 and 2013.

The committee recognizes the program for sponsorship of its Business and Industry Advisory Council and for responsiveness of program faculty to council feedback regarding the program curriculum. The committee further recognizes the numerous and varied co-curricular opportunities available to students through two registered student organizations, the ACM (Association for Computing Machinery) Club and the Information Assurance and Security Club (ISUSec), and through intercollegiate competitions that provide students opportunities to apply skills acquired through the program. The committee congratulates the program for invitations extended to its student team to participate in the International Collegiate Programming Competition World Finals.

The committee thanks faculty members for their ongoing commitment to the scholar-teacher model through increased efforts to obtain external research grants and contracts, which have resulted in nine grants totaling approximately $1.4 million between 2005 and 2013, and through scholarship resulting from these and other research projects.

Through work of its reestablished recruitment and retention committee, the School of Information Technology has succeeded in increasing enrollment since the last program review in 2005. However, retention and graduation rates for both native and transfer students have been lower than university averages in recent years.

Accordingly, the Academic Planning Committee asks the School of Information Technology to submit a follow-up report to the Provost's Office that 1) identifies and analyzes reasons for lower-than-university-average retention and graduation rates in the B.S. in Computer Science program and identifies and analyzes obstacles to timely program completion, and 2) identifies specific actions the school and program will pursue during the next program review cycle to increase retention and graduation rates and maintain time-to-degree metrics closer to university averages. The committee asks the school to submit its report to the Provost's Office by October 1, 2014.

In a second follow-up report, due October 1, 2017, the committee asks the school to report actions taken to improve retention and graduation rates, outcomes of those actions, and any further actions to be taken by the school and program based on those outcomes.

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, 2021, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue multi-faceted efforts to recruit highly-qualified students, including, but not limited to, outreach to high school counselors and sponsorship of camps for middle and high school students, with an emphasis on improving gender diversity.
- Continue efforts to address gender diversity among faculty members as hiring opportunities arise.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and graduate studies.
- Complete revisions to the student learning outcomes assessment plan to more closely align the plan with standards of the Accreditation Board for Engineering and Technology (ABET) and to further integrate program and learning assessment; implement the revised plan; utilize assessment results to make program improvements; and document how this has been addressed.

- Regularly monitor and adjust the curriculum to ensure its currency and relevance in light of changes in information technology and student needs; curricular issues to be considered include, but are not limited to, changes in program requirements and elective options, including the five-course sequence and its impact on time-to-degree, and summer online course offerings.

Comparative Data, B.S. in Computer Science (11.0701)

Fall Enrollment

University	2008	2009	2010	2011	2012
Chicago State University	87	82	95	87	92
Governors State University	50	70	77	67	96
Illinois State University	**141**	**126**	**137**	**152**	**164**
Northeastern Illinois University	280	297	332	380	410
Northern Illinois University	128	133	122	147	140
Southern Illinois University Carbondale	142	139	122	148	156
Southern Illinois University Edwardsville	166	171	169	166	208
U of I at Chicago	251	286	318	328	385
U of I at Springfield	203	195	256	292	369
U of I at Urbana/Champaign	629	682	796	858	948
Grand Total	*2,077*	*2,181*	*2,424*	*2,625*	*2,968*
Average (including Illinois State)	*208*	*218*	*242*	*263*	*297*
Average (excluding Illinois State)	*215*	*228*	*254*	*275*	*312*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Chicago State University	4	11	2	3	2
Governors State University	13	14	17	22	16
Illinois State University	**24**	**20**	**19**	**23**	**22**
Northeastern Illinois University	57	60	37	50	60
Northern Illinois University	65	51	65	67	83
Southern Illinois University Carbondale	21	17	17	26	24
Southern Illinois University Edwardsville	30	29	41	32	35
U of I at Chicago	40	31	37	48	45
U of I at Springfield	48	56	28	56	44
U of I at Urbana/Champaign	151	147	138	153	187
Grand Total	*453*	*436*	*401*	*480*	*518*
Average (including Illinois State)	*45*	*44*	*40*	*48*	*52*
Average (excluding Illinois State)	*48*	*46*	*42*	*51*	*55*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Chicago State University	602	747	724	481
Governors State University	636	579	470	526
Illinois State University	**N/A**	**N/A**	**N/A**	**N/A**
Northeastern Illinois University	322	396	353	294
Northern Illinois University	372	356	476	379
Southern Illinois University Carbondale	411	467	494	391
Southern Illinois University Edwardsville	329	344	293	263
U of I at Chicago	376	390	339	378
U of I at Springfield	242	241	246	241
U of I at Urbana/Champaign	292	306	285	318
Grand Total	*3,583*	*3,825*	*3,681*	*3,271*
Average (including Illinois State)	*398*	*425*	*409*	*363*
Average (excluding Illinois State)	*398*	*425*	*409*	*363*

Fiscal Year Credit Hours per Staff Year

University	2008	2009	2010	2011
Chicago State University	349	298	199	415
Governors State University	450	281	442	306
Illinois State University	**N/A**	**N/A**	**N/A**	**N/A**
Northeastern Illinois University	400	430	500	529
Northern Illinois University	459	452	486	459
Southern Illinois University Carbondale	272	247	239	290
Southern Illinois University Edwardsville	427	438	468	515
U of I at Chicago	337	355	362	348
U of I at Springfield	547	625	657	755
U of I at Urbana/Champaign	375	301	437	410
Grand Total	*3,615*	*3,427*	*3,789*	*4,026*
Average (including Illinois State)	*402*	*381*	*421*	*447*
Average (excluding Illinois State)	*402*	*381*	*421*	*447*

Note: Figures for Illinois State University include students enrolled in the computer science program and its predecessor, the applied computer science program.

Review of the B.S. in Information Systems
11.0103

Context and overview. The B.S. in Information Systems program is housed in the School of Information Technology within the College of Applied Science and Technology. The school also offers a B.S. in Computer Science, B.S. in Network and Telecommunications Management, M.S. in Information Systems, minors in computer science and information systems, and courses in support of a multidisciplinary minor in cognitive science. The B.S. in Information Systems is designed for students seeking to study the intersection between technology, people, and organizations. Through both technical and "soft skill" courses, the program prepares students for careers in managing information systems in business and government. The program also prepares students for graduate study in information systems and business.

Self-study process. In conducting its self-study, School of Information Technology faculty reviewed and updated the school strategic plan and reviewed all courses in the three undergraduate majors, including information systems. The faculty updated the student learning outcomes assessment plan, and the school surveyed current students and alumni. Faculty also reviewed data from surveys of students and employers participating in the internship program. The program review coordinator then prepared the self-study report in collaboration with faculty members writing similar reviews for other programs in the school.

Program curriculum. The B.S. in Information Systems program has four sequences: information assurance and safety, integration of enterprise systems, systems development/analyst, and web application development. Each requires between 32 and 36 credit hours of information technology courses. The curriculum also requires 33 credit hours of supporting coursework in mathematics, statistics, communication, and organization. Students are required to complete six credit hours of professional practice, usually a paid internship completed before the final semester of coursework.

Non-traditional program delivery. The B.S. in Information Systems program is not offered at off-campus locations and cannot be completed in its entirety via distance education. Two courses required in all four sequences and three courses required in more than one sequence are offered online during the summer.

Program or unit faculty. Each of the seven tenure-line faculty members in the information systems program has a doctorate in information systems. Tenure-line faculty members typically teach nine credit hours per semester and are expected to present evidence of progress in scholarly productivity each year, which may include disciplinary or pedagogical research. Each full-time non-tenure track faculty member has a master's degree in information systems. Adjunct faculty members have significant experience related to the topics of their assigned courses and may also possess a master's degree. Faculty members have held leadership roles in hosting information systems conferences and have served as publication reviewers and editors. One information systems faculty member has received a Fulbright scholarship.

Program goals and quality measures. Information systems faculty has identified three program goals:
1) employment of graduates in an information systems-related field or acceptance into a graduate program;
2) involvement of graduates in professional development through continuing education, professional certifications, or participation in professional organizations; and 3) contributions of graduates as well-rounded members of society. Faculty has articulated the following program quality measures: 1) performance of students in competitions involving students from other universities, 2) the proportion of program graduates obtaining employment in the field, 3) average salaries of program graduates, 4) alumni satisfaction with the program, and
5) specialized accreditation by a national body.

Specialized accreditation. The B.S. in Information Systems program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) through September 2015. The next comprehensive review of the program is scheduled to occur in 2014-2015.

Student learning outcomes assessment plan. The assessment plan guides faculty in the assessment of 10 learning outcomes adopted by ABET for undergraduate information systems programs, primarily using direct measures of student learning. The assessment committee in the school reports assessment results and recommends actions to the school curriculum committee and director. In recent years adjustments to required courses have been made by the

program in response to assessment committee recommendations. The assessment plan is being revised to improve its effectiveness and to better align with ABET expectations.

Actions taken since the last program review including responses to prior recommendations. During the last eight years the School of Information Technology has successfully addressed recommendations resulting from the 2005-2006 review of the information systems program. The school reinstated its recruitment and retention committee, and its efforts have contributed to a 45 percent enrollment increase from fall 2005 to fall 2013. Faculty has been working with the Enrollment Management and Academic Services unit on campus to identify enrollment targets to guide future recruitment efforts. Faculty has implemented its student learning outcomes assessment plan, utilizing data gathered for several years to identify and implement program changes. In response to input from employers and program advisory board members, the introductory information technology course has been replaced with an information technology project management course. Faculty has also made several changes to elective courses. School faculty has significantly increased efforts to obtain external grants and contracts. Since the last program review, faculty members have submitted an average of 5.25 external grants per year, with nine grants awarded totaling $1,389,015. In an attempt to increase participation in the university Honors program, the school has provided training for faculty to raise their awareness of the program. Student participation in the Honors program continues to be low, however, due in part to the large percentage of external transfer students in the information systems program and the difficulty they face completing the number of semesters required to earn and maintain honors recognition. At the time of the 2005-2006 program review, the College of Business was establishing a business information systems major, leading to concerns whether the information systems program could maintain its distinctiveness. Enrollment in the information systems program and feedback from its students demonstrate that it has.

Major changes in the program or discipline since the last program review. Demand for information systems education nationwide declined significantly following the dot-com bubble burst during the early 2000s. In the past few years enrollment declines have begun to reverse, partly in response to increased societal need for computing professionals. However, there remains a perception among many high school counselors and prospective students that few jobs are available in the field despite significant evidence to the contrary. Projections indicate that the need for information systems graduates to fill positions as computer support specialists, computer systems analysts, database administrators, information security analysts, systems administrators, and web developers will continue to grow rapidly. Recent estimates by the United States Bureau of Labor project 30 percent growth in these fields nationwide between 2010 and 2020. The number of new computing jobs over the next several years is expected to significantly exceed the number of graduates with computing degrees both nationally and in Illinois. The information systems discipline undergoes almost constant change as new technology is developed and people find new ways to apply existing technology to business, education, manufacturing, and everyday life. The past eight years have seen explosive growth in mobile computing and social media. Protecting the security of information has become a paramount concern in the field. New skills are needed to work with the growing volume of data produced and utilized by businesses and organizations. These changes necessitate constant review and updating of courses and periodic adjustments to the program curriculum.

Major findings and recommendations resulting from the program review self-study. School faculty has concluded that the program is doing well overall, citing a growing student population and good job placement rates. Faculty has also identified several opportunities for program improvement. Revisions to the assessment plan need to be completed, and the revised plan then needs to be implemented. Through discussions of learning outcomes during the assessment plan revision process, program faculty has identified the need to add global aspects of information systems to the curriculum. Some students enter the program having little computing background. A course to ease their transition into computing could help students who might otherwise fail to progress in the program. Program faculty recommends continuing to seek mechanisms for increasing participation of students and faculty in the university Honors program.

Actions planned by the program as a result of the program review self-study. In response to its findings, faculty of the B.S. in Information Systems program plans the following initiatives for the next program review cycle: 1) complete revisions to the assessment plan and then implement the revised plan, 2) devise and implement a plan for encouraging students to join the university Honors program, 3) create a transition course for students entering the program with little computing background, and 4) infuse global issues into the curriculum as appropriate.

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

The Academic Planning Committee thanks the program for its critical and forward-looking self-study report. The committee recognizes the uniqueness of the program among Illinois public universities (one of only two such programs) and the role the program plays in preparing students for the growing number of information systems job openings in the state.

The committee commends the program for its efforts to prepare students for jobs in their field through a required paid internship or faculty-directed project, an annual information technology internship fair, and a student mentoring program involving program alumni, introduced in spring 2013. The committee also commends the program for extensive recruitment activities of its reestablished recruitment and retention committee, including faculty contacts with newly-admitted students. These efforts have contributed to a 45 percent increase in information systems program enrollment between 2005 and 2013.

The committee recognizes the numerous and varied co-curricular opportunities available to students through two registered student organizations, the AITP (Association for Information Technology Professionals) student chapter and the Information Assurance and Security Club (ISUSec), and through intercollegiate competitions that provide students opportunities to apply skills acquired through the program. The committee congratulates the information assurance and security sequence for its designation by the National Security Agency and Department of Homeland Security as a Center of Academic Excellence in Information Assurance Education.

The committee thanks faculty members for their ongoing commitment to the scholar-teacher model through their scholarship, through increased efforts to obtain external grants and contracts, which have resulted in nine grants totaling approximately $1.4 million between 2005 and 2013, and through professional service activities, such as leadership roles in co-hosting the 2013 conference of the Midwest Association for Information Systems.

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, 2021, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue multi-faceted efforts to recruit highly-qualified students, including, but not limited to, outreach to high school counselors and sponsorship of camps for middle and high school students, with an emphasis on improving gender diversity.
- Continue efforts to address gender diversity among faculty members as hiring opportunities arise.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and graduate studies.
- Complete revisions to the student learning outcomes assessment plan to more closely align the plan with standards of the Accreditation Board for Engineering and Technology (ABET) and to further integrate program and learning assessment; implement the revised plan; utilize assessment results to make program improvements; and document how this has been addressed.
- Regularly monitor and adjust the curriculum to ensure its currency and relevance in light of changes in information technology and student needs; curricular changes to consider include, but are not limited to, offering a transition course to help retain students who enter the program with minimal computing experience, incorporating global aspects of information technology into appropriate courses, removing content redundancies, and simplifying program requirements.
- Support ongoing efforts of the recruitment and retention committees in the school to sustain enrollment and graduation rate increases achieved during the prior program review cycle.

Comparative Data, B.S. in Information Systems (11.0103)

Fall Enrollment

University	2008	2009	2010	2011	2012
Governors State University					0
Illinois State University	**221**	**263**	**258**	**301**	**291**
Western Illinois University				18	37
Grand Total	*221*	*263*	*258*	*319*	*328*
Average (including Illinois State)	*221*	*263*	*258*	*160*	*109*
Average (excluding Illinois State)	*0*	*0*	*0*	*18*	*19*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Governors State University					0
Illinois State University	**49**	**38**	**50**	**52**	**56**
Western Illinois University				0	0
Grand Total	*49*	*38*	*50*	*52*	*56*
Average (including Illinois State)	*49*	*38*	*50*	*26*	*19*
Average (excluding Illinois State)	*0*	*0*	*0*	*0*	*0*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Governors State University				
Illinois State University	**432**	**447**	**454**	**417**
Western Illinois University				N/A
Grand Total	*432*	*447*	*454*	*417*
Average (including Illinois State)	*432*	*447*	*454*	*417*
Average (excluding Illinois State)	*0*	*0*	*0*	*0*

Fiscal Year Credit Hours per Staff Year

University	2008	2009	2010	2011
Governors State University				
Illinois State University	**370**	**363**	**361**	**402**
Western Illinois University				N/A
Grand Total	*370*	*363*	*361*	*402*
Average (including Illinois State)	*370*	*363*	*361*	*402*
Average (excluding Illinois State)	*0*	*0*	*0*	*0*

Review of the B.S. in Network and Telecommunications Management
11.0901

Context and overview. The B.S. in Network and Telecommunications Management (NTM) program is housed in the School of Information Technology within the College of Applied Science and Technology. The school also offers a B.S. in Computer Science, B.S. in Information Systems, M.S. in Information Systems, minors in computer science and information systems, and courses in support of a multidisciplinary minor in cognitive science. The NTM program is designed to provide students an in-depth technical understanding of computer networks and telecommunications systems and an appreciation of economic and public policy issues related to their design and development.

Self-study process. The self-study process spanned two years, during which School of Information Technology faculty reviewed and updated the school strategic plan and reviewed all courses in the three undergraduate majors, including the NTM program. Faculty created an assessment plan and reviewed data from surveys of alumni, current students, and employers. The program review coordinator then prepared the self-study report with feedback from program faculty.

Program curriculum. While many universities across the country teach networking technology, the NTM program at Illinois State is one of the few that focuses on network and telecommunications management. The curriculum has been modeled after several comparator programs and requires more courses taught outside the school than any other major in the school, reflecting strong emphasis in the industry on business, legal, and regulatory issues. The program requires 44 credit hours of information technology courses; 13 credit hours of legal, economic, and public policy courses; 11 credit hours of mathematics and statistics; 15 credit hours of coursework related to communications, small group processes, and organizational theory; and 3 credit hours of ethics. Students are also required to complete a paid internship before the final semester of coursework.

Non-traditional program delivery. The NTM program is not offered at off-campus locations and cannot be completed in its entirety via distance education. The prerequisite course (data communications) for all other NTM courses has been offered online every summer for the last six years, and the required practical telecommunications networking course has been offered online three times during the same time period. Several elective courses have also been offered online.

Program or unit faculty. Each of the four tenure-line faculty members most closely affiliated with the NTM program has a doctorate in networking, computer science, information systems, or a related field. Tenure-line faculty members typically teach nine credit hours per semester and are expected to present evidence of progress in scholarly productivity each year, which may include disciplinary or pedagogical research. Faculty members engage their students in research and grant writing when applicable. Most non-tenure track faculty members have a master's degree and have significant professional experience related to the content of their assigned courses. Faculty members have held leadership roles in hosting information systems conferences and have served as publication reviewers and editors. Faculty members are involved in the International Telecommunications Education and Research Association (ITERA), a consortium that promotes quality teaching and research in networking and telecommunication fields.

Program goals and quality measures. Goals of the NTM program are to prepare students to 1) engage in professional development and lifelong learning through continuing education, research and other means; 2) think independently and function and communicate effectively in team-oriented settings; and 3) apply general and discipline-specific concepts and methodologies to problem solving in the telecommunications discipline. The faculty has identified four quality measures for the program based on an analysis of comparator programs: 1) low student-to-faculty ratio; 2) strong industry partnerships; 3) participatory exercises in most courses, with laboratory facilities to support those exercises; and 4) curriculum breadth and depth.

Specialized accreditation. Specialized accreditation is not available for the NTM program.

Student learning outcomes assessment plan. NTM faculty finalized a student learning outcomes assessment plan in early 2013. Faculty will implement the plan during the next program review cycle.

Actions taken since the last program review including responses to prior recommendations. During the eight years since the last program review, the NTM curriculum has been reviewed and revised several times based on student and industry feedback and on faculty review of comparator programs. Curricular changes have primarily involved introduction of new technologies (most recently wireless technologies) and participatory exercises. Newly-hired faculty members have facilitated many of the hands-on components the program lacked at the time of the last program review. The School of Information Technology has also addressed recommendations resulting from the 2005-2006 program review. NTM faculty has developed an assessment plan and has begun to implement it. The school has significantly increased recruitment efforts through its revived recruitment and retention committee, with goals of increasing student enrollment and diversity. With school enrollment nearing the desired 650-700 range, the school is now working with the Enrollment Management and Academic Services unit on campus to establish enrollment targets for each of its programs including NTM. School faculty has significantly increased efforts to obtain external grants and contracts. In the last eight years faculty has submitted an average of 5.25 external grant applications per year. Nine grants have been awarded totaling $1,389,015. Concerns regarding availability of space in required courses have been addressed through curricular changes resulting in less reliance on courses offered by other campus units. The school is continually challenged to enroll its students in the university Honors program. As a follow-up to the self-study process, faculty met with the Honors program director to strategize ways to increase student participation in that program. The school also continues to monitor specialized accreditation opportunities. At this time, there are no specialized accreditation options applicable to the NTM program.

Major changes in the program or discipline since the last program review. As with all computer-related fields, the networking and telecommunications field changes constantly. More business communication occurs via the Internet, local networks, and voice, video, and data communications than it did eight years ago. Consumers demand ever-increasing volumes of data, and communications media continue to converge. Network design and management techniques continue to evolve to keep pace. Demand for networking and telecommunications professionals declined after the dot-com bubble burst in the early 2000s but not as much as with other computer-related fields. Telecommunications infrastructure in place at that time still required attention from maintenance and operations personnel. However, demand for expertise has shifted from maintenance to network design and is expected to increase in coming years. The United States Bureau of Labor Statistics projects a 28 percent increase in the number of graduates required to fill open positions in the field in the United States between 2010 and 2020. This growth rate is expected to outpace the growth rate for the broader computing profession. Because design, management, and maintenance of data and voice networks require physical proximity, it is unlikely that significant numbers of jobs in the field will be moved overseas. Despite these projections, there remains a perception among many high school counselors, parents, and prospective students that few jobs are available in the field. There is also widespread misunderstanding about the nature of the field, with many believing it is related to television, communications, or telephone systems maintenance.

Major findings and recommendations resulting from the program review self-study. As a result of this program review, NTM faculty has concluded that the program is performing well in many respects. With its focus on design and management, the program is well positioned to continue graduating students with skill sets needed by employers in the field. NTM faculty has also identified a few areas needing attention. Some of them have been addressed during the self-study process, while others will be addressed in the coming years. Based on a comprehensive course review as well as feedback from students, alumni, and program advisory board members, NTM faculty has identified gaps and overlap in the curriculum and has revised the curriculum and course content accordingly. The school has changed the program name (from Telecommunications Management) to better communicate the purpose and content of the program to high school counselors and prospective students and their parents. The school will continue to work with Enrollment Management and Academic Services to establish enrollment targets and to recruit and retain students to achieve those targets. The program review has also identified time-to-degree as an issue to be further investigated. Ongoing review and revision of the program will be needed during the next program review cycle to keep pace with changes in the field and increased demand for program graduates. A student learning outcomes assessment plan is now in place to guide those efforts.

Actions planned by the program as a result of the program review self-study. In response to the findings of this self-study, faculty plans to complete the following initiatives during the next program review cycle: 1) implement the new student learning outcomes assessment plan and regularly utilize assessment results to identify the need for program changes, 2) continue review of courses and overall curriculum, guided by the program advisory board,

3) seek accreditation for the program if that option becomes available, 4) develop new laboratory spaces for NTM courses, 5) continue efforts to recruit highly-qualified students, and 6) investigate why students, once enrolled, often take more than four years to complete the degree.

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

The Academic Planning Committee commends program faculty members for their critical and forward-looking self-study report. The committee recognizes the uniqueness of the program among Illinois public universities and encourages program faculty to continue building a program that leads in preparing students for the growing number of network and telecommunications job openings in the state and nation.

The committee commends program faculty for its efforts to update the program curriculum by incorporating new and emerging technologies and hands-on exercises. The committee recognizes the program for its work with and responsiveness to its Telecommunications Advisory Board and commends program efforts to prepare students for jobs through a required paid internship, an annual information technology internship fair, and a new student mentoring program involving program alumni.

The committee recognizes the numerous and varied co-curricular opportunities available to students through two registered student organizations, the AITP (Association for Information Technology Professionals) student chapter and the Information Assurance and Security Club (ISUSec), and through intercollegiate competitions that provide students opportunities to apply skills acquired through the program. The committee congratulates network and telecommunications management students for advancing to the finals of the National Student Case Competition sponsored by the International Telecommunications Education and Research Association (ITERA).

The committee commends program faculty members for their ongoing commitment to the scholar-teacher model through their scholarship, increased efforts to obtain external grants and contracts, and professional service activities. Between 2005 and 2013 program faculty received nine grants totaling $1.4 million. Faculty members have held leadership roles in the 2013 conference of the Midwest Association for Information Systems and the 2010 Institute of Electrical and Electronics Engineers International Conference on Electro/Information Technology.

With recent adoption by program faculty of a revised assessment plan, the program is now equipped for ongoing monitoring and improvement of student learning outcomes. The Academic Planning Committee asks that the program implement its new plan by collecting and analyzing assessment data and then by utilizing those to identify and implement further program improvements. The committee asks the School of Information Technology to document actions taken and results of its assessment efforts in a follow-up report submitted to the Provost's Office by October 1, 2016.

The committee asks the School of Information Technology to address two concerns related to student outcomes. Regarding native students completing the program, the percentage taking more than four years to graduate has exceeded the average for all undergraduate programs at the University during three of the last five fiscal years (2008-2009 through 2012-2013). Regarding transfer students completing the program, the average number of credit hours earned has exceeded the average number of credit hours earned by graduating transfer students for all undergraduate programs at the University during each of the last five fiscal years (2008-2009 through 2012-2013).

Accordingly, the committee asks the School of Information Technology to submit a follow-up report to the Office of the Provost by October 1, 2014, that analyzes time-to-degree and obstacles to timely program completion for both native and transfer students. The committee asks the school to identify specific actions the program will take to more consistently graduate native students within four years at or above university-wide rates. The committee also asks the school to identify specific actions the program will take to decrease the average number of credit hours earned by graduating transfer students to levels at or below the university-wide average for all programs. In a subsequent follow-up report, due October 1, 2017, the committee asks the school to report actions taken, outcomes of those actions, and further actions to be taken by the school and program based on those outcomes.

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, 2021, 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.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and graduate studies.
- Coordinating efforts with the Enrollment Management and Academic Services unit on campus, establish enrollment targets consistent with program resources, prospective student demand, and employment opportunities for program graduates; then, working with the school recruitment committee, develop and implement a plan to market the program, incorporating efforts to improve gender diversity among students.
- Continue efforts to address gender diversity among faculty members as hiring opportunities arise.

Comparative Data,
B.S. in Network and Telecommunications Management (11.0901)

Fall Enrollment

University	2008	2009	2010	2011	2012
Illinois State University	**91**	**83**	**79**	**83**	**85**
Western Illinois University	31	31	34	30	34
Grand Total	*122*	*114*	*113*	*113*	*119*
Average (including Illinois State)	*61*	*57*	*57*	*57*	*60*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Illinois State University	**25**	**24**	**21**	**19**	**15**
Western Illinois University	1	11	8	9	6
Grand Total	*26*	*35*	*29*	*28*	*21*
Average (including Illinois State)	*13*	*18*	*15*	*14*	*11*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Illinois State University	**N/A**	**N/A**	**N/A**	**N/A**
Western Illinois University	N/A	N/A	N/A	N/A
Grand Total	*0*	*0*	*0*	*0*
Average (including Illinois State)				

Fiscal Year Credit Hours per Staff Year

University	2008	2009	2010	2011
Illinois State University	**N/A**	**N/A**	**N/A**	**N/A**
Western Illinois University	N/A	N/A	N/A	N/A
Grand Total	*0*	*0*	*0*	*0*
Average (including Illinois State)				

Review of the M.S. in Information Systems
11.0103

Context and overview. The M.S. in Information Systems program is housed in the School of Information Technology within the College of Applied Science and Technology. The school also offers a B.S. in Computer Science, B.S. in Information Systems, B.S. in Network and Telecommunications Management, minors in computer science and information systems, and courses in support of a multidisciplinary minor in cognitive science. The M.S. in Information Systems program is intended to provide students with knowledge and skills needed to succeed in the field upon graduation and the depth of understanding necessary to learn new technologies as they emerge. The program attracts students from Illinois and around the world, including industry practitioners seeking career advancement, baccalaureate program graduates desiring to expand their computing knowledge and skills, and individuals seeking a career change. The program is strengthened by its presence in an academic unit with three undergraduate degree programs related to information technology because faculty in the school have a greater depth and breadth of knowledge than is typical of information systems graduate programs. The M.S. in Information Systems is the only program of its kind among public universities in Illinois.

Self-study process. The self-study process spanned two years, during which School of Information Technology faculty members reviewed and updated the school strategic plan and conducted a review of all courses, including those in the graduate program. The school conducted a survey of current students and alumni and reviewed results of surveys of student participants and employers in the internship program. The program review coordinator prepared the self-study report with feedback from information systems graduate faculty members.

Program curriculum. Students choose one of four sequences: geographic information systems, Internet application development, network and security management, and systems development. Within each sequence students may choose to complete 30 credit hours of coursework plus six credit hours for a thesis, 33 credit hours of coursework plus six credit hours for a project, or 39 credit hours of coursework (no thesis or project). To ensure a common background, all students are required to take 12 credit hours in technology, 6 credit hours in management, and a research methodology course. The curriculum follows the *Master of Science in Information Systems (MSIS) 2006 Model Curriculum and Guidelines*, considered the national standard for graduate information systems programs.

Non-traditional program delivery. The M.S. in Information Systems is not offered at off-campus locations and cannot be completed in its entirety via distance education. Three elective courses have been offered online.

Program or unit faculty. Each of the ten tenure-line faculty members teaching graduate-level information systems courses has a doctorate in information systems or a related field. Faculty members engage their students in their research projects and grant writing when applicable. Instruction by tenure-line faculty members is supplemented by instruction delivered by part-time, non-tenure track faculty members, each of whom holds a master's degree in information systems and has significant experience in the field. Faculty members have held leadership roles in hosting information systems conferences and have served as publication reviewers and editors. One information systems faculty member has received a Fulbright scholarship.

Program goals and quality measures. Based on the *MSIS 2006 Model Curriculum and Guidelines*, the M.S. in Information Systems program is designed to equip graduates with the following skills, knowledge, and values: core information systems technology and management knowledge; integration of information systems and business foundations; a broad business and real-world perspective; communication, interpersonal, and team skills; analytical and critical thinking skills; and skills unique to the information systems field. Program faculty has adopted four measures to evaluate program quality: 1) student-to-faculty ratio as an indicator of the degree to which students and faculty interact, 2) admission standards as an indicator of student quality, 3) scholarly accomplishments as an indicator of faculty quality, and 4) curriculum and course offerings as an indicator of alignment with *MSIS 2006* standards.

Specialized accreditation. Specialized accreditation is not available for the M.S. in Information Systems program at this time.

Student learning outcomes assessment plan. Through the self-study process, faculty has finalized a student learning outcomes assessment plan for the M.S. in Information Systems program. The school director has appointed an assistant director whose primary responsibility is implementation of the new assessment plan as well as assessment plans for the other programs in the school.

Actions taken since the last program review including responses to prior recommendations. Since the last program review in 2005-2006, the graduate advisory council in the School of Information Technology has completed a thorough review of all courses in the graduate curriculum in connection with realignment of the program from the previous standard curriculum to the *MSIS 2006* standards. A student learning outcomes assessment plan aligned with the *MSIS 2006* standards and with assessment plans used in the undergraduate programs in the school has also been developed and will be implemented during the next program review cycle. The 2005-2006 program review outcome encouraged faculty to seek grants and contracts to enhance support for the program and for graduate assistantships. Prior to the 2005-2006 review, faculty has submitted just over one external grant application on average per year. Since then, the average has increased to 5.25 applications. Nine grants totaling $1,389,015 have been received since the last review, some including funds for graduate assistantships.

Major changes in the program or discipline since the last program review. The information systems field undergoes almost constant change as new technology is developed and people find new ways to apply existing technology to business, education, manufacturing, and everyday life. Explosive growth has occurred since the 2005-2006 program review in mobile computing and social media. Web application development has become a business necessity, as companies must be available at any time and any place to remain competitive. This environment of constant change necessitates regular review and updating of curriculum and courses. Demand for information systems professionals nationwide declined substantially following the dot-com bubble burst in the early 2000s. Since then, job openings in the field have steadily increased. Employment projections indicate that the need for advanced software developers, analysts, and project managers will continue to grow. The United States Bureau of Labor projects a 30 percent growth in software development jobs in the United States from 2010 to 2020. The number of new jobs in the field is expected to significantly exceed the number of students graduating with information technology degrees, both in Illinois and nationally.

Major findings and recommendations resulting from the program review self-study. As a result of this program review, faculty of the M.S. in Information Systems program has concluded that the program is performing well in terms of enrollment and degrees conferred. Enrollment has increased in response to demand for graduates and expanded recruitment efforts, peaking in 2009 at 100 students. Since then, enrollment in the program has stabilized around 80 students. Through alignment of the curriculum with the *MSIS 2006* standards, the program is well positioned to continue graduating student with skill sets sought by employers in the field. Incorporation of the *MSIS 2006* standards also positions the program to qualify for specialized accreditation if and when that becomes an option. Regular review of the curriculum will continue during the next program review cycle to ensure that the program remains relevant and responsive to employer needs.

Actions planned by the program as a result of the program review self-study. During the next program review cycle, faculty of the M.S. in Information Systems program will work to incorporate assessment into the school routine through implementation of the new student learning outcomes assessment plan. This effort will be coordinated by the assessment committee and graduate advisory council. Assessment initiatives will include obtaining and utilizing meaningful feedback from students, advisory boards, and alumni; documenting graduate student publications and presentations; tracking internship participation; seeking feedback from employers regarding the curriculum and performance of interns and program graduates; and analyzing time-to-degree to identify and address obstacles to timely graduation. The graduate advisory council will also review the three program options (thesis, project, and coursework) to determine if each meets program quality expectations and will present its findings to the school curriculum committee. A comprehensive review of the curriculum may be necessary during the next program review cycle if the *MSIS 2006* standards change. Regardless, program faculty will periodically revisit the question whether to modify the curriculum to align with *MSIS 2006* Level 2 rather than Level 1 as it is currently. Level 2 adds sophistication and depth to the technology courses and provides a greater emphasis on the information technology enterprise, infrastructure, and emerging technologies. A change to Level 2 would require course revisions and additional instructional capacity.

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

The Academic Planning Committee appreciates the critical and forward-looking self-study report, including the insightful analysis of aspirational programs. The committee recognizes the program as the only one of its kind among Illinois public universities and encourages program faculty to continue building a program that leads in preparing students for the growing number of information systems job openings in the state and nation requiring a graduate degree.

The committee commends program faculty for ongoing efforts to review and modify courses and sequences to maintain currency and to provide students more flexibility and opportunities. The committee recognizes faculty members for their work with the Center for Teaching, Learning, and Technology on campus to improve the quality of their teaching through peer observation and feedback, mid-semester student chats with external teaching evaluators, and group assignment development. The committee also recognizes faculty members for their exploration of online course development and for efforts to diversify both the student body and faculty.

The committee commends program faculty members for their ongoing commitment to the scholar-teacher model through their scholarship, increased efforts to obtain external grants and contracts, which have resulted in nine grants totaling $1.4 million between 2005 and 2013, and professional service activities, such as leadership roles in co-hosting the 2013 conference of the Midwest Association for Information Systems.

With recent adoption by program faculty of an assessment plan, the program is now equipped for ongoing monitoring and improvement of student learning outcomes. The Academic Planning Committee asks that the program implement its new plan by collecting and analyzing assessment data and then utilizing them to identify and implement further program improvements. The committee asks the school to document actions taken and results of its assessment efforts in a follow-up report submitted to the Provost's Office by October 1, 2016.

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, 2021, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue to improve and implement the student learning outcomes assessment plan to identify and implement improvements needed to maintain currency and relevancy of the program and document how this has been addressed.
- Explore development of non-traditional program delivery, such as online courses, to expand the number and diversity of students.
- Explore establishment of international partnerships and exchange programs that would provide students with international exposure and experiences.
- Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and additional education.
- Continue efforts to address gender diversity among faculty members as hiring opportunities arise.
- Explore expansion of co-curricular opportunities in the school to include programs and activities intended especially for graduate students to provide them unique opportunities to network with colleagues and prospective employers.
- Explore additional opportunities for students to participate in faculty research, internships, and client-based projects, and encourage communication by students of their research, creative works, and professional experiences through publications and through presentations at the University Research Symposium on campus and other appropriate venues.

Comparative Data, M.S. in Information Systems (11.0103)

Fall Enrollment

University	2008	2009	2010	2011	2012
Illinois State University	**90**	**98**	**84**	**73**	**78**
Grand Total	*90*	*98*	*84*	*73*	*78*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Illinois State University	**26**	**31**	**34**	**40**	**20**
Grand Total	*26*	*31*	*34*	*40*	*20*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Illinois State University	**645**	**616**	**571**	**658**
Grand Total	*645*	*616*	*571*	*658*

Fiscal Year Credit Hours per Staff Year

University	2008	2009	2010	2011
Illinois State University	**283**	**312**	**334**	**284**
Grand Total	*283*	*312*	*334*	*284*

Note: The count of fiscal 2012 degrees includes a degree conferred to student graduating from the former computer science graduate program

Review of the B.A. in French
16.0901

Context and overview. The B.A. in French program is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. In addition to the French major and a French minor, the department offers a B.A. in German; B.A. in Spanish; M.A. in Languages, Literatures, and Cultures; minors in Classical Studies, East Asian Studies, German, Italian Studies, and Spanish; and courses in support of several multidisciplinary minors. The B.A. in French program is designed to help students develop competency in speaking, writing, listening, and reading the French language and to develop knowledge of the cultures of the French-speaking world and their global context. About half of program graduates become French teachers. Other graduates enter careers as translators or interpreters for business, government, or media.

Self-study process. The self-study process involved feedback from students, faculty, and alumni. Program faculty consulted the library subject specialist and staff from University Assessment Services and Alumni Relations. Faculty reviewed documents related to the 2011 accreditation review conducted by the National Council for Accreditation of Teacher Education (NCATE). The French program coordinator facilitated the review and authored the self-study report.

Program curriculum. The B.A. in French program requires between 35 and 49 credit hours of French coursework depending on the French proficiency level at which the student begins the program and whether the student enrolls in the teacher education sequence or the non-teacher education sequence. The curriculum follows the French and Francophone studies model, allowing students to take a range of courses related to the literatures, cultures, and history of the French-speaking world and courses related to French language, linguistics, and composition. Study abroad options and cocurricular activities provide opportunities for students to practice their language skills, and a semester of supervised student teaching provides teacher education students opportunities to practice language and pedagogy. In the breadth and depth of its course offerings and study-abroad opportunities, the program measures favorably with comparator institutions and models of good practice established by the Association of Departments of Foreign Languages (ADFL). In addition to supporting French majors and minors, the program provides coursework for students from other academic programs seeking to fulfill foreign language or general education requirements.

Non-traditional program delivery. Students enrolled in the French major are strongly encouraged to study abroad. Faculty has worked with the Office of International Studies and Programs on campus to establish study abroad programs in Grenoble and Angers (both in France) and in Quebec City, Canada. French study abroad programs range from four weeks to an entire academic year. Aside from study abroad, the program is not offered at off-campus locations. The program also does not offer courses via distance education.

Program or unit faculty. As of fall 2013, the program had four tenure-line faculty members and one full-time and one part-time non-tenure track faculty member. Tenure-line faculty members typically teach five courses per year, however in recent years some have taught more due to faculty retirement, resignation, or medical leave. Despite the additional teaching load, program faculty has remained productive in scholarship. Since January 2005, tenure-line faculty has collectively published seven books, translations, critical editions, or edited volumes; published 37 peer-reviewed journal articles or book chapters; and given 47 scholarly presentations. French faculty members have served on executive boards and key committees of professional societies, delivered keynote addresses at conferences and invited lectures at numerous institutions, and received fellowships, grants, and awards.

Program goals and quality measures. The B.A. in French program seeks to develop competency in speaking, writing, listening, and reading the French language; foster knowledge of French cultures and their global context; develop competency in critical thinking, particularly from a cross-national perspective; impart knowledge of French and Francophone literatures and cultures in their socio-historical contexts; and develop an understanding of the structure of the French language and a sense of its history. For students in the teacher education sequence, the program, in addition to the above goals, seeks to impart knowledge of current theories, methods, and issues in foreign-language education; develop critical thinking about them; and provide for their practical application in classes, clinical experiences, and student teaching. Quality indicators used by French faculty to evaluate the program include breadth and depth of course offerings, faculty credentials and scholarship, study abroad opportunities, appropriateness and effectiveness of texts and readings, extent to which the program prepares teacher education

students for oral proficiency and state content examinations, class size, admission standards, and the extent to which student learning objectives are met.

Specialized accreditation. The French teacher education sequence is part of the teacher education unit at Illinois State University accredited by NCATE. The unit was last reviewed and accredited in 2012. The next accreditation review of the unit is scheduled for spring 2019. The French teacher education sequence is approved by the American Council on the Teaching of Foreign Languages (ACTFL), a specialized professional association affiliated with NCATE. The last ACTFL review occurred prior to the NCATE accreditation visit. ACTFL reviewers expressed satisfaction with all aspects of the program and did not request any follow-up reports. The teacher education sequence is also subject to annual review and approval by the Illinois State Board of Education. There is no specialized accreditation for the non-teacher education sequence in the French program.

Student learning outcomes assessment plan. The assessment plan adopted by French program faculty is well developed and uses multiple means to gauge student progress toward meeting learning objectives. Faculty uses curriculum mapping to assess coherence of the curriculum and the extent to which each course addresses learning objectives. Progress of individual students toward achieving learning goals is evaluated using assessment sheets developed by faculty especially for the program. Data from the individual assessment sheets are aggregated and statistically analyzed to identify broad patterns as well as obstacles to student learning. Several tools in addition to course assignments are used by faculty to evaluate student performance. These include the Oral Proficiency Interview and the state-mandated teacher certification examinations required of all student teacher candidates and a similar oral proficiency examination administered to non-teacher education students. Assessment results have been used by faculty to modify program requirements and individual courses, such as recent course content changes intended to improve writing and oral proficiency skills.

Actions taken since the last program review including responses to prior recommendations. In response to recommendations resulting from the 2005-2006 program review, faculty of the B.A. in French program has completed numerous initiatives. Faculty has developed a student learning outcomes assessment plan and has implemented it to guide curricular and course changes. Faculty has examined enrollment trends to determine optimum enrollments at the different levels of study and has expanded student recruitment efforts accordingly. With a goal of sustaining a quality program, faculty has periodically reviewed and reconfigured the curriculum to better balance curricular offerings, student demand, and faculty resources. Program faculty has also increased the number and success of external grant applications, stiven to recruit a more diverse faculty, and developed more effective ways to track alumni.

Major changes in the program or discipline since the last program review. French is one of the three most studied languages in colleges and universities in the United States. Enrollments in French programs at the postsecondary level continue to hold steady or show modest gains. A 2010 survey conducted by the Modern Language Association found that postsecondary French enrollment increased 4.8 percent between 2006 and 2009. French and francophone studies constantly evolve in response to changing demographics and technological advances. It is a basic tenet of the discipline that cultures shape language and language shapes cultures. As cultures evolve and communication methods change, the ways in which language is understood and used must be re-evaluated. French programs across the nation are moving toward a more integrated understanding of language, literature, and culture. The Department of Languages, Literatures, and Cultures is committed to fostering this integration through the content and delivery of its curriculum. Following national trends, the B.A. in French program has changed from emphasizing literature to providing a balanced curriculum with more offerings in culture, linguistics, pedagogy, and professional practice. The program has also kept pace with a discipline-wide emphasis on communicative proficiency.

Major findings and recommendations resulting from the program review self-study. Enrollment in the B.A. in French program at Illinois State has remained steady during the last five years, averaging 26 first majors, 10 second majors, and 44 minors. The demographic profile of French majors has remained largely unchanged during this period. Approximately half of the student body is enrolled in the teacher education sequence. The average ACT score of incoming native students is typically higher than the average for all undergraduate programs at Illinois State. The French program continues to make contributions to students enrolled in other programs as well, through courses intended to fulfill foreign language or general education requirements. Enrollments in 100- and 200-level courses have increased modestly. Evaluation of senior French majors suggests that the present curriculum,

graduation requirements, and balance of course offerings have been effective in developing satisfactory speaking, writing, listening, and reading skills for most students, with the majority of seniors demonstrating oral proficiency at an advanced low or intermediate high level. In most need of improvement are speaking and writing proficiencies of non-teaching majors, who tend to lag behind teacher education majors with regard to those skills.

Actions planned by the program as a result of the program review self-study. Based on this self-study, faculty of the B.A. in French program has identified the following initiatives for the coming program review cycle: 1) modify the curriculum when needed to meet student learning needs and to ensure healthy enrollments; 2) expand the availability of French tutoring; 3) improve speaking and listening skills of teacher education majors so they are better prepared for the Oral Proficiency Interview; 4) implement strategies for maintaining language proficiency of students at the 300 level, with particular attention to speaking and writing skills of non-teacher education majors; 5) promote increased participation in study-abroad programs, the Honors program, and cocurricular activities; 6) add courses in linguistics and film for better curricular balance with literature and culture; 7) increase student involvement in service learning and community outreach projects such as those serving local Congolese immigrants; and 8) continue efforts to increase the number of faculty members from underrepresented groups.

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

The Academic Planning Committee commends program faculty members for their thoughtful, thorough, and forward-looking self-study report, including assessment of the minor and an insightful analysis of French programs at comparator and aspirational institutions. The committee acknowledges the program for its responsiveness to recommendations resulting from the 2005-2006 program review and for its thorough description of actions taken and results achieved.

The committee commends program faculty for a well-developed student learning outcomes assessment plan, ongoing monitoring of the plan to ensure its effectiveness, and utilization of assessment results to make program improvements. The committee cites as exemplary the manner in which oral proficiency of both teacher-education and non-teacher education students is assessed and curricular changes made by program faculty to improve student ratings on the proficiency examinations. The committee also commends the program for its numerous study abroad options and its study abroad scholarships; the numerous co-curricular opportunities available to students in the French program, including le Cercle Francais, Pi Delta Phi, International House, and the French film series; and for its continuing collaboration with Milner Library to significantly expand degree-specific integration of library resources, instruction in higher-level research skills, and services.

The committee recognizes program faculty members for their continuing dedication to and productivity in teaching, research, and service during the last eight years, a period of faculty retirements, resignations, and personal leave.

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, 2021, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Building on recruitment and retention successes during the last eight years, continue efforts to increase program enrollment beyond current levels.
- Continue to monitor and adjust the curriculum to meet student needs; curricular changes to consider include, but are not limited to, creation of an additional 300-level linguistics course and changes in course content and pedagogy to improve speaking and listening skills of teacher-education majors and speaking and writing skills of non-teacher-education majors.
- Promote increased participation in the Honors program, study abroad programs, and co-curricular activities relevant to French and Francophone studies, including community service opportunities.
- Explore opportunities for collaboration with the College of Business to provide students opportunities to study and to be credentialed in business French.
- Develop and implement a plan to recruit for gender diversity in the student population.

Comparative Data, B.A. in French (16.0901)

Fall Enrollment

University	2008	2009	2010	2011	2012
Illinois State University	**36**	**28**	**31**	**26**	**25**
Northeastern Illinois University	14	16	16	16	11
Northern Illinois University	27	36	37	33	28
Southern Illinois University Carbondale	10	7	7	2	5
U of I at Chicago	17	22	22	19	27
U of I at Urbana/Champaign	61	50	48	50	38
Western Illinois University	3	5	12	8	4
Grand Total	*168*	*164*	*173*	*154*	*138*
Average (including Illinois State)	*24*	*23*	*25*	*22*	*20*
Average (excluding Illinois State)	*22*	*23*	*24*	*21*	*19*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Illinois State University	**2**	**6**	**8**	**9**	**5**
Northeastern Illinois University	1	5	3	2	3
Northern Illinois University	11	6	7	7	4
Southern Illinois University Carbondale	0	4	3	4	1
U of I at Chicago	11	6	6	6	12
U of I at Urbana/Champaign	17	9	20	13	16
Western Illinois University	4	0	0	1	2
Grand Total	*46*	*36*	*47*	*42*	*43*
Average (including Illinois State)	*7*	*5*	*7*	*6*	*6*
Average (excluding Illinois State)	*7*	*5*	*7*	*6*	*6*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Illinois State University	**211**	**224**	**249**	**228**
Northeastern Illinois University	241	308	283	268
Northern Illinois University	173	181	168	180
Southern Illinois University Carbondale	189	184	194	183
U of I at Chicago	164	164	149	148
U of I at Urbana/Champaign	156	162	167	177
Western Illinois University	233	252	283	257
Grand Total	*1,366*	*1,474*	*1,493*	*1,442*
Average (including Illinois State)	*195*	*211*	*213*	*206*
Average (excluding Illinois State)	*192*	*208*	*207*	*202*

Fiscal Year Credit Hours per Staff Year

University	2008	2009	2010	2011
Illinois State University	**459**	**467**	**420**	**430**
Northeastern Illinois University	381	426	471	435
Northern Illinois University	576	565	479	451
Southern Illinois University Carbondale	507	535	521	535
U of I at Chicago	491	487	527	530
U of I at Urbana/Champaign	480	403	515	568
Western Illinois University	289	577	394	635
Grand Total	*3,183*	*3,460*	*3,326*	*3,585*
Average (including Illinois State)	*455*	*494*	*475*	*512*
Average (excluding Illinois State)	*454*	*499*	*484*	*526*

Review of the B.A. in German
16.0501

Context and overview. The B.A. in German program is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. In addition to the German major and a German minor, the department offers a B.A. in French; B.A. in Spanish; M.A. in Languages, Literatures, and Cultures; minors in Classical Studies, East Asian Studies, French, Italian Studies, and Spanish; and courses in support of several multidisciplinary minors. The B.A. in German program is designed to help students achieve immediate entry into the workforce, teacher certification, or acceptance into a graduate program by helping them develop advanced proficiency and knowledge of the German language, literature, and culture. The program offers extensive opportunities for personal contact with faculty as well as international experiences through study abroad.

Self-study process. The self-study process involved careful monitoring of program enrollment, course offerings, student retention, learning outcomes, and graduation rates and solicitation of input from students, alumni, instructors, and administrators. The review process has produced results in recruitment, curricular realignment, and instruction. The self-study process has also yielded a vision for the program with concrete plans to achieve it.

Program curriculum. The B.A. in German program requires between 35 and 49 credit hours of German coursework depending on the German proficiency level at which the student begins the program and whether the student enrolls in the teacher education sequence or the non-teacher education sequence. The curricula for the two sequences overlap substantially and include courses in the language, literatures, and cultures of German-speaking countries. The teacher education sequence also emphasizes theories and methods of language instruction, culminating in a semester of supervised student teaching. The teacher education curriculum aligns with national standards adopted by the American Council on the Teaching of Foreign Languages (ACTFL) and the American Association of Teachers of German. Courses in the program also serve students in other academic programs seeking to fulfill foreign language or general education requirements.

Non-traditional program delivery. Since the last program review in 2005-2006, more than 40 students have studied overseas at the University of Bonn or the University of Paderborn in Germany. Aside from study abroad, the program is not offered at off-campus locations. Various formats for online courses have been investigated and tested by program faculty in recent years however courses are now offered only through face-to-face instruction in response to student feedback.

Program or unit faculty. The B.A. in German program has three tenured faculty members, each with a doctoral degree and extensive experience in teaching and scholarship. One faculty member has been honored as a Distinguished Teacher in the Humanities, and two have received the Outstanding College Researcher award. The faculty members have been invited to lecture at other universities in the United States and Europe and have held leadership roles in the German Studies Association, Northeast Modern Language Association, International Sixteenth-Century Society, and International Society for Science, Technology, and Society. The program has had one graduate teaching assistant but no non-tenure track or adjunct faculty.

Program goals and quality measures. Students in the program acquire skills in and understanding of German language, literature, culture, and pedagogy in order to be knowledgeable, responsible citizens and to succeed in the careers of their choice. Program faculty has selected 10 indices to measure program quality: student-to-faculty ratio for first majors, number of second majors, growth and health of the program, number of graduates who enroll in graduate programs or become teachers, faculty contributions to general education, scholarly accomplishments of faculty, uniqueness of curriculum, adoption of best teaching practices, cocurricular activities, and teaching development programs.

Specialized accreditation. The German teacher education sequence is part of the teacher education unit at Illinois State University accredited by the National Council for Accreditation of Teacher Education (NCATE). The unit was last reviewed and accredited in 2012, with the next accreditation review scheduled for spring 2019. The teacher education sequence is also approved by ACTFL, a specialized professional association affiliated with NCATE, and is subject to annual review and approval by the Illinois State Board of Education. Although accreditation and approvals relate only to the German teacher education sequence, they are also indicators of quality for the program in general because curricula for the teacher education and non-teacher education sequences overlap in most respects.

Student learning outcomes assessment plan. German program faculty has adopted assessment tools that correlate with those adopted by the French and Spanish programs to provide continuity within the department. The student learning outcomes assessment plan for the B.A. in German program assesses four language skills, three additional areas of knowledge and competence, and another for pedagogy (for students in the teacher education sequence) at 12 skill levels. Teacher education students must also pass the Oral Proficiency Interview at or above the advanced low level to qualify for student teaching. To promote student achievement relative to the program learning objectives, each course uses an assessment instrument and curriculum maps. Assessment results have been used by program faculty to improve the curricula, specific course content, and instructional methods.

Actions taken since the last program review including responses to prior recommendations. The 2005-2006 program review outcome cited the B.A. in German program for its high quality but recommended deliberation by department faculty regarding program viability and sustainability given its low enrollment. In response, German program faculty led an extensive department effort to restructure the program and revise program requirements. Changes implemented include increased involvement of German faculty in courses at the lowest levels, development of double-tier courses that combine 200- and 300-level required courses, fast-tracking students through the program by placing qualified students into two courses of different levels at the same time, consolidation and reduction of courses offered each semester, acceptance of credit hours from German-related courses outside the department, and continuation and refinement of recruitment strategies including introduction of a new scholarship.

Major changes in the program or discipline since the last program review. German remains one of the most important languages in the world. German is the most commonly spoken native language in the European Union and is the language associated with the fourth highest gross domestic product in the world (United Nations, 2012). In the United States, Spanish has grown in popularity among college students during the past 30 years while enrollments in German programs have declined. However, according to a 2010 Modern Language Association report, enrollments in German at universities across the nation have increased since 1998, by 2.3 percent between 1998 and 2002, 3.5 percent between 2002 and 2006, and 2.2 percent between 2006 and 2009. At many universities across the United States the emphasis of German programs has shifted to accommodate cultural, economic, and social changes. Many programs now offer multi- or interdisciplinary majors such as German Studies, which incorporate courses from disciplines other than language. Some universities have transitioned their German language program to a European Studies major, which also draws from multiple disciplines. Other institutions have shifted from a major in German to a major in foreign languages with a concentration in German or to a major that combines German with international business or trade.

Major findings and recommendations resulting from the program review self-study. Implementation of the plan developed by program and department faculty in response to the 2005-2006 program review has led to increases in enrollment and the number of degrees conferred and has significantly enhanced program viability and sustainability. The number of first majors in the program has doubled since the last review. Counting first and second majors, enrollment in the program has tripled. Curricular changes, including consolidation and reduction of courses, have resulted in a program with a clearer focus without sacrificing program quality. Further changes intended to broaden the scope and appeal of the program are recommended by program faculty.

Actions planned by the program as a result of the program review self-study. Building on successes achieved during the past eight years, faculty of the B.A. in German program plans to pursue the following initiatives during the next program review cycle: 1) improve instruction and student performance at the second-year level; 2) fully establish a German learning community through curricular and cocurricular activities; 3) finalize an exchange agreement with the University of Paderborn; 4) improve student learning outcomes assessment by incorporating feedback from majors (through the use of entry and exit interviews), alumni, and employers; 5) increase conversation opportunities for students enrolled in intermediate German composition; 6) teach the German culture and civilization course in English to benefit both program majors and students taking the course for general education credit; 7) convert the current traditional major into a broader German Studies major; and, thereafter, 8) transition the German Studies major into a yet broader European Studies major.

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

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

The committee recognizes and commends the program for its responsiveness to recommendations resulting from the 2005-2006 program review. The committee particularly commends curricular changes that have resulted in a more sustainable program and student recruitment efforts that have resulted in doubling program enrollment during the review period.

The committee commends the program for its well-developed assessment plan that incorporates curriculum maps and assessment tools consistent with those used by other undergraduate programs in the department. Program faculty has effectively utilized assessment results to design and implement program improvements. The committee urges the program to continue this practice.

The committee recognizes student scholarship opportunities provided by the program and the numerous experiential co-curricular opportunities such as conversation and social hours, tutorial sessions, film nights, lectures, and special events. The committee commends program faculty members for their contributions to the discipline at the national and international levels through their numerous scholarly accomplishments during the program review period.

Building on efforts to sustain and broaden the program, faculty has discussed converting the B.A. in German program to a German Studies program and ultimately to a European Studies major. The committee asks program faculty to investigate the feasibility of German Studies and European Studies programs and to report its findings in a follow-up report submitted by the Department of Languages, Literatures, and Cultures to the Provost's Office by October 1, 2015. The report should include a determination of feasibility of the programs and, if appropriate, sample curricula, resource implications, and an implementation timeline.

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, 2021, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue to develop the student learning outcomes assessment plan, particularly articulation of learning outcomes and introduction of strategies for soliciting feedback from external stakeholders; implement the plan; utilize results to make program improvements; and document how this has been done.
- Continue to monitor and adjust the curriculum to meet student needs and changes in the discipline; curricular changes to consider include, but are not limited to, modifications of course content and pedagogy to improve speaking skills and to provide additional General Education course options.
- Identify and implement strategies to increase the percentage of students studying abroad.
- Finalize an exchange agreement with the University of Paderborn to provide for availability of at least one native-speaking graduate assistant each year to assist faculty members with instruction and scholarship.

Comparative Data, B.A. in German (16.0501)

Fall Enrollment

University	2008	2009	2010	2011	2012
Illinois State University	**22**	**18**	**21**	**25**	**16**
Northern Illinois University	19	19	15	15	14
Southern Illinois University Carbondale	10	16	16	15	12
U of I at Urbana/Champaign	34	29	16	14	16
Grand Total	*85*	*82*	*68*	*69*	*58*
Average (including Illinois State)	*21*	*21*	*17*	*17*	*15*
Average (excluding Illinois State)	*21*	*21*	*16*	*15*	*14*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Illinois State University	**3**	**8**	**5**	**5**	**3**
Northern Illinois University	6	8	3	3	4
Southern Illinois University Carbondale	5	2	7	2	4
U of I at Urbana/Champaign	6	8	10	5	3
Grand Total	*20*	*26*	*25*	*15*	*14*
Average (including Illinois State)	*5*	*7*	*6*	*4*	*4*
Average (excluding Illinois State)	*6*	*6*	*7*	*3*	*4*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Illinois State University	**247**	**265**	**293**	**229**
Northern Illinois University	217	232	229	234
Southern Illinois University Carbondale	213	192	247	218
U of I at Urbana/Champaign	242	197	217	214
Grand Total	*919*	*886*	*985*	*894*
Average (including Illinois State)	*230*	*222*	*246*	*224*
Average (excluding Illinois State)	*224*	*207*	*231*	*222*

Fiscal Year Credit Hours per Staff Year

University	2008	2009	2010	2011
Illinois State University	**572**	**526**	**461**	**547**
Northern Illinois University	586	552	489	458
Southern Illinois University Carbondale	445	541	389	452
U of I at Urbana/Champaign	357	315	361	407
Grand Total	*1,959*	*1,933*	*1,699*	*1,864*
Average (including Illinois State)	*490*	*483*	*425*	*466*
Average (excluding Illinois State)	*463*	*469*	*413*	*439*

Review of the B.A. in Spanish
16.0905

Context and overview. The B.A. in Spanish program is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. In addition to the Spanish major and a Spanish minor, the department offers a B.A. in French; B.A. in German; M.A. in Languages, Literatures, and Cultures; minors in Classical Studies, East Asian Studies, French, German, and Italian Studies; and courses in support of several multidisciplinary minors. The B.A. in Spanish program is designed to prepare students for immediate entry into the workforce and for graduate study. The program is the largest among public universities in Illinois in terms of enrollment. Nearly one-third of Spanish majors self-identify with groups traditionally underrepresented in higher education.

Self-study process. In conducting the program review self-study, faculty collected and analyzed feedback from students, faculty, alumni, and the library subject specialist. Faculty also consulted the 2011 accreditation review of the Spanish teacher education sequence conducted by the National Council for Accreditation of Teacher Education (NCATE).

Program curriculum. The B.A. in Spanish program requires between 34 and 49 credit hours of Spanish coursework depending on the Spanish proficiency level at which the student begins the program and whether the student enrolls in the teacher education sequence or the non-teacher education sequence. Both sequences are designed to provide a foundation in the Spanish language and a balanced introduction to the literatures, linguistics, and cultures of the Spanish-speaking world. Students in the teacher education sequence also study instructional theory and methods and complete a semester of supervised student teaching. Courses in the program serve students in other academic programs seeking to fulfill foreign language or general education requirements. The Spanish program also provides nine credit hours of coursework for students enrolled in the bilingual/bicultural teacher education sequence in the elementary education program administered by the College of Education.

Non-traditional program delivery. Students in the B.A. in Spanish program are strongly encouraged to study abroad, and their rate of participation is one the highest among all academic programs at Illinois State University. The department has sponsored a variety of summer, semester, and year-long programs in Spain and Mexico. Aside from study abroad, coursework in the Spanish program is not offered at off-campus locations. Five courses have been offered online.

Program or unit faculty. Each of the 13 tenure-line faculty members in the Spanish program has a doctorate and teaches two or three courses per semester. Among the five non-tenure track faculty members, one has a doctorate and the others have a master's degree. Non-tenure track faculty members average 12 contact hours per semester, usually at the introductory level to help meet demand from students across campus. Since the last program review in 2005-2006, Spanish faculty members have collectively published 7 books and 90 articles or book chapters and have presented over 200 papers. One faculty member was named Outstanding College Researcher in the Humanities. Spanish faculty members have held national offices in the American Council on the Teaching of Foreign Languages, Cervantes Society of America, and the Modern Language Association in addition to regional offices in the Midwest Modern Language Association.

Program goals and quality measures. The B.A. in Spanish program is informed by goals and best practices endorsed by the Modern Language Association. Goals for program majors include competence in speaking, writing, listening, and reading in Spanish; knowledge of Hispanic cultures; competence in analyzing the linguistic structure of Spanish; and competence in analyzing Hispanic literature. For students enrolled in the teacher education sequence additional goals include knowledge of current theories, methods, and issues in foreign language education; competence in critical thinking about them; and their successful application in classes, clinical experiences, and student teaching. The Modern Language Association is the primary source of quality indicators for the B.A. in Spanish program. They include a curriculum consisting of courses that "holistically incorporate content and cross-cultural reflection at every level" and incorporate subject matter from disciplines other than language. Other quality indicators include class size, collaboration among faculty members, professional development opportunities for faculty members, study abroad opportunities, and service to heritage language learners. For the teacher education sequence, additional quality indicators include emphasis on oral proficiency, delivery of upper-division courses in

Spanish, expertise of faculty in instructional methodology, multiple field experiences prior to student teaching, technology-enhanced instruction, and clarity of assessment processes.

Specialized accreditation. The Spanish teacher education sequence is part of the teacher education unit at Illinois State University accredited by NCATE. The unit was last reviewed and accredited in 2012. No follow-up reports were required, and no concerns were noted. The next accreditation review is scheduled for spring 2019. The teacher education sequence follows standards established by the American Council on the Teaching of Foreign Languages (ACTFL), a specialized professional association affiliated with NCATE. The sequence is also subject to annual review and approval by the Illinois State Board of Education. There is no specialized accreditation for the non-teacher education sequence in the Spanish program.

Student learning outcomes assessment plan. The assessment plan adopted by Spanish program faculty is strong in its systematic approach. Faculty members assess student learning relative to stated learning objectives using curriculum maps, student course evaluations and feedback, faculty evaluation of curricula and courses, and program review data. Learning by students in the teacher education sequence is further assessed using the Oral Proficiency Interview, which teacher education students must pass at the advanced low level to qualify for student teaching, and through results of state-mandated examinations, which students must pass to quality for teacher certification. Anticipated improvements to learning assessment in the Spanish program include greater specificity in learning outcomes and formalization of mechanisms for collecting feedback from external stakeholders.

Actions taken since the last program review including responses to prior recommendations. Since the last program review in 2005-2006, additional faculty has been hired for the Spanish program in response to increased demand for Spanish courses. This increased demand is due in part to adoption of the foreign language requirement for students in the College of Arts and Sciences. To better manage these enrollment increases while better preparing students for success in upper-division courses, the program has implemented a requirement that students earn at least a B in introductory courses to qualify for enrollment in more advanced courses. The program has also increased both minimum grade point average for continuation in the Spanish teacher education sequence and the minimum passing score on the Oral Proficiency Interview required of teacher education majors. The program has continued to encourage participation by Spanish majors in the university Honors program. Participation in fall 2013 was 13.4 percent, more than double the average for all undergraduate programs at Illinois State. The program has succeeded in increasing faculty diversity, as 25 percent of tenure track faculty and 80 percent of non-tenure track faculty members self-identify with underrepresented groups. Program faculty has implemented numerous curricular changes to eliminate barriers to timely graduation, among them eliminating scheduling bottlenecks and unnecessary prerequisites. Other curricular changes are intended to more closely align curricula for the teacher education and non-teacher education sequences, thereby enhancing curriculum content and easing the transition for students moving from one sequence to the other.

Major changes in the program or discipline since the last program review. Latinos constitute the fastest-growing population in the United States. Illinois now has the fifth largest Latino population of any state. The need for Spanish-speaking professionals continues to grow rapidly, driven by occupational opportunities to serve the growing Spanish-speaking population. The United States Bureau of Labor projects 42 percent growth from 2010 to 2020 in jobs requiring Spanish proficiency. These increases have resulted in unprecedented enrollment pressures on undergraduate Spanish programs nationwide, including the Spanish program at Illinois State. Enrollment in the B.A. in Spanish program increased approximately 30 percent from fall 2005 to fall 2012 before stabilizing in fall 2013. Demand for Spanish instruction has also increased from students enrolled in the Spanish minor, students enrolled in other programs of study (e.g., Latin American and Latino/a Studies and the elementary education major), and students seeking to fulfill the college foreign language requirement. These pressures continue to challenge instructional capacity in the Spanish program. The discipline has also experienced changes in instructional technology. Interest in digital humanities has grown, with emphasis moving beyond use of digital tools for faculty and student research to faculty and student participation in digital production.

Major findings and recommendations resulting from the program review self-study. The demand for the Spanish major at Illinois State and for Spanish courses by non-majors is expected to remain strong during the next program review cycle, continuing to tax instructional capacity. However, the focus of the Spanish program has shifted from accommodating ever more students to enrollment management and assurance of quality. Implementation of more stringent enrollment requirements for the Spanish teacher education sequence and for

advanced Spanish courses has moderated student demand while promoting student success. Curricular changes intended to decrease time-to-degree and increase graduation rates have been implemented and will be closely monitored in coming years. Other curricular issues requiring faculty attention include uneven quality of Spanish programs at feeder community colleges, which has resulted in some transfer students experiencing difficulty meeting requirements for continuation in the major, the need for additional conversation practice to prepare teacher education students for the Oral Proficiency Interview, and opportunities for incorporating digital humanities in teaching and scholarship. Study abroad remains a popular opportunity for students in the program, due in part to the broad range of options for students at varying levels of language proficiency. Unfortunately, the summer program option in Mexico has been suspended indefinitely due to State Department travel warnings. A replacement site in Latin America should be sought as an alternative to more costly options in Spain.

Actions planned by the program as a result of the program review self-study. Based on this self-study, faculty of the B.A. in Spanish program plan the following initiatives for the coming program review cycle: 1) request additional instructional capacity including additional tenure-line faculty, an increase in permanent funding sufficient to fully cover all current non-tenure track positions, and temporary funding for additional overload capacity to help meet surges in demand for courses; 2) explore ways to address difficulties experienced by some community college students transitioning into the program; 3) explore ways to help Spanish teacher education majors improve their oral proficiency; 4) request resources to keep department laboratories up to date and explore access to appropriate digital humanities tools; and 5) establish one or more new study abroad sites in Latin America.

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

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

The committee commends the program for its continuing use of student assessment results to design and implement program changes intended to improve student learning and success. Particularly noteworthy changes include adoption of a requirement that students earn a grade of B or better in lower-level language courses to qualify for enrollment in upper level courses and introduction of course content designed especially to address learning needs of native Spanish speakers. The committee also commends the program for its numerous and varied study abroad opportunities that address student needs at different levels of Spanish proficiency, for service-learning opportunities in Bloomington-Normal and Chicago, and for redesign of courses to better prepare students culturally to succeed in predominately Latin-American communities.

Program metrics indicate program success in retaining students from their first year to their second year. However, numerous students thereafter either transfer to another program on campus or leave the University. A related issue identified by program faculty is difficulty encountered by numerous students transitioning from community colleges. The committee asks program faculty to analyze retention and graduation rates among both native and transfer students and to then identify obstacles to completing the program and specific actions the program will pursue to increase the rates of students graduating with a Spanish degree. The committee asks the Department of Languages, Literatures, and Cultures to summarize the analysis in a follow-up report submitted to the Office of the Provost 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, 2021, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Continue to develop the student learning outcomes assessment plan, particularly articulation of learning outcomes and introduction of strategies for soliciting feedback from external stakeholders; implement the plan; utilize results to make program improvements; and document how this has been done.
- Regularly monitor and adjust the curriculum to meet student needs and changes in the discipline; curricular changes to consider include, but are not limited to, modifications of course content and pedagogy to improve oral proficiency of students in the teacher education sequence.

- Maintain varied and high quality study abroad opportunities by replacing opportunities lost through State Department restrictions on travel to Mexico and by expanding study abroad options at institutions in Latin America.
- Continue to explore access to digital humanities tools for both research and instruction.

Comparative Data, B.A. in Spanish (16.0905)

Fall Enrollment

University	2008	2009	2010	2011	2012
Chicago State University	24	27	30	29	25
Illinois State University	**146**	**165**	**158**	**173**	**159**
Northeastern Illinois University	127	133	152	120	112
Northern Illinois University	140	138	125	105	98
Southern Illinois University Carbondale	30	25	26	23	19
U of I at Chicago	79	81	93	90	84
U of I at Urbana/Champaign	250	227	190	168	147
Western Illinois University	38	42	39	26	21
Grand Total	*834*	*838*	*813*	*734*	*665*
Average (including Illinois State)	*104*	*105*	*102*	*92*	*83*
Average (excluding Illinois State)	*98*	*96*	*94*	*80*	*72*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Chicago State University	12	5	4	5	7
Illinois State University	**30**	**34**	**33**	**26**	**42**
Northeastern Illinois University	44	35	26	35	38
Northern Illinois University	29	44	46	31	35
Southern Illinois University Carbondale	9	7	13	10	16
U of I at Chicago	27	23	25	27	35
U of I at Urbana/Champaign	71	65	62	59	50
Western Illinois University	17	12	12	11	16
Grand Total	*239*	*225*	*221*	*204*	*239*
Average (including Illinois State)	*30*	*28*	*28*	*26*	*30*
Average (excluding Illinois State)	*30*	*27*	*27*	*25*	*28*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Chicago State University	229	257	258	216
Illinois State University	**211**	**224**	**249**	**228**
Northeastern Illinois University	241	308	283	268
Northern Illinois University	173	181	168	180
Southern Illinois University Carbondale	189	184	194	183
U of I at Chicago	164	164	149	148
U of I at Urbana/Champaign	156	162	167	177
Western Illinois University	233	252	283	257

Review of the M.A. in Languages, Literatures, and Cultures
16.0101

Context and overview. The M.A. in Languages, Literatures, and Cultures program is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. In addition to the M.A. program, the department offers baccalaureate degrees in French, German, and Spanish; minors in Classical Studies, East Asian Studies, French, German, Italian Studies, and Spanish; and courses in support of several multidisciplinary minors. The curriculum of the M.A. in Languages, Literatures, and Cultures (LAN) program provides students flexibility to design a plan of study that best meets their academic goals. Students may focus on teaching or non-teaching areas in one or two languages.

Self-study process. Data for the program review were collected and the program review self-study was written in summer 2013. The graduate program coordinator facilitated the process and drafted the self-study report. The process involved collecting feedback from students and graduate faculty members regarding the program. A draft self-study report was sent to all program faculty members, who were asked to offer feedback before submission of the report to the department chairperson.

Program curriculum. The M.A. in LAN program requires at least 33 credit hours and the successful completion of a comprehensive examination. A thesis is optional. Students choose to study one or two languages (choosing from French, German, and Spanish) and select primary and secondary areas of study in the selected language(s) from four choices: literature, linguistics, pedagogy, and culture. Students complete at least nine credit hours in the primary area, at least six credit hours in the secondary area, and at least three credit hours in a third area. Students may count up to nine credit hours of approved courses from outside the department. Students may also apply to earn a certificate in teaching English to speakers of other languages (TESOL), which requires 15 credit hours of study through courses offered by the Department of English.

Non-traditional program delivery. Students may choose from among numerous study abroad options facilitated by the department in conjunction with the Office of International Studies and Programs on campus. Aside from study abroad, the program does not offer instruction at off-campus locations and does not offer courses via distance education.

Program or unit faculty. Twenty-two tenure-line faculty members teach in the LAN program, including seven full professors, seven associate professors, and eight assistant professors. Each has earned a doctorate in French, German, or Spanish literature, foreign language instruction, linguistics, or culture. Non-tenure track faculty members do not teach in the graduate program. Since the last program review in 2005-2006, graduate faculty members have collectively published seven books, materials for one textbook, 12 book or article translations, 96 articles or book chapters, and 25 book reviews. Graduate faculty members have also delivered 194 research presentations, led numerous sessions at national and international conferences, and received 45 grants and seven teaching or research awards.

Program goals and quality measures. The program seeks to provide students opportunities to acquire advanced competency in speaking, writing, listening, and reading in the foreign language(s) selected by the student; critical thinking and analytical skills; preparation necessary to meet professional and personal goals; and practical skills and intellectual training. Faculty has also identified an additional objective for each of the four areas of concentration: 1) for culture, to acquire advanced knowledge and skills to interpret a variety of artifacts from high to pop culture within their social, political, and economic context; 2) for linguistics, to understand the history, structure, and organization of language and the cognitive processes governing its acquisition and use; 3) for literature, the opportunity to read, analyze, discuss, and write critically on literary texts of different periods in the cultural contexts and to conduct literary research in the target language; and 4) for pedagogy, to acquire advanced knowledge of theory, methodologies, and issues as well as competency in the practical application of theory and methods in the foreign language classroom. Program faculty has identified the following eight quality indicators for evaluating the program: 1) quality of faculty research and teaching; 2) ability of the program to meet individual career goals and provide basic knowledge and critical thinking skills; 3) qualifications of students; 4) breadth of curriculum; 5) flexibility of the curriculum in meeting student needs and interests; 6) quality of instruction and practice in research, critical thinking, and creative skills; 7) study abroad opportunities; and 8) quality of career and doctoral program advisement.

Specialized accreditation. There is no specialized accreditation or approval agency for the M.A. in LAN program. Students enrolled in the program may simultaneously work toward initial teacher certification. Students choosing to do so must meet requirements of the undergraduate teacher education sequence in their chosen language. Undergraduate teacher education sequences in French, German, and Spanish are part of the teacher education unit at Illinois State University accredited by the National Council for Accreditation of Teacher Education (NCATE). The unit was last reviewed and accredited in 2012, with the next accreditation review scheduled for spring 2019. The French, German, and Spanish undergraduate teacher education sequences are also approved by the American Council of Teaching of Foreign Languages (ACTFL), a specialized professional association affiliated with NCATE. At the time of the last ACTFL review, the sequences met all specialized accreditation standards at both the initial and advanced teacher certification levels. The sequences are also annually reviewed by the Illinois State Board of Education.

Student learning outcomes assessment plan. Program faculty uses multiple measures to assess student achievement in reading, writing, speaking, and understanding the target language; knowledge of the foreign culture; abilities in foreign language instruction (when applicable); and critical thinking in interpreting cultural artifacts and language situations. Evaluation tools include course assignments, course evaluations, surveys, and exit interviews. Feedback is also obtained through contributions by the graduate student representative at graduate committee meetings and through tracking program alumni. Based on assessment results, faculty has modified program requirements to enhance the learning experience and to ensure optimal course availability in all four areas of study.

Actions taken since the last program review including responses to prior recommendations. The 2005-2006 program review recommended that faculty develop a strategic plan to guide program and curricular development. Department faculty subsequently adopted a strategic plan in 2007. In accordance with the plan, faculty introduced an integrated B.A./M.A. program in Languages, Literatures, and Cultures in 2007 to encourage enrollment at the graduate level but then disestablished the program in 2011 due to low enrollment. Faculty also decided against pursuing a Ph.D. program to instead focus resources available to the department on improving the baccalaureate programs. The 2005-2006 review also recommended attention to student diversity. Progress has since been made, as more than half of the graduate students enrolled in fall 2012 self-identified with traditionally underrepresented groups. Graduate program faculty also modified the way the comprehensive examination is evaluated. The exam is now graded holistically rather than in three parts. The change is intended to increase the pass rate while reducing the number of students retaking the exam.

Major changes in the program or discipline since the last program review. Two national trends impacting the M.A. in LAN program include a movement in higher education toward interdisciplinary work and greater emphasis in careers on advanced degrees. Consistent with the trend toward interdisciplinary work, the Department of Languages, Literatures, and Cultures has added TESOL as a secondary area of study in its graduate program. Students in the M.A. in LAN program may now work toward a graduate certificate in TESOL offered through the Department of English. Increased demand by employers for graduates with advanced degrees may at least in part explain the increase in student demand for the M.A. in LAN program. Enrollment more than doubled from 2005 to 2011, from 17 to 41 students. Part of this is due to an increase in K-12 foreign language teachers enrolling in the pedagogy area of study to improve their teaching credentials.

Major findings and recommendations resulting from the program review self-study. Enrollment in the M.A. in LAN program peaked at 41 in fall 2011 and has since stabilized in the twenties. The program needs to recruit more actively to maintain and increase enrollment. The graduate assistantship stipend offered by the program may need to be increased to maintain a competitive advantage with other foreign language graduate programs in attracting high-quality students. Student feedback obtained through the program review process suggests the need for additional changes to the curriculum and student support services.

Actions planned by the program as a result of the program review self-study. Based on the self-study, faculty of the M.A. in LAN program has identified the following initiatives for the coming program review cycle: 1) increase student recruitment efforts, particularly recruitment of students completing baccalaureate degrees at other institutions, 2) assess the balance of courses offered in the four areas of study to ensure a sufficient number in each, focusing particularly on French linguistics, 3) pursue an increase in the number of graduate assistantships and an increase in the assistantship stipend to attract the highest-quality students, 4) improve student preparation for the comprehensive examination, in part by better informing students about its format, 5) increase opportunities for

students to develop speaking skills in their target language(s) in class, 6) consider adding an introduction to graduate studies course, 7) explore extending study abroad options to Latin America and fostering exchange programs in the French-speaking world, and 8) improve advisement for students seeking a non-academic career.

Review Outcome. The Academic Planning Committee recognizes numerous points of excellence regarding the M.A. in Languages, Literatures, and Cultures program.

The committee recognizes opportunities the program provides its students through small classes, options to study abroad in France and Spain, and part-time plans of study for high school foreign language instructors desiring to improve their teaching credentials. The committee recognizes program achievements in student diversity in terms of both race/ethnicity and gender and in better integrating library instruction, resources, and services into the curriculum.

The committee commends program faculty for embracing the teacher-scholar model, as evidenced by student satisfaction with instruction and by productivity of faculty in scholarship and service during a period of faculty retirements, resignations, and personal leave. The committee further commends program faculty for their encouragement of student involvement in scholarly activities and student participation in the annual Graduate Research Symposium.

The committee recognizes program faculty contributions to the department strategic plan, adopted in March 2007, which informed and guided actions regarding the integrated B.A./M.A. program and a proposed doctoral program as well as improvements to undergraduate programs in the department.

However, the Academic Planning Committee has significant concerns regarding the program in three primary areas: 1) program goals, 2) curriculum, and 3) assessment. Immediate actions by program faculty in these areas are warranted to assure the committee of the quality and sustainability of the program as well as to ensure improvement in these areas.

Therefore, the committee flags the M.A. in Languages, Literatures, and Cultures program for review. The committee requests that program faculty address the following issues and take the following actions.

PROGRAM GOALS

Questions

G1. What is the overall goal of the M.A. in Languages, Literatures, and Cultures program?

G2. What target population(s) is the program designed to serve?

G3. How does the program relate to the mission and goals of the department?

G4. How does the program interrelate with other programs in the department with regard to goals, curriculum, and faculty?

G5. Based on the goals analysis, are any changes to student learning outcomes (i.e., student learning goals) needed?

Required action

The Academic Planning Committee asks the Department of Languages, Literatures and Cultures to submit a follow-up report to the Office of the Provost by **October 31, 2014**, describing conclusions of faculty inquiry into these areas of concern and implications of the conclusions for curriculum development, program delivery, and assessment.

CURRICULUM

<u>Questions</u>

C1. What is the rationale for offering a dual-language option, and what is the benefit to the students?

C2. What percentage of students selects the dual-language option?

C3. In the context of a curriculum designed to provide both flexibility and breadth, can the dual-language option provide students a coherent course of study?

C4. Is the program structured and administered in such a way that students in all eight advising tracks (two language options and four primary content areas) are able to meet the university requirement that at least half of non-thesis credit hours applied to the degree are from 400-level courses?

C5. Considering the number and assignments of current faculty and projected student demand, is the department able to sustain all eight advising tracks?

C6. The self-study report indicates that students are graduating in a timely manner. Please provide data regarding time to graduation by advising track.

C7. While program faculty has identified benchmark programs at other institutions, how do those programs differ from and how might they inform improvements to the program at Illinois State?

C8. What tools are made available to students to help them select from the eight advising tracks and to navigate their chosen track (e.g., plans of study published in the catalog or posted on the department website)?

The committee notes that graduate catalog copy is not specific regarding course options by content area and language at the 400 course level. Due to the importance of the catalog in articulating program requirements and options for current and prospective students, this matter warrants program faculty attention.

<u>Required action</u>

The Academic Planning Committee asks the Department of Languages, Literatures and Cultures to submit a follow-up report to the Office of the Provost by **March 20, 2015**, describing the process the department has followed to investigate these issues, the conclusions of department faculty inquiry into these areas of concern, and follow-up actions department faculty plans to take including, but not limited to, proposals for curricular changes.

ASSESSMENT

<u>Questions</u>

A1. How do student learning outcomes for this program differ from student learning outcomes for undergraduate programs in the department?

A2. How are student learning outcomes in this program assessed, especially in 300-level courses enrolling both undergraduate and graduate students? Consider curriculum mapping and developing rubrics to assist with this.

A3. What data are collected in what courses and how do these align with student learning objectives for the program?

A4. What processes are used to analyze student learning outcomes assessment data?

A5. How have student learning outcomes assessment data been used to inform program changes?

Required action

The Academic Planning Committee asks the Department of Languages, Literatures, and Cultures to submit two follow-up reports to the Office of the Provost regarding assessment.

The committee asks the Department of Languages, Literatures, and Cultures to submit a revised student learning outcomes assessment plan for the program to the Office of the Provost by **April 17, 2015**, including a description of the process used to develop the plan. The revised plan should include a process for tracking and obtaining feedback from program alumni. University Assessment Services staff is available to advise department faculty in revising the assessment plan.

The committee asks the Department of Languages, Literatures, and Cultures to submit a follow-up report to the Office of the Provost by **April 15, 2016**, describing how program faculty has implemented its new student learning outcomes assessment plan during the 2015-2016 academic year, program changes recommended as a result of plan implementation, and rationale for those recommendations.

Comparative Data,
M.A. in Languages, Literatures, and Cultures (16.0101)

Fall Enrollment

University	2008	2009	2010	2011	2012
Illinois State University	**31**	**32**	**41**	**41**	**28**
Southern Illinois University Carbondale	22	21	20	16	10
Grand Total	*53*	*53*	*61*	*57*	*38*
Average (including Illinois State)	*27*	*27*	*31*	*29*	*19*

Fiscal Year Degrees

University	2008	2009	2010	2011	2012
Illinois State University	**9**	**11**	**6**	**12**	**16**
Southern Illinois University Carbondale	3	5	8	7	6
Grand Total	*12*	*16*	*14*	*19*	*22*
Average (including Illinois State)	*6*	*8*	*7*	*10*	*11*

Fiscal Year Discipline Costs per Credit Hour

University	2008	2009	2010	2011
Illinois State University	**461**	**350**	**483**	**410**
Southern Illinois University Carbondale	277	294	289	318
Grand Total	*738*	*644*	*772*	*728*
Average (including Illinois State)	*369*	*322*	*386*	*364*

<u>Fiscal Year Credit Hours per Staff Year</u>

University	2008	2009	2010	2011
Illinois State University	**314**	**359**	**329**	**330**
Southern Illinois University Carbondale	412	426	470	413
Grand Total	*726*	*785*	*799*	*743*
Average (including Illinois State)	*363*	*392*	*400*	*371*

Note: Figures for Illinois State University include students enrolled in the Integrated B.A./M.A. program, established in 2007 and disestablished in 2011.

<h1 style="text-align: center">Review of the Center for Adoption Studies
90.4407</h1>

Context and overview. The Center for Adoption Studies at Illinois State University was founded in 1998 when the Illinois Department of Children and Family Services (DCFS) requested assistance from the School of Social Work to evaluate child welfare outcomes in Illinois and establish evidence-based adoption policies at the state and national levels. In May 1999, Illinois Board of Higher Education (IBHE) staff approved a request by Illinois State University for temporary (five-year) recognition of the center and its partnership with DCFS. Recognizing the long term contributions of the center in the areas of public policy and applied research, the IBHE board approved a University request for permanent recognition of the Center for Adoption Studies in June 2005. In October 2009 the center reported its progress as a permanent entity to the Office of the Provost. This is the first full review of the Center for Adoption Studies since it was granted permanent status.

The Center for Adoption Studies is administratively affiliated with the School of Social Work within the College of Arts and Sciences. Work of the center has been almost exclusively funded by external grants, principally DCFS, the United States Department of Health and Human Services (HHS), and the Evan B. Donaldson Adoption Institute. The center is currently led by a director and associate director who are assisted with research projects by faculty colleagues whose research agendas intersect with the research agenda of the center. Center faculty members engage Illinois State University graduate and undergraduate students in research and policy development projects through paid assistantships, thesis and dissertation work, independent studies, and honors projects. Fourteen students have contributed to the Center for Adoption Studies initiatives since the center was recognized by the IBHE.

Initial work of the Center for Adoption Studies involved overseeing evaluation of the state's Adoption Preservation Program. In 2007 the center contracted with DCFS to serve as the lead university among four state universities (Illinois State University, Northern Illinois University, University of Illinois Chicago, and Southern Illinois University Edwardsville) to co-plan, implement, and evaluate the Illinois Permanency Project (PEP). As a new initiative within the State of Illinois, the PEP model engages community stakeholders and policy makers who jointly develop local policy and practice solutions aimed at reducing racial disparities and improving permanency outcomes for children within the Illinois foster care system. In connection with the project, center faculty develops and implements ongoing training with a focus on data-driven decision making for child welfare professionals, Illinois juvenile court judges, attorneys, and human service administrators. In June 2013 the center hosted a statewide professional development conference which offered workshops on family permanency, judicial practices, culturally responsive interventions, and child well-being. The conference was attended by more than 300 persons.
While often focused on Illinois children, many center projects contribute to best practices in child welfare and adoption on national and international levels. For example, center staff has trained professionals and disseminated research and policy papers to practitioners and administrators in Oregon, North Carolina, South Carolina, Tennessee, Europe, and Asia. Current center projects include a study of intervention to reduce problems in family functioning in troubled adoptive families, involving work with more than 200 families; study of the impact of the Internet on adoption practice; and efforts to reduce barriers to adoption for same-sex couples in the United States.

Relationship to _Educating Illinois_ and _The Illinois Public Agenda_. Work of the Center for Adoption Studies is modeled by the Scholarship of Engagement framework (Barker, 2004[1]; Boyer, 1996[2]), which challenges the academy to integrate civic engagement, collaborative partnerships, and social problem solving into academically relevant teaching, research, ands service that meets the needs of both the campus and the community. Emphases in the framework on engagement, responsiveness, and relevance echo concepts in the University vision, mission, and goals as set forth in _Educating Illinois 2013-2018_, the University strategic plan. The center promotes the University mission by providing a small college atmosphere through its one-on-one mentoring of students involved in center initiatives, large university opportunities through its work with state and national agencies and institutes, and service to the citizens of Illinois and beyond through research in support of public policy development, implementation, and evaluation. The Center for Adoption Studies contributes to the realization of _The Illinois Public Agenda_, the state plan for higher education policies and resources, by helping prepare post-secondary students for the increasingly competitive and challenging field of social work and by integrating educational, research, and innovation assets of

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[1] Barker, D. (2004). The scholarship of engagement: A taxonomy of five emerging practices. _Journal of Higher Education Outreach and Engagement 9_ (2): 123.
[2] Boyer, E. (1996). The scholarship of engagement. _Journal of Public Service and Outreach 1_ (1): 11-20.

the University to support development of an efficient and effective child welfare infrastructure that meets the economic needs of the state.

Response to previous program review recommendations. Feedback received from the Office of the Provost in response to the 2009 progress report included recommendations that the center develop a comprehensive budget to allocate both grant and non-grant funds and a plan for assessing the efficacy of programs and services that are not grant funded. Those recommendations have been noted but not yet pursued because the center has continued to be almost exclusively grant funded since submission of the progress report. Available faculty and staff time has instead been devoted to completing grant projects, including two funded through HHS. Center staff continues to pursue diverse funding streams which will allow for the expansion of research and programming.

Center goals and planning processes. The Center for Adoption Studies has developed a strategic plan based on a program logic model to guide center operations in the short, medium, and long term. The plan identifies ongoing and anticipated research projects. Other initiatives include seeking funding for administrative support to allow center faculty to focus on research and grant procurement, recruiting additional faculty members to engage in center research, and involving students in center initiatives each year. Annual productivity goals include two major research or policy monographs on average and annual reports to funding agencies.

Evidence of center quality. The Center for Adoption Studies is unique in the state and nation in providing evidence-based direction to adoption policy and practice, particularly related to adoption from foster care and its effects on child and family. In partnership with Illinois child welfare policy makers and program administrators, the center has developed a new model of community-centered child welfare practice that has attracted attention nationally and has guided an evolving approach to child welfare. The director and associate director of the center are social work faculty members (emeritus professor and associate professor) with extensive training and experience in child welfare. Center faculty members have received numerous awards and citations, including two chairman's awards from the African American Advisory Council of DCFS, the Angels in Adoption award from the Congressional Coalition on Adoption Institute, and excellence in adoption awards from HHS and the Illinois governor.

Assessment of center programs and services. Work of the Center for Adoption Studies is assessed in two ways. Individual grant-funded projects are evaluated in accordance with program plans negotiated with funding agencies. Productivity of these grant-funded projects is evaluated based on the quality and timeliness of deliverables (e.g., research reports, policy papers) specified in the program plan. A more comprehensive assessment of center programs and services is conducted by center faculty using the program logic model.

Center resources and sustainability. The Center for Adoption Studies has been and continues to be funded almost exclusively by external agencies and organizations. Since its inception the center has received more than $4.5 million in grants and contributions. The center is completing its eighth year of funding from the Donaldson Adoption Institute and the seventh year of funding from DCFS for the Permanency Enhancement Project. The center recently completed work on two federally-funded projects. In addition to this external funding, the center relies heavily on human capital resources through efforts of School of Social Work faculty members and students. The school also provides in-kind administrative support.

Actions recommended by the center based on this self-study. Based on its findings from the review process, center faculty members have identified the following initiatives to maintain and improve the center during the next review cycle: 1) expand and diversify funding support for the center by working with the Research and Sponsored Programs unit at the University to identify potential funders and by engaging the college development officer to create a plan for seeking funding and donor support, 2) seek funding to hire support staff to free faculty to focus on research and fundraising, and 3) seek administrative release for center faculty for the same purpose.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Center for Adoption Studies to be in Good Standing.

The committee acknowledges uniqueness of the center as one of only two university-based centers nationwide devoted to the study of adoption and child welfare issues, policies, and services. The committee also acknowledges the reputation the center has earned for its expertise in those areas.

The committee commends the center for its service to the residents of Illinois through its ongoing partnership with the Illinois Department of Children and Family Services (DCFS) and through its work with U.S. Department of Health and Human Services and the Evan B. Donaldson Adoption Institute. The committee congratulates the center on its numerous state and national awards.

Center research continues to inform public policies, programs, and services in Illinois and has led to nationally-recognized reforms. The center continues to facilitate public discourse regarding adoption and child welfare through public forums such as the 2013 conference on racial disparity in Illinois. The committee recognizes the center for its efforts to improve child welfare services in the state through its child welfare training curriculum, materials, and programs.

The committee further commends the center for the external funding it continues to attract to the University (approximately $4.5 million since inception of the center). External funding includes an ongoing commitment by DCFS through its Illinois Permanency Enhancement Project, for which the center serves as lead university research partner. External funding has made possible the numerous research initiatives of the center and the publications resulting from them. Particularly commendable is center involvement of students from multiple disciplines, both graduate and undergraduate, in its research initiatives.

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, 2017, the committee asks the center to describe actions taken and results achieved for each recommendation.

- Work with University Assessment Services to refine and implement a formal assessment plan for the center to systematically document the work of the center and its impacts; then utilize assessment results to enhance operations and services and to support center requests for external funding.
- Expand and diversify external funding beyond the State of Illinois and the Evan B. Donaldson Adoption Institute to promote sustainability of center operations and to provide funding for additional administrative support.

Context and overview. The Center for Insurance and Financial Services at Illinois State University was established in 1991 with the goal of creating the finest undergraduate insurance program in the United States. The center is also known as the Katie School of Insurance in honor of the daughter of an Illinois State alumnus. The center was recognized and authorized by the Illinois Board of Higher Education in 1993. This is the fourth program review since then.

The Katie School has pursued its goal by promoting innovative teaching and student-centered learning and by supporting applied research by faculty, students, and industry partners. The Katie School supports lifelong learning for students, faculty, and industry professionals through professional development opportunities including industry forums, symposia, workshops, and seminars. To offer programs and services that are relevant to the industry and that engage the professional community, the Katie School is guided by an Insurance Advisory Board of Executives. The advisory board consists of industry leaders representing national and regional risk management, insurance, and financial services organizations.

The Katie School is administratively affiliated with the College of Business. The director of the Katie School reports to the college dean and works closely with the chairperson of the Department of Finance, Insurance, and Law, the unit through which the B.S. in Insurance program is offered. The center has 4.5 full-time-equivalent staff members, two student workers, and two graduate assistants. The center provides financial support for the Edmondson-Miller Chair in Insurance and Financial Services. Through its programs and services, the Katie School reaches beyond the College of Business to other programs at Illinois State. The center works closely with the director of the actuarial science program in the College of Arts and Sciences and also with the economics and health sciences programs on campus, among others. Despite its name, the Katie School does not offer credit-generating classes. Instead, the center supports academic programs administered through cooperating units, principally the Department of Finance, Insurance, and Law and the Department of Mathematics.

Relationship to *Educating Illinois* and *The Illinois Public Agenda*. The Katie School supports and promotes the core values of Illinois State University as articulated in the University strategic plan, *Educating Illinois 2013-2018*. These include pursuit of learning and scholarship, individualized attention, public outreach, diversity, and civic engagement. To promote pursuit of learning and scholarship, the Katie School works with students inside and outside the classroom by helping develop curricula and course content, bringing industry experts into classes to participate in interactive learning projects, and involving students in the industry through research projects, consulting opportunities, and professional conferences. The center provides funding for faculty research in the insurance and business disciplines, economics, and actuarial science. In support of individualized attention to students, the Katie School sponsors a wide variety of programs in which students can participate based on their individual interests while working closely with faculty and industry leaders. The Katie School sponsors numerous initiatives intended to involve and impact communities external to the University. The Katie School works collaboratively with numerous professional associations and provides programming in area highs schools to educate students about insurance. Several Katie School programs are intended to increase diversity in the insurance industry. These include the Minority High School Scholars Academy, Redbird Risk Management Challenge, and programs in the Chicago public schools. The center also has expanded its outreach to the insurance industry in other countries, including training of actuarial students from Ghana, an exchange program with South Africa, and a micro-insurance project in Ghana. Closely related to these outreach projects is an emphasis on civic engagement. Community service projects involving students include risk consulting for local non-profit organizations. Civic engagement is a criterion used by the Katie School when selecting scholarship recipients.

Programs and services of the Katie School also support and promote achievement of *The Illinois Public Agenda*, the state plan for higher education policies and resources, by helping increase the number of students receiving insurance and related degrees, reducing the cost of an insurance or related education, and promoting growth of the insurance industry in Illinois and beyond. The Katie School has provided $491,000 in student scholarships over the last four years and has granted more than $360,000 to faculty for research and professional development.

Response to previous program review recommendations. Recommendations resulting from the 2009-2010 review of the Katie School include communicating the work of the center to other academic institutions and refining assessment and evaluation of center programs and services. The Katie School has since redesigned its website to better communicate the purpose and work of the center, increased promotion of the center within the insurance industry, and sought opportunities to explain center programs and services to key constituent groups internal and external to the University. The center recently worked with students in the M.B.A. program at Illinois State to conduct research on better ways to communicate with undergraduate students and is currently designing materials to do so. The Katie School has also worked with academic institutions in Ghana and South Africa. Assessment and evaluation of Katie School programs and services has been ongoing since the last program review. Assessment processes continue to be refined.

Center goals and planning processes. Katie School staff meets twice each year with the Insurance Advisory Board of Executives, has teleconferences with the executive committee of the advisory board, and utilizes ad hoc committees to develop goals and strategies for the center. The many contacts with industry leaders throughout the year provide opportunities to quickly recalibrate programs and services in response to participant feedback and changing needs and demands. A major initiative for the Katie School during the next five years is to expand and enhance the new business acumen certificate program. Students demonstrating non-course specific technical skills, knowledge of the industry, and interpersonal skills receive the Katie School Certificate in Leadership and Business Acumen to evidence their preparation to enter and excel in the insurance industry. The certificate program was developed by the center in response to feedback from industry employers regarding the skills, attributes, and technical knowledge they seek in college graduates. The Katie School also plans to continue its efforts to engage students in the insurance industry and diversify enrollments in insurance and actuarial science programs at Illinois State.

Evidence of center quality. The Katie School has been recognized as a leader in educating future members of the risk management and actuarial science professions and in providing professional development opportunities for industry employees. The Katie School has been recognized by the American Risk and Insurance Association for its development and facilitation of interactive learning experiences. The potential of the Katie School to educate students for combined careers in insurance and sales led to a three-year grant from the Council of Insurance Agents and Brokers to support student scholarships. The center has received funding from GIZ, a German development organization, to build actuarial capacity in Ghana and from the Gert Cruywagen Foundation for a student exchange program with South Africa. Another indicator of center quality is continued annual support from more than 60 industry partners, including the 24 members of the advisory board. Ultimately, the quality of Katie School service to the University, state, and insurance industry may best be evidenced by accomplishments of students assisted by the center. Many former students attribute the Katie School with a major role in their successes by providing them opportunities to build their professional skills, leadership experience, and exposure within the industry.

Assessment of center programs and services. Assessment of programs and services sponsored by the Katie School is an ongoing effort aided by involvement of industry partners and alumni. Katie School staff receives feedback through the advisory board and its executive committee throughout the year. The center also sponsors surveys of industry employers to obtain feedback regarding the insurance and actuarial science programs and their graduates. Feedback is solicited by staff from participants at events sponsored by the center. With numerous elements of assessment now in place, a next step would be to formalize and implement a systematic assessment plan.

Center resources and sustainability. The Katie School is funded with industry contributions, program income, and interest earned on endowments. The primary financial support for the Katie School comes from the Insurance Advisory Board of Executives. Each of the 24 organizations represented on the board contributes at least $10,000 annually, with State Farm and COUNTRY Financial providing nearly one-fourth of the operating budget. Annual contributions are received from more than 60 additional organizations, ranging from $1,000 to $5,000. In 2012 the Katie School created the Insurance Hall of Fame and Leadership Awards. Net proceeds from the annual awards event in Chicago (over $200,000 in 2012) are dedicated to Katie School operations. The Katie School endowment totaled approximately $5.4 million as of October 2013. About $950,000 of that amount is expendable each year.

Actions recommended by the center based on this self-study. See center goals and planning processes above.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Center for Insurance and Financial Services (Katie School) to be in Good Standing.

The committee recognizes and commends the Katie School for the wide variety of quality services it offers to a wide variety of constituents, both internal and external to the University. Coordination of these efforts through the Board of Industry Executives ensures the relevance of center programs and services and availability of funds to sustain them.

The committee commends the Katie School for its continued support of curriculum and course development (e.g., ethics training), co-curricular learning through initiatives such as the student leadership program, and faculty excellence through professional development opportunities and research grants. The new Business Acumen Certification program, intended to help students improve their technical and interpersonal skills, exemplifies use by the center of industry feedback to improve student learning.

The committee recognizes the Katie School for its ongoing financial support of students through scholarships and grants for professional exams. The committee encourages the center to continue its use of scholarships and targeted outreach initiatives to support efforts by cooperating academic units to increase student diversity, including diversity of gender, race/ethnicity, and nationality.

The committee further recognizes the Katie School for its strong support of the profession through continuing education opportunities for practitioners, applied research, industry awards, and innovative professional development projects. Particularly noteworthy is support for the profession on the international level through a microloan program in Ghana and professional training in Ghana and South Africa.

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, 2017, the committee asks the Katie School to describe actions taken and results achieved for each recommendation.

- Work with University Assessment Services to formalize an assessment plan for the Katie School, utilize existing data and data collected through implementation of the plan to identify and implement center improvements, and document how that has been done.
- Continue efforts to outreach to and collaborate with university units and external entities to communicate the work of the Katie School and to expand its reach and impact.
- Identify and research benchmark and aspiration centers nationally and internationally to identify new program and service opportunities as well as potential center improvements.

Program Review Schedule by Year, 2014-2022
(Programs and schedules are subject to change)

Self-studies Due October 2014, Reviewed 2014-2015
Summaries Published in *Academic Plan 2015-2020*

Eight-year review (programs)	
College of Arts and Sciences	
Anthropology	B.A., B.S.
Applied Economics	M.A., M.S.
Criminal Justice Sciences	B.A., B.S.
Criminal Justice Sciences	M.A., M.S.
Economics	B.A., B.S.
Geography	B.A., B.S.
History	B.A., B.S.
History	M.A., M.S.
Political Science	B.A., B.S.
Political Science	M.A., M.S.
School Psychology	S.S.P.
Social Work	B.S.W.
Social Work	M.S.W.
Sociology	B.A., B.S.
Sociology	M.A., M.S.
Three-year review (progress)	
Chemistry Education	M.C.E.
Chemistry Education	M.S.C.E.
Construction Management	B.S.
Graphic Communications	B.S.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic programs

Accountancy, B.S.: 2020
Accountancy, M.S.: 2020
Accountancy, Integrated B.S./M.P.A.: 2020
Agriculture, B.S.: 2020
Agriculture, M.S.: 2020
Anthropology, B.A., B.S.: 2014, 2022
Anthropology, M.A., M.S.: 2016 (new program progress report), 2022
Applied Economics, M.S., M.S.: 2014, 2022
Art, B.A., B.S.: 2015
Art, M.A., M.S.: 2015
Art, B.F.A.: 2015
Art, M.F.A.: 2015
Arts Technology, B.A., B.S.: 2015
Arts Technology, M.S.: 2015
Athletic Training, B.S.: 2018
Audiology, Doctor of (Aud.D.): 2017
Biochemistry, B.S.: 2016 (new program progress report), 2021
Biological Sciences, B.S.: 2017
Biological Sciences, M.S.: 2017
Biological Sciences, Ph.D.: 2017
Business Administration, B.S.: 2020
Business Administration, M.B.A.: 2016 (new region progress report), 2020
Business Information Systems, B.S.: 2020
Business Teacher Education, B.A., B.S., B.S.Ed.: 2019
Chemistry, B.S.: 2016
Chemistry, M.S.: 2016
Chemistry Education, M.C.E.; 2014 (new program progress report), 2019
Chemistry Education, M.S.C.E.: 2014 (new program progress report), 2019
Clinical-Counseling Psychology, M.A., M.S.: 2020
College Student Personnel Administration, M.S.: 2015
Communication, M.A., M.S.: 2015
Communication Sciences and Disorders, B.S.: 2017
Communication Studies, B.A., B.S.: 2015
Computer Science, B.S.: 2021
Construction Management, B.S.: 2014 (new program progress report), 2020
Criminal Justice Sciences, B.A., B.S.: 2014, 2022
Criminal Justice Sciences, M.A., M.S.: 2014, 2022
CSBO Endorsement, Post-Master's Graduate Certificate: 2019
Director of Special Education, Post-Master's Graduate Certificate: 2019
Early Childhood Education, B.S., B.S.Ed.: 2019
Economics, B.A., B.S.: 2014, 2022
Educational Administration, M.S., M.S.Ed.: 2019
Educational Administration, Ed.D., Ph.D.: 2016 (new region progress report), 2019
Elementary Education, B.S., B.S.Ed.: 2016 (new region progress report), 2019
Engineering Technology, B.S.: 2016 (new program progress report), 2020
English, B.A.: 2018
English, M.A., M.S.: 2018
English Studies, Ph.D.: 2018
Environmental Health, B.S.: 2017
Exercise Science, B.S.: 2018

Family and Consumer Sciences, B.A., B.S.: 2020
Family and Consumer Sciences, M.A., M.S.: 2020
Family Nurse Practitioner, Post-Master's Certificate: 2017
Finance, B.S.: 2020
French, B.A.: 2021
General Administration, Post-Master's Graduate Certificate: 2019
Geography, B.A., B.S.: 2014, 2022
Geology, B.S.: 2016
German, B.A., B.S.: 2021
Graphic Communications, B.S.: 2014 (new program progress report), 2020
Health Education, B.S., B.S.Ed.: 2018
Health Information Management, B.S.: 2017
History, B.A., B.S.: 2014, 2022
History, M.A., M.S.: 2014, 2022
Hydrogeology, M.S.: 2016
Industrial Technology, B.S.: 2020
Information Systems, B.S.: 2021
Information Systems, M.S.: 2021
Insurance, B.S.: 2020
Interdisciplinary Studies, B.A., B.S.: 2018
International Business, B.A., B.S.: 2020
Journalism, B.A., B.S.: 2015
Kinesiology and Recreation, M.S.: 2018
Languages, Literatures, and Cultures, M.A.: 2021
Legal Studies, B.S.: 2017 (new program progress report), 2022
Management, B.S.: 2020
Marketing, B.S.: 2020
Mass Media, B.A., B.S.: 2015
Mathematics, B.A., B.S.: 2018
Mathematics, M.S.: 2018
Mathematics Education, Ph.D.: 2018
Medical Laboratory Science, B.S.: 2018
Middle Level Teacher Education, B.S., B.S.Ed.: 2019
Molecular and Cellular Biology, B.S.: 2016 (new program progress report), 2021
Music, M.M.Ed.: 2019
Music, M.M.: 2015
Music (Liberal Arts), B.A., B.S.: 2015
Music Education, B.M.E.: 2019
Music Performance, B.M.: 2015
Network and Telecommunications Management, B.S.: 2021
Nursing, B.S.N.: 2017
Nursing, M.S.N.: 2017
Nursing, Ph.D.: 2017
Nursing Practice, Doctor of (D.N.P.): 2016 (new program progress report), 2021
Philosophy, B.A.: 2020
Physical Education, B.S., B.S.Ed.: 2018
Physics, B.S.: 2016
Political Science, B.A., B.S.: 2014, 2022
Political Science, M.A., M.S.: 2014, 2022
Psychology, B.A., B.S.: 2020
Psychology, M.A., M.S.: 2020
Public Relations, B.A., B.S.: 2015
Reading, M.S.Ed.: 2019
Recreation and Park Administration, B.S.: 2015
Renewable Energy, B.S.: 2017
Safety, B.S.: 2018

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

Research and service centers

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