

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2016-2021



Submitted to the Academic Senate
May 4, 2016

Approved by the Board of Trustees
July 22, 2016

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

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ACADEMIC PLAN 2016-2021**

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SECTION I

INSTITUTIONAL PROFILE AND PRIORITIES

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UNIVERSITY PROFILE

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

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

Academic programs at Illinois State are administered by six colleges: the College of Applied Science and Technology, the College of Arts and Sciences, the College of Business, the College of Education, the College of Fine Arts, and Mennonite College of Nursing. Administration of graduate programs offered by the colleges is coordinated by the Graduate School. The 2016-2017 university catalog describes 76 undergraduate degree programs, 41 master's degree programs, 10 doctoral programs, and 9 post-baccalaureate or post-master's certificate programs offered by the University (see page 19 for the complete list). The University supports nine research and service centers recognized by the Illinois Board of Higher Education. 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 (HLC), one of six regional higher education accrediting bodies recognized by the United States Department of Education. HLC reaccredited Illinois State on July 27, 2015, as fully meeting all quality standards of the commission, with no concerns and no required monitoring visits or follow-up reports. The teacher education unit at the University consists of more than 40 teacher preparation programs across all academic units of the University. Programs offered by the unit are approved annually by the Illinois State Educator Preparation and Licensure Board of the Illinois State Board of Education. The unit is accredited by the National Council for Accreditation of Teacher Education. Illinois State holds discipline-based accreditation from 47 professional associations. Of the 273 sequences of study offered by Illinois State through its 136 degree or certificate programs, 151 (55 percent) are accredited or approved by specialized accreditors.

Illinois State has a long-standing goal of enrolling between 20,000 and 21,000 students. In fall 2015 Illinois State enrolled 20,807 students, a 0.9 percent increase from fall 2014. Eighty-nine percent (18,427) of students were undergraduates, and 11 percent (2,380) were graduate students. At 5,414 students, the freshman class was 15 percent larger than the fall 2014 freshman class and the largest freshman class at Illinois State since 1989. The mean ACT score for new beginning freshmen in fall 2015 was 23.6 compared to 23.8 in fall 2013.

Eighty-two percent of first-time-in-college students entering the University in fall 2014 returned for the fall 2015 semester. Seventy-three percent of students who enrolled in the University as first-time-in college students in fall 2009 graduated within six years, an all-time high for the University. In Fiscal 2015 the University conferred 5,061 degrees.

In fall 2015 the University had 3,560 employees, a two percent decrease from fall 2014. Of the 3,560 employees, 1,224 were employed as departmental faculty members, also a two percent decrease from fall 2014. Illinois State University faculty is dedicated to superior teaching and individualized attention to students. The faculty includes many scholars who are recognized at national and international levels. A hallmark of Illinois State is involvement of students, at both the graduate and undergraduate level, in collaborative research with faculty of the institution.

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

ILLINOIS STATE UNIVERSITY MISSION STATEMENT

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

Adopted by the Academic Senate, May 7, 2008

**BOARD OF TRUSTEES
ILLINOIS STATE UNIVERSITY
STATEMENT OF GOALS**

Board of Trustees Statement of Goals for 2016

1. Support and assist the President in reaching his annual goals.
2. Support the institution in its efforts to provide a premier education experience for students, preparing them for success in a culturally and economically diverse environment.
3. Promote a stronger university image that clearly describes the strengths of the University, its students and academic programs which distinguish Illinois State as the premier state university in Illinois.
4. Explore ways to enhance faculty and staff compensation in 2016 in order to attract and retain the best faculty and staff possible.
5. Oversee the implementation of *Educating Illinois*, *Campus Master Plan* and *Long-Range Financial Plan* for Illinois State.
6. Build strong working relationships with the students, alumni, faculty, staff, potential donors and other stakeholders through participation in activities on and off campus.
7. Continue the process for the design and construction for projects currently underway and continue to advocate for funding for the ongoing enhancement of the University's physical facilities and environment as identified in the *Campus Master Plan*.
8. Reaffirm the Board's strong commitment to building an institution that mirrors the diverse culture of the State of Illinois and maintain efforts to offer a welcoming and caring environment for all students, faculty and staff.
9. Assist the President and the Division of University Advancement in promoting Illinois State to alumni and a variety of supporters.
10. Assure the smooth integration of all new Trustees. Provide opportunities for Trustee orientation, education and training.
11. Strengthen and cultivate relationships with the Illinois General Assembly, the Governor's Office and the Federal Government.
12. Continue involvement and support all ongoing fundraising activities by the University, including academic, athletic and student development programs.
13. Support University efforts to attract and recruit academically talented students while working with the President to enhance need-based and merit-based financial assistance.

Educating Illinois 2013–2018: Individualized Attention, Shared Aspirations

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.

VISION

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 VALUES

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 1

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 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.

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 globalization of the campus and the curriculum

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

GOAL 3

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 4

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

IMPLEMENTATION

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

To build upon our recent achievements, difficult decisions will need to be made to guide resource allocations and to become even more efficient. New monies will not be available to support each strategy and action identified in the plan; support for new initiatives will need to be identified through reinvestment of staff time and reallocation of existing resources. *Educating Illinois* presents the guide for making these decisions. As implementation of *Educating Illinois* proceeds, it will be important to regularly assess the progress being made to advance the goals and strategies included in the new plan. Selected indicators of success will be developed and reported on a regular basis. To document implementation progress, an annual report will be made to the Board of Trustees as well as to the entire university community. Progress will also be documented on the *Educating Illinois* website at IllinoisState.edu/EducatingIllinois. To ensure that the plan continues to address the needs of the future, *Educating Illinois* will be reviewed and updated in 2016.

PLANNING PROCESS

In September 2011, 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 the document, a number of activities were undertaken to review the environment and seek input from the campus and local communities. A comprehensive environmental scan was prepared that illustrated both internal and external factors facing the University. The task force executed a widespread consultation process, before the first draft was released in August 2012 and immediately 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. The final draft was endorsed by each of the shared governance groups – Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association – before it was formally adopted by the Illinois State University Board of Trustees on February 22, 2013.

CAMPUS AND RELATED GROUPS CONSULTED

Academic Senate (Planning and Finance Committee)
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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Brian Beam (beginning 2/2012), Executive Director, University Marketing and Communications
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Marie Dawson, Instructional Assistant Professor, Accounting
Larry Dietz, Vice President for Student Affairs
Meredith Downes, Professor, Management and Quantitative Methods
Sheri Noren Everts (cochair), Vice President for Academic Affairs and Provost
William Fanning (through 2/2012), Director, Foundation Business Affairs
Craig Gatto, Department Chair, Biological Sciences
Jay Groves, Assistant to the President
Arnold Hernandez, Building Mechanic Foreman
Daniel Holland, Chair, Academic Senate
Katy Killian, Assistant to the Vice President for Student Affairs for Marketing and Communication
Trish Klass, Interim Associate Dean, College of Education
Dan Layzell (cochair), Vice President for Finance and Planning
Erin Minné, Vice President for University Advancement
Mboka Mwilambwe, Assistant Director, University Housing
Zach Owens (through 4/2012), President, Student Government Association
Stacy Ramsey, Chair, Administrative/Professional Council
Sandra Roe, Associate Professor, Milner Library
Gregory Simpson, Dean, College of Arts and Sciences
Deb Smitley, Senior Associate Vice President, Planning, Finance and Facilities
Stephen Stapleton, Assistant Professor, Mennonite College of Nursing
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SECTION II

ACADEMIC PROGRAMS AND PRIORITIES

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INVENTORY OF ACADEMIC PROGRAMS

UNDERGRADUATE DEGREE PROGRAMS AND PLANS OF STUDY ILLINOIS STATE UNIVERSITY

Effective May 16, 2016

Undergraduate degree programs offered by Illinois State University as of May 16, 2016 are listed below. The number in parentheses following the degree name is the Classification of Instructional Programs Code, or CIP code, assigned to the program by the Illinois Board of Higher Education. For more information about CIP codes see page 126.

The entries below each degree name are the plans of study available to students in the degree program. These include the plan of study set forth for the degree (identified as “major plan of study/no sequence”) and sequences approved through the curriculum approval process at Illinois State. Note that some degree programs have no sequences, just the plan of study set forth for the degree. In some degree programs students may choose to complete the major plan of study or a sequence within the major. Some programs have no major plan of study, only sequences. This list does not identify options, concentrations, specializations, or other suggested but not required plans of study.

Accountancy, B.S. (52.0301)

Accounting Information Systems (sequence)

Business Information Systems (sequence)

Career Specialty (sequence)

Financial Accounting (sequence)

Accountancy, Integrated B.S./M.P.A. (52.0301A)

Accountancy and Information Systems (sequence)

Professional Accountancy (sequence)

Agriculture, B.S. (01.0000)

Agribusiness (sequence)

Agriculture Communication and Leadership (sequence)

Agriculture Teacher Education (sequence)

Agronomy Management (sequence)

Animal Industry Management (sequence)

Animal Science (sequence)

Crop and Soil Science (sequence)

Food Industry Management (sequence)

Horticulture and Landscape Management (sequence)

Pre-Veterinary Medicine (sequence)

Anthropology, B.A., B.S. (45.0201)

Anthropology (major plan of study/no sequence)

Art, B.A., B.S. (50.0701)

Art Teacher Education (B.S. only) (sequence)

Art History (B.A. only) (sequence)

Graphic Design (sequence)

Studio Arts (sequence)

Art, B.F.A. (50.0702)

Art (major plan of study/no sequence)

Arts Technology, B.A., B.S. (50.9999)

Arts Technology (major plan of study/no sequence)

Athletic Training, B.S. (51.0913)

Athletic Training (major plan of study/no sequence)

Biochemistry, B.S. (26.0202)

Biochemistry (major plan of study/no sequence)

Biological Sciences, B.S. (26.0101)

General Biology (sequence)

Conservation Biology (sequence)

Physiology, Neuroscience, and Behavior (sequence)

Plant Biology (sequence)

Zoology (sequence)

Biological Sciences Teacher Education, B.S. (13.1322)

Biological Sciences Teacher Education (major plan of study/no sequence)

Business Administration, B.S. (52.0201)

Business Administration (major plan of study/no sequence)

Business Information Systems, B.S. (52.1201)

Business Information Systems (major plan of study/no sequence)

Chemistry, B.S. (40.0501)

Chemistry (major plan of study/no sequence)

Chemistry Teacher Education (sequence)

Communication Sciences and Disorders, B.S. (51.0204)

Communication Sciences and Disorders (major plan of study/no sequence)

Communication Studies, B.A., B.S. (09.0101)

Communication Studies (major plan of study/no sequence)

Communication Studies Teacher Education (sequence)

Interpersonal Communication (sequence)

Organizational and Leadership Communication (sequence)

Pedagogy Emphasis (sequence)

Political Communication (sequence)

Computer Science, B.S. (11.0701)

General Computer Science (sequence)

Web Computing (sequence)

Construction Management, B.S. (52.2001)

Construction Management (major plan of study/no sequence)

Criminal Justice Sciences, B.A., B.S. (43.0104)

Criminal Justice Sciences (major plan of study/no sequence)

Early Childhood Education, B.S., B.S.Ed. (13.1209)

Early Childhood Education (major plan of study/no sequence)

Economics, B.A., B.S. (45.0601)

General Economics (sequence)

Managerial Economics (sequence)

Elementary Education, B.S., B.S.Ed. (13.1202)

Elementary Education (major plan of study/no sequence)

Bilingual/Bicultural Teacher Education (English-Spanish) (sequence)

Engineering Technology, B.S. (15.0000)

Engineering Technology (major plan of study/no sequence)

English, B.A. (23.0101)

English (major plan of study/no sequence)

Creative Writing Studies (sequence)

English Teacher Education (sequence)

Publishing Studies (sequence)

Environmental Health, B.S. (51.2202)

Environmental Health (major plan of study/no sequence)

Exercise Science, B.S. (31.0505)

Exercise Science (major plan of study/no sequence)

Family and Consumer Sciences, B.A., B.S. (19.0101)

General (sequence)

Family and Consumer Sciences Teacher Education (sequence)

Fashion Design and Merchandising, B.A., B.S. (19.0901)

Fashion Design and Merchandising (major plan of study/no sequence)

Finance, B.S. (52.0801)

General Finance (sequence)

Food, Nutrition, and Dietetics, B.A., B.S. (51.3101)

Food, Nutrition, and Dietetics (major plan of study/no sequence)

French, B.A. (16.0901)

French (major plan of study/no sequence)

French Teacher Education (sequence)

Geography, B.A., B.S. (45.0701)

Geography (major plan of study/no sequence)

Geography Teacher Education (sequence)

Geology, B.S. (40.0601)

Geology (major plan of study/no sequence)

Earth and Space Science Teacher Education (sequence)

German, B.A. (16.0501)

German (major plan of study/no sequence)

German Teacher Education (sequence)

Graphic Communications, B.S. (10.0301)

Graphic Communications (major plan of study/no sequence)

Health Education, B.S., B.S.Ed. (13.1307)

School Health Education (sequence)

Community Health Education (sequence)

Health Information Management, B.S. (51.0706)

Health Information Management (major plan of study/no sequence)

Health Information Management (online) (sequence)

History, B.A., B.S. (54.0101)

History (major plan of study/no sequence)

History (major plan of study/no sequence)

Human Development and Family Science, B.A., B.S. (19.0701)

Human Development and Family Science (major plan of study/no sequence)

Industrial Technology, B.S. (15.0612)

Computer Systems Technology (sequence)

Information Systems, B.S. (11.0103)

Information Assurance and Security (sequence)

Integration of Enterprise Systems (sequence)

Systems Development/Analyst (sequence)

Web Application Development (sequence)

Insurance, B.S. (52.1701)

General Insurance (sequence)

Business Information Systems (sequence)

Interdisciplinary Studies, B.A., B.S. (24.0101)

Individualized Studies (sequence)

Multidisciplinary Studies (sequence)

Human and Educational Service (sequence)

Interior Design, B.A., B.S. (50.0408)

Interior Design (major plan of study/no sequence)

International Business, B.A., B.S. (52.1101)

International Business (major plan of study/no sequence)

Journalism, B.A., B.S. (09.0401)

Journalism (major plan of study/no sequence)

Legal Studies, B.A., B.S. (22.0302)

Legal Studies (major plan of study/no sequence)

Management, B.S. (52.1301)

Entrepreneurship and Small Business Management (sequence)

Organizational Leadership (sequence)

Human Resource Management (sequence)

Marketing, B.S. (52.1401)

Marketing (major plan of study/no sequence)

Advanced Marketing Analytics (sequence)

Integrated Marketing Communication (sequence)

Professional Sales (sequence)

Mass Media, B.A., B.S. (09.0102)

Interactive Media (sequence)

Television Production (sequence)

Media Management, Promotion, and Sales (sequence)

Radio (sequence)

Mathematics, B.A., B.S. (27.0101)

Mathematics (major plan of study/no sequence)

Actuarial Science (sequence)

Biomathematics (sequence)

Mathematics Teacher Education (sequence)

Pedagogy Emphasis (sequence)

Statistics (sequence)

Medical Laboratory Science, B.S. (51.1005)

Medical Laboratory Science (major plan of study/no sequence)

Middle Level Teacher Education, B.S., B.S. Ed. (13.1203)

Middle Level Teacher Education (major plan of study)

Molecular and Cellular Biology, B.S. (26.0406)

Molecular and Cellular Biology (major plan of study/no sequence)

Music (Liberal Arts), B.A., B.S. (50.0901)

Music (major plan of study/no sequence)

Music Business (sequence)

Music Education, Bachelor of (B.M.E.) (13.1312)

Choral-General-Vocal (sequence)

Choral-General-Keyboard (sequence)

Instrumental-Band (sequence)

Instrumental-Orchestra (sequence)

Music (Performance), Bachelor of (B.M.) (50.0903)

Composition (sequence)

Keyboard Performance (sequence)

Voice Performance (sequence)

Music Therapy (sequence)

Classical Guitar Performance (sequence)

Band and Orchestra Instruments Performance (sequence)

Network and Telecommunications Management, B.S. (11.0901)

Network and Telecommunications Management (major plan of study/no sequence)

Nursing, B.S.N. (51.3801)

Nursing (major plan of study/no sequence)

Pre-licensure (sequence)

Pre-nursing (sequence)

Philosophy, B.A. (38.0101)

Philosophy (major plan of study/no sequence)

Physical Education, B.S., B.S.Ed. (13.1314)

Kinesiology Studies (sequence)

Physical Education Teacher Education (sequence)

Physics, B.S. (40.0801)

Physics (major plan of study/no sequence)

Engineering Physics with the University of Illinois (sequence)

Computer Physics (sequence)

Physics Teacher Education (sequence)

Political Science, B.A., B.S. (45.1001)

Political Science (major plan of study/no sequence)

Psychology, B.A., B.S. (42.0101)

Psychology (major plan of study/no sequence)

Public Relations, B.A., B.S. (09.0902)

Public Relations (major plan of study/no sequence)

Recreation and Park Administration, B.S. (31.0301)

Recreation Management (sequence)

Therapeutic Recreation (sequence)

Renewable Energy, B.S. (15.0503)

Renewable Energy (major plan of study/no sequence)

Safety, B.S. (51.2206)

Safety (major plan of study/no sequence)

Social Work, Bachelor of (B.S.W.) (44.0701)

Social Work (major plan of study/no sequence)

Sociology, B.A., B.S. (45.1101)

Sociology (major plan of study/no sequence)

Spanish, B.A. (16.0905)

Spanish (major plan of study/no sequence)

Spanish Teacher Education (sequence)

Special Education, B.S., B.S.Ed. (13.1001)

Specialist in Deaf and Hard of Hearing (sequence)

Specialist in Learning and Behavior (sequence)

Specialist in Low Vision and Blindness (sequence)

Technology and Engineering Education, B.S. (13.1309)

Technology and Engineering Education (major plan of study/no sequence)

Theatre, B.A., B.S. (50.0501)

Acting (sequence)

Dance Teacher Education (sequence)

Dance Performance (sequence)

Design/Production (sequence)

Theatre Teacher Education (sequence)

Theater and Film Studies (sequence)

University Studies, B.A., B.S. (24.0102)

University Studies (major plan of study/no sequence)

MASTER'S DEGREE PROGRAMS AND PLANS OF STUDY
ILLINOIS STATE UNIVERSITY
Effective May 16, 2016

Master's degree programs offered by Illinois State University as of May 16, 2016 are listed below. The number in parentheses following the degree name is the Classification of Instructional Programs Code, or CIP code, assigned to the program by the Illinois Board of Higher Education. For more information about CIP codes see page 126.

The entries below each degree name are the plans of study available to students in the degree program. These include the plan of study set forth for the degree (identified as "major plan of study/no sequence") and sequences approved through the curriculum approval process at Illinois State. Note that some degree programs have no sequences, just the plan of study set forth for the degree. In some degree programs students may choose to complete the major plan of study or a sequence within the major. Some programs have no major plan of study, only sequences. This list does not identify options, concentrations, specializations, or other suggested but not required plans of study.

Accountancy, M.S. (52.0301)

Accountancy (major plan of study/no sequence)

Agriculture, M.S. (01.0000)

Agribusiness (sequence)

Agriscience (sequence)

Agricultural Education and Leadership (sequence)

Anthropology, M.A., M.S. (45.0201)

Anthropology (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

Applied Economics, M.A., M.S. (45.0601)

Applied Economics (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

Electricity, Natural Gas, and Telecommunications Economics (sequence)

Financial Economics (sequence)

Art, M.A., M.S. (50.0701)

Art Education (M.S. only) (sequence)

Visual Culture (M.A. only) (sequence)

Art, M.F.A. (50.0702)

Art (major plan of study/no sequence)

Arts Technology, M.S. (50.9999)

Arts Technology (major plan of study/no sequence)

Biological Sciences, M.S. (26.0101)

Biological Sciences (major plan of study/no sequence)

Behavior, Ecology, Evolution, and Systematics (sequence)

Bioenergy Sciences (sequence)

Biomathematics (sequence)

Biotechnology (sequence)

Conservation Biology (sequence)

Neuroscience and Physiology (sequence)

Business Administration, Master of (M.B.A.) (52.0201)

Business Administration (major plan of study/no sequence)

Chemistry, M.S. (40.0501)

Chemistry (major plan of study/no sequence)

Chemistry Education, Master of (M.C.E.) (13.1323)

Chemistry Education (major plan of study/no sequence)

Chemistry Education, Master of Science in (M.S.C.E.) (13.1323)

Chemistry Education (major plan of study/no sequence)

Clinical-Counseling Psychology, M.A., M.S. (42.2803)

Clinical-Counseling Psychology (major plan of study/no sequence)

Communication, M.A., M.S. (09.0101)

Communication (major plan of study/no sequence)

Criminal Justice Sciences, M.A., M.S. (43.0104)

Criminal Justice Sciences (major plan of study/no sequence)

Educational Administration, M.S., M.S.Ed. (13.0401)

Educational Administration (major plan of study/no sequence)

Principal (M.S.Ed. only) (sequence)

Teacher Leader (M.S.Ed. only) (sequence)

English, M.A., M.S. (23.0101)

English (major plan of study/no sequence)

Family and Consumer Sciences, M.A., M.S. (19.0101)

Family and Consumer Sciences (major plan of study/no sequence)

Dietetic Internship (sequence)

History, M.A., M.S. (54.0101)

History (major plan of study/no sequence)

Hydrogeology, M.S. (40.0699)

Hydrogeology (major plan of study/no sequence)

Information Systems, M.S. (11.0103)

Information Systems (major plan of study/no sequence)

Geographic Information Systems (sequence)

Internet Application Development (sequence)

Network and Security Management (sequence)

Systems Development (sequence)

Instructional Technology and Design, M.S.

(13.0501) Business and Industry (sequence)

Education/Technology Specialist (sequence)

Kinesiology and Recreation, M.S. (31.0501)

Applied Community and Economic Development (sequence)

Athletic Training (sequence)

Biomechanics (sequence)

Exercise Physiology (sequence)

Physical Education Pedagogy (sequence)

Psychology of Sport and Physical Activity (sequence)

Recreation Administration (sequence)

Sport Management (sequence)

Languages, Literatures, and Cultures, M.A. (16.0101)

Languages, Literatures, and Cultures (major plan of study/no sequence)

Mathematics, M.S. (27.0101)

Mathematics (major plan of study/no sequence)

Actuarial Science (sequence)

Applied Statistics (sequence)

Biomathematics (sequence)

Elementary and Middle School Mathematics Education (sequence)

Music, Master of (M.M.) (50.0901)

Collaborative Piano (sequence)

Composition (sequence)

Conducting (sequence)

Music Therapy (sequence)

Performance (sequence)

Music Education, Master of (M.M.Ed.) (13.1312)

Music Education (major plan of study/no sequence)

Nursing, Master of Science in (51.3801)

Clinical Nurse Leader (sequence)

Family Nurse Practitioner (sequence)

Nursing Systems Administration (sequence)

Political Science, M.A., M.S. (45.1001)

Political Science (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

Global Politics and Culture (sequence)

Public Service (sequence)

Psychology, M.A., M.S. (42.0101)

Psychology (major plan of study/no sequence)

Cognitive and Behavioral Sciences (sequence)

Developmental (sequence)

Industrial-Organizational-Social (sequence)

Quantitative (sequence)

Reading, M.S.Ed. (13.1315)

Reading (major plan of study/no sequence)

Social Work, Master of (M.S.W.) (44.0701)

Child and Family Practice (sequence)

Gerontology Practice (sequence)

School Social Work (sequence)

Sociology, M.A., M.S. (45.1101)

Sociology (major plan of study/no sequence)

Applied Community and Economic Development (sequence)

Special Education, M.S., M.S.Ed. (13.1001)

Special Education (major plan of study/no sequence)

Speech-Language Pathology, M.A., M.S. (51.0204)

Speech-Language Pathology (major plan of study/no sequence)

Teaching and Learning, M.S. (13.0301)

Teaching and Learning (Major plan of study/no sequence)

Technology, M.S. (15.0612)

Technology (major plan of study/no sequence)

Project Management (sequence)

Quality Management and Analytics (sequence)

STEM Education and Leadership (sequence)

Training and Development (sequence)

Theatre, M.A., M.S. (50.0501)

Theatre (major plan of study/no sequence)

Theatre, M.F.A. (50.0501)

Theatre (major plan of study/no sequence)

DOCTORAL DEGREE PROGRAMS AND PLANS OF STUDY ILLINOIS STATE UNIVERSITY

Effective May 16, 2016

Doctoral degree programs offered by Illinois State University as May 16, 2016 are listed below. The number in parentheses following the degree name is the Classification of Instructional Programs Code, or CIP code, assigned to the program by the Illinois Board of Higher Education. For more information about CIP codes see page 126.

The entries below each degree name are the plans of study available to students in the degree program. These include the plan of study set forth for the degree (identified as “major plan of study/no sequence”) and sequences approved through the curriculum approval process at Illinois State. Note that some degree programs have no sequences, just the plan of study set forth for the degree. In some degree programs students may choose to complete the major plan of study or a sequence within the major. Some programs have no major plan of study, only sequences. This list does not identify options, concentrations, specializations, or other suggested but not required plans of study.

Audiology, Doctor (Au.D.) (51.0204)

Audiology (major plan of study/no sequence)

Biological Sciences, Ph.D. (26.0101)

Biological Sciences (major plan of study/no sequence)

Behavior, Ecology, Evolution, and Systematics (sequence)

Molecular and Cellular Biology (sequence)

Neuroscience and Physiology (sequence)

Educational Administration, Ed.D., Ph.D. (13.0401)

Educational Administration (major plan of study/no sequence)

English Studies, Ph.D. (23.0101)

English Studies (major plan of study/no sequence)

Mathematics Education, Ph.D. (13.1311)

Mathematics Education (major plan of study/no sequence)

Nursing, Ph.D. (51.3808)

Nursing (major plan of study/no sequence)

Nursing Practice, Doctor of (D.N.P.) (51.3818)

Nursing Practice (major plan of study/no sequence)

School Psychology, Ph.D. (42.2805)

School Psychology (major plan of study/no sequence)

Special Education, Ed.D. (13.1001)

Special Education (major plan of study/no sequence)

Teaching and Learning, Ed.D. (13.0301)

Teaching and Learning (Major plan of study/no sequence)

**POST-BACCALAUREATE AND POST-MASTER'S CERTIFICATE PROGRAMS
ILLINOIS STATE UNIVERSITY**

Effective May 16, 2016

Post-baccalaureate and post-master's certificate programs offered by Illinois State University as of May 16, 2016 are listed below. This list includes only the certificate programs recognized by the Illinois Board of Higher Education. The number in parentheses following the certificate name is the Classification of Instructional Programs Code, or CIP code, assigned to the program by the Illinois Board of Higher Education. For more information about CIP codes see page 126.

Post-Baccalaureate Graduate Certificate in School Librarianship (25.0101)

Post-Baccalaureate Graduate Certificate in the Teaching of Writing in the High School/Middle School (23.1301)

Post-Baccalaureate Teacher Leader Certificate (13.0401)

Post-Master's Family Nursing Practitioner Certificate (51.3805)

Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration (13.0411)

Post-Master's Graduate Certificate General Administrative Certification in Educational Administration (13.0409)

Post-Master's Graduate Certificate Chief School Business Official (13.0499)

Post-Master's Graduate Certificate for Director of Special Education (13.0402)

School Psychology, Specialist in (S.S.P.) (42.2805)

ACADEMIC PROGRAM CHANGES 2015-2016

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2015 and ending April 30, 2016. The effective date of each change is indicated. Changes in the list are reflected in the Inventory of Academic Programs beginning on page 19.

NEW DEGREE PROGRAMS

B.A., B.S. in Fashion Design and Merchandising (CIP Code 19.0901)
Effective May 16, 2016

B.A., B.S. in Food, Nutrition, and Dietetics (CIP Code 51.3101)
Effective May 16, 2016

B.A., B.S. in Human Development and Family Science (CIP Code 19.0701)
Effective May 16, 2016

B.A., B.S. in Interior Design (CIP Code 50.0408)
Effective May 16, 2016

NEW CERTIFICATE PROGRAMS

Post-Baccalaureate Teacher Leader Certificate (CIP Code 13.0401)
Effective May 16, 2016

NEW MINORS

Minor in European Studies (CIP Code 05.0106)
Effective May 16, 2016

Minor in Bilingual Education (CIP Code 13.0201)
Effective May 16, 2016

NEW SEQUENCES

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

Business Teacher Education sequence, B.A., B.S., B.S.Ed. in Business Education
Effective May 16, 2016

Creative Writing sequence, B.A. in English
Effective May 16, 2016

Pedagogy sequence, B.A., B.S. in Mathematics
Effective May 16, 2016

Pedagogy Emphasis sequence, B.A., B.S. in Communication Studies
Effective May 16, 2016

Principal sequence (M.S.Ed. only), M.S., M.S.Ed. in Educational Administration
Effective May 16, 2016

Teacher Leader sequence (M.S.Ed. only), M.S., M.S.Ed. in Educational Administration
Effective May 16, 2016

Training and Development sequence (B.A., B.S. only), B.A., B.S., B.S.Ed. in Business Education
Effective May 16, 2016

Web Computing sequence, B.S. in Computer Science
Effective May 16, 2016

DISESTABLISHED PROGRAMS

[none]

DISESTABLISHED SEQUENCES

Apparel Merchandising and Design sequence, B.A., B.S. in Family and Consumer Sciences
Effective May 16, 2016

Art Studio sequence, M.A., M.S. in Art
Effective May 16, 2016

Bilingual Speech-Language Pathology sequence, M.A., M.S. in Speech-Language Pathology
Effective May 15, 2016

Biology Teacher Education sequence, B.S. in Biological Sciences
Effective May 16, 2016

Food, Nutrition, and Dietetics sequence, B.A., B.S. in Family and Consumer Sciences
Effective May 16, 2016

Human Development and Family Resources sequence, B.A., B.S. in Family and Consumer Sciences
Effective May 16, 2016

Interior and Environmental Design sequence, B.A., B.S. in Family and Consumer Sciences
Effective May 16, 2016

Musical Theatre sequence, B.A., B.S. in Music (Liberal Arts)
Effective May 15, 2016

NAME CHANGES

From Applied Community Development sequence, M.A., M.S. in Political Science
To Applied Community and Economic Development sequence, M.A., M.S. in Political Science
Effective May 16, 2016

From Bilingual/Bicultural Teacher Education sequence, B.S., B.S.Ed. in Elementary Education
To Bilingual/Bicultural Teacher Education (English-Spanish) sequence, B.S., B.S. in Elementary Education
Effective May 16, 2016

From Business Teacher Education (BTE)
To Business Education (BE)
Effective May 16, 2016

From B.A., B.S., B.S.Ed. in Business Teacher Education
To B.A., B.S., B.S.Ed. in Business Education
Effective May 16, 2016

From Center for Adoption Studies
To Center for Child Welfare and Adoption Studies
Effective May 16, 2016

From Minor in Cinema Studies
To Minor in Film Studies
Effective May 16, 2016

From Theatre Studies sequence, B.A., B.S. in Theatre
To Theatre and Film Studies sequence in the B.A., B.S. in Theatre
Effective May 16, 2016

OTHER

Change CIP Code for the B.A., B.S. in Legal Studies from 22.0000 to 22.0302
Effective September 8, 2015

Disestablish the Special Education Assistive Technology Center
Effective July 1, 2015

ACADEMIC INITIATIVES 2015-2016

Human Capital Initiative

This initiative involves merging wage-related data compiled by the Illinois Department of Employment Security with data for thousands of former Illinois State University students and then conducting analyses of the merged data to estimate the rate of return of an undergraduate education from Illinois State University and to identify wage patterns, job continuity rates and other such metrics for Illinois State University alumni. This initiative will allow the University to reclaim the narrative about investment in higher education and will enable the University to market the value-added of an Illinois State University education to potential students and their parents and to other external stakeholders, such as the legislature and the community at large.

Redbird Scholar

To increase the visibility of research, scholarship, and creative expression by faculty and students at Illinois State University, the Office of Research and Graduate Studies has partnered with University Marketing and Communications, Media Relations, the Graduate School, and Research and Sponsored Programs to publish *Redbird Scholar*, a magazine devoted to the scholarly activities of faculty, students, and staff. The publication is issued twice annually and distributed to faculty, staff, key donors, community leaders, and state and federal leaders. The magazine also has an online presence (<http://illinoisstate.edu/redbirdscholar/>) that is accessible to students, alumni, and the general public.

Graduate School Strategic Plan

The Graduate School has embarked on the first strategic planning process in memory under the direction of Dr. Jeri Beggs, Professor of Marketing at Illinois State University. Goals of the process are to build consensus about the future direction of the Graduate School, strengthen operations while increasing efficiency and effectiveness, and provide a basis for making informed decisions, including decisions to change where necessary and grow where appropriate. The planning process is expected to be completed early in the 2016-2017 academic year.

Institutional Review Board (IRB) Task Force

The IRB has created an ad hoc task force to review current IRB policies and the IRB administrative structure. Areas the task force will examine include the departmental review system, composition of the executive committee, administrative office staff composition, submission requirements, and the administrative process for exempt, expedited, and full board reviews. Task force recommendations will then be reviewed by the IRB, the body that has ultimate authority for implementing any changes to its policies and procedures.

General Education Assessment

Assessment of the General Education program is guided by a plan established in May 2014 through cooperation of University Assessment Services, the Council on General Education, and program faculty. General Education is aligned with Association of American Colleges and Universities Liberal Education and America's Promise (LEAP) learning outcomes and associated rubrics as modified for Illinois State by faculty advisory committees from relevant disciplines.

General Education course categories are reviewed on a rotating basis. Artifacts are collected from individual courses and sections by University Assessment Services (UAS). Artifacts are then reviewed by faculty members from the discipline who are trained for interrater reliability by UAS. This year UAS created an electronic platform on which the artifacts could be reviewed and scored, a greener and more user-friendly process than in previous reviews periods.

In 2015-2016 the United States Traditions category was reviewed. Faculty will complete their review of artifacts by May 30, 2016. UAS will then compile quantitative data in a report that will be reviewed by the Council on General Education (CGE) in fall 2016. Suggestions for improvement will then be shared with faculty teaching in the category. Additionally, a syllabus review of Individuals and Civic Life, United States Traditions, Math, and Quantitative Reasoning courses will be completed in May 2016.

AMALI (Asia, the Middle East, Africa, Latin America, or Indigenous Peoples of the World)

Currently Illinois State undergraduates must complete one AMALI course in order to graduate. An AMALI course is defined as covering "cultures and traditions of Asia, the Middle East, Africa, Latin America, or Indigenous Peoples of the World" and must meet the following criteria: a) the course focuses primarily on facets of specific cultures from these regions or these cultures in general (a minimum of 75 percent of course content must deal directly with the culture(s) from these regions); b) exploration of the culture(s) is developed in a comparative perspective which helps the student understand and appreciate differences between the culture(s) under consideration and cultures and traditions of America; and c) the course includes exposure to primary writings and artifacts from the culture(s). The University Curriculum Committee is considering a proposal to revise graduation requirements so that students would complete one AMALI course as described above or a minimum of one three-credit- hour course abroad, regardless of destination. The University Curriculum Committee has surveyed faculty, academic/professional staff, and students to gauge reaction to this proposal; 787 responses have been received. The University Curriculum Committee is expected to conclude its discussion of the proposal in fall 2016.

Writing in the Disciplines

Currently Illinois State University has no standard undergraduate writing requirement beyond English 101 and a course in the Language in the Humanities category of General Education. Transfer students fulfill this requirement by taking Composition I and II as part of the Illinois Articulation Initiative (IAI) transferable core curriculum. The University Curriculum Committee is considering a proposal to revise graduation requirements to require all undergraduate students to complete two writing in the discipline courses in addition to English 101 and a course in Language in the Humanities (or the IAI equivalent). Writing in the discipline courses are designed to increase students' proficiency in writing in the major field and to prepare students for the kinds of writing they will need for career fields related to their major. These courses would be adaptations of current courses as appropriate to the program; they would not be additional hours. The University Curriculum Committee has surveyed faculty, academic/professional staff, and students to gauge reaction to this proposal; 721 responses have been received. The University Curriculum Committee is expected to conclude its discussion of the proposal in fall 2016.

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 and for the Professional Development (teacher education) unit, which is listed with College of Education planning documents.

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 Goals and FY17 Objectives

College of Arts and Sciences

College of Arts and Sciences Strategic Plan 2010-2015
Mission and Fiscal 2017 objectives

College of Business

College of Business, Illinois State University, 2012-2017, Mission, Vision, Core Values, Goals, Strategies and Tactics
FY17 Planning Objectives

College of Education

College of Education Five-Year Plan (2013-2018): Cultivating Educational Leaders
Major Objectives for FY17
Major Objectives for FY17, Professional Development, March 4, 2016

College of Fine Arts

Strategic Plan 2012-2017, College of Fine Arts, Illinois State University
FY17 College of Fine Arts Goals

Mennonite College of Nursing

Mennonite College of Nursing Mission Statement/Mennonite College of Nursing Vision Statement
Strategic Map-2014-18: Prepare Outstanding Nurse Leaders and Advocates in an Uncertain Environment
Mennonite College of Nursing Fiscal Year 2017 Goals, Objectives, and College Parties Responsible

Milner Library

Milner Library Mission Statement
Strategic Map 2014-2019, Milner Library, Illinois State University
Milner Library FY17 Planning Document, Dane Ward, Dean, March 12, 2016

Graduate School

The Graduate School at Illinois State University, Major Objectives FY17

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

STRATEGIC PLAN 2014-2018

Message from the Dean

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

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

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

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

Sincerely,

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

Jeffrey A. Wood
Professor and Dean

THE COLLEGE...

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

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

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

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

VISION

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

MISSION

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

College of Applied Science and Technology Goals

CAST...

provides premier comprehensive undergraduate programs;

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

engage in high quality research and scholarship;

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

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

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

College of Applied Science and Technology Strategic Plan

Vision, Mission, Goals & Strategies

(Adopted by CAST Council on December 13, 2013)

Vision...

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

Mission...

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

Goals and Strategies

1. CAST provides premier comprehensive undergraduate programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy 4C: Encourage and recognize civic engagement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CAST Council Membership

Dr. Julie Schumacher (FCS) Chair

Dr. Rick Whitacre (AGR) Vice-Chair*

Dr. David Kopsell (AGR) *

Dr. Shelly Clevenger (CJS)

Dr. Mike Byrns (HSC)

Dr. Euysup Shim (TEC)*

Dr. Margo Coleman (KNR) Secretary

Dr. Doug Twitchell (IT)

Dr. Tammy Harpel (FCS)

Dr. Brent Beggs (KNR)

Daphne Blader (FCS, Graduate Student)

Katelynn Clement (AGR, Graduate Student)

*Strategic Issues and Planning Sub-Committee

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

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

Department Chairs and School Directors

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

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

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

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

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

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

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

CAST Dean's Staff

Jeffrey A. Wood, Ph.D.
Dean

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

Todd A. McLoda, Ph.D.
Associate Dean

Kara Pool Snyder
Assistant to the Dean

Heather Siegel Hartman
Director of Development

Lori Fox
Administrative Assistant

Cindy Greskiwcz
Chief Clerk

Kate Plantholt
Computer Specialist Coordinator

Chris Andre
Network Administrator

James Hearn
Computer Specialist

Debra Wylie
Program Director

Marcus Alouan
Director Gamma Phi

Lindsey Cleys
Intern

*College of Applied Science and Technology Goals
and FY17 Objectives*

CAST...

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

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

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

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

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

1. Promote interdisciplinary and inter-departmental research projects where appropriate.
2. Seek opportunities to unite the needs of corporate partners with available faculty expertise and student professional practice.

3. Increase grant submissions to state and federal agencies, private foundations, and corporate partners.
4. Recognize faculty efforts through the ASPT process in scholarly outcomes including grant funding, refereed publications and presentations, and mentorship of students.
5. Enhance the travel allocation to each department and school in support of faculty professional development.

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

1. Support Science and Technology Week and continue to seek extramural sponsorship.
2. Explore expansion of outreach activities that integrates and supports teaching and scholarship.
3. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students, faculty, and the community.
4. Support activities of CAST student clubs geared toward service learning and civic engagement opportunities.

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

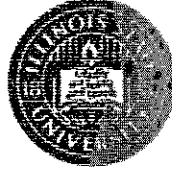
1. Install a lighting laboratory for the IED program.
2. Create a master plan for Turner Hall for space utilization and potential renovation projects.
3. Finish renovation and equipment upgrade of Graphics Communication Lab
4. Investigate solutions for central Apple computer management.
5. Continue to implement a sustainable faculty office computer replacement model with the goal of being able to replace/upgrade faculty computer on a 3 year cycle.
6. Provide opportunities for students to be involved in the design and construction of the ISU Solar Car.
7. Provide faculty and students access to open-source Micro CNC Mill to enable the making of circuit boards. These machines have played a crucial role in the development of the new Renewable Energy Lab by creating custom electronic housings and electrical circuit boards for the new Solar PV Lab Stations.
8. Implement desktop virtualization technology (HVD) and application virtualization with the intent of utilizing virtualization to increase availability of software to students and faculty both on and off campus.

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

1. Actively engage with University Advancement in the comprehensive campaign planning.

2. Continue to encourage and utilize the expertise of advisory councils in the departments and schools in CAST.
3. Expand cultivation and stewardship activities with key alumni, internal, and external constituencies.

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”)

Mission of the College of Arts and Sciences

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

College of Arts and Sciences Core Values

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

College of Arts and Sciences Fiscal Year 2017 Objectives

- Recruitment of quality faculty is the highest priority.
- Enhance and maintain teaching and research technology.
- Enhance funding for graduate assistantships.
- Enhance funding to support research-related faculty travel.
- Enhance funding to support student teacher supervision.
- Secure funding for academic support positions.

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COLLEGE OF BUSINESS

Illinois State University

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

Vision: The first choice for business education in Illinois

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

Core Values:

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

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

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

Goal One

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

Strategies

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

Tactics

- A. Heighten standards of excellence for student performance and ethical conduct.
- B. Enhance the Professionalism of our students.
- C. Build awareness and knowledge of 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.
(EdIL: 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.



COLLEGE OF BUSINESS

Illinois State University

FY17 Planning Objectives

I. Major Objectives for FY17

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 FY17 are drawn from and consistent with our strategic direction.

The FY17 College Objectives are overarching themes for the College of Business for FY17. 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 may be found in the FY17 Planning Objectives – Detail document. The second set of objectives guides the departments.

FY17 College Objectives

- Finalize College and Department of Accounting AACSB reports for the October 2016 AACSB Continuous Improvement Review visit
- Implement the Redbird Career Portfolio (career and professionalism program) for all COB freshman. COB sophomores, juniors, and seniors will be phased in starting in FY18
- Increase the number of academic advisors in the COB
- Increase classroom space and collaboration space in the COB
- Strengthen enrollment in the MBA program: traditional MBA & CMBA
- Continue recruitment efforts to attract high-quality students to the COB
- Continue the priority of developing internship and other experiential learning opportunities with high academic quality and rigor
- Create a strong marketing plan that will extend the reach of the COB brand
- Develop new, and strengthen existing, internal and external partnerships
- Continue building a strong sense of community, engagement, and satisfaction among students
- Grow and enhance international opportunities for students and faculty
- Recruit and retain high quality and diverse faculty and staff

- Provide high quality graduate assistant support for faculty
- Increase the number of business partners who seek to interview and hire our students
- Increase the number of endowed professorships, endowed chairs, faculty scholars, and fellowships funded through private giving
- Grow the COB “excellence fund” to provide support for maintaining a state-of-the-art teaching and learning environment in the COB
- Continue an effective News & Views publication
- Continue to develop capacity models that support client projects and individualized attention in major and elective classes

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.

Major Objectives for FY17

COE objectives for FY17 are consistent with the College Strategic Plan and five-year goals that support the *Educating Illinois* action plan. The objectives build upon the previously reported work from FY16. In FY17, the College of Education will:

FY17 Objectives	COE 5-Year Goal	<i>Educating Illinois</i>
1. Survive the impending budget cuts by serving students as the top priority	Yes	Yes
2. Establish partnerships for intensive clinical practice with four new school districts	COE 2	EI 2, 3
3. Implement redesigned Elementary and Middle Level Education programs	COE 1, 2	EI 1, 2, 3
4. Teach Strong: Leading student learning. Strategic recruitment of military veterans into teacher education	COE 1, 5	EI 1, 2, 3
5. Implement SED TeachAhead program where students will earn their degree with licensure in 3.5 years—graduating in December	COE 1, 2	EI 1, 2, 3
6. Host the 7 th Annual Pacific Rim Conference on Education November 1-2, 2016 (partners: University of Taipei, Taiwan, Busan University, South Korea, Burapha University, Thailand, Hokkaido University, Japan)	COE 3, 5	EI 1, 2, 3
7. Fully staff the teams for the Network to Transform Teaching (NT3) initiative	COE 1, 2, 5	EI 1, 2, 3
8. Continue to collaborate with Senior and Associate Directors of Development to identify, cultivate, solicit, and steward donors. Immediate priorities include support for strategic clinical experiences, recruitment scholarships, and a Professional Development Institute.	COE 4, 5	EI 1, 2, 3, 4

MAJOR OBJECTIVES FOR FY17

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

- Implement the Professional Education Dispositions Assessment for University Teacher Education
- Collaborating with Secondary Education faculty on The Danielson Framework for Teacher Evaluation
- Continued collaboration with ISU Career Center to provide teacher candidates and student teachers with resources for successful job searches in the P-12 classroom

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

- Utilization of data resources to:
 - Identify programmatic strengths and areas in need of improvement (e.g. edTPA data, state testing data, etc.)
 - Align edTPA into the Danielson Framework for Teacher Evaluation
- Ongoing preparation for the Council for the Accreditation of Educator Preparation (CAEP) self-study process. (Site visit spring, 2019)
 - Work with undergraduate and graduate programs across five colleges
 - Incorporating edTPA into programmatic assessment plans for accreditation purposes
- Annual ISBE Program Reports for Undergraduate and Graduate Programs
 - Provide teacher education programs with testing data for their state reports

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

- Seek new school partnerships for traditional student teaching placements and grow the Secondary Professional Development Schools program

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- Develop an infrastructure for processing professional development hours to cooperating teachers working with ISU's student teachers, with current staffing levels within Lauby Center
- Complete and submit Annual ISBE Approved Provider Report
 - During 2015, developed protocol for reviewing and approving workshops/conferences seeking Professional Development Hours for ISU faculty and staff

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

- Refine, as needed, resource materials for faculty, staff and teacher candidates in completing the Campus Solutions online system for recording Pre-Student Teaching and Student Teaching forms (Formerly "Blue/Red Docs")
- Collaboration with P-12 colleagues to secure additional school sites and cooperating teachers for clinical experiences

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

- Encourage faculty and staff cross campus scholarly collaboration related to university teacher education
- Annual Council for Teacher Education Spring Colloquium

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

- The Council for Teacher Education
 - Has as its primary charge from the Academic Senate the authority and responsibility to oversee academic programs leading to licensure of teachers and

3/4/2016

- Coordinator for edTPA
- e Portfolio Specialist
- Coordinator for Secondary Professional Development Schools
- Liaison to the Secondary Education Programs
- Associate Director, Lauby Teacher Education Center
- Director, Lauby Teacher Education Center

Illinois State University
College of Fine Arts

Strategic Plan
2012-2017

NOTE:

*The College of Fine Arts
will be creating a new 2017-2022 Strategic Plan
in Academic Year 2017*

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

Our College

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

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

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

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

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

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

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

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

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

Our Mission

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

Our Values

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

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

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

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

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

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

Our Goals, Strategies, and Actions

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

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

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

Strategy 1 Strengthen interdisciplinary relationships.

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

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

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

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

Strategy 2 Encourage more international study.

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

Action: Foster student and faculty exchanges with international universities.

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

Strategy 3 Improve coordination among College academic programs.

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

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

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

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

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

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

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

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

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

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

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

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

Action: Articulate meaningful learning outcomes in all courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action: Increase Dean's Travel Awards program.

Action: Establish research and travel awards for staff members.

Action: Establish graduate research assistantships.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy 1 Coordinate recruitment activities across the College and University.

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

Action: Facilitate shared recruitment opportunities across the College.

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

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

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

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

Action: Increase scholarship funding from private sources.

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

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

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

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

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

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

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

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

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

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

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

Strategy 1 Expand our involvement in primary and secondary schools.

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

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

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

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

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

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

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

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

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

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

Action: Join and participate in the Area Arts Roundtable.

Strategy 5 Increase arts learning opportunities for special needs populations.

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

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

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

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

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

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

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

Strategy 3 Improve College security.

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

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

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

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

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

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

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

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

Strategy 1 Strengthen ties to alumni.

Action: Develop strategies to engage young alumni.

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

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

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

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

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

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

Action: Increase student graduation giving to 50%.

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

Strategy 3 Establish a College of Fine Arts Advisory Board.

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

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

Strategy 4 Increase membership in the Friends of the Arts.

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

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

Strategy 5 Increase annual giving.

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

Strategy 6 Increase Major Gifts.

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

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

Strategy 7 Improve patron information systems.

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

FY17 College of Fine Arts Goals

Recruitment, Enrollment, Retention, Relevance

- Develop new College of Fine Arts 2017-2022 Strategic Plan with *Recruitment, Enrollment, Retention, and Relevance* as driving factors
- Implement CFA identity, message, and marketing strategies
- Target enrollment and retention of 1200 + majors
- Increase scholarship funding to attract and support excellent students
- Review areas of study experiencing a decline in enrollments (printmaking, sculpture, theatre sub-disciplines) by reviewing curriculum for relevancy, student interest, and market factors
- Align program growth plan with student demand
- Sustain strong persistence rates

Diversity

- Communicate the story of the College of Fine Arts broadly, sharing past and current opportunities that celebrate and support diversity
- The School of Theatre and Dance will devote several productions of its 2016-17 season to plays by African, Asian, African American, Latina/o, and Indigenous peoples
- University Galleries will continue highlighting culturally expressive and issues-oriented work by artists from underrepresented groups
- Examine ways to expand curricular offerings in global arts
- Work with faculty/staff, student RSOs, ISU's Culturally Responsive Committee, Crossroads, and others to develop strategies for recruitment and retention of underrepresented individuals
- Identify areas in CFA that need attention in supporting diversity efforts related to race or ethnicity, religion, language, sexual orientation, special needs, and gender

Facilities

- Weekly and daily floods, leaks, and failures in pipes and infrastructure continue (Kemp Hall, Centennial East and West, Cook Hall, MFA Studios) damaging equipment, spaces, and morale
- ISU Facilities Management committed to major work in 2017 budget
- Efforts will be made to address CFA common areas that support recruitment with low-cost cosmetic improvements
- CFA dean's conference room, used by all faculty, staff, and students, will have broken and old furniture replaced with contemporary furniture to create flexible space
- Attention will be paid to acoustic issues in Kemp, Westhoff Theatre, and the Dance studio

The Creative Community

- CFA aims to be the leader and at the heart of a vibrant and vital cultural landscape and contribute to the success of the arts on every level
- Continue working with faculty, staff, and students to pursue grant opportunities, building on recent interest and success
- Expand internships, civic engagement, and applied opportunities in the curriculum and as co-curricular enhancements
- Continue to develop year-round programming for children and families
- Join individuals from Illinois State's The String Project, the Illinois Shakespeare Festival Board and Friends of the Arts, University Galleries supporters, community arts organizations and museums, and cities of Normal and Bloomington in sustaining and building quality arts programming
- Strengthen contacts and opportunities in the Chicago metro area for all CFA stakeholders

Illinois State University's Mennonite College of Nursing (MCN)

Mennonite College of Nursing Mission Statement

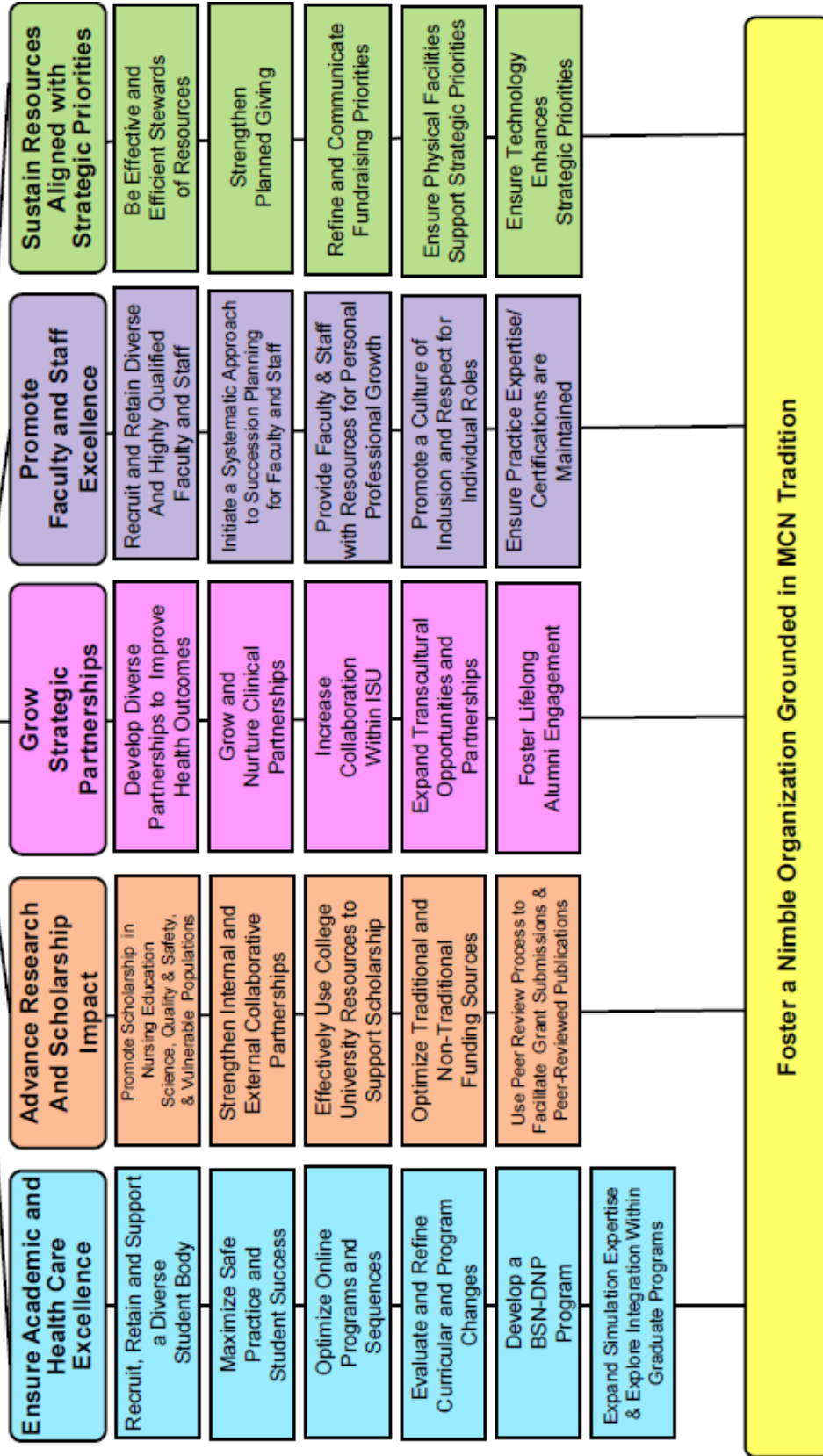
Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally well prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service, and practice with a focus on the vulnerable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

Mennonite College of Nursing Vision Statement

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

Strategic Map – 2014-18

Prepare Outstanding Nurse Leaders and Advocates in an Uncertain Environment



A. Mennonite College of Nursing Fiscal Year 2017 Goals, Objectives, and College Parties Responsible

Strategic Goal 1: Ensure Academic and Health Care Excellence

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

- 1.1.1** *Committee/Administrative Goal* Supported by: APC, GPCC, PCC, PPC, RN-BSN
-
- ❖ Augment marketing strategies based on available data to increase enrollment in the RN-BSN, Nursing Systems Administrator (NSA) and Doctor of Nursing Practice (DNP) programs in collaboration with University Marketing and Communication (UMC) and Enrollment Management and Academic Services (EMAS).
 - ◆ Implement Pathways Program in collaboration with Heartland Community College, Illinois Central College, Illinois Valley Community College, and Parkland College to increase enrollment in RN-BSN Program.
 - ◆ Evaluate marketing strategies for the traditional and accelerated Bachelor of Science in Nursing (BSN), Family Nurse Practitioner (FNP), and Doctorate of Philosophy in Nursing (PhD) programs for impact.
- 1.1.2** *Committee/Administrative Goal* Supported by: APC, ADA, PCC, PPC
-
- ❖ Continue evaluation of student success with Peer Support Persons (PSP), Peer Tutors, Academic Success Plan outcomes with Assessment Technology Institute (ATI) testing, and Pre-entry and Retention Opportunities for Undergraduate Diversity (PROUD).
 - ◆ Identify alternate grant opportunities for PROUD as grant programming ends June 2016.
 - ◆ Implement select strategies to support PROUD programming should additional grant funding not materialize.
 - ◆ Analyze available statistical data for trends relative to retention and progression in traditional and accelerated Prelicensure Program, dismissal or failure on National Council Licensure Examination (NCLEX).
- 1.1.3** *Committee/Administrative Goal* Supported by: ADA, ADUP, ADOSFS, ADGP, PCC
RN-BSN, GPCC
-
- ❖ Continue to evaluate program quality given increased enrollment and class size, the addition of new faculty, and changing clinical sites.
 - ◆ Continue to monitor student evaluations and Skyfactor (formerly Educational Benchmark, Inc. or EBI Mapworks) results for feedback about class sizes and clinical placements.
 - ◆ Analyze and make recommendations based on attrition data across all programs.
 - ◆ Monitor revised traditional Prelicensure Program plan of study and curricular changes as it relates to the division of NUR 229 *Adult Nursing I* into two sections, the acquisition of skills concurrent with NUR 229 *Adult Nursing I*, and the acquisition of skills using Objective Structured Clinical Examination (OSCE).

- 1.1.4 *Committee/Administrative Goal* Supported by: ADUP, ADRGPC, GPCC, PCC
 ❖ Maintain visits to targeted agencies to monitor and support clinical faculty in practice settings.
- 1.1.5 *Committee/Administrative Goal* Supported by: ADA, ADRGPC, GPCC
 ❖ Evaluate any recommendations from the Doctorate of Nursing Practice (DNP) evaluation process by the Commission on Collegiate Nursing Education (CCNE) with the final report expected in May 2016.
- 1.1.6 *Committee/Administrative Goal* Supported by: ADA, GPCC, PCC, PPC, RN-BSN
 ❖ Prepare for the Commission on Collegiate Nursing Education (CCNE) comprehensive college self-study report and accreditation site evaluation in April 2017.
- 1.1.7 *Committee/Administrative Goal* Supported by: ADOSFS, PPC
 ❖ Implement Best Practices for Career Placement as identified by University Task Force and as supported by the Office of the Provost.
- 1.1.8 *Committee/Administrative Goal* Supported by: ADOSFS, ADRGPC, ADUP, DNSL, PCC
 ❖ Enhance educational and social programming for nursing students.
 - ◆ Provide mentorship and leadership development opportunities for officers in the Student Nurses Association and student workers in the Nursing Simulation Lab.
 - ◆ Enhance social and educational programming for nursing students living on the Themed Living Community floor.
 - ◆ Encourage graduate students to participate in student organizations and shared governance.

Strategic Goal 1: Ensure Academic and Health Care Excellence

Objective 2: Maximize Safe Practice and Student Success

- 1.2.1 *Committee/Administrative Goal* Supported by: ADUP, PCC
 ❖ Continue exploration of non-traditional clinical sites with a community and leadership focus given changes in healthcare delivery.
- 1.2.2 *Committee/Administrative Goal* Supported by: APC, ADUP, DNSL, PCC
 ❖ Continue evaluation of scenario selections in the Nursing Simulation Laboratory (NSL) for impact on student learning outcomes.
 - ◆ Discuss models to support faculty given increased student enrollment in the NSL, including options for Extra Help positions.
 - ◆ Initiate plan for clinical make ups in the NSL.
 - ◆ Continue evaluation of NSL learning scenarios relative to percent of agency clinical placement.
 - ◆ Expand simulation expertise in the NSL through research, faculty training, the updating of equipment, and the expansion of scenarios with interdisciplinary focus.

Strategic Goal 1: Ensure Academic and Health Care Excellence

Objective 3: Optimize Online Programs and Programs

1.3.1 *Committee/Administrative Goal* Supported by: ADA, ADUP, ADRGPC, RN-BSN, GPCC

- ❖ Enhance quality and consistency in delivery of all online programs.
 - ◆ Continue support of faculty participation in Quality Matters (QM) training.
 - ◆ Continue with timeline plan for QM certification of all RN-BSN faculty, courses and program.
 - ◆ Develop plan to integrate QM standards into graduate curricula.
 - ◆ Continue promotion of Design, Align, Refine, and Teach (DART) through the Center for Teaching, Learning, and Technology (CTLT) to support high quality online delivery of courses.

Strategic Goal 1: Ensure Academic and Health Care Excellence

Objective 4: Evaluate and Refine Curricular and Program Changes

1.4.1 *Committee/Administrative Goal* Supported by: ADA, ADUP, PCC

- ❖ Measure desired didactic and clinical course outcomes for student success.
 - ◆ Implement the E-Portfolio for measurement of program outcomes in the traditional Prelicensure Program.

1.4.2 *Committee/Administrative Goal* Supported by: ADRGPC, GPCC

- ❖ Propose revisions to the PhD Curriculum that reflect changes in student admissions and faculty expertise; seek approval from College and University Councils.

1.4.3 *Committee/Administrative Goal* Supported by: APC, ADOSFS, RN-BSN

- ❖ Explore feasibility of sustained multi-year cohorts in the RN-BSN plan of study, particularly in relation to the Pathways Program.

1.4.4 *Committee/Administrative Goal* Supported by: ADA, ADUP, ADRGPC, GPCC, PCC, PPC, RN-BSN

- ❖ Review Plan for College Assessment (PCA) results for continued relevance to program outcomes, as indicated by schedule for review.
 - ◆ Review select Course Recommendation Forms, Clinical Agency Evaluations, Exit Based Interview (Skyfactor) study data, and licensure/certification results at the undergraduate and graduate levels.
 - ◆ Collaborate with the DNP Program leader, the Graduate Program Coordinator, and the Associate Dean for Academics to evaluate the need for revising the DNP Program based on CCNE standards and self- study.

1.4.5 *Committee/Administrative Goal* Supported by: ADRGPC, GPCC, PCC, RN-BSN

- ❖ Support students and faculty to meet standards of writing across the curricula.
 - ◆ Continue hosting annual writing workshops for DNP and PhD students in May and continuing students in October.
 - ◆ Identify strategies to support academic integrity and the submission of high quality student writing across all programs.
 - ◆ Explore opportunities for supporting faculty best practices to improve student writing.

1.4.6 *Committee/Administrative Goal* Supported by: ADUP, ADRGPC, GPCC, PCC, RN-BSN, DNSL

- ❖ Explore the concept and costs of an embedded librarian in the RN-BSN program and application to other on-line programs.

Strategic Goal 1: Ensure Academic and Health Care Excellence

Objective 5: Develop a BSN-DNP Program

1.5.1 *Committee/Administrative Goal* Supported by: APC, ADRGPC, GPCC

- ❖ Explore developing the post-baccalaureate DNP for the Family Nurse Practitioner Program with clinical partner leadership in nursing and healthcare.

Strategic Goal 1: Ensure Academic and Health Care Excellence

Objective 6: Expand Simulation Expertise and Explore Integration Within Graduate Programs

1.6.1 *Committee/Administrative Goal* Supported by: ADRGPC, GPCC, DNSL

- ❖ Plan, test, and evaluate integration of simulation into graduate programs and courses.

Strategic Goal 2: Advance Research and Scholarship Impact

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

2.1.1 *Committee/Administrative Goal* Supported by: ADRGPC, CRC

- ❖ Review and revise the Strategic Plan for Scholarship Development to align with the College Strategic Map.

2.1.2 *Committee/Administrative Goal* Supported by: ADRGPC, CRC

- ❖ Support emerging and established research interest groups among the faculty with focus on continued evaluation of outcomes.

2.1.3 *Committee/Administrative Goal* Supported by: ADUP, ADRGP, CRC
❖ Nominate and support faculty, staff, and students for College, University, and professional organization and society awards.

2.1.4 *Committee/Administrative Goal* Supported by: ADRGPC, CRC
❖ Encourage and support students to participate in research opportunities.

- ♦ Apply for funding awards at the college and university level.
- ♦ Support BSN, MSN, PhD, and DNP students to present at the Midwest Nursing Research Society (MNRS).

Strategic Goal 2: Advance Research and Scholarship Impact
Objective 2: Strengthen Internal and External Collaborative Partnerships

2.2.1 *Committee/Administrative Goal* Supported by: ADRGPC, CRC, PCC
❖ Promote, support, and evaluate current and emerging research collaborations between Mennonite College of Nursing, local partners/institutions, as well as within Illinois State University.

Strategic Goal 2: Advance Research and Scholarship Impact
Objective 3: Effectively Use College and University Resources to Support Scholarship

2.3.1 *Committee/Administrative Goal* Supported by: ADRGPC, CRC
❖ Evaluate the college Institutional Review Board (IRB) protocol review process to facilitate a more efficient review of the process.

2.3.2 *Committee/Administrative Goal* Supported by: ADRGPC, CRC
❖ Evaluate the research infrastructure to determine if student and faculty needs are being met.

2.3.3 *Committee/Administrative Goal* Supported by: ADA, ADRGPC, CRC
❖ Support faculty in the dissemination of scholarship.

2.3.4 *Committee/Administrative Goal* Supported by: ADRGPC, CRC
❖ Review applications, select and evaluate outcomes for University Research Grant (URG) recipients.

3.2.2 *Committee/Administrative Goal*

Supported by: ADA, ADUP, ADRGPC

- ❖ Explore innovative models to facilitate optimal nursing education.

Strategic Goal 3: Grow Strategic Partnerships

Objective 3: Increase Collaboration within Illinois State University

3.3.1 *Committee/Administrative Goal*

Supported by: APC, CC

- ❖ Continue to encourage faculty to participate in university-wide Shared Governance.

3.3.2 *Committee/Administrative Goal*

Supported by: APC, ADUP, ADRGPC, ADOSFS

- ❖ Evaluate interprofessional educational opportunities.
 - ◆ Implement plan for undergraduate nursing students to enroll in KNR 181 and 182, Anatomy and Physiology to increase flexibility in the traditional Prelicensure plan of study.
 - ◆ Evaluate the scalability integration of professional education model developed by the College and Communication Science Disorders (CSD).

Strategic Goal 3: Grow Strategic Partnerships

Objective 4: Expand Transcultural Opportunities and Partnerships

3.4.1 *Committee/Administrative Goal*

Supported by: ADA, TC, PCC

- ❖ Review status of Global Studies requirement on campus to determine impact on NUR 313, International Studies in Transcultural Nursing and its potential to fulfill a global studies and/or a general education requirement.

3.4.2 *Committee/Administrative Goal* Supported by: ADA, ADUP, ADRGPC, TC, GPCC, PCC

- ❖ Continue to assess the overall transcultural nursing experience for students who travel and for students visiting from other institutions.
 - ◆ Explore innovative approaches to student recruitment to increase participation in transcultural experiences, particularly at the Graduate level.
 - ◆ Assess programming associated with transcultural placements for impact on student learning.

Strategic Goal 3: Grow Strategic Partnerships

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

3.5.1 *Committee/Administrative Goal*

Supported by: Dean, DD

- ❖ Identify opportunities to engage donors and alumni in educational and social programming opportunities.

- ◆ Continue donor visits in Chicago and other regional and national locations with larger concentrations of alumni.

3.5.2 *Committee/Administrative Goal* Supported by: Dean, DD

- ❖ Continue to identify alumni located in hub cities and evaluate programming that might enhance outreach.

3.5.3 *Committee/Administrative Goal* Supported by: Dean, DD

- ❖ Continue to personalize outreach to all alumni via diverse communication modalities.
 - ◆ Continue incorporation of alumni participation in Nurses Week and curricular activities.

3.5.4 *Committee/Administrative Goal* Supported by: Dean, DD

- ❖ Continue to identify alumni for awards and recognition.

3.5.5 *Committee/Administrative Goal* Supported by: Dean, DD

- ❖ Continue planning the 100 year celebration of Mennonite College of Nursing's excellence in nursing education.

Strategic Goal 4: Promote Faculty and Staff Excellence

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

4.1.1 *Committee/Administrative Goal* Supported by: ADUP, ADRGPC

- ❖ Recruit and retain qualified part-time clinical faculty.

4.1.2 *Committee/Administrative Goal* Supported by: APC

- ❖ Base hiring decisions for full time tenure track and non-tenure track faculty on projected teaching and scholarship needs of the college.

4.1.3 *Committee/Administrative Goal* Supported by: APC

- ❖ Continue to evaluate the effectiveness of the structured orientation and mentorship process for new faculty and staff to ensure effectiveness and efficiencies of the Professional Development for New Faculty and Staff Series.
 - ◆ Prepare for the transition of the new Dean into the College.

Strategic Goal 4: Promote Faculty and Staff Excellence

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

4.2.1 *Committee/Administrative Goal* Supported by: APC, CC

- ❖ Continue planning for effective and efficient transitions in the face of potential retirements.

- ◆ Identify possible internal and external candidates to replace planned retirements to provide optimal time for training.

Strategic Goal 4: Promote Faculty and Staff Excellence

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

- | | | |
|--------------|---|-----------------------|
| <u>4.3.1</u> | <i>Committee/Administrative Goal</i> | Supported by: APC, CC |
| | <ul style="list-style-type: none"> ❖ Identify needs of new faculty and restructure Professional Development of New Faculty and Staff Series relative to need. ❖ Survey faculty to determine interest and need for Best Practices Workshops for Fall and Spring semesters. | |
| <u>4.3.2</u> | <i>Committee/Administrative Goal</i> | Supported by: APC, CC |
| | <ul style="list-style-type: none"> ❖ Promote professional and personal development of faculty and staff to meet strategic initiatives. | |
| <u>4.3.3</u> | <i>Committee/Administrative Goal</i> | Supported by: APC |
| | <ul style="list-style-type: none"> ❖ Support eligible faculty to submit applications for sabbaticals. | |
| <u>4.3.4</u> | <i>Committee/Administrative Goal</i> | Supported by: APC |
| | <ul style="list-style-type: none"> ❖ Support accuracy and competency in the tracking of student health and safety compliance requirements. | |
| <u>4.3.5</u> | <i>Committee/Administrative Goal</i> | Supported by: APC |
| | <ul style="list-style-type: none"> ❖ Support computer technology literacy among faculty, staff, and students (i.e., SharePoint, Digital Measures, Office 365). | |

Strategic Goal 4: Promote Faculty and Staff Excellence

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

- | | | |
|--------------|---|-------------------|
| <u>4.4.1</u> | <i>Committee/Administrative Goal</i> | Supported by: APC |
| | <ul style="list-style-type: none"> ❖ Review outcomes of University Campus Climate Assessment and align initiatives with results. | |

Strategic Goal 4: Promote Faculty and Staff Excellence

Objective 5: Ensure Practice Expertise/Certifications are Maintained

4.5.1 *Committee/Administrative Goal* Supported by: APC

- ❖ Foster development of expertise and certifications to support nursing practice and program outcomes.
 - ◆ Evaluate models to support faculty practice.

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities

Objective 1: Be Effective and Efficient Stewards of Resources

5.1.1 *Committee/Administrative Goal* Supported by: Dean, ADA, APC

- ❖ Forecast and manage resources to build sustainable capacity.
 - ◆ Continue to implement a budget approach that encourages proactive planning from the entire College community.
 - ◆ Identify approaches to expand enrollment in Full Cost Recovery (FCR) programs.

5.1.2 *Committee/Administrative Goal* Supported by: APC, ADA, ADUP, ADRGPC

- ❖ Continue to evaluate workload reallocations as they relate to teaching, scholarship productivity, recruitment, and retention.

5.1.3 *Committee/Administrative Goal* Supported by: APC, ADOSFS, DNSL

- ❖ Continue to assess utilization of College graduate assistants for effectiveness and functionality.
 - ◆ Identify alternate approaches for faculty and staff support should anticipated funding limitations restrict GA hiring.
 - ◆ Formalize checklist of hiring/retention procedures by staff role to minimize overlap.
 - ◆ Continue to promote the part time GA program with a particular focus on NSL needs.
 - ◆ Explore ramifications of employing more international students.

5.1.4 *Committee/Administrative Goal* Supported by: Dean, DD

- ❖ Align college development efforts with the University Campaign.

5.1.5 *Committee/Administrative Goal* Supported by: Dean, DD

- ❖ Create at least two new endowment accounts in Fiscal Year 2017.

5.1.6 *Committee/Administrative Goal* Supported by: Dean, DD

- ❖ Continue to highlight clinical simulation recognition opportunities for interested donors with Strategy and Planning Council collaboration.

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities
Objective 2: Strengthen Planned Giving

- 5.2.1 *Committee/Administrative Goal* Supported by: Dean, DD
- ❖ Address planned giving in relevant presentations/communication with faculty, staff, alumni, current donors, potential donors, and friends.

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities
Objective 3: Refine and Communicate Fundraising Priorities

- 5.3.1 *Committee/Administrative Goal* Supported by: Dean, DD
- ❖ Communicate fundraising priorities to college faculty, staff, alumni, current donors, potential donors, and friends in light of Capital Campaign.

Strategic Goal 5: Sustain Resources Aligned with Priorities
Objective 4: Ensure Physical Facilities Support Strategic Priorities

- 5.4.1 *Committee/Administrative Goal* Supported by: APC, DNSL
- ❖ Continue to identify innovative approaches to leverage space in Edwards Hall and the NSL as both reach capacity.
- 5.4.2 *Committee/Administrative Goal* Supported by: Dean
- ❖ Continue to discuss the need for a new building to meet the professional education needs of the College of Nursing.

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities
Objective 5: Ensure Technology Enhances Strategic Priorities

- 5.5.1 *Committee/Administrative Goal* Supported by: Dean, DT, TSC
- ❖ Continue to implement the College Informational Technology (IT) plan that addresses the internal Informational Technology Audit.
- 5.5.2 *Committee/Administrative Goal* Supported by: Dean, APC
- ❖ Evaluate faculty and staff technology support services.

5.5.3 *Committee/Administrative Goal* Supported by: APC, ADOSFS, DT

- ❖ Ensure adequate training of faculty/staff and promote collaboration with Administrative Technologies (AT) as the new Student Information System (SIS) continues to evolve.

5.5.4 *Committee/Administrative Goal* Supported by: APC, DT

- ❖ Ensure adequate and just-in-time training of faculty/staff and promote collaboration with Administrative Technologies (AT) for the new IT ticketing system.

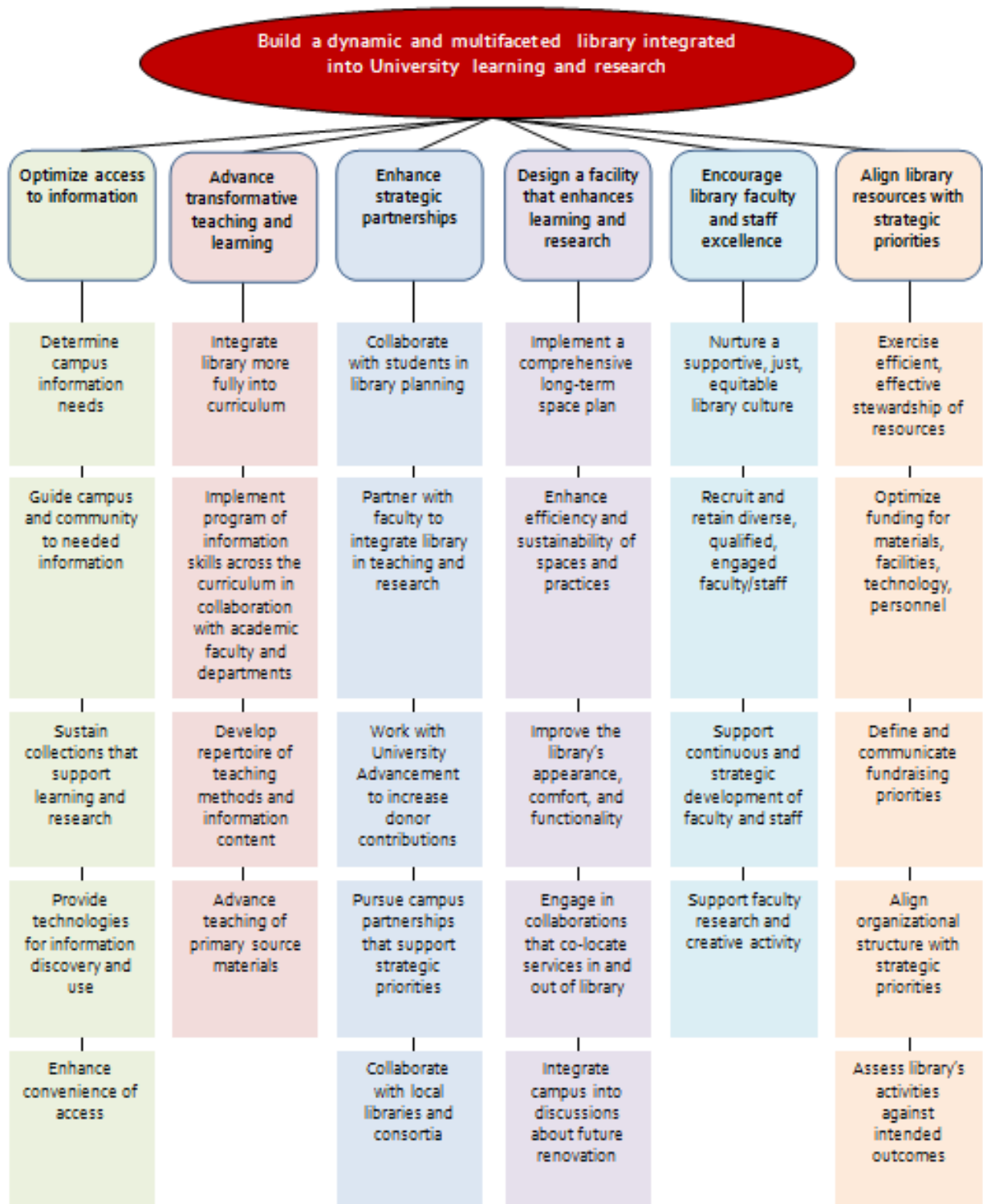
5.5.5 *Committee/Administrative Goal* Supported by: Dean, DT, TSC

- ❖ Evaluate cost, benefits, and capability for a vendor to support student portfolios, faculty health and safety compliance, and affiliation agreements by Summer 2016; implement in Fall 2016.
 - ◆ Explore the feasibility of implementing external vendors to manage College data needs.

Milner Library Mission Statement

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

Strategic Map 2014 – 2019



**MILNER LIBRARY
FY17 PLANNING DOCUMENT**

Dane Ward
Dean

March 12, 2016

MAJOR OBJECTIVES FOR FY17

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 (in bold) were identified as facilitating Milner Library's capacity to address its central challenge of "building a dynamic and multifaceted library integrated into the University learning and research." In addressing this challenge in FY17, Milner Library will pursue these objectives:

Optimize Access to Information

- Continue efforts to better understand the emerging information technologies, resources, and services that Milner Library should provide in support of the teaching and research mission of the University.
- Implement a digital preservation program in order to protect the University's history that exists only, or primarily, in electronic formats. The historical record is threatened due to a continual degradation of electronic data and technological obsolescence (e.g., 5 ¼ inch floppies, floppy drives).
- Promote *ISU ReD* as the University's open access, online repository for faculty and student publications, presentations, creativity, and online journals.
- Complete the redesign of Milner Library's massive web site in order to provide easier navigation and greater accessibility to research collections, services, and information.
- Review library collections in storage in order to insure that important materials are retained and accessible.

- Complete digitization of Illinois State University's presidential portraits.
- Ensure appropriate ADA accessibility for all of Milner Library's electronic journals, databases, and reference collections.
- Contribute to the University's goal of making textbooks more accessible and affordable to students by promoting less expensive alternatives, and by creating a fund to purchase heavily used textbooks.
- Compile and write a photographic history of Illinois State University through efforts of the University Archives.

Advance Transformative Teaching and Learning

- Convert a traditional library instructional lab into a state-of-the-art active learning classroom; this follows up from planning efforts of the previous year.
- Assess and implement task force recommendations to convert the ULab on the main floor of Milner Library into a larger makerspace and multimedia production space.
- Follow up on recommendations of a campus survey concerning emerging information technologies, resources, and services that Milner might support. Outcomes of the survey will impact library space planning, program development and support, and partnerships with key stakeholders.

Enhance Strategic Partnerships

- Through close working relationships with Illinois State University Facilities, continue implementing changes to Milner Library that respond to programmatic and infrastructure needs of the University. Among others, these include restroom upgrades, increasing electrical outlets, space planning, etc.
- Work with Dining Services on a plan to provide coffee and additional food services in Milner Library during the Bone Center building project.
- Strengthen existing partnerships and planning with:
 - American Democracy Project
 - Campus Dining
 - Career Services

- Center for Teaching, Learning and Technology
 - College of Fine Arts
 - Dining Services
 - Facilities Management
 - Graduate School
 - Health Promotion and Wellness
 - Research and Sponsored Programs
 - School of Teaching and Learning
 - Student Government Association
 - Student Affairs
 - University Advancement
 - University College/Visor Center
 - University Galleries
 - Veterans and Military Services
- Seek additional groups, units, and departments with similar, parallel interests in supporting learning and research, pursuing joint projects, combining activities, or co-locating services.
 - Build foundation for future collaborations around such emerging library developments including the active learning classroom, the makerspace, ISU ReD (the institutional repository), and comprehensive space planning.

Design a Facility that Enhances Learning and Research

- Redesign Floor 5, and to a lesser extent Floor 3, including installation of new carpeting and furniture, and a rearrangement of book stacks.
- Begin upgrade of all 12 public restrooms in part to make them ADA compliant.
- Repair water leaks on Milner Plaza, refurbish the first floor of Milner Library and open it to the public.
- Undertake a comprehensive space planning initiative that responds to the changing use of Milner Library spaces for studying, learning support, research and construction of knowledge. The plan will provide a framework for future programmatic and facilities changes to the library.
- Build an enhanced presentation and exhibit space to accommodate the many exhibits, receptions and presentations that occur in Milner Library and continue to increase with our growing collaborations.

Encourage Library Faculty and Staff Excellence

- FY17 opens with a new Library Council that represents broader shared governance within the library by all employee groups. The Council replaces the Library Faculty Council, which becomes, along with other personnel groups, subsidiary caucuses.
- Conduct a professional development needs assessment in order to identify the skills and competencies needed by all library personnel, as well as those required for the emerging academic library environment.
- Implement a more formal and targeted professional/staff development program that focuses on those skills and competencies identified through the needs assessment.

Align Library Resources with Strategic Priorities

- The Library Assessment Team will investigate metrics associated with each department as part of a broader effort to ensure that library resources and personnel are effectively used to support the University's teaching and research mission.
- With the likelihood of declining future budgets, the library will undertake a self-study to determine possible strategies for supporting operations with fewer resources and personnel.
- The library will identify and begin implementing strategies that enhance organizational flexibility in anticipation of continuing budget declines. Such strategies will include teaming, sharing, creating greater redundancy of unit, departmental and library-wide knowledge.
- Complete a review of the reference collection on the main floor in terms of use. This will possibly create the opportunity to choose appropriate online resources, and to use this space in other ways.

The Graduate School at Illinois State University
Major Objectives FY17

In support of Educating Illinois Goals 1 & 2:

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

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

Goal 1 Activities:

a. Graduate recruitment

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

b. Financial Support

- i. Monitor graduate assistants (GA's) across campus including continued efforts to increase graduate student stipends to competitive national levels as the state and university budgets permit, the number of GA positions, and the distribution of GA's within programs and departments. (Strategy 1).
- ii. Investigate graduate student payment options to understand the feasibility of graduate students having a different payment schedule with a first payment due in September after they receive their first GA stipend payment.
- iii. Revise how college tuition waivers are allocated to more equitably use the funds (Strategy 1).

c. Partnerships

- i. Implement the MAGS Teaching Awards Program (Strategy 5).
- ii. Establish a solid partnership between the Graduate School, OISP and Admissions to enhance recruitment strategies and services for existing students (Strategy 1).

- iii. Work with Milner Library's Information Use and Fluency Department to develop the "Grow a Researcher" program (Strategy 3).
- iv. Create new partnerships across campus to provide additional graduate student services (Strategy 3).
- v. Work with Career Services to offer graduate school workshops and graduate school fairs to undergraduate students. (Strategy 5).

d. Student Support Services

- i. Assist with activities of the Black Graduate Student Association (Strategy 5).
- ii. Assist with activities of the Graduate Student Association (GSA) such as new student orientation, socials, brown bag lunches, and maintaining two seats on the Academic Senate (Strategy 5D).
- iii. Offer monthly workshops within the Professional Development Series (Strategy 5A).
- iv. Continue and enhance the graduate student advisory board for the Graduate School (Strategy 3B & 5D).

e. Research Activity

- i. Administer and financially support research initiatives for graduate students who are a part of the University Research Symposium (Strategy 2).
- ii. Convert University Research Symposium registration to FormStack.
- iii. Investigate the use of the ISU app in place of a booklet for the Symposium.
- iv. Maintain the number of students submitting research projects for the University Research Symposium (Strategy 2).
- v. Track the publications and presentation of the Dissertation Completion Grant recipients (Strategy 3C).
- vi. Start the Three Minute Thesis Competition (Strategy 2).
- vii. Work with Milner Library to improve the Word template and change the format requirements needs to make this template useful to students (Strategy 4).
- viii. Review the thesis/dissertation deadlines (Strategy 4).

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, 10 doctoral degree programs, and 28 certificate programs. These programs fall within 34 degree granting departments across campus and serve approximately 2,250 graduate students.

- ii. Develop a plan to implement the bylaws changes that will restructure the Graduate Council and its committees.
- iii. Regularly meet with graduate program support staff to better understand their issues.
- iv. Revise catalog copy to reduce inconsistencies and enhance readability (Strategy 4).

b. Planning for the Future of Graduate Education

- i. Complete the Graduate School strategic plan.
- ii. Continue to monitor public, private, and nonprofit initiatives in graduate education for possible implications for graduate programs at ISU. Monitoring is done through the state and national levels of the Council for Graduate Schools.

c. Copyright

- i. Track progress of ORCID on campus (Strategy 2).
- ii. Continue to train faculty and staff on copyright issue (Strategy 2).
- iii. Complete the data management tool (Strategy 2).

d. 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).

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SECTION III

ACADEMIC PROGRAM REVIEWS

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SUMMARIES OF 2015-2016 PROGRAM REVIEWS

At Illinois State University faculty has primary responsibility for the quality of academic programs offered by the institution. This responsibility is articulated in governing documents of the University. The Academic Planning Committee is an external committee of the Academic Senate charged with facilitating review of both long-standing and newly-established programs by their faculty. 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. Program review is a critical and constructive process designed to help faculty identify strengths and weaknesses of its academic programs. The process encourages development and maintenance of high-quality programs that are administered efficiently and in a manner consistent with the university mission and strategic plan.

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. A summary report prepared by the committee designates the program standing (using criteria mandated by the Illinois Administrative Code) and recommended actions 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 program focus, admissions standards, curricular content, graduation requirements, resource allocations including faculty lines and facilities, and other matters. The Academic Planning Committee provides these recommendations in summative reports submitted to the Academic Senate and the Board of Trustees as part of the Academic Plan and then to the IBHE.

Each established degree and certificate program offered by the University is reviewed every eight years. Research and service centers recognized by the IBHE are reviewed every four years.

During academic year 2015-2016 program review self-study reports were submitted by 16 academic programs and three research and service centers. The Academic Planning Committee met from October 2015 through March 2016 to review the self-study reports and to reach consensus on its recommendations. Representatives of the committee met with faculty and administrators of each program in April 2016 to discuss committee recommendations. The report of the Academic Planning Committee for each program was then reviewed and, if appropriate, revised based on the discussions.

A summary report for each program and center reviewed in 2015-2016 follows. Each report has three sections: a brief overview of the program and its context; a summary, prepared by faculty and administrators responsible for the program, of the self-study report submitted by the program in fall 2015; and findings and recommendations from the Academic Planning Committee.

A schedule of program reviews, by year and by unit, follows the summary reports.

More information regarding the program review process at Illinois State, including the most recent summary report for each program and center, is available at <http://provost.illinoisstate.edu/academic/review/>.

A NOTE REGARDING CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODES

The header of each summary report identifies the Classification of Instructional Programs code, or CIP code, associated with each program, followed by the title of the CIP code classification. The code for each program has been assigned by the Illinois Board of Higher Education from a taxonomic scheme originally developed by the National Center for Education Statistics in the United States Department of Education. The CIP taxonomy was introduced in 1980 and was revised in 1985, 1990, and 2000.

The code assigned to each program is intended to reflect the field of study that is the focus of the program. Assignment of CIP codes by IBHE supports comparison of similar programs at universities across the state and nation. IBHE has historically used CIP codes to compare performance of similar programs offered by public universities in the state.

The CIP code identified in the header of each report that follows is most likely the code assigned to the program by IBHE at the time IBHE authorized Illinois State University to offer the program. In some instances CIP codes are changed as the CIP taxonomy is revised. In some instances the CIP code assigned to a program may have subsequently been changed by IBHE, typically at the request of the University, to account for changes in program focus and content.

Review of the B.S. in Recreation and Park Administration

Classification of Instructional Programs (CIP) Code: 31.0301
Parks, Recreation, and Leisure Facilities Management, General

The B.S. in Recreation and Park Administration program is housed in the School of Kinesiology and Recreation within the College of Applied Science and Technology. The school also offers a B.S. in Athletic Training, a B.S. in Exercise Science, and a B.S., B.S.Ed. in Physical Education; minors in athletic coaching, exercise science, and recreation and park administration; and a M.S. in Kinesiology and Recreation.

Students in the B.S. in Recreation and Park Administration (RPA) program enroll in one of two sequences. The recreation management sequence prepares students to plan, organize, and administer recreation and sport programs, services, and activities for people from diverse backgrounds and with a wide range of interests. The therapeutic recreation sequence prepares students to utilize recreation and leisure as a means to improve health, well-being, and quality of life for people with disabilities, illnesses, or other conditions.

The RPA program at Illinois State University is one of four undergraduate programs at Illinois public universities sharing CIP code 31.0301. In fall 2014, the program at Illinois State had the largest enrollment of the four (277), and in fiscal 2014 the program had the highest number of degrees conferred among the four (94).

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The self-study was a year-long process that coincided with the Recreation and Park Administration (RPA) program external accreditation process. The process was led by the RPA program director and included contributions from all RPA faculty and the director of the School of Kinesiology and Recreation. The University Assessment office was essential in providing feedback on the RPA assessment plan. Others contributing to the process included RPA undergraduate students, academic advisors, the RPA advisory council, and Milner Library. In addition, data were collected from a variety of sources such as the office of Planning, Research, and Policy Analysis; Research and Sponsored Programs; the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT); the Illinois Board of Higher Education; and peer academic programs.

Program curriculum. The curriculum for the program is strongly influenced by standards established by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) and the National Council for Therapeutic Recreation Certification. The RPA program is designed so students who enter the program as freshmen will be able to graduate in four years and students who transfer into the major as juniors will be able to complete the program in two years. The recreation management sequence requires 52 credit hours in the major, and students graduating from that sequence are eligible to sit for the Certified Parks and Recreation Professional (CPRP) exam. The therapeutic recreation sequence requires 70 credit hours in the major, and students graduating from that sequence are eligible to sit for the Certified Therapeutic Recreation Specialist (CTRS) exam. Over the last three years, 88 percent of program alumni who have taken the CPRP exam have passed, which is 2 percent higher than the national average of other accredited programs. In addition, in the last three years, 74 percent of program alumni who have taken the CTRS exam have passed, which is 6 percent higher than the national pass rate. Standards for progress in both sequences include a minimum cumulative grade point average of 2.0 and completion of all required courses with a grade of C or better. The enrollment targets for the RPA program have increased since the last program review from 210 to 270 and have been exceeded in recent years.

Program or academic unit faculty. The RPA faculty consists of nine full-time faculty members. Six serve in tenure track faculty positions, and three serve in non-tenure track faculty positions. Composition of the RPA faculty has changed considerably in the last five years due to retirements and individuals moving to new positions at other institutions. However, RPA faculty members continue to exceed program goals in scholarly contributions, hold leadership roles in professional organizations, and serve on editorial boards for scholarly journals in the discipline.

Program goals and quality indices. RPA program goals are an extension of *Educating Illinois 2013-2018* (the strategic plan for Illinois State University), align with *The Illinois Public Agenda* (the strategic plan for higher education in the state), and are reflected in the RPA strategic plan. The goals are to provide premier undergraduate academic programs; provide exemplary graduate academic programs; engage in quality state, nationally, and internationally recognized scholarship; and engage in service and outreach initiatives to enhance relationships with professionals and alumni. Metrics selected by program faculty as indicators of program quality include required graduate point average, number and content of program sequences, ratio of program core credit hours to sequence credit hours, number of credit hours in required field experiences, student-to-faculty ratio, and number of student organizations.

Student learning outcomes assessment plan and process. The RPA assessment plan incorporates student learning outcomes established by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT). This plan includes details of the learning goals measured, assessment methods and metrics used, and stakeholders involved. The COAPRT learning outcomes include a series of four standards designed to elicit evidence of student learning in foundations of the profession, provision of services and experience opportunities, and management/administration. Data for assessment are currently only collected for courses on campus. Since the last RPA program review, assessment outcomes have resulted in curriculum changes, study abroad opportunities, and further development of the assessment plan.

Specialized accreditation. The RPA program is accredited through the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT). Both the RPA core and the therapeutic recreation sequence were granted continuing accreditation on September 14, 2015. COAPRT cited the program for its excellent facilities, student-centered faculty, and strong alumni relations. The re-accreditation process will next occur in 2022.

Responses to recommendations resulting from the previous program review. The 2007-2008 program review recommended that the program identify and correct problems with the academic advisement system that have led to student, alumni, and faculty dissatisfaction; that the program work with the school and college offices to assess the facilities needed for the recreation program and to develop a plan for its enhancement; that the appropriate balance of students, specialties, and faculty should be established and enrollments monitored to assure that the program does not over-extend its resources; and that probationary tenure line faculty members should continue to participate in the college mentorship program designed to facilitate the development of their scholarly productivity. Since 2008 numerous changes have been made to the advisement system, including a change in personnel, restructuring of the system based on alphabetical assignment of students to the advisors, and the housing of advisement and academic programs centrally. The program and school participated in planning for the new Student Fitness Center-McCormick Hall, which officially opened in January 2011. The RPA program has increased the optimum number of students in the program from 220 to 270, which has also resulted in a better balance between the program sequences. To coincide with student growth, the RPA faculty has also grown to nine full-time faculty positions. Since 2008 all new tenure track faculty members in the RPA program have participated in the college mentorship program and have had successful scholarship records.

Changes in the academic discipline, field, societal need, and program demand. Continued focus on student learning outcome plans has been a change led by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) that has greatly impacted the academic discipline. Another change that has had an impact on the RPA program is the use of technology in academia and the profession. RPA faculty has participated in workshops for online course design, and the RPA program has been able to deliver three online courses during the summer sessions in recent years. Technology has also changed relationships with students and alumni, and the RPA program implements social media strategies that have enhanced communication with these stakeholders. While both student demand for the program and demand for program graduates has remained steady, enrollment in the RPA program has increased over the last five years while enrollment at other recreation and park administration programs at Illinois public universities has declined.

Major findings of this program review self-study. While enrollment in the RPA program has increased in recent years to become the largest such program at Illinois public universities, the program has a higher student-to-faculty ratio than desired by program faculty. The RPA program also continues to thrive with respect to the national reputation of its curriculum, students, and faculty. Renovations to McCormick Hall and construction of the adjoining

Student Fitness Center have greatly enhanced RPA facilities. The facility has provided a central location for the school, which has led to improvements in school culture and student advisement. The RPA program provides a wealth of co-curricular opportunities for its students and the opportunity for students to connect with professionals and program alumni. Alumni relations remain a program strength, as evidenced by strong attendance at RPA alumni events; relations could be improved through use of social media platforms. The RPA program needs to continue to improve efforts to engage students in the University Honors program and to provide more opportunities for students to study abroad. In addition, the RPA program needs to more closely examine its aspirational programs with respect to student quality standards, curriculum, and field experience requirements, to identify ways to further improve the RPA program with respect to those quality indices. Lastly, it is important to continue to refine the RPA assessment plan.

Initiatives and plans for the next program review cycle. The program has identified the following priority initiatives for the next program review cycle: increase international opportunities for students, investigate opportunities for distance learning, successfully fill any approved faculty lines to reduce the student-to-faculty ratio, complete the COAPRT re-accreditation self-study in 2022, increase student involvement in the University Honors program, enhance alumni relations by establishing connections immediately following graduation and by using social media to maintain those relations, examine the necessity and implications of student quality standards, explore the opportunity to develop additional elective options, develop additional field experience requirements for students in the recreation management sequence, and continue to develop and implement the student learning outcomes assessment plan to meet the changing recommendations of external accreditation.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds the B.S. in Recreation and Park Administration to be in Good Standing.

The Academic Planning Committee thanks program faculty and staff for a concise yet thorough self-study report that is critical and forward-looking. The section of the report regarding aspirational programs is especially well done in that quality indicators are cited and specific actions to raise program quality to levels of the aspirational programs are set forth.

The committee congratulates the program on its 30-year relationship with the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) and for recent reaccreditation of the program by the council for an extended seven-year period. This accreditation evidences the quality of the program and ultimately benefits students seeking employment in recreation management or therapeutic recreation. Other key indicators of program quality are certification examination pass rates for program graduates. Of the graduates taking the Certified Parks and Recreation Professional exam over the last three years, 88 percent passed, which is 2 percent higher than the national rate. Of the graduates taking the Certified Therapeutic Recreation Specialist exam over the last three years, 74 percent passed, which is 6 percent higher than the national rate.

While all colleges and departments/schools have strategic planning processes, faculty and staff of the Recreation and Park Administration program are actively engaged in strategic planning at the program level. The Academic Planning Committee commends the program for its planning efforts, particularly for annual monitoring of plan implementation. The committee also commends work done by faculty to compile a student learning outcomes assessment plan that includes learning outcomes that align with outcomes established by COAPRT, direct and indirect assessment methods, rubrics, and a process for analyzing data and making program modifications.

The committee cites the program for its two internship experiences that provide exposure to the field in multiple settings. The committee recognizes strategic use of distance education to meet student needs and involvement of program faculty in selecting courses for online delivery. The committee also recognizes the strong collaboration between program and library faculty in teaching information fluency skills and in maintaining research collections that are current and relevant to the curriculum.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Student demand for the program has increased in recent years, while the student-to-faculty ratio in the School of Kinesiology and Recreation has exceeded the university-wide ratio. The committee recommends exploring ways to manage this demand and reduce student-to-faculty ratios while maintaining or raising the quality of students admitted to the program. Strategies to consider include, but are not limited to, examination of admission criteria, implementation of new enrollment management initiatives, pursuit of new faculty hires, and differentiating or increasing grade point average requirements for newly-admitted and continuing students.
- The self-study report states that the program is designed to graduate first-time-in-college students in four years. However, the percentage of such students who do so has steadily declined in the last five years while the percentage of students graduating in six or more years has increased. The self-study report attributes this trend to increasing program enrollment and an increase in the number of students completing their culminating internship during the summer term. The committee recommends further investigating time-to-degree and, if deemed appropriate, developing and implementing strategies to increase the percentage of students graduating within four years.
- The percentage of faculty members in the School of Kinesiology and Recreation who identify with a traditionally-underrepresented racial/ethnic group is significantly lower than the university-wide average. The committee recommends designing and implementing strategies for increasing racial/ethnic diversity among Recreation and Park Administration faculty as new hires are made.
- The percentage of students in the program from traditionally-underrepresented racial/ethnic groups has increased since the last program review but remains lower than the university-wide average. The committee recommends designing and implementing strategies for further increasing racial/ethnic diversity among students in the program. One strategy to consider is use of targeted scholarships for admission, to complement awards available to students already in the program.
- The committee recommends regularly evaluating the program for changes needed to remain relevant and current with recreation and park administration professions, in alignment with COAPRT standards, responsive to changing student needs, and effective in furthering student achievement of learning objectives. Among current issues to explore are developing additional elective opportunities to enable students to focus on specializations within the field, balancing field experience requirements of the two sequences, offering additional courses via distance education, and creating opportunities for international experiences relevant to the field. The student learning outcomes assessment plan is a key tool for compiling data for these evaluations. The committee recommends documenting assessment initiatives, including the rationale for changes made to the program based on assessment results. The committee further recommends that, as changes are made to the program, faculty members review the assessment plan to ensure its continued alignment with the curriculum.
- To build on the history of strong collaboration with Milner Library, the committee recommends exploring development of a systematic, tiered approach to library and information literacy instruction across the curriculum. Through such an approach, learning outcomes within courses could be aligned with discipline-specific information literacy competencies and information literacy instruction could be developed, implemented, and assessed in targeted courses.
- The committee recommends exploring ways to more intentionally involve students in research activities and then developing processes to document that involvement.
- The committee recommends continuing efforts to increase student involvement in the University Honors program.

Review of the B.A., B.S. in Communication Studies

Classification of Instructional Programs (CIP) Code: 09.0101
Speech Communication and Rhetoric

The B.A., B.S. in Communication Studies program is housed in the School of Communication within the College of Arts and Sciences. The school also offers a B.A., B.S. in Journalism; a B.A., B.S. in Mass Media; a B.A., B.S. in Public Relations; minors in communication studies and mass media; and a M.A., M.S. in Communication. The program is designed to help students discover the many strategies of how to effectively communicate with different groups of people in varying situations. Coverage includes person-to-person communication such as in counseling, peer advising, personnel management and other business and corporate positions. Communication studies is a broad field that can lead to job opportunities in many different fields, such as training, development fundraising, sales, and management. The program is also good preparation for graduate school in many disciplines. The program enrolled 235 students in fall 2014 and graduated 92 students in fiscal 2014.

The B.A., B.S. in Communication Studies program at Illinois State University is one of four undergraduate programs at Illinois public universities sharing CIP code 09.0101. The communication studies teacher education sequence in the program, which leads to licensure as an English Language Arts teacher in secondary schools of the state, is the only teacher preparation program of its kind in the state of Illinois.

The B.A., B.S. in Communication Studies program and the three other undergraduate programs in the School of Communication were collectively recognized in 2014 as the top undergraduate communication program in a 13-state region by the Central States Communication Association.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The approach used by the School of Communication in the previous program review cycle served as a guide for compiling the program review self-study reports for the school during the current program review cycle. The school organized its efforts this cycle so program review self-studies for all programs of the school, including Radio Station WGLT, were compiled collaboratively in spring 2015. Program coordinators began planning the self-study process in late September 2014, starting with a program review orientation meeting facilitated by the Office of the Provost and with discussions regarding data collection. By the end of the fall 2014 semester, plans for data collection were complete. During the spring 2015 semester, a digital library of data and documents was established for use by all programs, and drafting of the self-study reports began.

Program curriculum. Requirements for admission to the School of Communication vary for incoming freshman and transfer students. Incoming freshmen can gain admission to the communication major of their choice if they meet the minimum requirements to be admitted to the University. Incoming transfer students who have maintained at least a 2.8 grade point average at their previous institution are eligible for admission to the communication major of their choice. Students in the B.A., B.S. in Communication Studies program complete one of four sequences: organizational and leadership communication, interpersonal communication, political communication, or communication studies teacher education. Regardless of sequence, all students complete coursework in communication theories, interpersonal communication, small group processes, organizational communication, intercultural communication, and research methods as well as the communication studies capstone course.

Program or academic unit faculty. Along with administrative professionals, professor emeriti, and non-tenure track faculty, there are 10 full-time tenured or tenure track faculty members associated with the B.A., B.S. in Communication Studies program. Faculty members are recognized university-wide, state-wide, nationally, and internationally as subject-matter experts and for their teaching, scholarship, and service to their specialization.

Program goals and quality indices. The four sequences of the B.A., B.S. in Communication Studies program share three goals: adopt a scholarly approach to teaching and learning and distinctively balance and integrate research and theory with practice; embrace diversity in epistemological and theoretical perspectives and value interdisciplinary scholarship; and pursue the leading edge in teaching and learning content and methods and strive to be responsive to changes in individual needs, societal trends, and market characteristics. These goals align with both *Educating Illinois* (the university strategic plan) and *The Illinois Public Agenda* (the strategic plan for higher education in the state).

Student learning outcomes assessment plan and process. Learning outcomes assessment is an on-going, dynamic process with an ultimate goal of determining if the B.A., B.S. in Communication Studies program is making a difference in students' lives throughout their educational experience and how that experience prepares students for life after college. The current assessment plan was revised in 2011 and includes four learning outcomes. To assess student learning, program faculty, facilitated in their efforts by the program coordinator, collect and review learning outcomes data from students, alumni, faculty, and the School of Communication internship coordinator and review program metrics compiled annually by the Office of Planning, Research, and Policy Analysis. Assessment methods include collecting, archiving, and evaluating embedded artifacts and products from student-produced work in specifically-identified courses throughout the curriculum and the administration of pre-tests and post-tests designed to assess theoretical knowledge, writing, and research skills.

Specialized accreditation. The communication studies teacher education sequence of the B.A., B.S. in Communication Studies program is approved annually by the Illinois State Board of Education, thus qualifying its graduates for teacher licensure in the state with a secondary English Language Arts 9-12 endorsement. This sequence is also part of the teacher education unit at Illinois State accredited by the National Council for Accreditation of Teacher Education (NCATE). The next accreditation review for the teacher education unit is scheduled for 2019 and will be conducted by the Council for the Accreditation of Educator Preparation (CAEP), as successor to NCATE.

Responses to recommendations resulting from the previous program review. The 2007-2008 program review recommended that the B.A., B.S. in Communication Studies program identify ways the program might be improved to meet or exceed levels of quality at aspirational programs nationally and internationally, prioritize initiatives set forth in the strategic plan so goals can be realistically accomplished within the next program review cycle, seek external funding for the program, and work closely with Milner Library to better integrate degree-specific library resources with the curriculum. In response to these recommendations, program faculty has worked to increase its awareness of curricula, admission requirements, co-curricular opportunities, faculty qualifications, student and alumni achievements, and resources of aspirational programs; prioritized strategic plan initiatives related to the program and developed strategies for their implementation; gained confidence in seeking funds and improved grant writing skills through solicitation of internal and external grants; and have worked with the Milner Library subject specialist to integrate information literacy training in program courses and to select communication studies resources for the library collection.

Changes in the academic discipline, field, societal need, and program demand. Major changes since the previous program review include renewed interests by students in communication studies, renewed interest by employers in students who are proficient in communication studies, the growth and role of social media, and a changing landscape leading to the creation of jobs that did not exist five years ago. Characteristics of that new landscape include globalization, multigenerational workforces, new communication technology, virtual work teams, and redefined industries such as health care. In addition, new media and technology have influenced pedagogical decisions and teaching styles to better serve current students in their learning.

Major findings of this program review self-study. The B.A., B.S. in Communication Studies program at Illinois State is in a very strong, competitive position relative to other communication studies programs at public and not-for-profit universities in Illinois and the Midwest. Since the last program review, that position has been strengthened through numerous program improvements. However, significant opportunities for program improvement and growth remain. Faculty has identified three areas for potential work during the next program review cycle: facilities, resources, and faculty; professional practice and learning opportunities; and student recruitment, retention, and graduation.

Initiatives and plans for the next program review cycle. Program faculty has identified the following priority initiatives for the next program review cycle: continue to strengthen the only communication studies teacher education program in Illinois; explore revising the name and curriculum of the political communication sequence to better align with the university emphasis on civic and political engagement; explore expanding the number of online and hybrid courses offered by the program to better align with best practices in the discipline and to better meet student needs; continue to infuse civic engagement into the curriculum as courses are redesigned; formalize and implement a plan for tracking employment and career progress of program alumni; and continue to develop partnerships locally, nationally, and globally that lead to additional experiential and service learning opportunities, internships, and professional practice opportunities. Other priority initiatives include seeking one or two more tenure track faculty lines over the next five years (not accounting for vacated lines) to accommodate increasing enrollment and larger class sizes; seeking a permanent faculty line or academic/professional position to coordinate the communication studies teacher education sequence; developing and implementing a more strategic plan for seeking external funding, including provisions for appropriate training of faculty interested in seeking external funding; and continuing to formalize and implement an assessment plan through ongoing collection and evaluation of data from courses aligned with student learning outcomes.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for a thorough self-study report that evidences broad participation of program faculty, staff, and other stakeholders in the program review process.

The committee congratulates faculty and staff for recognition of Communication Studies and the three other undergraduate majors in the School of Communication as, collectively, the top undergraduate program for 2014 by the Central States Communication Association.

The committee commends the Communication Studies program for the options it offers its students through four sequences that blend theory with practice, including the only communication studies teacher education program among Illinois public universities. Students are encouraged but are not required to complete an internship to help them enhance their communication skills, network with practitioners, and add to their professional portfolios. Between spring 2010 and fall 2014, the 381 students graduating from the program completed 421 internships. Teaching in the program is enhanced by faculty research, and the Academic Planning Committee commends program faculty members for their extensive research portfolios. A fall 2013 report by the Communication Institute for Online Scholarship cited the graduate faculty in the school as among the most productive communication scholars in the nation.

The committee recognizes the program for its successes in graduating students. The six-year graduation rate for the program often exceeds the six-year graduation rate across all undergraduate programs at Illinois State (e.g., 88.6 percent versus 71.5 percent for first-time-in-college students who started at the University in fall 2008 and 91.6 percent versus 75.7 percent for external transfer students who started at the University in fall 2008). The percentage of first-time-in-college students graduating from the program who earn their degree within four years is consistently higher than the percentage across all undergraduate programs at Illinois State (e.g., 73.1 percent versus 64.3 percent among students graduating in fiscal 2014).

The committee recognizes the efforts of program faculty to develop a student learning outcomes assessment plan that incorporates student learning outcomes mapped to courses, direct and indirect assessment methods, rubrics, and processes for data collection and analysis. The committee also recognizes the strong collaboration between the program and Milner Library. The Milner Library communication subject specialist works with program faculty to build and maintain collections that support teaching and learning and to provide information literacy/fluency instruction to students, most notably through the communication research methods class.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The self-study report indicates that programs of the School of Communication, including the Communication Studies program, are scrambling to meet instructional demand resulting from increased enrollment. The report notes that this demand is reflected in student-to-faculty ratios that significantly exceed ratios across all units at the University. The committee recommends that faculty members of the Communication Studies program revisit this issue with faculty members of other programs in the school to explore options for addressing this demand and reducing these ratios. Options to explore include, but are not be limited to, establishing priorities for new faculty hires and then requesting additional faculty lines for those programs from the College of Arts and Sciences. Faculty of the Communication Studies Teacher Education sequence might initiate conversations with faculty of allied secondary teacher preparation programs at the University to explore faculty resource sharing.
- Of full-time faculty in the school in fall 2014, 40 percent were female. Only 5 percent of tenure track faculty members self-identified with racial/ethnic groups traditionally underrepresented at Illinois State. The committee recommends that the program collaborate with other programs in the school to implement strategies for increasing these numbers, particularly among tenure track faculty.
- Enrollment in the program increased from 221 in fall 2010 to 249 in fall 2011 and then decreased to 223 in fall 2013. In light of the impact enrollment in the school has had on instructional demand, the committee recommends ongoing attention to enrollment with a goal of achieving enrollment stability.
- Of the students enrolled in the program in fall 2014, 32 percent were male and 22 percent self-identified with racial/ethnic groups traditionally underrepresented at Illinois State. The committee recommends that the program work toward greater gender balance among its students and that the program continue its efforts to promote racial/ethnic diversity by implementing the recruitment strategy recently launched by the school.
- The committee concurs with program faculty in its recommendation that faculty periodically re-examine the curriculum to determine whether sequences offered by the program are the most relevant and responsive to student and employer needs. Among the issues to consider is whether it is feasible to increase enrollment in the political communication sequence or whether the sequence should be disestablished. In examining feasibility of the sequence, program faculty might consider modifying the sequence name and/or curriculum. Program faculty might also explore collaboration with other departments (e.g., Politics and Government, History) to encourage their students to enroll in communication studies/political communication as a second major.
- The committee recommends that the program build on its student learning outcomes assessment efforts by continuing to formalize and implement its assessment plan and modifying the plan as needed. The committee recommends that the program use data collected through implementation of the plan to make program improvements and then document how that has been done.
- The school and program have numerous methods in place for interacting with program alumni. The committee supports the program in its efforts to incorporate these methods into a formalized plan for tracking and documenting employment and career progress of program graduates.
- The committee commends the school for offering study abroad options in France and South Korea and for developing new options in the Netherlands and Brazil. The committee recommends that the school and program explore establishing a scholarship fund to lower the cost of study abroad for students with limited financial means.

- With facilities serving students in the school scattered across several campus locations and with the trend toward media convergence, the committee recommends that the program collaborate with other programs in the school and with the Office of Facilities Planning and Construction to study long-term space needs. Among options to consider is collocation of some or all school programs and services to promote synergies among students, faculty, and staff. Recognizing the unlikelihood of obtaining capital development funds from the state in the near- or mid-term, the committee recommends exploring external (i.e., non-state) funding for its facilities improvements.
- The committee recommends that the program build on its long-standing record of collaboration with Milner Library by exploring development of a systematic approach to library and information literacy instruction across the curriculum. Through such an approach, learning outcomes within courses could be aligned with discipline-specific information literacy competencies and information literacy instruction could be developed, implemented, and assessed in targeted courses.

Review of the B.A., B.S. in Journalism

Classification of Instructional Programs (CIP) Code: 09.0401
Journalism

The B.A., B.S. in Journalism program is housed in the School of Communication within the College of Arts and Sciences. The school also offers a B.A., B.S. in Communication Studies; a B.A., B.S. in Mass Media; a B.A., B.S. in Public Relations; minors in communication studies and mass media; and a M.A., M.S. in Communication. The B.A., B.S. in Journalism program was authorized by the Illinois Board of Higher Education on November 20, 2003, as a stand-alone degree program based on a concentration within the B.A., B.S. in Mass Communication program. This is the first comprehensive review of the B.A., B.S. in Journalism program on the eight-year program review cycle.

The B.A., B.S. in Journalism program at Illinois State University is one of six undergraduate programs at Illinois public universities assigned CIP code 09.0401 by the Illinois Board of Higher Education. As with the other five programs, enrollment in the journalism program at Illinois State has declined in recent years, from a high of 221 in fall 2010 to 161 in fall 2014. The declines are consistent with declining employment in the field due largely to rapid technological change. In 2014 a substantial redesign of the journalism program at Illinois State was completed to reflect changes in the discipline and field and, in part, to reverse enrollment decline.

The B.A., B.S. in Journalism program and the three other undergraduate programs in the School of Communication were collectively recognized in 2014 as the top undergraduate communication program in a 13-state region by the Central States Communication Association.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The approach used by the School of Communication in the previous program review cycle served as a guide for compiling the program review self-study reports for the school during the current program review cycle. The school organized its efforts this cycle so program review self-studies for all programs of the school, including Radio Station WGLT, were compiled collaboratively in spring 2015. Program coordinators began planning the self-study process in late September 2014, starting with a program review orientation meeting facilitated by the Office of the Provost and with discussions among faculty and staff regarding data collection. Faculty and staff involved in the self-studies met multiple times each month beginning in fall 2014 and continuing into spring 2015. By the end of the fall 2014 semester, plans for data collection were complete. During the spring 2015 semester, a digital library of data and documents was established for use by all programs, and drafting of the self-study reports began. This review of the B.A., B.S. in Journalism program may best be regarded as an extension and continuation of the review and update of the program that has been ongoing for the past three years, in which the views of faculty, staff, alumni, students, and working journalists were sought with the aim of radically redesigning the curriculum in line with changes in the news industry.

Program curriculum. The curriculum of the B.A., B.S. in Journalism program is a liberal arts curriculum that emphasizes research and seeks to educate students in the knowledge, skills, and attitudes needed to develop into competent and ethical mass communicators and to pursue careers in the news industry or advanced study. Students benefit from coursework and lab experiences that together support the theoretical framing of the news media and the practical and production skills of the news. School-sponsored media assets through which lab experiences are offered include two radio stations (WGLT and WZND), a television station (TV-10), a newspaper (the *Vidette*), and a social media research center (the Social Media Analytics Command Center). The curriculum emphasizes a broad skill set while educating students in such burgeoning areas as news literacy and media convergence theory, which draws from economic, business, and technology theories to account for the increasing degree to which news media are integrated. Care has been taken by program faculty to balance new and emerging skills with the teaching of vital, traditional journalism abilities such as accuracy, interviewing, and grammar. The need to prepare students for specific roles within the news industry has prompted program faculty to design a more flexible curriculum. After

taking required courses, students may shape their own program of study to suit their career choices by selecting five courses from a group of professional application courses and two courses from a group of professional theory courses. Although the program has no sequences, students may work toward a Certificate of Excellence in their chosen specialization.

Program or academic unit faculty. All faculty members in the B.A., B.S. in Journalism program have substantial career experience in the news industry. This is the result of a deliberate strategy that makes extensive professional experience a central requirement for any new faculty hire. At the same time, tenure track faculty members are extremely active in scholarship and research, including researching the impact new concepts, trends, and technologies are having on both the news industry and on journalism education. The faculty maintains a supportive environment for knowledge expansion by involving students in research activities and media production. Since the last program review, faculty members in the Journalism program have collectively published 14 books or book chapters, have published more than 50 journal articles, have presented more than 100 times at professional conferences, and have been recognized through numerous awards for teaching, research, or service.

Program goals and quality indices. The mission of the B.A., B.S. in Journalism program is to educate students in the broad range of skills involved in gathering, analyzing, processing, and presenting written, audio, visual, and multimedia communication as part of the work of journalism; to educate students in the concepts and issues surrounding journalism; and to aid the students in developing into intelligent, ethical, and civic-minded members of the news industry and of society. Program goals may be divided into two groups: those focused on student learning and those focused on faculty productivity. Student learning goals include helping students gain the basic skills and practices of print, broadcast, and online newsgathering, writing, presentation, and dissemination and helping students become both responsible practitioners and critical consumers of the news media by achieving an understanding of the legal, ethical, and theoretical aspects of the profession. Faculty productivity goals include striving to stay abreast of new technologies and concepts in the field and to incorporate those advances into the classroom; encouraging and preparing students to pursue their journalism education outside of class; and building strong connections with news organizations across Illinois, thus providing a liaison between students and professionals. Quality indices used to compare the program with aspirational programs include curriculum structure and content, facilities such as media labs, and co-curricular opportunities for students.

Student learning outcomes assessment plan and process. An important element of the B.A., B.S. in Journalism program revision introduced in 2014 was the creation of more effective assessment tools and methods aligned with the updated program structure and with the new skills and concepts being taught in the program. Program faculty expects these assessment tools to be in place by early 2016, even if further adjustment to them may be needed as the revised program is implemented. Three main assessment mechanisms are being used: portfolios of assignments and other student work, a survey administered to students at the beginning and end of the program to evaluate their experiences in news work and to assess their grasp of communication and journalism theories, and Certificates of Excellence to guide, track, and help evaluate student progress and achievement in specialized areas of journalism. In addition, the external awards and honors received by students in the program through their experiences in the media assets of the school are tracked.

Specialized accreditation. The B.A., B.S. in Journalism program does not participate in specialized accreditation at this time.

Responses to recommendations resulting from the previous program review. This is the first review of the B.A., B.S. in Journalism program on the eight-year program review cycle. In fall 2007 the program submitted a report to the Office of the Provost regarding implementation of the program since its inception in 2004. In response to that progress report, the Acting Associate Provost made five recommendations for program improvement. The program has addressed all five recommendations since then. The program has prioritized among the numerous and extensive school goals to focus on facilitating academic excellence; enhancing the systems and infrastructure supporting academic excellence; diversifying and enhancing financial support for academic excellence; and sharing, promoting and marketing academic excellence. The program has established enrollment goals and has pursued their achievement. The program has been more focused, strategic, and systematic in identifying and understanding comparator programs in the state and benchmark programs nationally. A highlight of these efforts was a road trip by journalism and mass media faculty in summer 2009 to other communication programs at public universities in the

state of Illinois. Journalism faculty has sought external funding and grants to support programs, services, and facilities of the school as well as to support faculty research. These efforts have included submitting applications for internal and external grants and initiating a joint sales effort across media assets of the school. A recommendation to pursue accreditation by the Association for Education in Journalism and Mass Communication (AEJMC) was considered by program faculty but ultimately not pursued. Rapid changes in the journalism industry, which arguably have left accreditation boards and many journalism education programs lagging behind changing industry standards and practices, forestalled this issue. In addition, program faculty chose to instead focus its limited resources on revising the program to better align with those changing industry standards and practices. Had faculty decided to simultaneously pursue AEJMC accreditation, the result may have been a program redesign less effective than the redesign that has been achieved. Program faculty may also argue that the program may be a poor fit for specialized accreditation given its limited resources. However, once program redesign is fully implemented and deemed successful, faculty may revisit the question whether to pursue specialized accreditation.

Changes in the academic discipline, field, societal need, and program demand. Much is written throughout the program review self-study report about ways the news industry has been affected by rapid changes, with convergence being a key, and how journalism faculty has striven to reflect these changes through a revised program. While the program redesign was conceived, first and foremost, as a means to better educate students and prepare them for the professional world, it was also hoped that program changes would either forestall or successfully address the impact of the evolving job market on enrollment. Despite the benefits of convergence and digital technology, their effect on traditional news media, especially newspapers, in the short term has been tumultuous. This has prompted uncertainty, cutbacks, and job losses in the industry. These developments, together with the attendant gloomy publicity, have, in turn, negatively affected enrollment in journalism programs. However, in the longer term, the future of journalism and journalism education is bright. Convergence technology is already giving rise to strata of new types of journalism and demands for new skills and intellectual competencies. With its recent redesign, the B.A., B.S. in Journalism program is in an excellent position to capitalize on these new demands. Indeed, alumni of the program are being hired as multi-media reporters, editors and producers; i-copy news-workers; social media managers; and professional bloggers.

Major findings of this program review self-study. The B.A., B.S. in Journalism program is meeting the current needs of a rapidly changing news industry. The recent program redesign should result in higher enrollments as concerns about journalism as a career settle. The revised program is modern, flexible, streamlined, and balanced. Students in the program benefit from coursework and lab experiences that support both the theoretical framing of media and the practical skills of news production and dissemination, with extensive on-campus practice experience coupled with rich internship opportunities. Students also benefit from exposure to cutting-edge social media tracking and analysis technology, available through the Social Media Analytics Command Center sponsored by the school. Challenges for the program in coming years include addressing, in a considered manner, the ongoing flood of social media innovation, from Facebook, Instagram, Flipboard, Pinterest, and Reddit to Vine, Snapchat, Tumblr and Periscope; continuing to balance innovation, integration, and consolidation, including the tension between teaching foundational journalism skills and new techniques and technologies; and addressing the growing need for facilities improvements.

Initiatives and plans for the next program review cycle. Within the context of the School of Communication strategic plan and assuming sufficient resource availability, the Journalism program intends to pursue the following initiatives during the next program review cycle: continue to build contacts in the news industry; explore further co-curricular opportunities; improve instruction in specialized areas of journalism; create a shared space for media outlets sponsored by the school; and hire at least one full-time, tenure track faculty member in journalism. The program will also fully implement the revised curriculum, continue to seek ways to increase revenue and improve grantsmanship, continue efforts to recruit students to the program, and improve tracking of alumni career trajectories and accomplishments.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for a well written program review self-study report that evidences broad participation of program faculty, staff, and other stakeholders in the program review process. The committee appreciates the bold selection of the University of Missouri and Arizona State University as aspirational institutions, as both are considered among the finest journalism schools in the country. A particularly unique and noteworthy input to the self-study process is a report resulting from a summer 2009 site visit by journalism and mass media faculty members to comparator programs at Illinois universities.

The committee congratulates faculty and staff for recognition of Journalism and the three other undergraduate majors in the School of Communication as, collectively, the top undergraduate program for 2014 by the Central States Communication Association.

The committee recognizes program faculty members for their multiple-year effort to restructure and revise the curriculum, which was new in 2004, to remain current with rapid changes in the discipline and profession during the last decade. Faculty has designed a curriculum that provides students greater flexibility in selecting courses suitable to their career goals and in developing specialized credentials through one or more Certificates of Excellence, which have replaced sequences. The committee further recognizes program faculty members for designing a new student learning outcomes assessment plan to evaluate student learning in the restructured and revised program. Particularly noteworthy is the use of pre- and post-tests and portfolios.

The committee commends the program and school for the numerous field experiences available to Journalism students, including work at university-sponsored media outlets (the *Vidette* newspaper, WZND radio, TV-10, and *J-News* online magazine) and completion of off-campus internships (458 internships were completed between spring 2010 and fall 2014). The committee recognizes program faculty for their contributions to developing the Social Media Analytics Command Center and for incorporating social media technologies available through the center into journalism courses and co-curricular activities.

Through attention to advisement and course capacity control and through consideration by faculty of time-to-degree when revamping the curriculum, the percentage of graduates earning a Journalism degree within four years is consistently higher than the percentage across all undergraduate programs at the University (e.g., 82.9 percent compared to 64.3 percent in fiscal 2014 for first-time-in-college students). The committee commends the program for those efforts and for increasing the percentage of students self-identifying with racial/ethnic groups traditionally underrepresented at the University (increasing from 19.9 percent in fall 2010 to 28.6 percent in fall 2014), particularly Hispanic students. The committee urges continuation of these efforts as well as attention to gender balance among students.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- In light of enrollment decline from fall 2013 to fall 2014, the committee recommends that the program implement recently-adopted recruitment strategies to try to reverse the decline. The committee also recommends continued vigilance regarding retention and graduation rates, in light of the decrease in six-year graduation rates below university-wide averages for the fall 2007 and fall 2008 cohorts.
- The self-study report for this program, as well as reports for other programs of the School of Communication, states that the student-to-faculty ratio in the School of Communication exceeds the ratio across all academic units at the University. The self-study report suggests that reducing the ratio is necessary for the program to provide instruction in specialized areas of journalism and to offer more co-curricular activities. The committee

recommends that faculty members of the Journalism program collaborate with faculty members of other programs in the school to explore options for reducing the student-to-faculty ratio in the school. Options to explore include, but are not be limited to, establishing priorities for new faculty hires and then requesting additional faculty lines for those programs from the College of Arts and Sciences.

- The committee concurs with the goal of improving instruction in specialized areas of journalism, using the certificates of excellence paradigm to organize courses and co-curricular activities in new areas of study. Introducing new specializations could benefit current students and could help with efforts to increase enrollment. However, because instructional capacity to teach additional specializations may be limited, the committee recommends exploring collaborations with other units to share resources (e.g., with Kinesiology and Recreation for sports journalism, with Geography-Geology for weather reporting, or with Agriculture for agribusiness reporting).
- Of full-time faculty in the school in fall 2014, 40 percent were female. Only 5 percent of tenure track faculty members self-identified with racial/ethnic groups traditionally underrepresented at Illinois State. The committee recommends that the program collaborate with other programs in the school to implement strategies for increasing these numbers, particularly among tenure track faculty.
- With facilities serving students in the school scattered across several campus locations and with the trend toward media convergence, the committee recommends that the program collaborate with other programs in the school and with the Office of Facilities Planning and Construction to study long-term space needs. Among options to consider is collocation of some or all school programs and services to promote synergies among students, faculty, and staff. Recognizing the unlikelihood of obtaining capital development funds from the state in the near- or mid-term, the committee recommends exploring external (i.e., non-state) funding for its facilities improvements.
- The program review self-study report indicates that deciding whether to seek specialized accreditation of the program was deferred by program faculty during the last program review cycle to instead focus, quite reasonably, on program redesign. The committee recommends that program faculty consider the question of specialized accreditation once the redesigned program is fully functional.
- The school will soon expand study abroad opportunities to include programs in four countries (France, South Korea, the Netherlands, and Brazil). However, none of the opportunities appear to focus on journalism. The committee recommends exploring a new study abroad option in journalism, either through existing partnerships (e.g., in South Korea with Dong Ah Institution of Media and Arts) or new ones. The committee also recommends that the school and program explore establishing a scholarship fund to lower the cost of study abroad for students with limited financial means.
- The school and program have numerous methods in place for interacting with program alumni. The committee supports the program in its efforts to incorporate these methods into a formalized plan for tracking and documenting employment and career progress of program graduates.
- The committee acknowledges work faculty has done to revamp its student learning outcomes assessment plan in conjunction with revamping the curriculum. The committee recommends that the program continue to revise the plan as needed, use assessment results to identify the need for any changes to the new curriculum, and document both its assessment activities and changes made to the program based on assessment outcomes.

Review of the B.A., B.S. in Mass Media

Classification of Instructional Program (CIP) Code: 09.0102
Mass Communication/Media Studies

The B.A., B.S. in Mass Media program is housed in the School of Communication within the College of Arts and Sciences. The school also offers a B.A., B.S. in Communication Studies; a B.A., B.S. in Journalism; a B.A., B.S. in Public Relations; minors in communication studies and mass media; and a M.A., M.S. in Communication. The Mass Media program is designed to prepare students for media careers in sales, marketing, production, and management with radio and television stations, video production companies, and sports facilities and with non-media companies.

The B.A., B.S. in Mass Media program at Illinois State University is one of four undergraduate programs at Illinois public universities assigned CIP code 09.0102 by the Illinois Board of Higher Education. The program consistently has the highest enrollment of the four and the second highest enrollment across all mass media programs in the state (second to DePaul University). Enrollment in the mass media program at Illinois has increased from 169 in fall 2008 to 241 in fall 2014.

The B.A., B.S. in Mass Media program and the three other undergraduate majors in the School of Communication were collectively recognized in 2014 as the top undergraduate communication program in a 13-state region by the Central States Communication Association.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The approach used by the School of Communication in the previous program review cycle served as a guide for compiling the program review self-study reports for the school during the current program review cycle. The school organized its efforts this cycle so program review self-studies for all programs of the school, including Radio Station WGLT, were compiled collaboratively in spring 2015. Program coordinators began planning the self-study process in late September 2014, starting with a program review orientation meeting facilitated by the Office of the Provost and with discussions among faculty and staff regarding data collection. Faculty and staff involved in the self-studies met multiple times per month beginning in fall 2014 and continuing into spring 2015. By the end of the fall 2014 semester, plans for data collection were complete. During the spring 2015 semester, a digital library of data and documents was established for use by all programs, and drafting of the self-study reports began. Alumni of the school were contacted for their guidance with the studies, and surveys of alumni and graduating seniors were refined and administered.

Program curriculum. Students in the B.A., B.S. in Mass Media program are required to complete one of our sequences: radio, television production, interactive media, or media management, promotion, and sales. Sequence curricula are designed to provide a balanced foundation of theory and practice. All sequences emphasize research and each has a liberal arts curriculum designed to educate students in the knowledge, skills, and attitudes needed to develop into competent and ethical mass communicators and to pursue careers or advanced study. Faculty members teach and research the arts and social sciences of audio, visual, written, and multimedia communication with emphasis on encoding and disseminating messages transmitted from a single channel to multiple receivers. Courses required in all sequences include introduction to mass media, communication theories, convergent media writing, communication research methods, cultural criticism, media theory, media law, and media ethics. Students in the program benefit from lab experiences (including internships and paid employment) that promote development of media production skills. School-sponsored media assets through which lab experiences are offered include two radio stations (WGLT and WZND), a television station (TV-10), a newspaper (the *Vidette*), and a social media research center (the Social Media Analytics Command Center).

Program or academic unit faculty. Since the last program review, faculty members in the B.A., B.S. in Mass Media have published many books, book chapters, creative works, and journal articles; have edited major journals in the field; and have won major national awards. Faculty members are active scholars, award winning teachers, and award winning creative media producers who exhibit a combination of strong, multifaceted media industry

experience and within-discipline academic credibility. The faculty maintains a supportive environment for knowledge expansion by involving students in research activities and media production.

Program goals and quality indices. The mission of the B.A., B.S. in Mass Media program is to produce graduates who are theoretically-sound communicators with skills to create messages for a variety of media, are able to demonstrate competence in communication both orally and in writing, and are capable of expressing themselves accurately, clearly, creatively, and with grammatical proficiency. Goals of the program are to help students develop the abilities to describe means of effectively creating meaningful messages in a variety of settings for all media that disseminate audio, visual, written, or media messages; explain effects of variant audio, visual, written, or media messages on consumers' behaviors, attitudes, and aspects of consciousness; explain effects of social and cultural variables on individual media workers, organizations, and industries, including production, dissemination, exhibition, and consumption processes; explain legal and ethical decision-making for production, dissemination, exhibition, and consumption of media messages; and engage in an understanding of the global impact of media on civic life including governing, social responsibility, and information access. Quality indices used to compare the B.A., B.S. in Mass Media program with its aspirational programs include accreditation with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), curricular opportunities beyond traditional on-campus instruction, and facilities used for practical experiences by students.

Student learning outcomes assessment plan and process. The assessment plan for the B.A., B.S. in Mass Media program sets forth three learning outcomes: students will demonstrate a substantial increase in general knowledge of mass media, students will demonstrate the ability to write professionally, and students will demonstrate evidence of professional competence in sequence-specific technical skills. These learning outcomes are mapped to the course objectives contained in the course syllabi. Sources of data to assess student achievement of the outcomes include pre- and post-tests that comprehensively address fundamental content; a senior portfolio and its accompanying executive presentation that both are evaluated by media executives and academic professionals; surveys of seniors, alumni, and internship providers; and information regarding career achievement, awards, and honors of program alumni.

Specialized accreditation. The B.A., B.S. in Mass Media program is not currently accredited by a specialized accrediting body. During the next program review cycle, program faculty intends to investigate the possibility of accreditation through the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Responses to recommendations resulting from the previous program review. The program has embraced recommendations resulting from the 2007-2008 program review. The program has prioritized among the numerous and extensive school goals to focus on facilitating academic excellence, enhancing the systems and infrastructure supporting academic excellence, diversifying and enhancing financial support for academic excellence, and sharing, promoting, and marketing academic excellence. After journalism study moved from mass media to its own major, the Mass Media program set new enrollment goals. Mass Media faculty has been more focused, strategic, and systematic in identifying and understanding comparator programs in the state and benchmark programs nationally. A highlight of these efforts was a road trip by mass media and journalism faculty in summer 2009 to other communication programs at public universities in the state. Mass Media faculty has cultivated a stronger relationship with Milner Library, employing a variety of strategies to incorporate library resources and services into mass media courses and the broader student experience. Mass Media faculty also has sought external funding and grants to support programs, services, and facilities of the school as well as to support faculty research. These efforts have included submitting applications for internal and external grants and initiating a joint sales effort across the media assets of the school.

Changes in the academic discipline, field, societal need, and program demand. Since the 2007-2008 program review, legacy media and new media have continued to converge. Faculty of the B.A., B.S. in Mass Communication program anticipated the need to evolve the program to reflect this trend, from silos of legacy media to media convergence. The result was transition from the Mass Communication program to the Mass Media program, with significant curriculum changes implemented shortly after the previous program review. The program anticipates strong demand for mass media graduates in the coming years, given the need in most jobs, regardless of discipline, for information and communication technology skills.

Major findings of this program review self-study. Since the last program review, the B.A., B.S. in Mass Media program has evolved from its former incarnation as the Mass Communication program and now has clear competitive advantages in serving students from Illinois and the Midwest. Significant opportunities for program improvement and growth remain, although their attainment may be tempered by the needs for additional faculty and other resources. The program is positioned to help meet the demand for converged media specialists in production, design, marketing, sales, social media, and management. To succeed in doing so, the program must keep pace with changes in technology to maintain a program that is relevant and in demand.

Initiatives and plans for the next program review cycle. Within the context of the School of Communication strategic plan and assuming sufficient resource availability, the B.A., B.S. in Mass Media program intends pursue the following initiatives during the next program review cycle: seek additional faculty; re-examine the current sequence strategy for its continuing relevance to the industry; continue to develop unified sales strategies across school-sponsored media assets; improve facilities; examine the possibility of ACEJMC accreditation; and improve strategies for gathering information from graduating seniors and program alumni.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for a well written, critical, and forward-looking self-study report that evidences involvement of faculty, students, and external stakeholders. A particularly unique and noteworthy input to the self-study process is a report resulting from a summer 2009 site visit by mass media and journalism faculty members to comparator programs at Illinois universities.

The committee congratulates faculty and staff for recognition of Mass Media and the three other undergraduate programs in the School of Communication as, collectively, the top undergraduate program for 2014 by the Central States Communication Association. The committee also commends program faculty members for their extensive research portfolios. A fall 2013 report by the Communication Institute for Online Scholarship cited the graduate faculty in the school as among the most productive communication scholars in the nation.

The committee commends program faculty for efforts to maintain a current and relevant curriculum, including substantial revision of the curriculum in 2009-2010, in a fast-changing, converging, and increasingly global media environment. The committee also commends the program for its strategic integration of pre-professional and professional opportunities with the curriculum, including opportunities available through media outlets sponsored by the school (the *Vidette* newspaper, TV-10, and WZND radio), through numerous registered student organizations, and through the Social Media Analytics Command Center developed by School of Communication faculty since the last program review. The committee also recognizes program faculty members for designing a new student learning outcomes assessment plan to evaluate student learning in the restructured and revised program. Particularly noteworthy are incorporation of pre- and post-tests and use of student portfolios, which are presented to a panel of media executives and academic professionals as part of the capstone/culminating experience.

The committee commends the program for outreach and recruitment efforts which have resulted in a 57.5 percent increase in enrollment between fall 2010 and fall 2014. A key aspect of those efforts, outreach to prospective students of color, has led to increases in the number and percentage of students self-identifying with racial/ethnic groups traditionally underrepresented in the discipline and at the University. The program has also worked to enhance the Honors experience for its students, including efforts to better align with the university-wide Honors program by adding explorations in social media analytics and intercultural communication and a travel experience linked to a 300-level course.

The committee acknowledges efforts of program faculty and staff to connect with alumni, to evaluate those efforts, and to modify them as needed. The program has compiled post-graduation experiences for nearly 60 percent of students graduating between 2008 and 2014, and the committee encourages the program to continue refining these efforts.

Four- and six-year graduation rates for students entering the Mass Media program as external transfer students consistently exceed university-wide averages. The same is true of the four-year graduation rate for students entering the program as first-time-in-college students. However, the six-year graduation rate for students entering the Mass Media program as first-time-in-college students has consistently been lower than the university-wide average, by as much as 16 percentage points during the last five years. The Academic Planning Committee encourages the program to analyze this phenomenon and to develop and implement strategies to reduce the difference between program and university-wide rates. The committee asks program faculty to report its findings in a report submitted by the School of Communication to the Office of the Provost by December 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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The self-study report indicates that programs of the School of Communication, including the Mass Media program, are scrambling to meet instructional demand resulting from increased enrollment. The report notes that this demand is reflected in student-to-faculty ratios that significantly exceed ratios across all units at the University. The committee recommends that faculty members of the Mass Media program revisit this issue with faculty members of other programs in the school to explore options for addressing this demand and reducing these ratios. Options to explore include, but are not limited to, establishing priorities for new faculty hires and then requesting additional faculty lines for those programs from the College of Arts and Sciences.
- Of full-time faculty in the school in fall 2014, 40 percent were female. Only 5 percent of tenure track faculty members self-identified with racial/ethnic groups traditionally underrepresented at Illinois State. The committee recommends that the program collaborate with other programs in the school to implement strategies for increasing these numbers, particularly among tenure track faculty.
- With facilities serving students in the school scattered across several campus locations and with the trend toward media convergence, the committee recommends that the program collaborate with other programs in the school and with the Office of Facilities Planning and Construction to study long-term space needs. Among options to consider is collocation of some or all school programs and services to promote synergies among students, faculty, and staff. Recognizing the unlikelihood of obtaining capital development funds from the state in the near- or mid-term, the committee recommends exploring external (i.e., non-state) funding for its facilities improvements.
- The self-study report notes the need to make the M.A., M.S. in Communication program more welcoming to students interested in continuing their mass media studies on the graduate level. The committee recommends utilizing alumni connections developed by the mass media program in recent years to solicit input from alumni regarding how the graduate program could better meet the needs of mass media students and practitioners.
- The committee concurs with the faculty recommendation to explore expansion of non-traditional curriculum delivery to provide students greater flexibility in completing the program, to expose students to additional sub-disciplines, and to provide training opportunities for students who might not otherwise enroll at the University. Enhancements to explore include, but are not limited to, additional online courses, online courses offered during the fall and spring semesters, and short courses held on or off campus during semester breaks.
- The committee concurs with the faculty recommendation to periodically evaluate the number, structure, and curriculum of sequences offered by the program for their impact on time-to-degree but also encourages faculty to consider their impact on intellectual advancement of the students. The committee notes that, while developing competence in written communication is part of the program mission, writing ranks lowest among the three assessment objectives adopted by program faculty in terms of its inclusion in course syllabi, according to an analysis cited in the self-study report. As the curriculum is revised, the committee encourages faculty to consider greater emphasis on written communication across all courses.

- The committee commends the school for offering study abroad options in France and South Korea and for developing new options in the Netherlands and Brazil. The committee recommends that the school and program explore establishing a scholarship fund to lower the cost of study abroad for students with limited financial means.

- The committee acknowledges work faculty has done to revamp its student learning outcomes assessment plan in conjunction with revamping the curriculum. The committee recommends that the program continue to revise the plan as needed, use assessment results to identify the need for any changes to the new curriculum, and document both its assessment activities and changes made to the program based on assessment outcomes. One assessment matter meriting immediate attention by program faculty is the narrow difference (8.99 points over the last seven years) in average scores on the pre-tests and post-tests that are key elements of the assessment plan. The committee recommends that faculty members analyze this difference to identify strategies for improving student performance relative to learning objectives, improvement that should then be reflected in higher post-test scores.

Review of the B.A., B.S. in Public Relations

Classification of Instructional Program (CIP) Code: 09.0902
Public Relations/Image Management

The B.A., B.S. in Public Relations program is housed in the School of Communication within the College of Arts and Sciences. The school also offers a B.A., B.S. in Communication Studies; a B.A., B.S. in Journalism; a B.A., B.S. in Mass Media; minors in communication studies and mass media; and a M.A., M.S. in Communication. The Public Relations program is designed to prepare students to research, plan, execute, and evaluate communication between an organization and its publics, monitor the environment of the organization, and counsel management on policies and programs.

The B.A., B.S. in Public Relations program at Illinois State is the only undergraduate public relations program offered by a public university in Illinois. Enrollment in the program exceeds the combined enrollment of the six undergraduate public relations programs offered by private institutions in the state. Enrollment in the Illinois State program has increased from 233 in fall 2008 to 263 in fall 2014.

The program is the first and only public relations program in Illinois accredited by the Public Relations Society of America (PRSA). The B.A., B.S. in Public Relations program and the three other undergraduate majors in the School of Communication were collectively recognized in 2014 as the top undergraduate communication program in a 13-state region by the Central States Communication Association.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The approach used by the School of Communication in the previous program review cycle served as a guide for compiling the program review self-study reports for the school during the current program review cycle. The school organized its efforts this cycle so program review self-studies for all programs of the school, including Radio Station WGLT, were compiled collaboratively. Program coordinators began planning the self-study process in late September 2014, starting with a program review orientation meeting facilitated by the Office of the Provost and with discussions among faculty and staff regarding data collection. Faculty and staff involved in the self-studies met multiple times per month beginning in fall 2014 and continuing into spring 2015. By the end of the fall 2014 semester, plans for data collection were complete. The public relations faculty, led by the program coordinator, collected all pertinent documentation and data for the program review, including material from the successful 2013 public relations specialized accreditation self-study. The program coordinator updated that information as needed. During the spring 2015 semester, a digital library of data and documents was established for use by all programs, and drafting of the self-study reports began. Alumni of the school were contacted for their guidance with the studies, and surveys of alumni and graduating seniors were refined and administered.

Program curriculum. The B.A., B.S. in Public Relations program underwent a significant redesign in 2011 that became effective with the 2012-2014 undergraduate catalog. The revision was intended to reduce time to graduation, streamline the program while maintaining appropriate rigor in core areas, and allow students more flexibility to study fields that complement their public relations career goals. In addition, seven of the eight required public relations courses are now delivered online during the summer term, with the eighth class in development for online delivery. These changes have contributed to favorable graduation rates and time-to-degree, with 83 percent of students in the program graduating within four years over the past five years. Students in the program complete coursework in communication theories, media writing and presentation, public relations writing and production, communication research methods, and organizational communication as well as two courses in public relations management (campaigns and corporate communication). Public relations students, like all students in the School of Communication, take advantage of study abroad opportunities in France and South Korea. A new study abroad option, focused on intercultural business communication and public relations study in The Netherlands, is scheduled to begin in 2016. Complementing public relations coursework are numerous co-curricular opportunities. The school sponsors a chapter of the Public Relations Student Society of America (PRSSA), encourages students to participate in a robust internship/professional practice program, operates its dynamic Chicago Alumni Pipeline for

undergraduates, and sponsors annual Communication Week activities that bring communications professionals to campus, including alumni of the public relations program.

Program or academic unit faculty. Full-time tenured and tenure track faculty members in the B.A., B.S. in Public Relations program have established themselves in the field through their subject matter expertise and scholarly contributions. Faculty members serve as officers in professional associations and have won numerous awards, both in academia and in the field of public relations. Contributions of non-tenure track faculty members are essential to program success because of the additional and varied field experiences they bring to the classroom.

Program goals and quality indices. The two overarching goals of the B.A., B.S. in Public Relations program are to ground the public relations major in specialized knowledge and theories and to emphasize specialized knowledge, skills, and abilities, especially writing, research, critical analysis and decision making, media production, business, and project management. These goals align with both *Educating Illinois* (the strategic plan for the University) and *The Illinois Public Agenda* (the strategic plan for higher education in the state). The program advances these goals by focusing on core public relations principles and practices and by adhering to the research-based standards of the Certification in Education for Public Relations (CEPR).

Student learning outcomes assessment plan and process. The previous assessment plan for the B.A., B.S. in Public Relations program was approved by program faculty in October 2008, but the plan proved ineffective in assessing student learning and guiding program improvement. To address these shortcomings and to adhere to specialized accreditation standards, faculty redesigned the assessment plan in 2014-2015 and will begin implementing the new plan in 2015-2016. This new plan aligns required courses of the program with the seven learning objectives developed by public relations faculty and sets forth strategies, tools, and processes for assessing student achievement of those learning objectives.

Specialized accreditation. In September 2013 the B.A., B.S. in Public Relations program was accredited by the Public Relations Society of America (PRSA), which awarded the program the Certification in Education for Public Relations (CEPR). CEPR recognizes public relations programs worldwide that provide the faculty, curriculum, and resources needed to prepare students for professional public relations positions. The next accreditation review by PRSA is scheduled for September 2019. The public relations program at Illinois State is the first and only undergraduate public relations program in Illinois recognized by PRSA.

Responses to recommendations resulting from the previous program review. Faculty and staff of the B.A., B.S. in Public Relations program have addressed Academic Planning Committee recommendations resulting from the 2007-2008 program review. Asked by the committee to identify benchmark programs to determine program characteristics that will lead to national and international esteem, faculty analyzed characteristics of 55 public relations programs in six Midwestern states. Faculty then used findings of the analysis to help guide the 2011 program redesign. In response to the recommendation that the program work closely with the Milner Library specialist to better integrate library resources with the program, public relations faculty have collaborated with library faculty to integrate information fluency instruction in public relations courses and to select resources for the public relations collection maintained by the library. The committee also recommended that faculty seek external funds and develop grantsmanship opportunities. External funding sources specific to public relations are limited, but faculty continues to seek such funding opportunities, recognizing that funding for public relations instruction and research may be more readily available in other fields.

Changes in the academic discipline, field, societal need, and program demand. Of the many changes impacting the public relations field and public relations education, two are preeminent. The public relations industry has dramatically increased its emphasis on quantitative measurement to demonstrate accountability for results. Consequently, companies have been seeking employees with knowledge of contemporary research methods and analytics in order to benchmark campaign metrics. Since 2007 the digital landscape has changed almost entirely with the advent of social media (in its infancy in 2007) and mobile media. Public relations professionals are expected to be knowledgeable about measurement and strategic and tactical use of social media. That knowledge is now considered the most important requisite for new hires. Other trends impacting the education of public relations professionals include the emergence of multigenerational workforces, globalization, and use of virtual teams to conduct business.

Major findings of this program review self-study. Faculty of the B.A., B.S. in Public Relations program concludes that the program equips students with the knowledge and skills they need to succeed in the profession, including writing, management, budgeting, and quantitative analysis. Faculty recognizes the importance of Certification in Education for Public Relations (CEPR) accreditation in differentiating the program at Illinois State from its comparator programs. Of particular concern is the need to hire at least one additional full-time tenure track faculty member to maintain that accreditation. The self-study has revealed several issues related to the curriculum. The program is now just one course shy of offering all required courses online, a characteristic that may convenience more students in the future and help with recruiting efforts. Two new courses may be needed to maintain program rigor and relevance: media relations and research methods. Media relations is at the root of the public relations business and is intensely writing-focused and persuasive. A course in media relations would impart to students knowledge of the principles and practices of this vital aspect of the profession. Research methods are currently taught through a communication research methods course. With increasing emphasis in public relations on quantitative measurement, a research methods course focused on public relations may need to be created. Alternatively, the existing communication research methods course could be redesigned with a public relations focus either throughout the course or in segments of it. Finally, with the success of the program and its recent accreditation, there may be opportunities to expand into graduate study or into certifications in specialized areas of the field.

Initiatives and plans for the next program review cycle. Within the context of the School of Communication strategic plan and assuming sufficient resource availability, the B.A., B.S. in Public Relations program intends to pursue the following initiatives during the next program review cycle: fulfill all recommendations in the Certification in Education for Public Relations (CEPR) accreditation report and maintain accreditation, implement the new assessment plan and make improvements to it as needed, collaborate with other programs in the school to strengthen alumni relations, identify opportunities to augment the program through periodic analysis of aspirational programs and review of industry advances, and seek opportunities for improvement in all programmatic areas to maintain the competitive advantages of the program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for a well written, critical, and forward-looking self-study report.

The committee congratulates faculty and staff for achieving specialized accreditation for the program for the first time in its history, from the Public Relations Society of America. The program is the first and only public relations program in Illinois to be so accredited and one of only 40 in the world. The committee also congratulates faculty and staff for recognition of Public Relations and the three other undergraduate majors in the School of Communication as, collectively, the top undergraduate program for 2014 by the Central States Communication Association. Contributing to these successes are the many contributions made by program faculty to the discipline through their research. A fall 2013 report by the Communication Institute for Online Scholarship cited the graduate faculty in the School of Communication as among the most productive communication scholars in the nation.

The committee acknowledges efforts of program faculty to maintain a current and relevant curriculum through a 2011 curriculum redesign and through technology enhancements. The revised curriculum provides students greater flexibility in completing a minor or second major related to their career goals while promoting timely graduation by streamlining program requirements and offering almost all required public relations courses online. Since the last program review, public relations faculty members have collaborated with their colleagues in the School of Communication to open the Social Media Analytics Command Center and have integrated center technology with the public relations curriculum. The public relations program maintains a strong emphasis on experiential learning. The program encourages each student to complete at least one internship, and approximately 80 percent of students do so. The program supports numerous co-curricular opportunities including events sponsored by the local chapter

of the Public Relations Student Society of America, which has received the star chapter award five of the last six years.

The committee congratulates the program for its successful recruitment efforts, which have resulted in steady enrollment gains (up 9.6 percent from fall 2010 to fall 2014) and an increase in students self-identifying with racial/ethnic groups traditionally underrepresented at Illinois State (up from 7.5 percent in fall 2007 to 21.3 percent in fall 2014). Once in the program, students persist and graduate at rates higher than university-wide averages. Retention rates for first-time-in-college students and transfer students from fall 2013 to fall 2014 were 92.6 percent and 92.0 percent, respectively, compared to 81.2 percent and 80.3 percent across all undergraduate programs at the University. The six-year graduation rate for first-time-in-college students entering the program in fall 2007 was 85.2 percent versus 71.3 percent university-wide. Of first-time-in-college students graduating from the program in fiscal 2014, 82.3 percent did so within four years compared to 64.3 percent across all undergraduate programs. The committee commends program faculty and staff for their work with students to achieve these successes.

The committee recognizes faculty for development of a new student learning outcomes assessment plan for the redesigned program. The committee asks program faculty to implement the new plan during the 2016-2017 and 2017-2018 academic years and to document results of its efforts in a follow-up report submitted to the Office of the Provost. The committee asks the school to submit the report by October 1, 2018.

Another means of identifying ways to improve the program is to look to aspirational programs at other universities. According to the self-study report, faculty has identified three such programs but has not yet analyzed them to identify program improvements that might be made to the program at Illinois State. The committee asks faculty to complete the analysis and to report its findings in a follow-up report submitted by the school to the Office of the Provost 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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The self-study report indicates that programs of the School of Communication, including the Public Relations program, are scrambling to meet instructional demand resulting from increased enrollment. The report notes that this demand is reflected in student-to-faculty ratios that significantly exceed ratios across all units at the University. The committee recommends that faculty members of the Public Relations program revisit this issue with faculty members of other programs in the school to explore options for addressing this demand and reducing these ratios. Options to explore include, but are not be limited to, establishing priorities for new faculty hires and then requesting additional faculty lines for those programs from the College of Arts and Sciences.
- Of full-time faculty in the school in fall 2014, 40 percent were female. Only 5 percent of tenure track faculty members self-identified with racial/ethnic groups traditionally underrepresented at Illinois State. The committee recommends that the program collaborate with other programs in the school to implement strategies for increasing these numbers, particularly among tenure track faculty.
- With facilities serving students in the school scattered across several campus locations and with the trend toward media convergence, the committee recommends that the program collaborate with other programs in the school and with the Office of Facilities Planning and Construction to study long-term space needs. Among options to consider is collocation of some or all school programs and services to promote synergies among students, faculty, and staff. Recognizing the unlikelihood of obtaining capital development funds from the state in the near- or mid-term, the committee recommends exploring external (i.e., non-state) funding for its facilities improvements.

- The committee encourages faculty to continue exploring opportunities to internationalize the program, through study abroad but also through course content. The committee commends the school for expanding its study abroad options and recommends that the school and program explore establishing a scholarship fund to lower the cost of study abroad for students with limited financial means.
- The self-study report identifies greater emphasis on measurement as a key trend in the discipline and also identifies the need to improve students' research skills. Accordingly, the committee encourages faculty to expand emphasis on research throughout the curriculum. One option to consider is introduction of a public relations research methods course.
- According to the self-study report, participation of public relations students in the Honors program declined from 4.6 percent in fall 2010 to 2.6 percent in fall 2014. The committee encourages the program to develop and implement strategies for reversing this decline.
- Approximately 22 percent of students in the program in fall 2014 were male. Although this percentage falls within the range reported by public relations programs nationally, the committee recommends that the program develop and implement a plan to increase the percentage.
- The program utilizes numerous tools to maintain contact with its alumni. The committee recommends that the program supplement these tools with a system for tracking and documenting career trajectories and accomplishments of its alumni.
- The committee recommends that, throughout the next program review cycle, the program continue to utilize data collected through program assessment to make program changes and to document how that has been done.

Review of the M.A., M.S. in Communication

Classification of Instructional Programs (CIP) Code: 09.0101
Speech Communication and Rhetoric

The M.A., M.S. in Communication program is housed in the School of Communication within the College of Arts and Sciences. The school also offers four undergraduate degree programs, including a B.A., B.S. in Communication Studies, a B.A., B.S. in Journalism, a B.A., B.S. in Mass Media, and a B.A., B.S. in Public Relations, as well as minors in communication studies and mass media.

The M.A., M.S. in Communication program is designed to educate students in diverse theoretical frameworks and research methods appropriate to the advanced study of communication. The program emphasizes the application of scholarly knowledge to evaluate and solve social problems. Program graduates pursue careers in college teaching, training and development, human and employee relations, public relations, media management, media relations, and community relations. Many pursue a doctoral degree in communication. Fall enrollment in the program averaged 82 students between 2010 and 2014, declining from 89 in 2010 to 78 in 2014.

The M.A., M.S. in Communication program at Illinois State is one of two master's-level communication programs at Illinois public universities sharing CIP code 09.0101 and one of four offered by a public or non-profit institution in the state. The program was recognized in 2013 by the Master's Education Section of the National Communication Association with the Outstanding Master's Degree Program Award.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The faculty of the M.A., M.S. in Communication program, led by the graduate program coordinator in the school, collected and reviewed all pertinent documentation and data for this program review. Faculty met regularly throughout the fall 2014 and spring 2015 semesters to discuss the self-study. To prepare the self-study report, faculty drew from previous program review and annual assessment reports as well as from data sources collected by the school director. Faculty consulted information from the 2014 academic program profiles reports prepared by the Office of Planning, Research, and Policy Analysis for the University, college, and school to better understand the current status of the program and used these data in conjunction with data published in the *University FactBook* to compile narratives and charts to describe the program.

Program curriculum. The M.A., M.S. in Communication program offers over 20 graduate seminars that examine a wide range of topics in the study of human communication including interpersonal communication, small group communication, mass communication, organizational communication, intercultural communication, persuasion, public relations, rhetoric, training and development, social media, and quantitative, qualitative, and rhetorical research methods. With only two required courses, students have the flexibility to develop plans of study that balance theoretical offerings with applied courses to meet personal and professional needs. Students complete either 32 credit hours with a thesis or 39 credit hours without a thesis but with a revised seminar paper or project. At least 15 credit hours must be completed at the master's (400) level, excluding professional practice and the master's thesis. In spring 2015 the graduate faculty approved revisions to the curriculum which increase the number of required core courses from two to three: proseminar in communication, introduction to research methodology, and either seminar in rhetorical communication research methods, seminar in qualitative communication research, or an alternate course approved by the graduate coordinator.

Program or academic unit faculty. All eligible tenure track faculty members of the School of Communication have become either full or associate members of the graduate faculty. Currently, the graduate faculty consists of 19 full members and 3 associate members. To be a full member, faculty must possess a terminal degree; create at least two peer-reviewed publications and present two competitively-selected papers at major regional, national, or international conferences; demonstrate an ability to teach graduate or advanced undergraduate courses; and demonstrate an ability to mentor graduate students. Of the 22 tenure track graduate faculty members, 20 have a Ph.D. and two have a Ed.D. A recent report by the Communication Institute for Online Scholarship (CIOS) cited the graduate faculty in the school as ranking among the most productive communication scholars in the nation. Many have published their scholarly works and other creative products in leading publications for communication

research. Faculty members belong to and hold offices in major international, national, and regional professional associations. In addition, the faculty has a national and international reputation for excellence in teaching.

Program goals and quality indices. The M.A., M.S. in Communication program provides rigorous, critical, theoretical, and practical breadth and depth across the convergent fields of communication education, communication studies, journalism, media, and public relations. Through a culture of collaboration and collegiality, faculty strikes a dynamic balance between scholarship and practice. Goals of the program are to educate students by offering a variety of graduate seminars and other opportunities to explore the latest disciplinary developments in theory and research; provide an advisement system that supports curricula tailored to meet personal and professional objectives; encourage students to apply theory and research via professional internships, teaching, research, and service learning; and guide students in the process of conducting original research or producing creative works that may result in presentations, publications, conference papers, or exhibitions. Quality indices used to compare the graduate program with aspirational programs include admission requirements, curriculum, faculty qualifications and accomplishments, and student publications and presentations.

Student learning outcomes assessment plan and process. According to the 2009 assessment plan for the M.A., M.S. in Communication program, graduates will be knowledgeable of general communication theory, be knowledgeable of specific communication theories in selected areas of inquiry in communication, possess the ability to conduct communication research, understand how to read and evaluate published communication research reports, and demonstrate competency in writing and orally communicating the results of social research. The program is designed such that students who complete the required courses and maintain academic good standing are deemed to have met the learning objectives. At the time of this program review, faculty members are revising the assessment plan, including learning objectives, measurement instruments, and data collection methods.

Specialized accreditation. An option for specialized accreditation of the M.A., M.S. in Communication program is not available at this time.

Responses to recommendations resulting from the previous program review. Recommendations from the 2007-2008 program review have been addressed by the program when its faculty and staff have had the ability and resources to do so. The Academic Planning Committee recommended that the program address recurring funding needs to support and expand technological commitments. The program has addressed this recommendation by contributing to the establishment of a social media research center in the school, known as the Social Media Analytics Command Center (SMACC), by continuing to work with the school and college to maintain software in faculty and graduate assistant offices, by keeping computer labs equipped with updated software for research and data analysis, by purchasing a software license for structural equation modeling, and by maintaining a laboratory for experiments. The Academic Planning Committee recommended that the program work closely with Milner Library to better integrate degree-specific library resources with the program. Faculty has maintained a close working relationship with the communication librarian, collaborating with the librarian on acquiring resources related to communication and on instructing students in information fluency. The committee also recommended that faculty seek external funding to support scholarship that contributes to the national reputation of the program. Several faculty members have since applied for and have been awarded research grants from campus and external sources. The program intends to continue its grant-seeking efforts during the next program review cycle.

Changes in the academic discipline, field, societal need, and program demand. Perhaps the most groundbreaking and dramatic change in the landscape of communication since the last program review has been the rapid growth of social media as a means of communication and the various technologies that have facilitated this growth. Much like the Internet revolutionized the ways people are able to understand their world and to communicate, access, and create information, social media, mobile technologies, and converged media are responsible for a similar revolution today. In turn, the study of communication has increasingly focused on mediated communication in its own right and as a variable that affects more conventional areas of scholarship such as interpersonal, small group, and organizational communication; rhetorical criticism; media studies; and journalism. Even the tools of research have changed, as online surveys, interactive platforms, video and documentary, and advanced statistical software packages have emerged.

Major findings of this program review self-study. The M.A., M.S. in Communication program is one of the finest master's level communication programs in the nation. The hallmark of the program has been its tradition of graduating quality students who do extremely well in prestigious doctoral programs and succeed in the private and public sectors. Faculty and staff plan to sustain and grow the program by maintaining the status quo when it makes sense to do so while altering the program to keep ahead of trends in the discipline and in graduate education.

Initiatives and plans for the next program review cycle. Within the context of the School of Communication strategic plan and assuming sufficient resource availability, faculty and staff of the M.A., M.S. in Communication program intend to pursue the following initiatives during the next program review cycle: continue to improve recruitment of graduate students, highlighting the new social media lab in recruitment efforts; increase retention and completion rates for students in the program; enhance the culture of inclusiveness nurtured in the program by continuing to request and share professional biographies of graduate students and by hosting the Proseminar Orientation Day; track alumni employment, productivity, and satisfaction with the program; track faculty publications, creative works, service activities, and productivity; and seek additional tenure track faculty positions for the program. Other initiatives include implementing recent curriculum changes and continuing efforts to increase the rigor of the program; adding co-curricular programs that are sustainable; revising assessment program goals and data collection and applying a new universal rubric to assessment data; and implementing the Ed.D. program recently developed in conjunction with the School of Teaching and Learning.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for an insightful and forward-looking program review self-study report that evidences collaboration among graduate faculty of the School of Communication in analyzing the program and identifying actions to be taken during the next program review cycle. Particularly noteworthy is the extent to which faculty has studied aspirational programs to inform planning for program enhancements.

The committee congratulates graduate faculty on the 2013 Outstanding Master's Degree Program Award from the National Communication Association. Contributing to this recognition are the many contributions made by faculty to the discipline through their research. A fall 2013 report by the Communication Institute for Online Scholarship cited the graduate faculty as among the most productive communication scholars in the nation.

The committee recognizes the program for its ongoing recruitment efforts, which evidence a strong understanding of enrollment targets and show rates. While enrollment has declined slightly since the last program review, the fall 2014 incoming class was the largest since fall 2009. The committee also recognizes the program for its attention to the quality of students admitted to the program (e.g., by requiring applicants to submit a writing sample). Student quality is especially important given the significant contributions graduate teaching assistants in the program make to undergraduate education at Illinois State. Graduate assistants teach more than half of the sections in the communication class required of all undergraduate students as part of the General Education program.

The committee appreciates the diligence of graduate faculty in providing a quality graduate education that balances scholarship and practice. The faculty has demonstrated willingness to embrace new approaches and venues to educating its students. Examples include introducing a documentary thesis option, developing the Social Media Analytics Command Center and integrating it with the curriculum, collaborating with the communication specialist in Milner Library regarding resources and services that support teaching and research in the discipline, and incorporating civic and political engagement opportunities in courses and co-curricular activities (e.g., creating YouTube videos to encourage donations to military personnel serving overseas and contributing to the TRANSFORMERS anti-bullying campaign in local schools). For several years graduate faculty members have discussed establishing a doctoral program in communication education. The committee commends faculty for collaborating with the School of Teaching and Learning on an alternative to a stand-alone communication education doctoral degree, whereby students interested in communication education at that level will be accommodated by the Ed.D. in Teaching and Learning program.

The committee recognizes faculty members for their work to revise the student learning outcomes assessment plan for the program, particularly for replacing use of course grades to evaluate learning with use of a new assessment rubric to evaluate writing at multiple points across the curriculum. The committee asks faculty to continue these efforts by completing and implementing its new assessment plan. The committee asks the School of Communication to submit the completed assessment plan to the Office of the Provost by April 1, 2017. The committee further asks the program to implement the new plan during the 2017-2018 and 2018-2019 academic years and to compile a report on its assessment findings and use of those findings. The committee asks the School of Communication to submit this second report to the Office of the Provost by October 1, 2019.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee, in its program review recommendations for the four undergraduate programs in the School of Communication, has noted the need to address student-to-faculty ratios in the school that exceed student-to-faculty ratios across all academic units at the University, especially in light of increasing enrollment in most school programs. As university resources to support new faculty lines are likely to remain limited during the coming program review cycle, the committee has recommended that faculty across the school collaborate in establishing priorities for new faculty lines. This recommendation merits reiteration here, since the disciplines of new hires and the disciplines taught in the graduate program are interrelated.
- In fall 2011, 4.7 percent of students enrolled in the program self-identified with racial/ethnic groups traditionally underrepresented in the program and at Illinois State, compared to 10.6 percent across all graduate programs at the University. In fall 2014, 15.4 percent of students enrolled in the program self-identified with traditionally underrepresented racial/ethnic groups, compared to 12.7 percent of all graduate students at the University. The committee commends the program for this increase and recommends that the program to continue its outreach to prospective students from traditionally underrepresented groups.
- The committee recommends that graduate faculty continue periodic review of program requirements and courses to ensure their rigor. The committee has two related concerns it feels merit consideration by the graduate faculty at this time. One is ensuring that rigor of the two options (thesis and seminar paper/project) is comparable. A second is whether a capstone committee, rather than a single faculty member, should guide each student in her/his capstone work regardless of option, so all students have comparable support and guidance in their exploration of the discipline.
- The self-study report evidences discussions among graduate faculty members regarding the sub-disciplines of communication that should be supported by the program (i.e., communication studies, journalism, mass media, and public relations) and the extent to which each should be taught. The balance between breadth and depth of coverage merits periodic reconsideration by graduate faculty as the discipline, related professions, student demand, and the level of resources available to the program change. The program could consider establishing sequences, concentrations, or options in one or more of the sub-disciplines if faculty resources are sufficient to support them and if student demand warrants their creation.
- The committee commends faculty for encouraging student research, including research collaborations with faculty members. The committee supports the faculty recommendation for developing and implementing strategies for tracking and documenting student research publications and presentations.
- Given the instructional load expected of graduate assistants teaching the required general education communication course (COM110) and the importance of that course to education of undergraduates at the University, the committee recommends that the program work with the school and college to investigate increasing the graduate teaching assistant stipend.

- The committee commends the program for its collaboration with the School of Teaching and Learning (TCH) in providing doctoral education in communication. The committee recommends that the program continue to recruit prospective doctoral students, collaborate with TCH faculty on program delivery, and evaluate the initiative for its effectiveness in meeting the demand for communication education doctoral studies.
- The committee recommends that the program build on its long-standing record of collaboration with Milner Library by exploring development of a systematic approach to library and information literacy instruction across the graduate curriculum. Through such an approach, learning outcomes within courses could be aligned with discipline-specific information literacy competencies and information literacy instruction could be developed, implemented, and assessed in targeted courses.
- The committee recommends that, throughout the next program review cycle, the program continue to utilize data collected through program assessment to make program changes and to document how that has been done.

Review of the B.A., B.S. in Art

Classification of Instructional Program (CIP) Code: 50.0701
Art/Art Studies, General

The B.A., B.S. in Art program is housed in the School of Art within the College of Fine Arts. The school also offers a minor in art with an art history emphasis, a Bachelor of Fine Arts (B.F.A.) in Art (studio arts), a M.A., M.S. in Art (art education or visual culture), and a M.F.A. in Art (studio arts). The B.A., B.S. in Art program is a liberal arts program. Sequences of study offered by the program include art history, graphic design, studio arts, and art teacher education. The latter sequence leads to licensure and endorsement in Illinois as an art teacher on the primary and secondary education levels. Students interested in working in the studio arts and seeking a more rigorous studio arts experience may apply to the companion B.F.A. in Art program.

As has been experienced by fine arts programs across the country, enrollment in the B.A., B.S. in Art program has declined since the last program review. Fall census day enrollment has steadily dropped from 350 first majors in 2010 to 281 in 2014. To address this decline, faculty and staff of the School of Art have instituted aggressive recruitment strategies. Those efforts have already helped stabilize and slightly increase enrollment in undergraduate art programs of the school.

The B.A., B.S. in Art program at Illinois State is one of nine such programs at public universities in Illinois. The program continues to be the largest of the nine in terms of enrollment, accounting for approximately 30 percent of the combined enrollment of the nine programs.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. In the summer of 2015, School of Art faculty and staff participated in a program review retreat. Individually and within small groups they discussed and reviewed the school mission statement and strategic plan. Participants then divided into smaller groups to examine specific goals for related program review topics, discuss the strengths and weaknesses of programs, and develop recommendations for building on strengths and improving areas of weakness. The issues identified and addressed in this retreat deepened the understanding among faculty and staff of the academic programs in the school and became the foundation for the self-study. Many individuals made significant contributions to this program review. Key faculty and staff members helped the interim director of the school write the self-study report. In addition to full participation by faculty in the program review retreat, faculty members participated in all facets of this review.

Program curriculum. As set forth in accreditation guidelines of the National Association of Schools of Art and Design (NASAD), the B.A., B.S. in Art program is designed for the liberal arts student. Consequently, studio requirements of the program are less extensive than studio requirements of the companion B.F.A. in Art program. Students in the B.A., B.S. in Art program are required to complete requirements of one of four sequences: art history, graphic design, studio arts, or art teacher education. Students in all sequences share a common art history foundation, while studio arts and art teacher education students take the same visual foundation courses. All course offerings are consistent with NASAD standards. The number of credit hours required for graduation from the art history, graphic design, and studio arts sequences falls within the 124 credit-hour limit established by the University. The University has granted an exception for the art teacher education sequence, which requires 131 credit hours due to state teacher licensure and endorsement requirements. The need for that exception was reviewed and reaffirmed through the program review process. To graduate from the art history, graphic design, or studio arts sequence, students must earn at least a 2.0 grade point average across all courses and at least a 2.5 grade point average across courses in the major. Students in the art teacher education sequence must earn at least a 2.8 grade point average across all courses and across courses in the major.

Program or academic unit faculty. All tenure track faculty members in the School of Art hold the terminal degree in their respective fields (the M.F.A., Ed.D., or Ph.D.) and are active scholars and artists who present their work at regional, national, or international venues. The School of Art is unusual in the diversity of its degree programs and,

therefore, in the diversity of qualifications for faculty teaching in them. The terminal degree for studio faculty is the M.F.A., the terminal degree for art history and visual culture faculty is the Ph.D., and the terminal degree for art teacher education faculty is either the Ed.D. or the Ph.D. Collectively, School of Art faculty is an accomplished and highly regarded group of artists and scholars. Art history faculty members publish in scholarly journals and contribute essays and chapters to edited books. Art teacher education faculty members exhibit original works of art, publish articles and present at conferences, and conduct methods workshops at elementary, middle, and high schools throughout the region. Studio arts faculty members exhibit in some of the most prestigious art galleries and museums in the country.

Program goals and quality indices. Goals of the School of Art are to maintain an educational program in the visual arts that provides a professional education in the studio arts, art education, graphic design, and art history; to provide arts-based instruction for the General Education program of the University and, therefore, for the general student population, and selected course work in art production for non-art majors interested in the studio disciplines; to recruit or retain a faculty and staff with strong academic and professional credentials who are committed to teaching, to their own creative/scholarly work, and to participating in academic shared governance; to provide and maintain physical facilities and resources adequate to the educational mission and goals of the school; and to recruit and retain students who are committed to acquiring a professional-level art education within the liberal arts environment of the University. Among the quality indices used by faculty to compare the program with aspirational programs at other institutions are the reputation of faculty/scholars teaching in the program; the uniqueness of media taught in the program; the quality of graduate schools in which graduates of the program enroll; the quality of faculty and student work; and involvement of tenure-line faculty (instead of adjuncts) in supervising student teachers and maintaining strong connections with elementary and high school art classrooms.

Student learning outcomes assessment plan and process. School of Art faculty has adopted 11 student learning objectives for the B.A., B.S. in Art program consistent with expectations of the University and the National Association of Schools of Art and Design: students will demonstrate knowledge and/or skill in content associated with their chosen sequence; students will possess critical thinking, problem solving, and analytical skills; students will demonstrate original thought in the creation of artifacts; students will synthesize learning across disciplines; students will observe, analyze, and interpret visual/verbal information; students will practice receiving and accepting constructive criticism; students will become culturally literate and global citizens of the arts; students will effectively collaborate and exchange ideas; students will understand the value of the arts and become arts advocates; students will demonstrate knowledge of the major monuments and periods in the history of art from pre-historic times to the end of the medieval period, circa 1400 to the end of the Modern period, circa 1970; and students will demonstrate the ability to complete a research project in a specific subject in art history. Students are deemed to have achieved the learning objectives if they successfully master the material and content in foundation courses; successfully apply to one of four sequences (art history, graphic design, studio arts, or art teacher education); achieve a grade of C or better in every art course and maintain at least a 2.5 grade point average in the major; and, for art teacher education students, successfully complete pre-student teaching clinical experiences.

Specialized accreditation. The School of Art and its programs, including the B.A., B.S. in Art, continue to meet expectations of the National Association of Schools of Art and Design (NASAD). The school and its programs of study were reaccredited by NASAD in 2014. The next accreditation review is tentatively scheduled for 2023-2024. The art teacher education sequence of the B.A., B.S. in Art program is approved annually by the Illinois State Board of Education and is part of the teacher education unit at Illinois State accredited by the National Council for Accreditation of Teacher Education (NCATE). The next accreditation review of the teacher education unit is tentatively scheduled for 2019 and will be conducted by the Council for the Accreditation of Educator Preparation (CAEP) as successor to NCATE.

Responses to recommendations resulting from the previous program review. Two recommendations by the Academic Planning Committee resulted from the previous program review in 2008-2009. The committee recommended that the program work with the director of the University Honors program to ensure that students participating in the honors program sponsored by the School of Art are also participating in the University Honors program. School of Art faculty and staff, together with University Honors program staff, have since developed programming for art majors enrolled in the University Honors program, including impromptu gatherings, formal field trips, and an end-of-the-semester check-in for the entire group. The committee also recommended that the program continue its efforts to diversify the student body and the faculty. Since then the student population has

become more diverse. The percentage of students in the program self-identifying with racial/ethnic groups traditionally underrepresented at Illinois State has increased from 8 percent in fall 2008 to nearly 21 percent in fall 2015. With 13 women and 15 men on the faculty who are either tenured or hold a tenure track position, the ratio of female to male faculty members is approaching a satisfactory level. However, the faculty is not as diverse racially or ethnically, as only two faculty members self-identify with traditionally underrepresented racial/ethnic groups.

Changes in the academic discipline, field, societal need, and program demand. While enrollments in most undergraduate art programs across the country are shrinking, faculty and staff of the School of Art are working diligently to reverse the enrollment decline in those programs at Illinois State. Faculty and staff now recognize that enrollment in fine arts programs is no longer a given. Instead, they will have to work hard to attract talented students. Assisted by the Office of Admissions and the Office of Enrollment Management and Academic Services, the School of Art has developed a robust recruiting plan whose implementation has already helped stabilize program enrollment. The school intends to continually tweak the plan in order to connect with prospective students.

Major findings of this program review self-study. Within the last few years the School of Art has participated in both program review and the National Association of Schools of Art and Design accreditation review process. Each experience has built on the other. Both processes continue to inform strategic initiatives of the school. One issue addressed in both processes is the graphic design sequence of the B.A., B.S. in Art program. Faculty has long considered the graphic design program at Northern Illinois University (NIU) a comparator to graphic design study at Illinois State. However, the graphic design program at NIU is considered a professional degree program while graphic design study at Illinois State is part of a liberal arts program. Graphic design faculty members in the school have engaged in conversations regarding the potential of adding a graphic design sequence to the B.F.A. program. This addition would allow a more professionally-minded student to move into an advanced track of graphic design study. Over the next few years these conversations will likely continue.

Initiatives and plans for the next program review cycle. Continuing to develop and implement a rigorous recruiting plan for each of the sequences in the B.A., B.S. in Art program and its companion B.F.A. program is a major priority for the coming years. Faculty and staff of the school are already deep into conversations about how to best address this. This program review has verified what was previously known anecdotally, that numerous areas of study offered by the program have been operating below enrollment capacity. Assuming that overall program enrollment continues to increase, strategies for recruiting students into currently low-enrolled areas of study are needed, including strategies for attracting high school students and strategies for attracting transfer students.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for its self-study report and for opportunities extended to all faculty and staff members to participate in the program review process (e.g., through participation in an all-school summer retreat). The committee recognizes the program for its contributions to planning and preparation for the new fine arts complex, including relocation of University Galleries from campus to Uptown Normal in 2014.

The committee commends faculty for offering a quality academic program enriched by individualized attention, co-curricular activities, and study abroad opportunities. Quality of the program is evidenced by its reaccreditation in 2015 by the National Association of Schools of Art and Design (NASAD) and by the many successes program graduates have had, including acceptance into prestigious graduate programs (e.g., the University of Chicago, Maryland Institute College of Art, and Herron School of Art and Design).

The committee recognizes the school and program for maintaining a student-to-faculty ratio conducive to one-on-one mentoring of students by tenure-line faculty members. The ratio of students to tenure-line faculty in fall 2014 was approximately 10:1 in the School of Art compared to approximately 26:1 university-wide. In mentoring their students, faculty members draw on the many scholarly contributions they make to their discipline, including research and regional, national, and international exhibits and installations. The committee commends the program

for its numerous and varied co-curricular activities, such as the Normal Editions Workshop for printmakers, the Student Annual Exhibition, and Saturday morning art classes for community youth taught by art education students, and for articulation of students learning outcomes for each co-curricular activity. The program also sponsors study abroad opportunities thoughtfully integrated with the curriculum, including an art history experience in Italy and an art teacher education experience in Australia. The committee recognizes the program for the unique collaboration it has fostered with Milner Library, through which art students gain experience curating art exhibitions and installations held in the library.

As has happened with post-secondary education programs in the arts and humanities nationwide, enrollment in the B.A., B.S. in Art program has declined in recent years, from 364 at the time of the last program review in fall 2008 to 281 in fall 2014. The committee recognizes the program for its aggressive efforts to reverse this trend, by hiring a part-time recruitment coordinator, participating in National Portfolio Day to gain exposure to prospective students, offering scholarships to incoming students, streamlining the program application process, and expanding recruitment efforts in Chicago. These efforts have contributed to stabilizing program enrollment and increasing the size of incoming classes (from 79 students in fall 2013 to 105 in fall 2015). Also commendable is the steady increase in the percentage of undergraduate art students self-identifying with racial/ethnic groups traditionally underrepresented at the University, from approximately 7 percent in fall 2009 to approximately 20 percent in fall 2014.

Both fall-to-fall retention rates and six-year graduation rates for the program are consistently higher than those rates across all undergraduate programs at the University. However, most first-time-in-college students graduating from the program take more than four years to do so (e.g., 57.9 percent in Fiscal 2014 compared to 35.7 percent university-wide). The Academic Planning Committee asks the program to analyze this phenomenon and to identify actions the program might take to enable students in all sequences to graduate within four years. The committee asks the School of Art to summarize the analysis in a report submitted to the Office of the Provost by December 1, 2016.

In its discussion of comparator and aspirational programs, faculty has identified aspects of the program at Illinois State that are distinctive rather than identifying aspects of other programs to which our program might aspire. While there might not be other programs in the state, region, or nation identical to the program at Illinois State, the committee asks faculty to identify elements of other undergraduate art programs that excel with respect to one or more quality measures considered by faculty to be most pertinent to our own program. The committee asks program faculty to then identify specific actions our program can take to achieve levels of quality that approach, meet, or exceed quality levels of those other programs with respect to each quality measure. The committee asks the School of Art to submit a summary of this analysis to the Office of the Provost by January 27, 2017.

It is evident from the self-study report that faculty has done considerable work since the last program review on the student learning outcomes assessment plan for the program, including adoption of student learning outcomes that align with the mission and goals of the School of Art. It is also evident that providing ongoing feedback to students regarding their work is deeply ingrained in the school culture. However, it is not clear whether that feedback is being systematically documented and compiled and then used for program-level review. The committee is cognizant of the challenges in assessing student learning on the program level in disciplines with strong emphasis on qualitative holistic evaluation of individual expression and creativity. Developing a strategy to do so provides the program a unique opportunity to provide leadership among its peers nationally. Accordingly, the committee asks program faculty to continue its work on a student learning outcomes assessment plan that reflects the culture of the discipline and school while providing a means of obtaining feedback on the program level to guide program development and modification over time. Resources that might aid this effort include scholarship of teaching and learning in the discipline, experiences of aspirational programs, and University Assessment Services staff. The committee asks the School of Art to submit a written update to the Office of the Provost regarding the status of assessment plan development by May 15, 2017, and to submit a revised assessment plan to the Office of the Provost by May 15, 2018.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee recommends that the program continue its aggressive efforts to recruit students to the program, including students from traditionally underrepresented racial/ethnic groups. The program might consider expanding recruitment efforts to secondary schools with diverse student populations in the St. Louis and Indianapolis metropolitan areas and in downstate Illinois metropolitan and micropolitan areas.
- As another strategy for attracting more students and enrolling a more diverse student population, the committee recommends that faculty examine the curriculum for ways to expand coverage of non-European and non-Western art. The committee also recommends that faculty investigate expanding graphic design instruction and, if such expansion is warranted, focusing faculty recruitment efforts in the graphic design area.
- The committee recommends that, in support of its student recruitment efforts, the program maintain a web presence that showcases the expertise of program faculty and the many exhibition and professional practice opportunities available to students.
- For the benefit of prospective and current students, the committee encourages the program to maintain an undergraduate catalog entry that accurately and clearly describes available plans of study and graduation requirements.
- The program is engaged in numerous initiatives for communicating with alumni, including events in New York and Los Angeles and an award-winning social media presence. The committee recommends that the program incorporate these and other initiatives in a formal plan for tracking alumni, documenting their successes, and periodically soliciting their feedback regarding the program.
- The percentage of students in the program participating in the University Honors program was consistently lower than the percentage across all undergraduate programs at the University between fall 2010 and fall 2014. Meanwhile, the percentage in the B.F.A. in Art program has been significantly higher. The committee recommends that the program investigate strategies deployed in the B.F.A. program to enroll students in the University Honors program for their potential use in encouraging qualified students in the B.A., B.S. in Art program to participate.
- In fall 2014, approximately 13 percent of School of Art faculty members self-identified with racial/ethnic groups traditionally underrepresented among faculty at the University. The committee recommends that school faculty continue efforts to expand applicant pools to include candidates from those groups when faculty positions are filled, particularly tenure-line faculty positions. As noted in the self-study report, the Recruitment Assistance Program sponsored by the Office of the Provost is one resource that could help with this effort.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the B.F.A. in Art

Classification of Instructional Program (CIP) Code: 50.0702
Fine/Studio Arts, General

The Bachelor of Fine Arts (B.F.A.) in Art program is housed in the School of Art within the College of Fine Arts. The school also offers a minor in art with an art history emphasis, a B.A., B.S. in Art (liberal arts), a M.A., M.S. in Art (art education or visual culture), and a Master of Fine Arts (M.F.A.) in Art (studio arts).

The B.F.A. in Art is a highly selective program oriented toward advanced professional study in the studio arts. Students accepted into the B.F.A. program have additional opportunities beyond those of the B.A., B.S. in Art program to specialize in a particular studio art discipline. The B.F.A. program is designed to prepare students for M.F.A. graduate study, which is the terminal degree in the studio arts, or for a career in a professional art field. Students may apply to the B.F.A. program beginning in their sophomore year, typically while in the B.A., B.S. in Art program.

As has been experienced by fine arts programs across the country, enrollment in the B.F.A. in Art program has declined in recent years. Fall census day enrollment has dropped from 24 first majors in 2011 to 12 in 2014. To address this decline, faculty and staff of the School of Art have instituted aggressive recruitment strategies.

The B.F.A. in Art program at Illinois State is one of seven programs at public universities in Illinois assigned CIP code 50.0702. With respect to enrollment, the B.F.A. program at Illinois State is one of the smallest of the seven. However, comparison of the B.F.A. program at Illinois State with the other programs is complicated. The B.F.A. program at Illinois State offers advanced professional study in the studio arts for upper division students, while B.F.A. programs at the other public universities typically offer a broader, liberal arts curriculum similar to the curriculum of the B.A., B.S. in Art program at Illinois State. The B.F.A. program at Illinois State is analogous to honors programs in studio arts at other institutions. Enrollment in the program is intentionally kept low to provide individualized attention to students throughout their time in the program.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. In the summer of 2015, School of Art faculty and staff participated in a program review retreat. Individually and within small groups, they discussed and reviewed the school mission statement and strategic plan. Participants then divided into smaller groups to examine specific goals for related program review topics, discuss the strengths and weaknesses of programs, and develop recommendations for building on strengths and improving areas of weakness. The issues identified and addressed in this retreat deepened the understanding among faculty and staff of the academic programs in the school and became the foundation for the self-study. Many individuals made significant contributions to this program review. Key faculty and staff members helped the interim director of the school write the self-study report. In addition to full participation by faculty in the program review retreat, faculty members participated in all facets of this review.

Program curriculum. While studio arts is one of four sequences offered through the B.A., B.S. in Art program, studio arts is the sole focus of the B.F.A. in Art program. The studio arts sequence in the B.A., B.S. program requires 54 credit hours in the major, but the B.F.A. program requires 83 credit hours in the major to provide a more intensive studio arts experience. After completing core foundational courses, students in the B.F.A. program select a media specialization. Students may specialize in ceramics, drawing, expanded media, glass, painting, photography, printmaking, sculpture, video art, or wood/metal design. Students are expected to apply knowledge gained from their course work to mature artistically and intellectually as they define a unique artistic voice. Progress through the curriculum is fluid and logical, with increasingly challenging assignments that expand creative problem solving skills, develop abstract and critical thinking skills, and enrich communication skills. To earn their degree, B.F.A. students are required to present a successful solo exhibition of a well-developed body of art work, accompanied by a written statement, an oral presentation, and an oral defense of their work and ideas in a public forum. Students are

required to maintain a minimum grade point average, both cumulative and in the major, of 3.0 to continue in the B.F.A. program.

Program or academic unit faculty. All tenure track faculty members in the School of Art hold the terminal degree in their respective fields (M.F.A., Ed.D., or Ph.D.) and are active scholars and artists who present their work at regional, national, or international venues. The School of Art is unusual in the diversity of its degree programs and, therefore, in the diversity of qualifications for faculty teaching in them. The terminal degree for studio faculty is the M.F.A., the terminal degree for art history and visual culture faculty is the Ph.D., and the terminal degree for art teacher education faculty is either the Ed.D. or the Ph.D. Collectively, School of Art faculty is an accomplished and highly regarded group of artists and scholars. Art history faculty members publish in scholarly journals and contribute essays and chapters to edited books. Art teacher education faculty members exhibit original works of art, publish articles and present at conferences, and conduct methods workshops at elementary, middle, and high schools throughout the region. Studio arts faculty members exhibit in some of the most prestigious art galleries and museums in the country.

Program goals and quality indices. Goals of the School of Art are to maintain an educational program in the visual arts that provides a professional education in the studio arts, art education, graphic design, and art history; to provide arts-based instruction for the General Education program of the University and, therefore, for the general student population, and selected course work in art production for non-art majors interested in the studio disciplines; to recruit or retain a faculty and staff with strong academic and professional credentials who are committed to teaching, to their own creative/scholarly work, and to participating in academic shared governance; to provide and maintain physical facilities and resources adequate to the educational mission and goals of the school; and to recruit and retain students who are committed to acquiring a professional-level art education within the liberal arts environment of the University. Among the quality indices used by faculty to compare the program with aspirational programs at other institutions are the student-faculty ratio, the number of media taught in the program; the quality of M.F.A. programs in which graduates of the program enroll; the quality of faculty and student work; and the degree of faculty attention to students.

Student learning outcomes assessment plan and process. School of Art faculty has adopted 10 student learning objectives for the B.F.A. in Art program: students will demonstrate in-depth knowledge and/or skill in content associated with their chosen medium; students will strive for professional studio practice; students will develop advanced research skills; students will engage in discourse and develop verbal fluency; students will develop original, cohesive, conceptual ideas; students will articulate their work within a contemporary context; students will prepare a one-person exhibition and public presentation; students will develop an individual plan of study; students will demonstrate knowledge of the major monuments and periods in the history of art from pre-historic times to the end of the medieval period, circa 1400 to the end of the Modern period, circa 1970; and students will demonstrate the ability to complete a research project in a specific subject in art history. Students are deemed to have achieved the learning objectives if they successfully master the material and content in foundation courses, are accepted into the B.F.A. program (which requires a portfolio review, an interview, and a faculty letter of support); and successfully mount a final individual exhibition of work in the University Galleries accompanied by a written supportive statement. In addition to faculty assessment of student learning through evaluation of course work, faculty members regularly work with students individually in the studio environment and through independent study. Students also participate in regular critique sessions, involving both faculty and other students, in which students are required to analyze and explain their work both formally and conceptually. This highly individualized work with faculty members allows for direct mentoring and assessment in which verbal and written critique and analysis are used to measure learning objectives.

Specialized accreditation. The School of Art and its programs, including the B.F.A. in Art, continue to meet expectations of the National Association of Schools of Art and Design (NASAD). The school and its programs of study were reaccredited by NASAD in 2014. The next accreditation review is tentatively scheduled for 2023-2024.

Responses to recommendations resulting from the previous program review. Two recommendations by the Academic Planning Committee resulted from the previous program review in 2008-2009. The committee recommended that the program work with the director of the University Honors program to ensure that students participating in the honors program sponsored by the School of Art are also participating in University Honors program. School of Art faculty and staff, together with the University Honors program staff, have since developed

programming for art majors enrolled in the University Honors program, including impromptu gatherings, formal field trips, and an end-of-the-semester check-in for the entire group. As a result of these efforts, fall term participation by B.F.A. in Art students in the University Honors program ranged from 9.1 to 17.6 percent between 2010 and 2014, while the average across all university programs ranged from 5.6 to 6.3 percent. The committee also recommended that the program continue its efforts to diversify the student body and the faculty. Since then the student population has become more diverse. The percentage of students in the program self-identifying with racial/ethnic groups traditionally underrepresented at Illinois State has increased from 9 percent in fall 2008 to nearly 17 percent in fall 2015. With 13 women and 15 men on the faculty who are either tenured or hold a tenure track position, the ratio of female to male faculty members is approaching a satisfactory level. However, the faculty is not as diverse racially or ethnically, as only two faculty members self-identify with traditionally underrepresented racial/ethnic groups.

Changes in the academic discipline, field, societal need, and program demand. While enrollments in most undergraduate art programs across the country are shrinking, faculty and staff of the School of Art are working diligently to reverse the enrollment decline in those programs at Illinois State. Faculty and staff now recognize that enrollment in fine arts programs is no longer a given. Instead, they will have to work hard to attract talented students. Assisted by the Office of Admissions and the Office of Enrollment Management and Academic Services, the School of Art has developed a robust recruiting plan whose implementation has already helped stabilize program enrollment. The school intends to continually modify the plan in order to connect with prospective students.

Major findings of this program review self-study. Within the last few years the School of Art has participated in both program review and the National Association of Schools of Art and Design (NASAD) accreditation review process. Each experience has built on the other. Both processes continue to inform strategic initiatives of the school. One issue addressed in both processes is the graphic design sequence offered by the school, currently in the B.A., B.S. in Art program. Faculty has long considered the graphic design program at Northern Illinois University (NIU) a comparator to graphic design study at Illinois State. However, the graphic design program at NIU is considered a professional degree program, while graphic design study at Illinois State is part of a liberal arts program. Graphic design faculty members in the school have engaged in conversations regarding the potential of adding a graphic design sequence to the B.F.A. program. This addition would allow a more professionally-minded student to move into an advanced track of graphic design study. Over the next few years these conversations will likely continue.

Initiatives and plans for the next program review cycle. Continuing to develop and implement a rigorous recruiting plan for the B.F.A. in Art program and its companion B.A., B.S. program is a major priority for the coming years. Faculty and staff of the school are already deep into conversations about how to best address this. This program review has verified what was previously known anecdotally, that numerous media specializations offered by the program have been operating below enrollment capacity. Assuming that overall program enrollment continues to increase, strategies for recruiting students into currently low-enrolled specializations are needed, including strategies for attracting high school students and strategies for attracting transfer students.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for its self-study report and for opportunities extended to all faculty and staff members to participate in the program review process (e.g., through participation in an all-school summer retreat). The committee recognizes the program for its contributions to planning and preparation for the new fine arts complex, including relocation of University Galleries from campus to Uptown Normal in 2014.

The committee commends the school and its faculty for offering a B.F.A. in Art program that stands apart from B.F.A. programs at other Illinois universities. While other B.F.A. programs in the state have adopted a liberal arts model with broad coverage of the discipline, the B.F.A. program at Illinois State is designed exclusively for advanced students pursuing a career in the studio arts, with rigorous admission requirements and academic standards. Each student completes the program by staging a solo exhibition on campus accompanied by an oral

presentation and defense of her or his work. Despite, or perhaps because of, this rigor, the program continues to be in high demand. Quality of the program is further evidenced by its reaccreditation in 2015 by the National Association of Schools of Art and Design (NASAD) and by the many successes its passionate and talented students have had after graduating from the program, including acceptance into prestigious M.F.A. programs at the Museum of Fine Arts School in Boston, the School of the Art Institute of Chicago, Cranbrook Academy of Art, and Northwestern University. The committee also recognizes the steady increase in the percentage of students self-identifying with racial/ethnic groups traditionally underrepresented at the University, from 9 percent at the time of the last program review in 2008 to 17 percent in fall 2014.

Keys to student success include individualized attention to students, numerous co-curricular activities, and study abroad opportunities. The school maintains a student-to-faculty ratio conducive to one-on-one mentoring of students by tenure-line faculty members. The ratio of students to tenure-line faculty in fall 2014 was approximately 10:1 in the School of Art compared to approximately 26:1 university-wide. Each B.F.A. student is assigned studio space in which to create and critique. In working with their students, faculty members draw on the many scholarly contributions they make to their discipline, including regional, national, and international exhibits and installations. Co-curricular activities include the Student Annual Exhibition and many other opportunities to publicly exhibit works on campus and in the community. The program also sponsors study abroad opportunities for B.F.A. students thoughtfully integrated with the curriculum, including an art history experience in Italy.

Although a student can graduate from the B.F.A. program with 122 credit hours, average credit hours earned by graduates between 2010 and 2014 ranged from 144.6 to 167.5 for first-time-in-college students and from 134.3 to 158.0 for external transfer students. In three of those five years, no first-time-in-college student graduating from the program did so within four years of enrolling at the University. The committee understands that some students enter the program later in their college career and some prefer to continue in the program to build their portfolio even though they have met graduation requirements. However, the additional credit hours beyond the minimum result in higher costs to students and continued use of studio space that could be used to support newly-enrolled students. The committee asks program faculty conduct a deeper analysis of credit hour and time-to-degree data and to identify specific actions the program might take to increase the percentage of students completing the program in four years. The committee asks the program to submit findings of its analysis in a report submitted to the Office of the Provost. The committee asks the School of Art to submit the report by December 1, 2016.

In its discussion of aspirational programs, faculty has identified several measures it feels are appropriate to evaluating quality of the B.F.A. program at Illinois State, including quality of student work, quality of faculty research, and quality of M.F.A. programs into which program graduates are accepted. Faculty has also identified several programs at other universities that excel with respect to those measures. However, faculty has not investigated why program quality is higher at the aspirational institutions and what actions our program might take to approach, meet, or exceed those levels. The committee asks faculty to complete the aspirational programs analysis and report its findings in a follow-up report submitted to the Office of the Provost. The committee asks the School of Art to submit the report by January 27, 2017.

It is evident from the self-study report that faculty has done considerable work since the last program review on the student learning outcomes assessment plan for the program, including adoption of student learning outcomes that align with the mission and goals of the School of Art. It is also evident that providing ongoing feedback to students regarding their work is deeply ingrained in the school culture. However, it is not clear whether that feedback is being systematically documented and compiled and then used for program-level review. The committee is cognizant of the challenges in assessing student learning on the program level in disciplines with strong emphasis on qualitative holistic evaluation of individual expression and creativity. Developing a strategy to do so provides the program a unique opportunity to provide leadership among its peers nationally. Accordingly, the committee asks program faculty to continue its work on a student learning outcomes assessment plan that reflects the culture of the discipline and school while providing a means of obtaining feedback on the program level to guide program development and modification over time. Resources that might aid this effort include scholarship of teaching and learning in the discipline, experiences of aspirational programs, and University Assessment Services staff. The committee asks the School of Art to submit a written update to the Office of the Provost regarding the status of assessment plan development by May 15, 2017, and to submit a revised assessment plan to the Office of the Provost by May 15, 2018.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee commends faculty for its discussions and decision in 2012 regarding program capacity. The committee recommends that faculty periodically revisit its decision in light of changes in faculty, curriculum, facilities, and student demand.
- Despite the high demand for admission into the B.F.A. program, the committee recommends that the program continue its aggressive efforts to recruit highly motivated and talented students to the program, particularly students from traditionally underrepresented racial/ethnic groups. The program might consider expanding recruitment efforts to secondary schools with diverse student populations in the St. Louis and Indianapolis metropolitan areas and in downstate Illinois metropolitan and micropolitan areas.
- As another strategy for attracting more applicants and enrolling a more diverse student population, the committee recommends that faculty examine the curriculum for ways to expand coverage of non-European and non-Western art. The committee also recommends that faculty proceed with its investigation of establishing a graphic design sequence. If faculty concludes that such expansion is warranted, the committee recommends expanding faculty recruitment efforts in the graphic design area.
- The committee recommends that, in support of its student recruitment efforts, the program maintain a web presence that showcases the expertise of program faculty and the many exhibition and professional practice opportunities available to students.
- For the benefit of prospective and current students, the committee encourages the program to maintain an undergraduate catalog entry that accurately and clearly describes available plans of study and graduation requirements.
- The committee recommends that the program continue its many efforts to track program alumni, including efforts to document alumni career successes and creative works, and to formalize its strategies in an alumni outreach plan.
- In fall 2014, approximately 13 percent of School of Art faculty members self-identified with racial/ethnic groups traditionally underrepresented among faculty at the University. The committee recommends that school faculty continue efforts to expand applicant pools to include candidates from those groups when faculty positions are filled, particularly tenure-line faculty positions. As noted in the self-study report, the Recruitment Assistance Program sponsored by the Office of the Provost is one resource that could help with this effort.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the M.A., M.S. in Art

Classification of Instructional Program (CIP) Code: 50.0701
Art/Art Studies, General

The M.A., M.S. in Art program is housed in the School of Art within the College of Fine Arts. The school also offers a minor in art with an art history emphasis, a B.A., B.S. in Art (liberal arts), a Bachelor of Fine Arts (B.F.A.) in Art (studio arts), and a Master of Fine Arts (M.F.A.) in Art (studio arts).

The M.A., M.S. in Art program offers advanced study in art education or visual culture. The art education sequence is designed to help elementary and secondary art educators expand their knowledge of the field and advance in the profession. As a new interdisciplinary field, visual culture emerges out of several established disciplines including, but not limited to, art history, anthropology, cultural studies, history, literature, media studies, music, and theatre. The visual culture sequence is designed to prepare students to pursue careers in numerous art-related professions, including curator, gallerist, archivist, librarian, museum and gallery registrar, and positions within publishing, editorial work, media studies, and cultural studies. The program is also designed to prepare students for doctoral study in visual culture, visual studies, art history, or related fields.

As has been experienced by fine arts programs across the country, enrollment in the M.A., M.S. in Art program has declined in recent years. Fall census day enrollment dropped from 17 students in 2010 to 11 students in 2014. To address this decline, faculty and staff of the School of Art have instituted aggressive recruitment strategies. Those efforts have already helped stabilize and slightly increase enrollment in the program.

The M.A., M.S. in Art program at Illinois State is one of four programs at public universities in Illinois assigned CIP code 50.0701. The visual culture sequence of the program is unique in the state.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. In the summer of 2015, School of Art faculty and staff participated in a program review retreat. Individually and within small groups they discussed and reviewed the school mission statement and strategic plan. Participants then divided into smaller groups to examine specific goals for related program review topics, discuss the strengths and weaknesses of programs, and develop recommendations for building on strengths and improving areas of weakness. The issues identified and addressed in this retreat deepened the understanding among faculty and staff of the academic programs in the school and became the foundation for the self-study. Many individuals made significant contributions to this program review. Key faculty and staff members helped the interim director of the school write the self-study report. In addition to full participation by faculty in the program review retreat, faculty members participated in all facets of this review.

Program curriculum. The M.A., M.S. in Art program offers two sequences of study: art education (M.S. only) and visual culture (M.A. only). Students in both sequences complete a common core that includes a graduate seminar in art history, an introduction to research methodology, and a course in critical theory. Students enrolling in the art education sequence must complete at least 32 credit hours including a master's thesis and a comprehensive examination. In addition to the core courses, required art education courses include foundations of art education, contemporary issues in art education, and curriculum in art education. Art education students who have a bachelor's degree in studio art but are not licensed to teach may work toward initial licensure in Illinois while completing the M.A., M.S. program. Students enrolling in the visual culture sequence also complete at least 32 credit hours including a master's thesis and a comprehensive examination. Beyond the requirement to take the three core courses in the program, visual culture students are required to take at least nine credit hours of art history or visual culture in the school and at least nine hours in related fields, such as history, literature, and anthropology, outside the school. Each student in the visual culture sequence is responsible for working with the program coordinator to design an interdisciplinary program of study.

Program or academic unit faculty. All tenure track faculty members in the School of Art hold the terminal degree in their respective fields (M.F.A., Ed.D., or Ph.D.) and are active scholars and artists who present their work at regional, national, or international venues. The School of Art is unusual in the diversity of its degree programs and, therefore, in the diversity of qualifications for faculty teaching in them. The terminal degree for studio faculty is the M.F.A., the terminal degree for art history and visual culture faculty is the Ph.D., and the terminal degree for art teacher education faculty is either the Ed.D. or the Ph.D. Collectively, School of Art faculty is an accomplished and highly regarded group of artists and scholars. Art history faculty members publish in scholarly journals and contribute essays and chapters to edited books. Art teacher education faculty members exhibit original works of art, publish articles and present at conferences, and conduct methods workshops at elementary, middle, and high schools throughout the region. Studio arts faculty members exhibit in some of the most prestigious art galleries and museums in the country.

Program goals and quality indices. Goals of the School of Art are to maintain an educational program in the visual arts that provides a professional education in the studio arts, art education, graphic design, and art history; to provide arts-based instruction for the General Education program of the University and, therefore, for the general student population, and selected course work in art production for non-art majors interested in the studio disciplines; to recruit or retain a faculty and staff with strong academic and professional credentials who are committed to teaching, to their own creative/scholarly work, and to participating in academic shared governance; to provide and maintain physical facilities and resources adequate to the educational mission and goals of the school; and to recruit and retain students who are committed to acquiring a professional-level art education within the liberal arts environment of the University. Objectives of the M.A., M.S. in Art program are to provide an opportunity for advanced study in art education or visual culture; to prepare students for careers in elementary, middle, or high school teaching or museum, gallery, or archival work; to support educators seeking to build on their professional expertise and advance in their chosen career; and to prepare students for doctoral study. Among the quality indices used by faculty to compare the program with aspirational programs at other institutions are uniqueness and rigor of the curriculum; the quality of out-of-classroom opportunities, such as study abroad, available to students; the national prominence of faculty in their discipline; the quality of faculty and student scholarship; and the rate at which graduates of the program are employed.

Student learning outcomes assessment plan and process. School of Art faculty has adopted six student learning objectives for the M.A., M.S. in Art program: students will demonstrate and apply a higher level of critical thinking; students will evaluate and use critical theory in their writing and research; students will produce an original thesis based on primary research; students will articulate critical position within the field; students will plan, develop, and implement long-term projects; and students will gain practical and pedagogical skills through graduate assistant or teaching assistant experience. Students are deemed to have achieved the learning objectives if they successfully master the material and content in coursework; participate, prepare, and engage in seminar-level instruction; master critical thinking, writing, and research skills; and develop a written thesis and pass a comprehensive examination.

Specialized accreditation. The School of Art and its programs, including the M.A, M.S. in Art, continue to meet expectations of the National Association of Schools of Art and Design (NASAD). The school and its programs of study were reaccredited by NASAD in 2014. The next accreditation review is tentatively scheduled for 2023-2024.

Responses to recommendations resulting from the previous program review. Two recommendations by the Academic Planning Committee resulted from the previous program review in 2008-2009. The committee recommended that the program encourage all eligible faculty members to apply for full graduate faculty status so they can fully participate in graduate education in the school. In fall 2014 the Director of Graduate Studies at the University reported that the process used by the School of Art to nominate its faculty for full graduate faculty status differed from the process adopted by other units at the University. The School of Art had been seeking waivers to allow associate graduate faculty members to chair capstone committees when other units were nominating their faculty members for full graduate faculty status to allow them to do so. The school has since changed its process and has nominated all associate graduate faculty members for full graduate faculty status. All nominations have been accepted by the Graduate School. The committee also recommended that faculty analyze graduate art programs, nationally or internationally, with qualities to which the program at Illinois State might aspire. Faculty teaching in the art education sequence has embraced this recommendation through its work to revise the art education curriculum informed by connections with an education initiative in New South Wales, Australia. The work of the art education faculty is also informed by a research initiative of the National Art Education Association, which keeps

pace with art education initiatives of Tier One postsecondary institutions. Using the New South Wales curriculum model, students and faculty of the art education sequence are working collaboratively to create a curriculum text for national publication.

Changes in the academic discipline, field, societal need, and program demand. Enrollment in fine arts programs across the country, including fine arts programs at Illinois State, has declined in recent years. The School of Art is instituting more aggressive recruitment strategies to reverse this trend. In recruiting students to its M.A., M.S. in Art program, the School of Art will continue to stress the opportunity to study visual culture, still relatively unique in graduate art education. Numerous art history programs across the country are adding the term “visual culture” or “visual studies” to their plans of studies, which suggests growing acceptance within the American academy of visual culture as a viable and vital area of inquiry. With its visual culture sequence, the M.A., M.S. program has the opportunity to grow its enrollment and achieve prominence in contemporary scholarship in the field.

Major findings of this program review self-study. The program review process has afforded faculty a forum to discover aspects of the M.A., M.S. in Art program that are deficient and to imagine and discuss ways the program can be improved to create a more student-centered experience. An ongoing challenge for the program is recruiting and enrolling a diverse student body. In the coming years, student recruitment strategies for increasing enrollment will need to include strategies for increasing the percentage of students from traditionally underrepresented racial and ethnic groups.

Initiatives and plans for the next program review cycle. Developing a more rigorous and aggressive recruiting plan for each sequence of the M.A., M.S. in Art program is a priority. Faculty and staff are already deep into developing such a plan, including strategies for recruiting a racially and ethnically diverse applicant pool. This program review has confirmed what was previously known anecdotally, that the M.A., M.S. program must strive to be more competitive. School of Art faculty and staff will continue to engage in vigorous, thoughtful, and introspective conversations about how to build a program that is responsive to the contemporary art world while retaining the values of a comprehensive art program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for its self-study report and for opportunities extended to all faculty and staff members to participate in the program review process (e.g., through participation in an all-school summer retreat). The committee recognizes the program for its contributions to planning and preparation for the new fine arts complex, including relocation of University Galleries from campus to Uptown Normal in 2014.

The committee commends the school and its faculty for offering a M.A., M.S. in Art program that is unique in the state and Midwest, particularly with the introduction of the visual culture sequence and with ongoing revision of the art education curriculum to incorporate urban education and aspects of the New South Wales, Australia, art education model. The committee also commends the school and its faculty for the quality and rigor of the curriculum, which includes core courses in visual culture, critical theory, and research methodology; emphasizes social justice; and requires completion of a thesis and a comprehensive examination. Quality of the program is further evidenced by its reaccreditation in 2015 by the National Association of Schools of Art and Design (NASAD), by the many scholarly and creative achievements of its faculty, and by the many successes its passionate and talented students have had after graduating from the program, including acceptance into Ph.D. programs at the University of California Irvine and Boston University.

Keys to student success include individualized attention to students and opportunities to collaborate with faculty on research and grants. The school maintains a student-to-faculty ratio conducive to one-on-one mentoring of students. The ratio of students to tenure-line faculty in fall 2014 was approximately 10:1 in the School of Art compared to approximately 26:1 university-wide. Since 2009 students have made 10 research presentations with faculty, collaborated with faculty on three grant-funded projects, and co-authored two peer-reviewed publications.

In its discussion of aspirational programs, faculty has identified several measures it feels are appropriate to evaluating quality of the program, including the rate at which program graduates are employed, the rigor of the curriculum, the quality of students and faculty, and their visibility and prominence in their field. Faculty has also identified several programs at other universities that excel with respect to these or other measures. However, faculty has not investigated why program quality is higher at the aspirational institutions and what actions our program might take to approach, meet, or exceed those levels. The committee asks faculty to complete the aspirational programs analysis and report its findings in a follow-up report submitted to the Office of the Provost. The committee asks the School of Art to submit the report by January 31, 2017.

It is evident from the self-study report that faculty has done considerable work since the last program review on the student learning outcomes assessment plan for the program, including adoption of student learning outcomes for both curricular and co-curricular activities that align with the mission and goals of the School of Art. It is also evident that providing ongoing feedback to students regarding their work is deeply ingrained in the school culture. However, it is not clear whether that feedback is being systematically documented and compiled and then used for program-level review. The committee is cognizant of the challenges in assessing student learning on the program level in disciplines with strong emphasis on qualitative holistic evaluation of individual expression and creativity. Developing a strategy to do so provides the program a unique opportunity to provide leadership among its peers nationally. Accordingly, the committee asks program faculty to continue its work on a student learning outcomes assessment plan that reflects the culture of the discipline and school while providing a means of obtaining feedback on the program level to guide program development and modification over time. Resources that might aid this effort include scholarship of teaching and learning in the discipline, experiences of aspirational programs, and University Assessment Services staff. The committee asks the School of Art to submit a written update to the Office of the Provost regarding the status of assessment plan development by May 15, 2017, and to submit a revised assessment plan to the Office of the Provost by May 15, 2018.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The program review self-study report identifies several issues related to program enrollment, including enrollment stability and student diversity. The committee recommends that the program first formalize enrollment targets and capacities for each sequence for the next program review cycle, in doing so considering faculty resources, curriculum, and facilities. The committee further recommends incorporating enrollment targets in a student recruitment plan that identifies strategies for attracting students from the Midwest and other regions of the country, increasing show rates, maintaining and further improving the quality of students enrolling in the program, recruiting students from racial/ethnic groups traditionally underrepresented at the University, and recruiting for gender balance.
- The committee recommends that, in support of its student recruitment efforts, the program maintain a web presence that showcases the expertise of program faculty and the many exhibition and professional practice opportunities available to students.
- For the benefit of prospective and current students, the committee encourages the program to maintain a graduate catalog entry that accurately and clearly describes available plans of study and graduation requirements.
- The program continues to attract students who prefer to complete the program part-time. The committee encourages program faculty to explore expanded use of distance education to facilitate timely program completion by its part-time students and to potentially attract more. Program faculty might consider focusing its distance education efforts initially on art education, to serve art teachers in elementary and secondary schools. Program faculty might look to other master's-level teacher education programs at the University for models of distance education.

- The program review self-study report identifies the number of assistantships currently available to the program as a factor in student recruitment and program enrollment. The report mentions initial discussions among faculty about developing assistantship opportunities in other programs and units at the University. The committee encourages the program to continue those efforts. The committee also recommends that the program contact the Graduate School for assistance investigating the feasibility of establishing assistantships with organizations outside the University.
- The committee recommends that the program continue its many efforts to track program alumni, including efforts to document alumni career successes and creative works, and to formalize its strategies in an alumni outreach plan.
- In fall 2014, approximately 13 percent of School of Art faculty members self-identified with racial/ethnic groups traditionally underrepresented among faculty at the University. The committee recommends that school faculty continue efforts to expand applicant pools to include candidates from those groups when faculty positions are filled, particularly tenure-line faculty positions. As noted in the self-study report, the Recruitment Assistance Program sponsored by the Office of the Provost is one resource that could help with this effort.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the M.F.A. in Art

Classification of Instructional Program (CIP) Code: 50.0702
Fine/Studio Arts, General

The Master of Fine Arts (M.F.A.) in Art program is housed in the School of Art within the College of Fine Arts. The school also offers a minor in art with an art history emphasis, a B.A., B.S. in Art (liberal arts), a Bachelor of Fine Arts (B.F.A.) in Art (studio arts), and a M.A, M.S. in Art (art education or visual culture).

The M.F.A. in Art is a three-year program designed to provide students with the time and supportive atmosphere needed to develop a mature body of work in the media of their choice. The program blends rigorous intellectual inquiry with active studio practice. All full-time students in the program receive a full tuition waiver and a 20-hour per week graduate assistantship. Demand for the program remains strong, with more applicants than can be accommodated. Program enrollment consistently ranges between 15 and 18 students.

The program is designed to prepare students for careers as practicing artists and as art professionals in a variety of settings including galleries and museums, government agencies and institutions, community programs, schools, design firms, production studios, publishing houses, packaging studios, web studios, entertainment industry, art studios, auction houses, and large corporations. Because the M.F.A. is the terminal degree in the studio arts, graduates are also qualified to teach at the postsecondary level.

The M.F.A. in Art program is one of six programs at Illinois public universities assigned CIP code 50.0702. Enrollment in the program at Illinois State is among the lowest of the six programs, but that is by design based on resources available to the program and on a desire to keep admission to the program highly selective. The program at Illinois State is unique among its peers with respect to the variety of media taught in the program, including glass, which is offered in only a few M.F.A. programs in the nation.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. In the summer of 2015, School of Art faculty and staff participated in a program review retreat. Individually and within small groups they discussed and reviewed the school mission statement and strategic plan. Participants then divided into smaller groups to examine specific goals for related program review topics, discuss the strengths and weaknesses of programs, and develop recommendations for building on strengths and improving areas of weakness. The issues identified and addressed in this retreat deepened the understanding among faculty and staff of the academic programs in the school and became the foundation for the self-study. Many individuals made significant contributions to this program review. Key faculty and staff members helped the interim director of the school write the self-study report. In addition to full participation by faculty in the program review retreat, faculty members participated in all facets of this review.

Program curriculum. The M.F.A. in Art is a 60 credit-hour program that emphasizes both theory and practice in the production, history, and teaching of the visual arts. Candidates for the degree are expected to demonstrate artistic proficiency in at least one of the following media disciplines: painting, sculpture, printmaking, video, ceramics, metalwork and jewelry design, photography, drawing, or glass. Candidates are also expected to demonstrate proficiency in written and oral communication. The capstone experience required of all students in the program is a formal thesis exhibition in a professional gallery setting that demonstrates intellectual maturity and artistic proficiency in the student's media discipline. The exhibition must be accompanied by a thesis supportive statement, which is a critical essay that describes the student's studio work, its development, and its historical and cultural references. The student must also pass an oral defense.

Program or academic unit faculty. All tenure track faculty members in the School of Art hold the terminal degree in their respective fields (M.F.A., Ed.D., or Ph.D.) and are active scholars and artists who present their work at regional, national, or international venues. The School of Art is unusual in the diversity of its degree programs and, therefore, in the diversity of qualifications for faculty teaching in them. The terminal degree for studio faculty is the

M.F.A., the terminal degree for art history and visual culture faculty is the Ph.D., and the terminal degree for art teacher education faculty is either the Ed.D. or the Ph.D. Collectively, School of Art faculty is an accomplished and highly regarded group of artists and scholars. Art history faculty members publish in scholarly journals and contribute essays and chapters to edited books. Art teacher education faculty members exhibit original works of art, publish articles and present at conferences, and conduct methods workshops at elementary, middle, and high schools throughout the region. Studio arts faculty members exhibit in some of the most prestigious art galleries and museums in the country.

Program goals and quality indices. Goals of the School of Art are to maintain an educational program in the visual arts that provides a professional education in the studio arts, art education, graphic design, and art history; to provide arts-based instruction for the General Education program of the University and, therefore, for the general student population, and selected course work in art production for non-art majors interested in the studio disciplines; to recruit or retain a faculty and staff with strong academic and professional credentials who are committed to teaching, to their own creative/scholarly work, and to participating in academic shared governance; to provide and maintain physical facilities and resources adequate to the educational mission and goals of the school; and to recruit and retain students who are committed to acquiring a professional-level art education within the liberal arts environment of the University. Goals and objectives of the M.F.A. program are to develop the student's proficiency as a studio artist in the individual's selected discipline; to fully prepare students for active and successful lives as career artists; to prepare students for careers as art teachers, especially in higher education; to acquaint students with current issues in art, art criticism, and art history; to direct students in acquiring unique artistic expressions or styles; to assist students in acquiring the skills to communicate in writing and speaking about their artwork and its intellectual implications; to provide the terminal degree, qualifying the graduates for pursuit of careers in higher education; and to utilize fully a performance-training center at Illinois State to train professionals and to provide a significant cultural experience for the people of central Illinois. Among the quality indices used by faculty to compare the program with aspirational programs at other institutions are the uniqueness of the media taught in the program and the out-of-classroom opportunities available to students and the quality of faculty and student work and the significance of that work in the contemporary art world.

Student learning outcomes assessment plan and process. School of Art faculty has adopted nine student learning outcomes for the M.F.A. in Art program: students will maintain a robust studio practice; students will develop an original, cohesive, conceptual body of work; students should demonstrate understanding of the major issues in contemporary art and the relationship of these issues to their own artwork; students should engage in interdisciplinary activities; students will create a thesis exhibition and supportive statement; students will demonstrate the ability to complete a research project in a specific subject in art history; students should develop a professional network; students should participate in the delivery of instruction through the graduate assistant or teaching assistant experiences; and students will participate in semester graduate reviews. Assessment of learning outcomes is a continuous process involving regular review of student progress with regard to the quality of academic products created and to the growth in skill and sophistication relative to the student's admission folio. It is expected that synthesis of the knowledge of history, research methods, aesthetics, studio practice, and pedagogical methods will be obvious in student work. Initiative and ability to work independently are also important considerations when assessing student progress in the program.

Specialized accreditation. The School of Art and its programs, including the M.F.A. in Art, continue to meet expectations of the National Association of Schools of Art and Design (NASAD). The school and its programs of study were reaccredited by NASAD in 2014. The next accreditation review is tentatively scheduled for 2023-2024.

Responses to recommendations resulting from the previous program review. Three recommendations by the Academic Planning Committee resulted from the previous program review in 2008-2009. The committee recommended that the program encourage all eligible faculty members to apply for full graduate faculty status so they can fully participate in graduate education in the school. In fall 2014 the Director of Graduate Studies at the University reported that the process used by the School of Art to nominate its faculty for full graduate faculty status differed from the process adopted by other units at the University. The School of Art had been seeking waivers to allow associate graduate faculty members to chair capstone committees when other units were nominating their faculty members for full graduate faculty status to allow them to do so. The school has since changed its process and has nominated all associate graduate faculty members for full graduate faculty status. All nominations have been accepted by the Graduate School. The committee also recommended that the program continue to recruit quality

students to maintain an optimum enrollment of 25 students. Since the 2008-2009 review, the School of Art has had to work within increasingly limited budgets, making it difficult to support 25 students in the M.F.A. in Art program. Desiring to provide a graduate assistantship for each student in the M.F.A. program, the school determined that it could support only 20 students after the University raised its minimum assistantship stipend. The school has since continued to recruit for that number. In addition, the committee recommended that faculty analyze graduate art programs, nationally or internationally, with qualities to which the program at Illinois State might aspire. Discussions regarding aspirational programs are ongoing in the school. One improvement already adopted by M.F.A. faculty based on practices at aspirational programs is the requirement that all students participate in end-of-semester group critiques. Students and faculty in the program agree that the critiques are beneficial to the development of the students as artists.

Changes in the academic discipline, field, societal need, and program demand. Since the last program review, the number of applicants for the M.F.A. in Art program at Illinois State has consistently exceeded the number of students the program is able to accommodate. Acceptance rates from fall 2010 to fall 2014 ranged from 9.5 percent to 28.2 percent. Despite this demand, the School of Art has not targeted the M.F.A. program for enrollment growth. Instead the school wants to increase the competitiveness of acceptance into the program. Some M.F.A. programs around the country are reducing or eliminating financial assistance offered to their students. Faculty of the M.F.A. program at Illinois State has not entertained serious conversations in that regard. Instead, the school remains committed to the program at current budgetary levels, including financial support for its students.

Major findings of this program review self-study. The program review process has afforded faculty a forum to discover aspects of the program that can be improved to create a more student-centered experience. An ongoing challenge for the program is recruiting and enrolling a diverse student body. In the coming years, student recruitment strategies for increasing enrollment will need to include strategies for increasing the percentage of students from traditionally underrepresented racial and ethnic groups. Another ongoing issue is the appropriate level of interdisciplinary study by postsecondary art students. Although faculty has not yet reached consensus regarding the interdisciplinary educational experiences M.F.A. students should have, all faculty members agree that more such experiences are needed. This is a topic being discussed by art educators across the country. M.F.A. faculty will continue discussion of the issue in coming years while closely monitoring similar discussions at other reputable art programs.

Initiatives and plans for the next program review cycle. Developing a more rigorous and aggressive recruiting plan for each media specialization of the M.F.A. in Art program is a priority. Faculty and staff are already deep into developing such a plan, including strategies for recruiting a racially and ethnically diverse applicant pool. The program review has confirmed what was previously known only anecdotally, that all M.F.A. media specializations must strive to be more competitive. School of Art faculty and staff will continue to engage in vigorous, thoughtful, and introspective conversations about how to build a program that is responsive to the contemporary art world while retaining the values of a comprehensive art program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds the M.F.A. in Art to be in Good Standing.

The Academic Planning Committee thanks the program for its self-study report and for opportunities extended to all faculty and staff members to participate in the program review process (e.g., through participation in an all-school summer retreat). The committee recognizes the program for its contributions to planning and preparation for the new fine arts complex, including relocation of University Galleries from campus to Uptown Normal in 2014.

The committee commends the program for its stable enrollment of highly-credentialed students. The application and selection process is extensive and rigorous, involving submission of 20 art works, a research paper, and a statement of artistic philosophy. Graduates pursue careers in studio arts, with some serving as faculty members at postsecondary institutions.

The committee commends faculty for the high quality of the program, evidenced by its reaccreditation in 2015 by the National Association of Schools of Art and Design (NASAD). The program is characterized by an appropriately rigorous curriculum, individualized attention to students, faculty members active in their disciplines, numerous co-curricular opportunities integrated with the curriculum and linked to student learning outcomes, and productive collaborations with Milner Library. The curriculum incorporates group critique sessions, review of each student's work by all faculty members at the end of each semester, and a capstone experience involving an exhibition, thesis paper, and oral defense. Students are assigned studio space and work one-on-one with faculty members in their discipline and with faculty members with expertise in other media. Instruction and mentoring of students is enriched by faculty members' experiences as professional artists who continue to exhibit regionally and nationally. The program provides numerous opportunities for students to exhibit their creative works, with exhibitions held in recent years in New York, Chicago, and California, at regional and local venues, and through an exchange program, at the University of Massachusetts Amherst. Faculty and students work collaboratively with the art specialist at Milner Library to select resources appropriate to the curriculum and extensively use resources of the Special Collections unit in their courses and creative endeavors.

The program review self-study process at Illinois State includes analysis of aspirational programs to identify actions faculty might take to further elevate the quality of the program and its regional and national presence. The self-study report for the M.F.A. in Art program evidences discussions by faculty members about aspirational programs, but the analysis is incomplete. The committee asks faculty to continue and conclude those discussions, in the process identifying quality indicators, one or more M.F.A. programs regionally or nationally that excel with respect to each indicator, and actions the M.F.A. program at Illinois State might take to approach, reach, or exceed those levels. Faculty might choose to approach this analysis on the broad M.F.A. program level or on the individual discipline level. The self-study report identifies one practice already adopted by the program, end-of-semester critiques, based on knowledge of best practices in other M.F.A. programs. The committee encourages the faculty to use this opportunity to identify other potential program enhancements. The committee asks the program to summarize its findings in a report submitted by the School of Art to the Office of Provost by January 31, 2017.

It is evident from the self-study report that faculty has done considerable work since the last program review on the student learning outcomes assessment plan for the program, including adoption of student learning outcomes for both curricular and co-curricular activities that align with the mission and goals of the School of Art. It is also evident that providing ongoing feedback to students regarding their work is deeply ingrained in the school culture. However, it is not clear whether that feedback is being systematically documented and compiled and then used for program-level review. The committee is cognizant of the challenges in assessing student learning on the program level in disciplines with strong emphasis on qualitative holistic evaluation of individual expression and creativity. Developing a strategy to do so provides the program a unique opportunity to provide leadership among its peers nationally. Accordingly, the committee asks program faculty to continue its work on a student learning outcomes assessment plan that reflects the culture of the discipline and school while providing a means of obtaining feedback on the program level to guide program development and modification over time. Resources that might aid this effort include scholarship of teaching and learning in the discipline, experiences of aspirational programs, and University Assessment Services staff. The committee asks the School of Art to submit a written update to the Office of the Provost regarding the status of assessment plan development by May 15, 2017, and to submit a revised assessment plan to the Office of the Provost by May 15, 2018.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- While program enrollment has been stable in recent years, the committee recommends development and implementation of a recruitment plan that formalizes enrollment targets for the next review cycle and addresses several enrollment challenges identified by faculty in the self-study report. The committee recommends that the plan address a) expanding applicant pools to increase program competitiveness and maintain high standards for students accepted to the program, b) increasing the percentage of students in the program who self-identify with traditionally underrepresented racial/ethnic groups, c) increasing applicant pools in disciplines with no applicants

or a low number of applicants in recent years, and d) expanding the program web presence by showcasing the expertise and professional accomplishments of all faculty members.

- With respect to enrollment targets, the self-study report notes that enrollment is limited by available graduate assistantship funding because every student is granted an assistantship. Given the reputation of the program regionally and nationally, the committee encourages faculty to consider also recruiting students who may be able and willing to enroll in the program without an assistantship.
- For the benefit of prospective and current students, the committee encourages the program to maintain a graduate catalog entry that accurately and clearly describes available plans of study and graduation requirements.
- The committee notes the positive impacts on learning reported by students participating in the numerous interdisciplinary educational experiences made available to them by the program. The committee encourages program faculty to explore expanding those opportunities, through connections and collaborations with faculty and programs within the school and outside the school. Among approaches to consider is creating more team-teaching opportunities for working with M.F.A. students, including team teaching for the duration of a course and team teaching during segments of a course in which that approach may be most advantageous for students.
- Elements of a robust alumni tracking system are in place, including ongoing contacts between individual faculty members and graduates of their discipline, networking at professional association meetings and alumni events, an extensive social media presence, and periodic surveys of alumni. The committee recommends integrating these into a formal alumni relations plan and then implementing the plan to track alumni and document their professional successes.
- In fall 2014, approximately 13 percent of School of Art faculty members self-identified with racial/ethnic groups traditionally underrepresented among faculty at the University. The committee recommends that school faculty continue efforts to expand applicant pools to include candidates from those groups when faculty positions are filled, particularly tenure-line faculty positions. As noted in the self-study report, the Recruitment Assistance Program sponsored by the Office of the Provost is one resource that could help with this effort.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the B.A., B.S. in Arts Technology

Classification of Instructional Program (CIP) Code: 50.9999
Visual and Performing Arts, Other

Arts Technology at Illinois State University is a multidisciplinary unit housed in the College of Fine Arts. The unit administers the B.A., B.S. in Arts Technology program as well as the M.S. in Arts Technology program.

Arts Technology is not a department or school nor is it part of one. Administratively, Arts Technology is considered a unit functionally equivalent to the three schools in the college: the School of Art, the School of Music, and the School of Theatre and Dance. The unit is administered by the college dean through a designated program director or co-directors. Faculty members are hired to teach in the Arts Technology program and their locus of tenure is assigned to Art, Music, or Theatre and Dance depending on their field. Arts Technology faculty members have dual reporting lines: to the Arts Technology program director and to the school faculty status committee of their home school (for purposes of evaluation, promotion, and tenure). Faculty and staff of the Arts Technology unit serve as a committee-of-the-whole in matters of curriculum, admissions, and student reviews.

Arts Technology integrates study across the arts with the study of digital technologies. The B.A., B.S. in Arts Technology program prepares students with a broad range of knowledge and skills in multimedia design, including digital video and sound, computer graphics and theater design, digital and MIDI music (Musical Instrument Digital Interface), and Web design. Fall enrollment in the program averaged 56 students between 2010 and 2014. Enrollment declined during this period before rebounding to near record enrollment of 63 in fall 2014.

Although other universities in the state offer content similar to the B.A., B.S. in Arts Technology, the program at Illinois State is the only stand-alone undergraduate arts technology degree program in the state. Arts technology content at other institutions is provided through sequences, concentrations, specializations, or options. Other similarly-titled plans of study are typically narrowly aligned with either an art or music program. Unique to the Arts Technology program at Illinois State is its interdisciplinary curriculum merging technology across all of the fine arts.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The program review self-study report for the B.A., B.S. in Arts Technology program is the result of ongoing discussions among arts technology faculty and staff members over the past several years. Meetings about this self-study began in fall 2014, and tasks were assigned writers at that time. The actual writing of the document was distributed among the program director, assistant director, and three faculty members. Much of the writing was done in summer 2015. Each writer was assigned a section to research and write. Drafts were shared so all writers could track progress toward completing each section and could add content if desired. Progress meetings to discuss the document were held during the summer and into the fall 2015.

Program curriculum. The faculty and facilities support courses in the B.A., B.S. in Arts Technology program at three levels: sophomore, junior, and senior level. When taken as a whole, these courses provide a breadth of experiences in interactive and digital art including Web design and development, coding and programming, sound design, and digital music. Arts technology students pursue one of three curricular emphases (art, music, or theatre and dance) and take foundation and intermediate courses from the curriculum of the respective school. Students take arts technology-specific courses simultaneously with the courses in their curricular emphasis.

Program or academic unit faculty. The Arts Technology unit has five full-time tenure track faculty members assigned to deliver the curriculum. Each faculty member has his or her locus of tenure in one of the three schools in the college (School of Art, School of Music, or School of Theatre and Dance). Peers in their respective “home” schools evaluate faculty members annually with input from the Arts Technology unit director. Tenure track faculty in the unit must have a terminal degree, preferably in a field closely related to a fine arts discipline or another field that offers study in digital media or technology. Applicants with strong arts or digital media practice-based or theory-based scholarship are considered candidates for faculty positions. Arts Technology seeks faculty with wide-

ranging professional interests and welcomes those faculty who blur disciplinary boundaries in the arts and technology. All tenure track faculty members in the program hold either a M.F.A. or a Ph.D.

Program goals and quality indices. Goals of the B.A., B.S. in Arts Technology program are to revise and broaden the curricular scope to better reflect course content, trends in the workforce, and incoming student knowledge and skill levels; recruit and retain high-achieving students who embrace the broad-based multidisciplinary nature of the program; increase scholarship funds and tuition waivers available to recruit and retain the most talented undergraduate students; increase the number of student public exhibitions and performances; and improve and expand facilities classrooms and laboratories to provide flexible and functional learning spaces that support the program mission and goals. In particular, the program seeks spaces that foster technical innovation, collaboration, and creativity. Quality indices include the quality of student applications, student retention, and graduate school and job placement rates.

Student learning outcomes assessment plan and process. The B.A., B.S. in Arts Technology program measures four primary learning goals: technical competence, aesthetic decision-making, creative problem solving, and verbal articulation of work and experiences. Assessment tools include project critiques and evaluations for every project in every course, observations made during students' intermediate portfolio reviews, student self-assessments, feedback from internship placements, and feedback regarding alumni successes and program satisfaction.

Specialized accreditation. The program was reaccredited by the National Association of Schools of Art and Design (NASAD) in 2015 under the academic category "Disciplines in Combination." The next accreditation site review is scheduled for 2024, with a decision regarding reaccreditation expected in 2025.

Responses to recommendations resulting from the previous program review. During the last program review in 2007-2008, the Academic Planning Committee made four recommendations regarding the B.A., B.S. in Arts Technology program. The committee recommended that the program develop a strategic plan that prioritizes program needs and clearly articulates a mutually agreed upon organizational structure. A strategic plan has been developed and was included with the current program review self-study report. The committee also recommended that the program develop a resource plan that provides for adequate support of the program. A budget line for the program was established in 2009. This change makes it possible for the college and University to identify specific and permanent funds for the Arts Technology unit and provides a baseline for comparing the program with others and for measuring growth. The committee recommended that the program work with University Assessment Services to complete and implement a student learning outcomes assessment plan. Such a plan has been completed and is being implemented. The plan has evolved into one that is comprehensive and effective. In addition, the committee recommended that the program work with the Office of Enrollment Management and Academic Services to identify an optimum program enrollment. In 2012 the program decided that its optimum enrollment should be approximately 55 undergraduate students. Actual enrollment is now much higher. The college has compensated for this increase by adding one tenure track and one non-tenure track faculty member to the program and by authorizing faculty and staff overloads for teaching.

Changes in the academic discipline, field, societal need, and program demand. Since the last program review the number of arts technology education programs across the country has increased. Many of these programs are concentrations nested within arts and media programs, but all provide broad-ranging education in the digital arts. This growth has been fueled by the growing demand for digital content and a need for artists who understand how to develop that content. Employers are seeking arts technology professionals who understand creative processes and have training in aesthetic decision-making. Because so much of contemporary life is experienced through digital media (websites, online video, and social networks), professionals able to synthesize creative, conceptual work with technology to deliver it are in high demand. Demand among employers for specialists in creative media also continues to increase. The Arts Technology program has expanded its internship program in response to this increased demand, and program graduates are finding work in the field at an approximately 90 percent rate. Likewise, demand for entrance to the B.A., B.S. in Arts Technology program at Illinois State has increased dramatically since the last program review. In just the past two years, the program has added 22 students, a 48 percent increase.

Major findings of the program review self-study. The B.A., B.S. in Arts Technology program at Illinois State is one of the fastest growing academic programs at the University and is the fastest growing program in the College of Fine Arts. Students in the program receive training in technical and creative fields with high employment demand and with high levels of entrepreneurial activity. There is a high interest in game design and animation among prospective students. The administrative structure of the Arts Technology unit presents significant barriers to enrollment growth, faculty and student scholarship, and faculty assessment. The program is unable to sustain its recent growth without a significant increase in its permanent budget. Many of the courses that have been added to cover enrollment growth are funded through temporary funds. The unit lacks adequate classrooms/laboratory spaces, and students in the program lack sufficient opportunities to publicly exhibit their work to increase their professional exposure.

Initiatives and plans for the next program review cycle. During the next program review cycle, faculty and staff of the B.A., B.S. in Arts Technology program plan to seek departmental status to sustain program growth and to address administrative shortcomings, seek centralized administrative facilities and increase and improve classroom and laboratory space, redesign the curriculum to address the need for tracks and to reduce reliance on selected topics courses, and increase public exposure of the program through civic engagement, outreach, and collaborative efforts.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for a concise, critical, and forward-looking self-study report that evidences involvement of faculty, staff, and external stakeholders. Particularly noteworthy is the analysis of comparator and aspirational programs and use of that analysis to identify initiatives consistent with the strong program goals already adopted by faculty.

The committee recognizes faculty for offering the only undergraduate arts technology degree program in Illinois. The committee congratulates the program for achieving and maintaining accreditation with the National Association of Schools of Art and Design (NASAD), with the most recent reaccreditation granted by NASAD in 2015 for a 10-year period. Accreditation is a major indicator of program quality, as is the high demand for program graduates, evidenced by a 90 percent job placement rate over the last four years.

The committee commends the program for recruiting a diverse group of students, many of whom are engaged in the community and most of whom graduate from the program within four years. Approximately 29 percent of students in fall 2014 self-identified with racial/ethnic groups traditionally underrepresented at Illinois State, compared to approximately 21 percent across all undergraduate programs at the University. Students and faculty are involved in numerous community initiatives, including video production for the Town of Normal and arts technology training for area youth. The percentage of graduates completing the program in four years is consistently and significantly higher than university-wide averages. In fiscal 2014, for example, 83 percent of program graduates who started at the University as first-time-in-college students completed their degree within four years, compared to 64 percent across all undergraduate programs at the University.

The committee commends the program for its collaboration with Milner Library to provide teaching and research resources that support the curriculum, particularly resources in non-traditional formats. Among them are digital equipment available for borrowing, a studio in the library for recording, and multiple digital screens for presentations and data visualization. Also commendable is collaboration between Arts Technology and library faculty to provide information fluency instruction to students in the introductory Arts Technology course.

Arts Technology faculty has made significant efforts to develop a student learning outcomes assessment plan that sets forth student learning outcomes, incorporates use of multiple assessment tools such as portfolios and self-assessment surveys, and involves feedback from multiple stakeholders. The committee asks the program to continue to refine its assessment plan by mapping learning outcomes to specific courses and projects and by describing

measures used for overall course and program assessment and how they are applied. The committee asks the Arts Technology program to submit a revised assessment plan to the Office of the Provost by April 15, 2017.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee commends Arts Technology faculty members for their ongoing attention to the curriculum and for periodically modifying it based on assessment findings, student demand, and changes in the discipline. The committee concurs with faculty that curriculum review and development should continue to be a high priority in coming years, including a determination whether the track system currently in place should be retained. The committee recommends that faculty also explore interdisciplinary collaborations with programs outside the College of Fine Arts; consider introducing gaming design and animation courses and courses in music production, recording, and engineering; seek ways to incorporate more civic engagement opportunities and public exhibitions of student work throughout the curriculum; and collaborate with Milner Library faculty in exploring information literacy instruction beyond the introductory Arts Technology course. The committee agrees that verbal articulation of work and experiences is an appropriate learning goal in the discipline but also suggests attention to writing skills. While the committee acknowledges increased emphasis in the discipline on applied learning in recent years, the committee urges faculty to engage in conversations regarding the appropriate balance in the curriculum between theory and application necessary to promote and maintain program rigor.
- The committee supports Arts Technology faculty in its consideration of offering an arts technology course in the General Education program. Such a course could help equalize technical knowledge and skills of students, increase the campus profile of the Arts Technology program, and foster connections between Arts Technology and other programs and units at the University.
- The committee congratulates the program on the rebound in enrollment to fall 2010 levels. Enrollment now exceeds student counts forecast (40 students) when the program was proposed in 2000. However, one concern of the committee is the decline in student credentials from fall 2013 to fall 2014, as reflected in average ACT composite scores and mean external transfer grade point average. While potentially an anomaly, this decline merits monitoring and, if appropriate, actions to reverse it. One potential approach for doing so might be to increase the number of scholarships and tuition waivers available to high-achieving students.
- The program has done a commendable job recruiting students from traditionally underrepresented racial/ethnic groups. The committee urges continuation of those efforts as well as implementation of strategies to increase the percentage of students who are female.
- The self-study report articulates concerns regarding the current system of evaluating Arts Technology faculty. According to the report, faculty members are evaluated by the school faculty status committee in their home school with input from the Arts Technology program director. This arrangement, according to the report, could result in faculty members being evaluated by colleagues who might not be familiar with scholarship of the discipline. The committee recommends that the Arts Technology program collaborate with the college faculty status committee and the three school faculty status committees in the college to develop guidelines for evaluation of Arts Technology faculty by their home schools such that concerns raised in the self-study report are minimized and mitigated.
- There currently are no persons on the Arts Technology faculty from traditionally underrepresented racial/ethnic groups. While seeking visiting artists who are non-white and/or non-Western is a laudable strategy for increasing racial/ethnic diversity among instructors in the program, the committee recommends that Arts Technology faculty work with their home schools to recruit for racial/ethnic diversity when tenure-line faculty positions are filled.

- The self-study report describes numerous deficiencies in facilities and equipment currently available to the Arts Technology program. The report appropriately notes that improvements to facilities and equipment will be realized through renovation of College of Fine Arts facilities. However, given the status of state funding for higher education it may be several years before the renovation project begins and several years thereafter before a renovated facility is ready for occupancy. In the meantime, the committee recommends that the program work with the school and college to explore use of facilities and equipment external to the University.
- The annual arts technology survey has been effective in obtaining information about the careers and educational pursuits of program graduates. The committee recommends that the program incorporate this and additional initiatives in a formal plan for tracking alumni to document their successes including their creative achievements, periodically solicit feedback from them regarding the program, and identify additional prospects for internship placements and visiting artist invitations.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize data collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the M.S. in Arts Technology

Classification of Instructional Program (CIP) Code: 50.9999
Visual and Performing Arts, Other

Arts Technology at Illinois State University is a multidisciplinary unit housed in the College of Fine Arts. The program administers the M.S. in Arts Technology program as well as the B.A., B.S. in Arts Technology program.

Arts Technology is not a department or school nor is it part of one. Administratively, Arts Technology is considered a unit functionally equivalent to the three schools in the college: the School of Art, the School of Music, and the School of Theatre and Dance. The unit is administered by the college dean through a designated program director or co-directors. Faculty members are hired to teach in the Arts Technology program and their locus of tenure is assigned to Art, Music, or Theatre and Dance depending on their field. Arts Technology faculty members have dual reporting lines: to the Arts Technology program director and to the school faculty status committee of their home school (for purposes of evaluation, promotion, and tenure). Faculty and staff of the Arts Technology unit serve as a committee-of-the-whole in matters of curriculum, admissions, and student reviews.

The M.S. in Arts Technology program emphasizes theory, design, and practice in the application of computer technology to traditional art, music, and theatre disciplines with an emphasis on interactive media, sound design, digital music, and computer coding for arts applications. The program provides critical training and experiences that prepare graduates for careers in digital and interactive media production including front-end Web development; video production; sound design for live performance, broadcast, and multimedia; digital music composition and production; and emerging arts disciplines for which basic knowledge of coding is required. Graduates work for employers of all types including small businesses, government agencies, and corporations; some graduates are self-employed entrepreneurs. Fall census day enrollment in the program averaged 14 students from 2010 to 2014.

Although other universities in the state offer content similar to the M.S. in Arts Technology, the program at Illinois State is the only stand-alone master's level arts technology degree in the state. Arts technology content at other institutions is nested within other degree programs.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The program review self-study report for the M.S. in Arts Technology program is the result of ongoing discussions among arts technology faculty and staff members over the past several years. Meetings about this self-study began in fall 2014, and tasks were assigned writers at that time. The actual writing of the document was distributed among the program director, assistant director, and three faculty members. Much of the writing was done in summer 2015. Each writer was assigned a section to research and write. Drafts were shared so all writers could track progress toward completing each section and could add content if desired. Progress meetings to discuss the document were held during the summer and into the fall.

Program curriculum. The M.S. in Arts Technology is a 39 credit-hour program that includes courses open to both undergraduate and graduate students and courses open only to graduate students. Arts Technology students pursue one of two curricular emphases: art and theatre or music. All students, regardless of emphasis, are required to take seminar courses in digital art theory, which teach students to apply critical thinking skills to content related to digital media and art making. Even though both emphases offer a breadth of experiences in interactive and digital art, including Web design and development, coding and programming, sound design, and digital music, some students pursue a narrow area of interest such as Web design or sound design and production. Students may customize their plan of study to meet personal and professional goals through guided independent study with individual faculty members. In addition, all students enroll in a portfolio development course every semester, complete an internship or professional practice experience, and work on a directed project as part of the program requirements.

Program or academic unit faculty. The Arts Technology unit has five full-time tenure track faculty members assigned to deliver the curriculum. Each faculty member has his or her locus of tenure in one of the three schools in the college (School of Art, School of Music, or School of Theatre and Dance). Peers in their respective “home” school evaluate faculty members annually with input from the Arts Technology unit director. Tenure track faculty in the unit must have a terminal degree, preferably in a field closely related to a fine arts discipline or from another field that offers study in digital media or technology. Applicants with strong arts or digital media practice-based or theory-based scholarship are considered candidates for faculty positions. Arts Technology seeks faculty with wide-ranging professional interests and welcomes those faculty who blur disciplinary boundaries in the arts and technology. All tenure track faculty members in the program hold either a M.F.A. or a Ph.D.

Program goals and quality indices. Goals of the M.S. in Arts Technology program are to revise the curriculum to increase the number of credit hours earned through courses open only to graduate students and to add at least one tenure track faculty member so this goal can be achieved without reducing undergraduate and graduate enrollment, to require a graduate committee for each student rather than allow students to work with only one faculty member in completing the capstone project, to increase research opportunities for graduate students, and to increase scholarship funds and graduate assistantships. Other goals include expanding public dissemination of student learning through venues such as exhibitions, online products, and conference presentations; improving and expanding facilities, including classrooms and laboratories, to provide flexible and functional learning spaces that support the program mission; and creating graduate student workspaces that facilitate collaboration and experimentation and promote self-directed projects. Quality indices include the quality of student applications, student retention, and job placement rates.

Student learning outcomes assessment plan and process. The M.S. in Arts Technology program measures three primary learning goals: a deep understanding of at least one technical medium taught within the program, critical thinking by the student about his or her work and about the work of others, and application of critical analysis to problems. Assessment tools include project critiques and evaluations for every project in every course, observations made in the graduate portfolio review course, feedback from internship placements, and feedback regarding alumni successes and program satisfaction.

Specialized accreditation. The program was reaccredited in 2015 by the National Association of Schools of Art and Design (NASAD) under the academic category “Disciplines in Combination.” The next accreditation site review is scheduled for 2024, with a decision regarding reaccreditation expected in 2025.

Responses to recommendations resulting from the previous program review. The last program review, in 2007-2008, resulted in two recommendations by the Academic Planning Committee. The committee recommended that the program develop a four-year strategy that considers the sustainability of the graduate program and identifies a plan for obtaining adequate resources for the program. Although program resources are less than adequate at the time of this review, the college has established a separate budget line for the program and has increased space allocated to the program in the planned new College of Fine Arts complex. The committee also recommended that the program articulate its mission and goals and study the need for and feasibility of developing a M.F.A. in Arts Technology program. Arts Technology faculty has since clarified the mission and goals of the program and the student population it seeks to serve. Faculty has decided not to pursue establishing a M.F.A. in Arts Technology program, because sufficient resources to support such a program are not available at this time.

Changes in the academic discipline, field, societal need, and program demand. Since the last program review, the field has experienced growth in arts technology coverage by universities across the country. Much of this arts technology content is nested within arts and media programs rather than delivered through stand-alone arts technology degree programs. Growth in arts technology content in postsecondary programs has been fueled by the growing demand across society for digital content and a need for artists who understand how to develop that content and by employers seeking professionals who understand creative processes and have training in aesthetic decision making. Because so much of contemporary life is experienced through digital media (websites, online video, social networks), professionals able to synthesize creative, conceptual work with the technology to deliver it are in high demand.

Major findings of the program review self-study. The M.S. in Arts Technology program is one of the largest master's degree programs at Illinois State in terms of its share of total enrollment of its administering unit. Within the Arts Technology unit at Illinois State (both undergraduate and graduate degree programs), enrollment in the M.S. in Arts Technology program is approximately 20 percent of the total Arts Technology unit enrollment. The share of enrollment in the College of Fine Arts and across all programs at the University attributed to graduate programs is approximately 11 percent. Students in the program receive training in technical and creative fields with high employment demand and with high levels of entrepreneurial activity. One aspect of the program identified by faculty for improvement is the number and variety of opportunities students have to publicly exhibit their work to increase their professional exposure. Enrollment in the M.S. in Arts Technology program has been stable since 2010. Despite robust demand for arts technology graduates, the program is unable to substantially increase enrollment without a significant increase in its permanent budget. Additional funds would be needed to fund more graduate assistantships and to offer more courses open only to graduate students. The administrative structure of the unit also presents significant barriers to enrollment growth as well as faculty and student scholarship.

Initiatives and plans for the next program review cycle. During the next program review cycle, faculty and staff of the M.S. in Arts Technology program plan to develop mechanisms to recruit a larger and stronger pool of student applicants, promote a culture in which the professional dissemination of student scholarship is a normative activity, and increase faculty and graduate student participation in national and international professional conferences. With respect to the curriculum, faculty plans to provide for a meaningful capstone project that requires students to demonstrate mastery of program learning objectives, require that graduate committees rather than individual faculty members supervise capstone projects, and re-categorize completion of the internship or professional practice as an elective experience rather than a program requirement. If the Arts Technology unit does not achieve department status with its own faculty evaluation committee, Arts Technology faculty should work with the three schools in the college to create guidelines for use by faculty evaluation committees in those schools when evaluating arts technology scholarship.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee thanks the program for a concise, critical, and forward-looking self-study report that evidences involvement of faculty, staff, and external stakeholders.

The committee recognizes faculty for offering the only master's-level arts technology degree program in Illinois. Quality of the program is evidenced by its accreditation by the National Association of Schools of Art and Design (NASAD), which reaccredited the program in 2015 for a 10-year period. Other quality indicators include consistently positive feedback from program alumni and internship supervisors and rigorous performance reviews throughout the program including evaluation of each student's capstone work by all program faculty members.

The committee commends faculty for expanding student recruitment efforts, including increased financial support for students enrolling in the program. These efforts have contributed to an increase in the number of program applicants, including international students, and the stabilization of enrollment in the target range adopted by the program (12-15 students).

The committee recognizes the program for its collaboration with Milner Library to provide teaching and research resources that support the curriculum, particularly resources in non-traditional formats. Among them are digital equipment available for borrowing, a studio in the library for recording, and multiple digital screens for presentations and data visualization. Also commendable is collaboration between Arts Technology and library faculty to provide information fluency instruction to students in two graduate-level courses.

In its self-study report, program faculty has identified four programs with qualities to which it aspires. While the report describes similarities and differences between the aspirational programs and the program at Illinois State, the report does not describe specific actions Arts Technology faculty might take to achieve or exceed levels of quality at

the aspirational institutions. The committee asks program faculty to engage in further discussions to complete the aspirational analysis and to report its findings in a follow-up report submitted to the Office of the Provost by September 30, 2016.

The committee concurs with program faculty members' concerns regarding design of the curriculum and urges faculty to initiate comprehensive review of the curriculum if it has not done so already. The committee recommends that faculty explore, among other issues, finalizing and formalizing a capstone requirement, assigning each student a graduate committee to guide the student through the capstone experience, and increasing the number of graduate level courses to ensure rigor appropriate to the master's level. The committee also encourages faculty to explore adding content in areas of high demand such as gaming and animation, to consider adding foci on history, critique, and research methodologies, to investigate ways to promote a culture of presenting creative works at and beyond the University, and, collaborating with Milner Library faculty and faculty in other units, to explore adding instruction in data mining and evaluation. Findings from the analysis of aspirational programs might inform the curriculum review. The committee asks Arts Technology faculty to summarize results of its evaluation, including specific curricular changes faculty has proposed or intends to propose, in a report to the Office of the Provost. The committee asks the Arts Technology program to submit its report by January 27, 2017.

As the curriculum is modified, the plan used to assess student learning should be revised to reflect those modifications. As does the current plan, the revised assessment plan should articulate learning outcomes, incorporate multiple assessment tools, and involve feedback from multiple stakeholders. The revised plan should also map learning outcomes to specific courses and projects and should describe measures used to evaluate graduate projects and how they will be applied. The committee asks the Arts Technology program to submit its revised student learning outcomes assessment plan to the Office of the Provost by December 1, 2017.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee recommends that the program formalize and implement recruitment strategies to attract and enroll the most meritorious students and to ensure stable enrollment. The committee recommends that the program include strategies for recruiting beyond regional liberal arts institutions. Recruitment strategies should also include strategies for attracting more domestic students from racial/ethnic groups traditionally underrepresented at Illinois State in addition to strategies for attracting international students. As the program becomes more selective in its admissions, the committee encourages involvement of all faculty members in admissions decisions.
- Program faculty has established a goal of creating a culture of presentations and exhibitions of student work, both on campus and beyond. To further that effort, the committee supports the program goal of increasing faculty participation in national and international professional conferences, including presentations of research and creative works resulting from faculty-student collaborations.
- The program review self-study report indicates that current efforts to locate and communicate with alumni are informal. The committee recommends that the program develop and implement a formal plan for tracking alumni, to document their successes including their creative achievements and to periodically solicit feedback from alumni regarding the program.
- The self-study report articulates concerns regarding the current system of evaluating Arts Technology faculty. According to the report, faculty members are evaluated by the school faculty status committee in their home school with input from the Arts Technology program director. This arrangement, according to the report, could result in faculty members being evaluated by colleagues who might not be familiar with scholarship of the discipline. The committee recommends that the Arts Technology program collaborate with the college faculty status committee and the three school faculty status committees in the college to develop guidelines for evaluation of Arts Technology faculty by their home schools such that concerns raised in the self-study report are minimized and mitigated.

- There currently are no persons on the Arts Technology faculty from traditionally underrepresented racial/ethnic groups. While seeking visiting artists who are non-white and/or non-Western is a laudable strategy for increasing racial/ethnic diversity among instructors in the program, the committee urges Arts Technology faculty to work with their home schools to recruit for racial/ethnic diversity when tenure-line faculty positions are filled.
- The self-study report describes numerous deficiencies in facilities and equipment currently available to the Arts Technology program. The report appropriately notes that improvements to facilities and equipment will be realized through renovation of College of Fine Arts facilities. However, given the status of state funding for higher education it may be several years before the renovation project begins and several years thereafter before a renovated facility is ready for occupancy. In the meantime, the committee recommends that the program work with the school and college to explore use of facilities and equipment external to the University.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize data collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the B.A., B.S. in Music (Liberal Arts)

Classification of Instructional Programs (CIP) Code: 50.0901
Music, General

The B.A., B.S. in Music program is housed in the School of Music within the College of Fine Arts. At the undergraduate level the school also offers a Bachelor of (Music) Performance (B.M.), a Bachelor of Music Education (B.M.E.), and minors in music and jazz performance. At the graduate level the school offers a Master of Music (M.M.) and a Master of Music Education (M.M.Ed.). Reviews of the two music education programs are scheduled with reviews of the other teacher preparation programs at the University (scheduled for 2019-2020) rather than with other programs in the School of Music.

The B.A., B.S. in Music is a liberal arts program for students interested in studying music but not earning a professional music degree. The program is also an option for students who start in one of the professional music degree programs but later find they prefer not to pursue a professional degree or are not academically able to fulfill requirements of the professional program. Graduates of the B.A., B.S. in Music program have found careers in a wide variety of occupations, often but not always related to the field of music. Completing the music business sequence of the program can lead directly to employment in the music industry without the need for a graduate degree. The program has also offered a sequence in musical theatre for many years, but that sequence was disestablished in 2016 because most students who begin in the sequence change to a major in the School of Theatre and Dance. Faculty of that school has considered establishing its own musical theatre sequence to accommodate interest in that area of study.

Fall census day enrollment in the B.A., B.S. in Music program has steadily increased in recent years, from 45 students in 2012 to 53 students in 2015. The program is one of 10 undergraduate programs at public universities in the state assigned CIP code 50.0901.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The School of Music Advisory Committee worked throughout the fall 2014 semester on extensive revisions to the school strategic plan that serves as the foundation for all programs in the school. The school also completed a comprehensive self-study in 2013 as part of the regularly-scheduled reaccreditation process with the National Association of Schools of Music (NASM). In December 2014 an undergraduate program review coordinator was named to facilitate self-studies for the B.A., B.S. in Music and the Bachelor of (Music) Performance programs. The coordinator contacted the music librarian to review and assess Milner Library holdings and contributions to the School of Music programs. All School of Music faculty members were given opportunities to contribute to the program review, particularly in areas of strategic planning and alumni tracking.

Program curriculum. Admission to School of Music programs involves two separate processes. Students first apply to the University through the Admissions office. The second process, applicable to all music degrees, requires students to perform an audition on their chosen major instrument. Once accepted to the B.A., B.S. in Music program, students choose between a general plan of study in music or a music business sequence. Students enroll in core music classes in the first semester of their first year and continue this core throughout their four years of study. Core classes are scheduled throughout the curriculum rather than completed in the first year because of the complex nature of music study, which involves one-on-one instruction in the student's major instrument, a sequence of music theory and history courses, and piano instruction. The core curriculum was revised in 2015 to include a two-semester freshman seminar designed to help students succeed through subsequent music theory and music history courses. The first semester of the seminar, which focuses on music theory, leads into a four-semester theory sequence. The second semester of the seminar prepares students for music history coursework in the sophomore year and for two music history survey courses in the junior year. In addition to coursework and one-on-one music instruction, students are required to participate in a music performance group each of eight semesters, choosing from Wind Symphony, Symphonic Band, Jazz Ensembles, Marching Band, Symphony Orchestra, Men's Glee, Women's

Choir, Concert Choir, Madrigal Singers, Opera Practicum, or Guitar Ensemble. Students in the music business sequence complete a supervised practicum in a music-related organization or business as a capstone experience.

Program or academic unit faculty. The School of Music has 52 full-time faculty members including specialists in all applied areas of major band and orchestra instruments and multiple applied specialists in keyboard and voice. Thirty-eight faculty members are in tenure track positions. Consistent with university policies, a rigorous and comprehensive hiring process, involving a national search, is followed when hiring for tenure-line positions. All tenure track faculty members possess a doctorate in their field, are near completion of a doctorate, or have been granted an exception based on professional experience.

Program goals and quality indices. The strategic plan for the School of Music guides all decisions and processes of the school. Eleven core values are articulated in the strategic plan: musical excellence of the highest quality; a faculty that demonstrates professional excellence; students who are among the finest at the University and in the region; diversity and inclusion; personal integrity; artistic and academic collaboration; rigorous curricula that meet or exceed accreditation standards; a commitment to general education; university and community service; strong alumni relations; and state-of-the-art facilities and equipment. The School of Music adheres to the goals and standards of quality measurement adopted by the National Association of Schools of Music (NASM).

Student learning outcomes assessment plan and process. Students in the B.A., B.S. in Music program are assessed formally and informally. Formal assessments include a jury (graded solo performance) on the student's major instrument, a music theory assessment, a music history assessment, and, for students in the music business sequence, a capstone practicum assessment. Student progress in the program is tracked more frequently through informal methods. Informal assessment is an ongoing holistic process intended to provide students the best chances for success by alerting faculty when situations or issues need to be addressed. Through the individualized approach to applied study, faculty members have numerous opportunities to observe student progress and difficulties. Within the guidelines of the Family Educational Rights and Privacy Act (FERPA), faculty members consult with each other about students when there are concerns or when congratulations are due.

Specialized accreditation. Illinois State University is accredited by the National Association of Schools of Music (NASM), which recognizes music programs at the University as meeting NASM quality standards. The University was most recently reaccredited by NASM in 2013, with the next accreditation study and site visit scheduled for 2022-2023.

Responses to recommendations resulting from the previous program review. Results of assessments in music theory and music history courses coupled with the fail rate for students in those courses has led to the revision of the core curriculum of the B.A., B.S. in Music program since the last program review. Faculty determined that students were insufficiently prepared for theory and history study at the university level and could benefit from introductory courses in those areas. Faculty also determined that too much time elapses between completion of music theory coursework and application of music theory concepts in other classes. Therefore, the curriculum was revised to introduce music theory and music history through a new two-semester freshman seminar designed to prepare students for the multiple-semester sequences of courses in theory and history.

Changes in the academic discipline, field, societal need, and program demand. Trends in popular music change weekly, but classical music, which is the primary focus of the School of Music programs, is far more stable. Thus, content of courses in the school does not require as frequent revision as it would if the program focused on more contemporary genres. However, pedagogy and assessment require ongoing attention by faculty to remain current with rapidly changing technologies and their impacts on music education. Enrollment in School of Music programs has decreased slightly in the past few years, concurrent with decreases in funding for arts programs. Enrollment in the school is slightly under the target enrollment of 400 students. The enrollment decline may be related in part to the legitimate concern by some students that jobs may be harder to find with a music degree than with a professional degree in some other field given the current economic climate. However, interest in some areas of music, such as music therapy, remains strong. School faculty remains confident that with expanded recruiting efforts by the school, such as scheduling program auditions in Chicago, enrollment will meet or exceed the target enrollment as early as the 2016-2017 academic year.

Major findings of this program review self-study. Major findings of this review can be summarized in four areas: facilities, scholarships, faculty, and assessment. Music facilities needs have been apparent for decades. Plans are being developed to remedy some, but not all, of the problems through reconstruction of the fine arts complex at the University. Unfortunately, that project has been stalled due to increasing state budget deficits and related cash flow difficulties. Until the project commences, short-term improvements to life-safety systems in music facilities are needed. The School of Music relies on scholarships to attract and retain highly gifted students. However, the lack of sufficient scholarship support in recent years has resulted in many talented students choosing to enroll in other institutions that are able to offer more financial support. The school anticipates numerous retirements among its applied faculty during the next program review cycle. To adequately support the target enrollment, new faculty positions in those studios will be needed. Faculty continues to assess student learning in all school programs, both formally and informally. However improvements in some aspects of assessment are needed, particularly in the assessment of music theory and history.

Initiatives and plans for the next program review cycle. Initiatives and plans for the next review cycle can be summarized in four areas: facilities, scholarships, faculty, and assessment. By the time of the next program review, in 2023-2024, the School of Music hopefully will occupy some renovated and some newly constructed spaces. Private fundraising efforts being planned by the college will hopefully have succeeded in increasing the pool of scholarship funds used to attract and retain highly talented students. The school will hopefully have been allocated faculty lines to replace retiring applied faculty members. Faculty hopefully will have found creative solutions to its student learning assessment challenges.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee congratulates the program and school for reaccreditation of School of Music programs by the National Association of Schools of Music (NASM) through 2022-2023. Contributing to reaccreditation is an outstanding faculty providing individualized attention to students. Faculty, rather than graduate assistants, mentor students in courses, applied lessons, and performance groups. This faculty involvement is made possible by low student-to-faculty ratios; the ratio of students to tenure-line faculty in fall 2014 was approximately 10:1 in the School of Music compared to approximately 26:1 university-wide. The committee commends the school for maintaining rigorous hiring practices for both its tenure-line and adjunct faculty. Faculty members are known regionally and nationally by their peers, are active performers at the University and in the community, and are involved in research.

The committee recognizes the school for the many performance and professional practice opportunities it offers students in the program and for enrichment of the University and community through the many public performances sponsored by the school each year. The committee also recognizes the program and school for their service to youth of the region and state through private instruction, music clinics, and competitions.

The B.A., B.S. in Music program provides valuable opportunities for students to focus on aspects of music other than performance, such as music business. The committee commends the program for its extensive efforts to recruit students to the program, among them participation in recruiting fairs in Illinois and surrounding states and offering tuition waivers to highly-talented applicants. These efforts have resulted in a gifted, talented, and diverse student population. Since the last program review, participation by students in the University Honors program has increased to 20 percent (fall 2014) and eight undergraduate music students have been named Bone Scholars (the highest academic honor bestowed by the University).

The committee recognizes the program for its efforts to enroll students self-identifying with racial/ethnic groups traditionally underrepresented at Illinois State (28 percent of the students in the program in fall 2014 compared to 21 percent across all undergraduate programs at the University). The committee commends the program for its decision to offer auditions in Chicago and encourages the program to consider expanding that opportunity to students in other diverse urban areas of Illinois and adjacent states.

The School of Music and Milner Library have a long history of collaboration in developing and maintaining library resources, including scores and sound recordings, which support coursework, performances, and research. School and library faculty also collaborate in teaching information fluency concepts and skills, with the librarian participating in assessment of student learning outcomes related to information fluency. School and library faculty are currently working together to develop a plan for graduated information fluency instruction integrated with the curriculum. The committee commends this effort.

The committee recognizes faculty for its work to revise the curriculum in 2014-2015 to help students successfully navigate the curriculum and graduate within four years. The committee asks the program to track impacts of these changes on completion and time-to-degree for both first-time-in-college and transfer students and to report its findings in a follow-up report submitted to the Office of the Provost. The committee asks the School of Music to submit the report on behalf of the program by September 30, 2019.

It is evident and commendable that providing one-on-one feedback to students regarding their progress is deeply ingrained in the school culture. However, it is not clear whether that feedback is being systematically documented for use in program-level review. In addition, the self-study report identifies the need to develop strategies to assess student learning of music theory and music history. The committee asks faculty to further develop its assessment plan to address these needs and then to submit a revised assessment plan to the Office of the Provost by May 15, 2017. The committee further asks the program to implement its new plan in 2017-2018 and 2018-2019 and to report its assessment findings in a follow-up report submitted to the Office of the Provost by May 15, 2019.

Through the program review process, faculty has identified several aspirational programs. However, faculty has not articulated why it considers aspects of those programs exemplary and has not identified specific actions faculty might take to approach, match, or exceed those levels of quality. Accordingly, the committee asks faculty to complete its analysis and report its findings in a follow-up report submitted by the school to the Office of the Provost by October 1, 2016. The committee suggests using this opportunity to seek guidance with initiatives identified in the self-study report, such as increasing scholarship resources, increasing instructional capacity to support core course areas and new or expanded areas of study, and improving program assessment.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee recognizes the many facilities challenges faced by faculty and students in the B.A., B.S. in Music program and in all other programs of the school. The planned reconstruction of the fine arts complex, awaiting release of state funding, should address many of those challenges. The School of Music, on behalf of its academic programs, has expressed concern whether the project will be comprehensive in its reconstruction of the complex, including all facilities in the complex used by the school. The committee recommends that the school continue its discussions with the college, Facilities Planning, and the Capital Planning and Budget Team regarding strategies for meeting as many music facilities needs through the reconstruction project as possible given the project budget. The committee further recommends that the school and college work with University Advancement to explore soliciting private contributions, including contributions from college alumni, to make up for shortfalls in project funding that may prevent full reconstruction of the complex. Meanwhile, until the reconstruction project commences, short-term patches to life-safety systems in the fine arts complex will continue to be needed. The committee recommends that the school continue working with the college and Facilities Management to address life-safety problems requiring immediate attention, as well as that can be done given the level of university resources available to address the numerous deferred maintenance issues campus-wide.
- The committee concurs with the school strategic plan objective of reviewing the curriculum to identify changes needed to address trends in the discipline, changing interests of prospective applicants, and obstacles to student learning and timely graduation. Curricular changes for faculty to consider include, but are not limited to, expanding music business content, perhaps through collaborations with other units such as the College of Business, and diversifying curriculum content, which may attract a more diverse student population and faculty.

The committee supports program efforts to develop a jazz studies sequence but also encourages the program to consider coverage of additional genres beyond classical. With regard to obstacles to learning and graduation, the committee urges faculty to carefully monitor the plans of study for any negative impacts the number of recommended courses each semester might have on students as well as on faculty.

- The self-study report identifies insufficient scholarship funds as a major obstacle to maintaining a stable enrollment of highly-talented students. The committee encourages the school to collaborate with University Advancement to develop and implement a plan for soliciting private contributions to fund more scholarships for program applicants.
- The committee recommends that, in support of its student recruitment efforts, the program maintain a web presence that showcases the expertise of program faculty and the many performance and professional practice opportunities available to students.
- For the benefit of prospective and current students, the committee encourages the program to maintain an undergraduate catalog entry that accurately and clearly communicates admission and graduation requirements and available plans of study.
- Recognizing the rigor of the program and the time demands it places on students, the committee supports the school strategic plan strategy of promoting integrated and holistic services that support students' individual needs and promote student retention. As the student body becomes more diverse, the committee encourages attention to promoting a supportive environment for students from all backgrounds.
- In fall 2014, approximately 12 percent of full-time faculty members in the School of Music self-identified with racial/ethnic groups traditionally underrepresented among faculty at the University. The committee recommends that the school develop and implement a written plan for expanding applicant pools to include candidates from those groups when faculty positions are filled, particularly tenure-line faculty positions. One element of the plan might be use of the Recruitment Assistance Program sponsored by the Office of the Provost. The committee recommends looking to aspirational institutions for guidance with faculty diversity.
- The school has elements of a robust alumni relations program in place, including personal contacts between faculty and alumni and use of social media. The committee recommends integrating those and additional elements into a systematic plan for tracking alumni and documenting their professional successes. With such a plan in place, efforts of Alumni Relations at the university-level would supplement alumni relations efforts of the school, rather than the opposite. Information gathered through implementation of the plan could inform recruitment and fundraising efforts.
- The committee recognizes the program for its efforts to obtain external grant funds since the last program review. The committee encourages the program to continue these efforts and to involve more faculty members in them.
- The committee recommends that faculty explore additional study abroad options that offer applied lessons as part of the curriculum and allow students to stay on track for timely graduation.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the Bachelor of (Music) Performance (B.M.)

Classification of Instructional Programs (CIP) Code: 50.0903
Music Performance, General

The Bachelor of (Music) Performance (B.M.) program is housed in the School of Music within the College of Fine Arts. At the undergraduate level the school also offers a B.A., B.S. in Music (liberal arts), a Bachelor of Music Education (B.M.E.), and minors in music and jazz performance. At the graduate level the school offers a Master of Music (M.M.) and a Master of Music Education (M.M.Ed.). Reviews of the two music education programs are scheduled with reviews of the other teacher preparation programs at the University (scheduled for 2019-2020) rather than with other programs in the School of Music.

The Bachelor of (Music) Performance is a professional degree program with plans of study in music performance, music composition, and music therapy. Most students graduating from one of the performance sequences continue their music study in graduate school or seek a performer's certificate; some opt to perform as a professional military musician. Students graduating from the composition sequence have pursued graduate degrees; some have obtained teaching positions in postsecondary education. Students completing the music therapy sequence are eligible to take the Certification Board for Music Therapists examination for credentialing as a board certified music therapist.

Fall census enrollment in the Bachelor of (Music) Performance program increased 42 percent from 2010 to 2015, from 72 to 102 students. Much of that growth is attributed to growth in music therapy enrollment, from 38 to 64 students during that period. The B.M. program at Illinois State is one of four undergraduate programs at public universities in Illinois assigned CIP code 50.0903 and enrolling students in the past five years. Illinois State is one of two public universities in the state offering music therapy study.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The School of Music Advisory Committee worked throughout the fall 2014 semester on extensive revisions to the school strategic plan that serves as the foundation for all programs in the school. The school also completed a comprehensive self-study in 2013 as part of the regularly-scheduled reaccreditation process with the National Association of Schools of Music (NASM). In December 2014 an undergraduate program review coordinator was named to facilitate self-studies for the B.A., B.S. in Music and the Bachelor of (Music) Performance programs. The coordinator contacted the music librarian to review and assess Milner Library holdings and contributions to the School of Music programs. All School of Music faculty members were given opportunities to contribute to program review, particularly in areas of strategic planning and alumni tracking.

Program curriculum. Admission to School of Music programs involves two separate processes. Students first apply to the University through the Admissions office. The second process requires students to perform an audition on their chosen major instrument. Once accepted to the Bachelor of (Music) Performance program, students pursue either a music performance sequence, the music composition sequence, or the music therapy sequence. Performance sequences include band and orchestra instruments performance, classical guitar performance, keyboard performance, and voice performance. Students in all sequences enroll in core music classes in the first semester of their first year and continue this core throughout their four years of study. Core classes are scheduled throughout the curriculum rather than completed in the first year because of the complex nature of music study, which involves one-on-one instruction in the student's major instrument, a sequence of music theory and history courses, and piano instruction. Beyond the core classes, pedagogy and literature courses are taken by students in performance sequences, composition courses are taken by students in the composition sequence, and psychology and music therapy courses are taken by students in the music therapy sequence. The core curriculum was revised in 2015 to include a two-semester freshman seminar designed to help students succeed in subsequent music theory and music history courses. The first semester of the seminar focuses on music theory while the second focuses on music history. The curriculum has also been revised to promote graduation from the program within four years without sacrificing the integrity of the program. The texts and contexts in music course, required of all music majors, also fulfills a general education requirement. For music therapy students, the fundamentals of psychology course fulfills both a sequence and general education requirement. In addition to coursework, students in a performance sequence

or in the composition sequence complete eight semesters of applied music, six semesters of recital attendance, and eight semesters of participation in a major performing ensemble (choosing from Wind Symphony, Symphonic Band, Jazz Ensembles, Marching Band, Symphony Orchestra, Men's Glee, Women's Choir, Concert Choir, Madrigal Singers, Opera Practicum, or Guitar Ensemble). Capstone requirements for students in the performance sequences include a 30-minute junior recital and a 60-minute senior recital. The capstone requirement for students in the music therapy sequence is a six-month internship in a clinical setting.

Program or academic unit faculty. The School of Music has 52 full-time faculty members including specialists in all applied areas of major band and orchestra instruments and multiple applied specialists in keyboard and voice. Thirty-eight faculty members are in tenure track positions. Consistent with university policies, a rigorous and comprehensive hiring process involving a national search is followed when hiring for tenure-line positions. All tenure track faculty members possess a doctorate in their field, are near completion of a doctorate, or have been granted an exception based on professional experience.

Program goals and quality indices. The strategic plan for the School of Music guides all decisions and processes of the school. Eleven core values are articulated in the strategic plan: musical excellence of the highest quality; a faculty that demonstrates professional excellence; students who are among the finest at the University and in the region; diversity and inclusion; personal integrity; artistic and academic collaboration; rigorous curricula that meet or exceed accreditation standards; a commitment to general education; university and community service; strong alumni relations; and state-of-the-art facilities and equipment. The School of Music adheres to the goals and standards of quality measurement adopted by the National Association of Schools of Music (NASM).

Student learning outcomes assessment plan and process. Students in the Bachelor of (Music) Performance program are assessed formally and informally. Formal assessments include a jury (graded solo performance) on the student's major instrument, a music theory assessment, a music history assessment, and a junior recital and a senior recital for performance majors or a six-month internship for music therapy majors. Student progress in the program is tracked more frequently through informal methods. Informal assessment is an ongoing holistic process intended to provide students the best chances for success by alerting faculty when situations or issues need to be addressed. Through the individualized approach to applied study, faculty members have numerous opportunities to observe student progress and difficulties. Within the guidelines of the Family Educational Rights and Privacy Act (FERPA), faculty members consult with each other about students when there are concerns or when congratulations are due.

Specialized accreditation. Illinois State University is accredited by the National Association of Schools of Music (NASM), which recognizes music programs at the University as meeting NASM quality standards. The University was most recently reaccredited by NASM in 2013, with the next accreditation study and site visit scheduled for 2022-2023. In addition, the music therapy sequence of the Bachelor of (Music) Performance program is approved by the American Music Therapy Association.

Responses to recommendations resulting from the previous program review. Results of assessment in music theory and music history courses coupled with the fail rate for students in those courses has led to revision of the core curriculum of the Bachelor of (Music) Performance program since the last program review. Faculty determined that students were insufficiently prepared for theory and history study at the university level and could benefit from introductory courses in those areas. Faculty also determined that too much time elapses between completion of music theory coursework and application of music theory concepts in other classes. Therefore, the curriculum was revised to introduce music theory and music history through a new two-semester freshman seminar, designed to prepare students for the multiple-semester sequences of courses in theory and history.

Changes in the academic discipline, field, societal need, and program demand. Trends in popular music change weekly, but classical music, which is the primary focus of the School of Music programs, is far more stable. Thus, content of courses in the school does not require as frequent revision as it would if the program focused on more contemporary genres. However, pedagogy and assessment require ongoing attention by faculty to remain current with rapidly changing technologies and their impacts on music education. Enrollment in School of Music programs has decreased slightly in the past few years, concurrent with decreases in funding for arts programs. Enrollment in the school is slightly under the target enrollment of 400 students. The enrollment decline may be related in part to the legitimate concern by some students that jobs may be harder to find with a music degree than with a professional degree in some other field given the current economic climate. However, interest in some areas of music, such as

music therapy, remains strong. School faculty remains confident that with expanded recruiting efforts by the school, such as scheduling program auditions in Chicago, enrollment will meet or exceed the target enrollment as early as the 2016-2017 academic year.

Major findings of this program review self-study. Major findings of this review can be summarized in five areas: facilities, scholarships, faculty, curriculum, and assessment. Music facilities needs have been apparent for decades. Plans are being developed to remedy some, but not all, of the problems through reconstruction of the fine arts complex at the University. Unfortunately, that project has been stalled due to increasing state budget deficits and related cash flow difficulties. Until the project commences, short-term improvements to life-safety systems in music facilities are needed. The School of Music relies on scholarships to attract and retain highly gifted students. However, the lack of sufficient scholarship support in recent years has resulted in many talented students choosing to enroll in other institutions that are able to offer more financial support. Fall census enrollment in the Bachelor of Music program increased 42 percent from 2010 to 2015. Much of that increase is attributed to enrollment in the music therapy sequence, which increased 68 percent, and this rapid increase in music therapy enrollment has strained faculty loads in that area. The School of Music has long planned to add jazz studies as a sequence in the Bachelor of (Music) Performance program. Illinois State is the only public university in the state without a jazz major or sequence, placing the B.M. program at a competitive disadvantage in attracting students. Faculty continues to assess student learning in all school programs, both formally and informally. However improvements in some aspects of assessment are needed, particularly in the assessment of music theory and history.

Initiatives and plans for the next program review cycle. Initiatives for the next program review cycle include occupying new and rehabilitated facilities, if the state releases funds for the fine arts facilities project; increasing music scholarship resources to help offset tuition increases and to remain competitive in attracting and retaining talented students; seeking tenure track faculty positions in music therapy, music history, music theory, and group piano areas; seeking permanent instructional capacity to support a jazz studies sequence; and developing creative solutions to student learning assessment challenges.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds the Bachelor of (Music) Performance to be in Good Standing.

The Academic Planning Committee congratulates the program and school for reaccreditation of School of Music programs by the National Association of Schools of Music (NASM) through 2022-2023 and for approval of the music therapy sequence in the Bachelor of (Music) Performance program by the American Music Therapy Association. Contributing to reaccreditation is an outstanding faculty providing individualized attention to students. Faculty, rather than graduate assistants, mentor students in courses, applied lessons, and performance groups. This faculty involvement is made possible by low student-to-faculty ratios; the ratio of students to tenure-line faculty in fall 2014 was approximately 10:1 in the School of Music compared to approximately 26:1 university-wide. The committee commends the school for maintaining rigorous hiring practices for both its tenure-line and adjunct faculty. Faculty members are known regionally and nationally by their peers, are active performers at the University and in the community, and are involved in research.

The committee recognizes the school for the many performance and professional practice opportunities it offers students in the program and for enrichment of the University and community through the many public performances sponsored by the school each year. The committee also recognizes the program and school for their service to youth of the region and state through private instruction, music clinics, and competitions.

The committee commends the program for its extensive recruitment initiatives, among them participation in recruiting fairs in Illinois and surrounding states and offering tuition waivers to gifted and talented applicants. These efforts have contributed to a 62 percent increase in applicants from first-time-in-college students from fall 2010 to fall 2014 and a 32 percent increase in enrollment during that period. Since the last program review, participation by students in the University Honors program has increased to 17 percent (fall 2011 and fall 2012) and eight undergraduate music students have been named Bone Scholars (the highest academic honor bestowed by the

University). Program graduates have subsequently attended prestigious graduate programs, such as programs at Indiana University and the Cincinnati Conservatory of Music, and have secured positions with military bands and with orchestras such as the New World Symphony. Music therapy graduates work in organizations and institutions nationwide.

The School of Music and Milner Library have a long history of collaboration in developing and maintaining library resources, including scores and sound recordings, which support coursework, performances, and research. School and library faculty also collaborate in teaching information fluency concepts and skills, with the librarian participating in assessment of student learning outcomes related to information fluency. School and library faculty are currently working together to develop a plan for graduated information fluency instruction integrated with the curriculum. The committee commends this effort.

The committee recognizes faculty for its work to revise the curriculum in 2014-2015 to help students successfully navigate the program and graduate from it within four years. The committee asks the program to track impacts of these changes on completion and time-to-degree for both first-time-in-college and transfer students and to report its findings in a follow-up report submitted to the Office of the Provost. The committee asks the School of Music to submit the report on behalf of the program by September 30, 2019.

Numerous elements of effective student learning outcomes assessment are in place for the program, including gathering information through applied juries at the end of the fall and spring semesters and 200-level juries for performance and composition students. It is evident from the self-study report that faculty members are using these and other data to make program changes intended to improve student learning, most recently through revision of the core curriculum. In its report, faculty has identified the opportunity to further develop the assessment plan by incorporating more effective strategies to assess student learning of music theory and music history. The committee asks faculty to develop such strategies and to incorporate them in a revised assessment plan submitted to the Office of the Provost by May 15, 2017. The committee further asks the program to implement its revised plan in 2017-2018 and 2018-2019 and to report its assessment findings in a follow-up report submitted to the Office of the Provost by May 15, 2019.

Through the program review process, faculty has identified several aspirational programs for music therapy and performance/composition. However, other than citing the national reputations of the programs, faculty has not explained why the programs were chosen. Accordingly, the committee asks faculty to expand its analysis of aspirational programs by articulating quality indices faculty uses to judge quality, explaining how the aspirational programs faculty has identified excel relative to those indices, and identifying specific actions faculty might take to approach, match, or exceed those levels of quality. The committee asks faculty to report its findings in a follow-up report submitted by the school to the Office of the Provost by October 1, 2016. The committee suggests using this opportunity to seek guidance with initiatives identified in the self-study report, such as increasing scholarship resources and improving program assessment.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee recognizes the many facilities challenges faced by faculty and students in the Bachelor of (Music) Performance program and in all other programs of the school. The planned reconstruction of the fine arts complex, awaiting release of state funding, should address many of those challenges. The School of Music, on behalf of its academic programs, has expressed concern whether the project will be comprehensive in its reconstruction of the complex, including all facilities in the complex used by the school. The committee recommends that the school continue its discussions with the college, Facilities Planning, and the Capital Planning and Budget Team regarding strategies for meeting as many music facilities needs through the reconstruction project as possible given the project budget. The committee further recommends that the school and college work with University Advancement to explore soliciting private contributions, including contributions from college alumni, to make up for shortfalls in project funding that may prevent full reconstruction of the complex. Meanwhile, until the reconstruction project commences short-term patches to

life-safety systems in the fine arts complex will continue to be needed. The committee recommends that the school continue working with the college and Facilities Management to address life-safety problems requiring immediate attention, as well as that can be done given the level of university resources available to address the numerous deferred maintenance issues campus-wide.

- The committee concurs with the school strategic plan objective of reviewing the curriculum to identify changes needed to address trends in the discipline, changing interests of prospective applicants, and obstacles to student learning and timely graduation. The committee recommends that faculty continue to explore ways to diversify the curriculum over the long term and encourages the program to continue seeking faculty lines to support that diversification as well as to support high growth areas such as music therapy. The committee encourages faculty to consider adding a capstone experience for students in the composition sequence so all students in the program have a capstone requirement. With regard to obstacles to learning and graduation, the committee urges faculty to carefully monitor the plans of study for any negative impacts the number of recommended courses each semester might have on students as well as on faculty.
- Adding a jazz studies sequence could help address demand from prospective applicants and help attract a more diverse student population and faculty. The committee encourages the program to explore offering jazz studies and to consider other genres beyond classical.
- The self-study report identifies insufficient scholarship funds as a major obstacle to maintaining a stable enrollment of highly-talented students. The committee encourages the school to collaborate with University Advancement to develop and implement a plan for soliciting private contributions to fund more scholarships for program applicants.
- In fall 2014, 17 percent of students enrolled in the program self-identified with racial/ethnic groups traditionally underrepresented at the University compared to 21 percent across all undergraduate programs at the University and 28 percent in the B.A., B.S. in Music program. The committee encourages the program to continue efforts to develop diverse applicant pools through the extensive recruitment initiatives already in place. The committee applauds the decision to hold auditions in Chicago and encourages the program to consider scheduling auditions in other diverse urban areas of Illinois and adjacent states.
- The committee recommends that, in support of its student recruitment efforts, the program maintain a web presence that showcases the expertise of program faculty and the many performance and professional practice opportunities available to students.
- For the benefit of prospective and current students, the committee encourages the program to maintain an undergraduate catalog entry that accurately and clearly describes available plans of study and graduation requirements.
- Recognizing the rigor of the program and the time demands it places on students, the committee supports the school strategic plan strategy of promoting integrated and holistic services that support students' individual needs and promote student retention. As the student body becomes more diverse, the committee encourages attention to promoting a supportive environment for students from all backgrounds.
- The committee recognizes the program for its efforts to obtain external grant funds since the last program review. The committee encourages the program to continue these efforts and to involve more faculty members in them.
- In fall 2014, approximately 12 percent of full-time faculty members in the School of Music self-identified with racial/ethnic groups traditionally underrepresented among faculty at the University. The committee recommends that the school develop and implement a written plan for expanding applicant pools to include candidates from those groups when faculty positions are filled, particularly tenure-line faculty positions. One element of the plan might be use of the Recruitment Assistance Program sponsored by the Office of the Provost. The committee recommends looking to aspirational institutions for guidance with faculty diversity.

- The school has elements of a robust alumni relations program in place, including personal contacts between faculty and alumni and use of social media. The committee recommends integrating those and additional elements into a systematic plan for tracking alumni and documenting their professional successes. With such a plan in place, efforts of Alumni Relations at the university-level would supplement alumni relations efforts of the school, rather than the opposite. Information gathered through implementation of the plan could inform recruitment and fundraising efforts.
- The committee recommends that faculty explore additional study abroad options that offer applied lessons as part of the curriculum and allow students to stay on track for timely graduation.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the Master of Music (M.M.)

Classification of Instructional Program (CIP) Code: 50.0901
Music, General

The Master of Music (M.M.) program is housed in the School of Music within the College of Fine Arts. At the graduate level the school also offers a Master of Music Education (M.M.Ed.). At the undergraduate level the school offers a B.A., B.S. in Music (liberal arts), a Bachelor of (Music) Performance (B.M.), a Bachelor of Music Education (B.M.E.), and minors in music and jazz performance. Reviews of the two music education programs are scheduled with reviews of the other teacher preparation programs at the University (scheduled for 2019-2020) rather than with other programs in the School of Music.

The Master of Music program provides advanced study in collaborative piano, composition, conducting, performance, and music therapy. Fall program enrollment has been steady in recent years, ranging from 58 in 2010 to 66 in 2015. The Master of Music program is one of eight master's-level programs at public universities in the state assigned CIP code 50.0901. The program at Illinois State is consistently the second largest of the eight in terms of enrollment, after the program at the University of Illinois at Urbana-Champaign, and offers the most specialized areas of music study (five sequences) of all eight programs. Illinois State is the only public university in the state that offers master's-level study in music therapy.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The School of Music Advisory Committee worked throughout the fall 2014 semester on extensive revisions to the school strategic plan that serves as the foundation for all programs in the school. The school also completed a comprehensive self-study in 2013 as part of the regularly-scheduled reaccreditation process with the National Association of Schools of Music (NASM). Portions of that self-study document were used in compiling the program review self-study report. In December 2014 a graduate program review coordinator was named to facilitate analysis of the Master of Music program. The coordinator contacted the music librarian to review and assess Milner Library holdings and contributions to the School of Music programs. All School of Music faculty members were given opportunities to contribute to program review, particularly in areas of strategic planning and alumni tracking.

Program curriculum. The Master of Music program provides advanced instruction in five sequences: collaborative piano (i.e., piano accompaniment), composition, conducting, performance, and music therapy. Students are required to complete between 34 and 36 credit hours depending on the sequence. Students in all sequences are required to participate in at least two semesters of ensemble in addition to completing coursework. Exit requirements vary by sequence, but all students complete a comprehensive exam. Students in the collaborative piano, conducting, and performance sequences perform a recital; students in the composition sequence complete a thesis, often in the form of a major composition; and students in the music therapy sequence complete either a thesis or a professional practice project in a clinical setting.

Program or academic unit faculty. The School of Music has 52 full-time faculty members including specialists in all applied areas of major band and orchestra instruments and multiple applied specialists in keyboard and voice. Thirty-eight faculty members are in tenure track positions. Consistent with university policies, a rigorous and comprehensive hiring process involving a national search is followed when hiring for tenure-line positions. All tenure track faculty members possess a doctorate in their field, are near completion of a doctorate, or have been granted an exception based on professional experience.

Program goals and quality indices. The strategic plan for the School of Music guides all decisions and processes of the school. Eleven core values are articulated in the strategic plan: musical excellence of the highest quality; a faculty that demonstrates professional excellence; students who are among the finest at the University and in the region; diversity and inclusion; personal integrity; artistic and academic collaboration; rigorous curricula that meet or exceed accreditation standards; a commitment to general education; university and community service; strong

alumni relations; and state-of-the-art facilities and equipment. The School of Music adheres to the goals and standards of quality measurement adopted by the National Association of Schools of Music (NASM).

Student learning outcomes assessment plan and process. Learning outcomes for students in the collaborative piano, composition, conducting, and performance sequences of the program include demonstration of specialized skills at the highest possible levels; development of musical, theoretical, historical, and aesthetic perspectives relating to the discipline; pursuit of careers as performers, conductors, composers, and collaborative artists; and continuation of study at the doctoral level. Learning outcomes for students in the music therapy sequence include obtaining board certification in music therapy; demonstration of expanded knowledge and skills for therapists already holding board certification; development of musical, theoretical, historical, and aesthetic perspectives relating to the discipline; communication with professional colleagues through presentations and publications; achievement of supervisory or coordinator positions in music therapy or pursuit of collegiate teaching positions; and continuation of study at the doctoral level.

Specialized accreditation. Illinois State University is accredited by the National Association of Schools of Music (NASM), which recognizes music programs at the University as meeting NASM quality standards. The University was most recently reaccredited by NASM in 2013, with the next accreditation study and site visit scheduled for 2022-2023. In addition, the music therapy sequence of the Master of Music program is approved by the American Music Therapy Association.

Responses to recommendations resulting from the previous program review. Five recommendations by the Academic Planning Committee resulted from the last program review, conducted in 2007-2008. The committee asked the program to consult with the University Assessment office to develop a new student learning outcomes assessment plan. Since then five learning outcomes have been established for the program, and outcomes measures and assessment methods have been developed for three of the five outcomes; additional work is needed to complete the plan. The committee asked the program to work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the program. Faculty has since adopted a goal of enrolling 25 new students in the program each year, and that goal has been met. The committee asked the program to identify benchmark programs at other institutions with levels of quality that the Master of Music program aspires to meet or exceed. Faculty has since named Florida State University and the University of Texas at Austin as aspirational institutions for the program. The committee asked the program to develop a plan to increase ethnic diversity of program faculty, and this also has been done. Finally, the committee asked the program to compile an inventory of efforts by program faculty to obtain grant funding for research, programs, and services. Such an inventory has been compiled and provided by the College of Fine Arts.

Changes in the academic discipline, field, societal need, and program demand. Demand for the Master of Music program at Illinois State has been consistently strong since the last program review. The program continues to meet its goal of enrolling 25 new students each academic year, and total fall enrollment has increased from 58 in 2010 to 66 in 2015. Enrollment in the music therapy sequence increased from 11 to 21 students during that period and is now operating at capacity. The program continues to receive inquiries and applications from all over the country and from Asia. Since the last program review the School of Music has established a collaborative piano sequence in the M.M. program in response to inquiries about training in piano accompaniment. This sequence is designed to lead to employment as an accompanist, chamber music player, or teacher of accompanying or chamber music. In 2013 the National Association of Schools of Music (NASM), which accredits music programs at Illinois State, added the collaborative piano sequence to the list of Illinois State music programs approved by NASM.

Major findings of this program review self-study. The School of Music possesses numerous strengths as it enters the second half of the 2010s. Faculty and students continue to collaborate through established ensembles and special projects. New faculty members bring fresh ideas and ambitious scholarly and creative agendas. A capable support staff enables increasingly professional operations. Strong enrollment creates a deeper pool of students for auditioned ensembles and joint productions, resulting in many mature, exciting performances. The biggest challenge the Master of Music program faces is funding. State support for the University continues to shrink, further straining operational and personnel budgets. As the State of Illinois attempts to address its substantial fiscal deficits, budget rescissions may occur. The School of Music will continue its conservative budgeting practices to mitigate the impacts of budget rescissions should they be necessary. However, due to enrollment growth in the music therapy sequence, an additional full-time faculty position in music therapy must be a primary goal. Other key faculty positions must be

replaced when resignations or retirements occur. Inadequate and geographically scattered facilities remain a primary concern since the last program review. While the Center for the Performing Arts provides an excellent large performance venue, many other spaces used by the school are in a state of disrepair and are poorly suited for postsecondary music study. The school has been working through this challenge by using larger rehearsal spaces for lecture classes and by using performance venues as rehearsal spaces. Facilities used by the school are scattered among several buildings on campus, so students, staff, and faculty travel regularly between buildings in all types of weather. Additional funds for graduate assistantships are needed. Because the value of graduate assistantship stipends has been stagnant, it is increasingly difficult for the school to compete with other universities for students. The school has been able to provide the minimum stipend required by the Graduate School, but any future increase in the required stipend will, in effect, be an unfunded mandate. The school would be able to increase the stipend but in doing so would have to compensate by reducing the number of assistantships the school can offer. While increasing the stipend may help recruit better students, it would lead to a reduction in the number of newly-enrolled students and, therefore, negatively impact enrollment targets.

Initiatives and plans for the next program review cycle. With regard to enrollment, the program will strive to enroll 58-60 students in the Master of Music program each year. Efforts to recruit and retain outstanding students will continue, with a goal of improving the overall quality of students through an increasingly selective admission/audition process. The school will also continue to advocate for additional financial support to aid its recruitment efforts. With regard to instruction in the Master of Music program, the school will strive to maintain instructional capacity and will continue to explore options for delivering quality instruction, such as offering additional online or blended courses. The school will seek to improve instructional technologies used to deliver the program and to improve the instrument and equipment inventories that support students in the program. To meet the need for more instructional capacity in music therapy, the program will seek an additional full-time faculty position for that sequence.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds the Master of Music (M.M.) to be in Good Standing.

The Academic Planning Committee congratulates the program and school for reaccreditation of School of Music programs by the National Association of Schools of Music (NASM) through 2022-2023 and for approval of the music therapy sequence of the Master of Music program by the American Music Therapy Association. Factors contributing to program reaccreditation and approval include a rigorous curriculum taught by outstanding faculty members who provide individualized attention to students. To graduate from the program all students are required to complete two capstone experiences, including a comprehensive exam and a second experience appropriate to their sequence (i.e., a recital, composition, professional practice, or thesis). Faculty members are known regionally and nationally by their peers, are active performers at the University and in the community, and balance practice with research and creative endeavors. Success of the program in preparing students for their careers is evidenced by acceptance of graduates into prestigious doctoral programs (e.g., Indiana University and Eastman School of Music), employment of alumni by orchestras and military bands, and service by alumni as professors at other institutions (e.g., Louisiana State University and the University of Indianapolis).

The committee recognizes the school for the many performance and professional practice opportunities it offers students in the program and for enrichment of the University and community through the many public performances sponsored by the school each year. The committee also recognizes the program and school for their service to youth of the region and state through private instruction, music clinics, and competitions.

The committee commends the program for efforts to increase enrollment (up 17 percent from fall 2014 to fall 2015) and for its willingness and efforts to accommodate additional students. Much of the increase is attributed to the increase in music therapy enrollment (up 109 percent from fall 2010 to fall 2015). The music therapy sequence in the program is the only such plan of study on the master's level in Illinois. The committee also commends the program for contributions to internationalizing the campus through its enrollment of non-native students. In fall 2014, 28 percent of students in the program were citizens of other countries. The committee commends the program

for its collaboration with the English Language Institute at the University to ease the transition of international students to the program, institution, and community.

The School of Music and Milner Library have a long history of collaboration in developing and maintaining library resources, including scores and sound recordings, which support coursework, performances, and research. School and library faculty also collaborate in teaching information fluency concepts and skills. School and library faculty are currently working together to develop a plan for graduated information fluency instruction integrated with the curriculum. The committee commends this effort.

The 2007-2008 program review recommended that faculty consult with University Assessment to develop a student learning outcomes assessment plan for the Master of Music program. Since then some work on the plan has been completed but some work remains, such as developing effective methods for assessing mastery of music theory and music history. The self-study report submitted by the program in fall 2015 reports minimal progress in meeting that recommendation. Accordingly, the committee asks faculty to further develop its assessment plan and then to submit the revised plan to the Office of the Provost by May 15, 2017. The committee further asks the program to implement its revised plan in 2017-2018 and 2018-2019 and to report its assessment findings in a follow-up report submitted to the Office of the Provost by May 15, 2019.

Rapid changes are occurring across higher education, both reflecting and driving change in associated fields and the populations they serve. Recognition of those changes and informed responses to them are important to ensuring the relevance and vitality of higher education programs. The committee asks faculty to enter into discussions regarding ongoing and anticipated changes in music, including changes in the academic discipline, related fields, societal need, and demand for master's level education in music performance, composition, and therapy. The committee asks the program to discuss implications of those changes for the program and its curriculum for the next eight-year program review cycle and beyond. Among the trends to consider are increasing diversity of the college-ready population in the United States and internationalization of music curricula. The committee asks the program to summarize its discussions and findings in a report submitted by the school to the Office of the Provost by October 31, 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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee recognizes the many facilities challenges faced by faculty and students in the Master of Music program and in all other programs of the school. The planned reconstruction of the fine arts complex, awaiting release of state funding, should address many of those challenges. The School of Music, on behalf of its academic programs, has expressed concern whether the project will be comprehensive in its reconstruction of the complex, including all facilities in the complex used by the school. The committee recommends that the school continue its discussions with the college, Facilities Planning, and the Capital Planning and Budget Team regarding strategies for meeting as many music facilities needs through the reconstruction project as possible given the project budget. The committee further recommends that the school and college work with University Advancement to explore soliciting private contributions, including contributions from college alumni, to make up for shortfalls in project funding that may prevent full reconstruction of the complex. Meanwhile, until the reconstruction project commences, short-term patches to life-safety systems in the fine arts complex will continue to be needed. The committee recommends that the school continue working with the college and Facilities Management to address life-safety problems requiring immediate attention, as well as that can be done given the level of university resources available to address the numerous deferred maintenance issues campus-wide.
- The committee concurs with the school strategic plan objective of reviewing the curriculum to reflect best practices and current trends. The committee encourages faculty to consider the appropriate mix of required and elective courses, instruction in genres other than classical, and, as distance education technologies evolve, exploration of options to face-to-face program delivery. As curricular changes are made, the committee urges faculty to carefully monitor compliance with the Higher Learning Commission requirement that at least half of the credit hours required for graduation be earned through graduate-level courses (i.e., 400-level).

- To help maintain program enrollment and expand the pool of talented applicants, the committee recommends that the program develop and implement a written recruitment plan. The plan should set forth enrollment targets for each sequence based on current and anticipated resources, including faculty lines, graduate assistantships, and scholarships. The plan should set forth strategies for achieving enrollment targets. Funds to help implement the recruitment plan may be available through the Graduate School.
- A key element of the recruitment plan is a plan for recruiting a diverse student population. The program has done a commendable job enrolling students from other countries. The committee encourages the program to continue these efforts and to expand them beyond Asia. The committee also encourages efforts to increase the number of students who are U.S. citizens self-identifying with traditionally underrepresented racial/ethnic groups. The committee suggests looking to undergraduate music program recruitment initiatives for potential graduate recruitment strategies.
- For the benefit of prospective and current students, the committee encourages the program to maintain a graduate catalog entry that accurately and clearly describes available plans of study and graduation requirements.
- In fall 2014, approximately 12 percent of full-time faculty members in the School of Music self-identified with racial/ethnic groups traditionally underrepresented among faculty at the University. The committee recommends that the school develop and implement a written plan for expanding applicant pools to include candidates from those groups when faculty positions are filled, particularly tenure-line faculty positions. One element of the plan might be use of the Recruitment Assistance Program sponsored by the Office of the Provost. The committee recommends looking to aspirational institutions for guidance with faculty diversity.
- The school has elements of a robust alumni relations program in place, including personal contacts between faculty and alumni and use of social media. The committee recommends integrating those and additional elements into a systematic plan for tracking alumni and documenting their professional successes. With such a plan in place, efforts of Alumni Relations at the university-level would supplement alumni relations efforts of the school, rather than the opposite. Information gathered through implementation of the plan could inform recruitment and fundraising efforts.
- The committee recognizes the program for its efforts to obtain external grant funds since the last program review. The committee encourages the program to continue these efforts and to involve more faculty members in them.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the M.S. in College Student Personnel Administration

Classification of Instructional Program (CIP) Code: 13.1102
College Student Counseling and Personnel Services

The M.S. in College Student Personnel Administration (CSPA) program is housed in the Department of Educational Administration and Foundations within the College of Education. All academic programs in the department are graduate-level programs. They include the M.S., M.S.Ed. in Educational Administration; the Ed.D., Ph.D. in Educational Administration; the Post-Master's Graduate Certificate for Superintendent Endorsement in Educational Administration; and the Post-Master's Graduate Certificate for Chief School Business Official.

The CSPA program is intended to provide students with the practical and theoretical knowledge needed to perform the roles of administrator, advisor, and programmer in student affairs and higher education administration. Program graduates will have acquired the skills, knowledge, values, and commitment necessary to succeed in entry- to mid-level student affairs positions at public and private colleges and universities. Target enrollment for the CSPA program is 25 new students per year, or a total enrollment of 50 students. This enrollment target has consistently been achieved, as demand for the program remains high.

The CSPA program at Illinois State is one of three programs at public universities in the state assigned CIP code 13.1102. The program at Illinois State is the only one of the three that enrolls part-time students who are currently working in student services and the only one to offer courses dedicated to community college administration and adult learning theory.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The program review self-study was undertaken beginning in fall 2014. The process involved program faculty, the program advisor, the department chairperson, staff from the University Assessment office, and the program advisory board. The self-study involved review of assessment data from prior years, review of the program against standards of the Council for the Advancement of Standards, administration of exit interviews to program graduates, and review of literature regarding the discipline and profession. The program coordinator and another faculty member in the program led the effort, working independently and meeting at least weekly to review progress and share information.

Program curriculum. Admission to the CSPA program is highly competitive and attracts applicants from across the United States and occasionally from other countries. Students seeking full-time enrollment in the program must have completed an undergraduate degree and been actively involved as a campus leader. Part-time students must be employed on a college campus in a student services position. The curriculum is sequenced using a theory-to-practice orientation and includes three options. Students may choose to complete 42 credit hours (14 courses) including the capstone course, complete 36 credit hours (12 courses) with a comprehensive examination, or complete 36 credit hours (12 courses) with a thesis. Full-time students generally take the 42 credit-hour option that involves completing two internships. Most part-time students enroll in the 36 credit-hour option with a comprehensive examination. Because students typically enter the program to prepare for administrative careers rather than for doctoral study, the thesis option is rarely recommended or chosen. The curriculum is very similar for full-time and part-time students. Full-time students take three foundational courses in their first semester that introduce the history and philosophy of student affairs, student development theory, and organization of student affairs programs. Additional required courses in the first year include college students and student culture, law and policy related to student services, and adult learning theory. In the second year students take courses in counseling skills and issues, administration of community colleges, and introduction to research methods; the capstone seminar; and two 150-hour practica. Two elective courses are also required. Part-time students take only one practicum. Most part-time students complete a comprehensive examination as their capstone experience rather than enroll in the capstone seminar.

Program or academic unit faculty. CSPA is a specialized area of study requiring faculty with both academic and practical work experience. Serving as core faculty of the program are two faculty members who teach multiple CSPA courses. They are assisted by four faculty members who each teach one course in the program and three adjunct faculty members who are practicing CSPA professionals. All faculty members contributing to the program continue to demonstrate high productivity in scholarship, teaching, and service while advising students and serving on dissertation committees for students in other programs of the college. Core faculty members continue to hold leadership positions in national organizations and serve on publication boards of major journals in the discipline.

Program goals and quality indices. Goals of the CSPA program are to provide students with the theoretical knowledge necessary to perform varying roles within the college student personnel profession including, but not limited to, administration, advising, and programming; to equip students with the practical competencies necessary to succeed at entry- to mid-level student affairs positions in public and private colleges and universities; to introduce and foster the values and dispositions needed for ethical practice and career success; to lead students to an understanding of how increased diversity among college students (in terms of race, ethnicity, sexual orientation, gender, socioeconomic status, and age) affects higher education generally and influences student affairs practice in particular; to help students understand how college student personnel professionals in colleges and universities foster student success and influence student persistence; to prepare college student personnel professionals to respond and adapt to changes in professional practice, students, and higher education; to develop a plan of action for keeping current with changing trends in college students and college student personnel practice; to critically evaluate and utilize current research in college student personnel and higher education; and to assess, evaluate, and improve college student personnel services in colleges and universities. Faculty has identified three quality indices for the program: student-faculty ratio, curriculum, and publications and presentations by students. All three indices have been targeted by faculty for improvement, to be guided in part by experiences of aspirational programs with respect to the indices.

Student learning outcomes assessment plan and process. CSPA faculty has mapped the nine program goals (see above) to courses and assignments within the curriculum. For the past seven years faculty and staff have been engaged in an assessment process that includes annual student exit interviews, curriculum mapping of national competencies with course outcomes and assignments, regular program review using national norms and competencies, assessment of student learning through a survey developed by students and faculty, and discussions with program advisory board members and other professionals in the field.

Specialized accreditation. An option for specialized accreditation of the M.S. in College Student Personnel Administration program is not available at this time.

Responses to recommendations resulting from the previous program review. Because this is the first review of the program on the eight-year program review cycle, there were no prior program review recommendations to which to respond.

Changes in the academic discipline, field, societal need, and program demand. The CSPA program at Illinois State is nationally recognized and in high demand, receiving four times the program capacity in applications each year. There are no major changes in the discipline or field to report.

Major findings of this program review self-study. From this self-study and from ongoing evaluation of the program, its faculty and staff members have identified numerous program strengths. Many students have described the program as a transformative learning experience and have cited the holistic view of student affairs work they have gained from completing the program. Contributing to those student experiences are the theory-to-practice framework underlying the program, the curriculum that complies with national standards in the discipline, the numerous experiential learning opportunities available to students including practica and graduate assistantships, the variety of assignments which challenge students to think critically and in original and creative ways, and the well-developed partnerships between the program and external institutions and organizations. Job placement rates for students completing the program remain high, and alumni continue to support the program after graduation by hosting practicum students, assisting students with their job searches, returning to campus to share with current students, serving on the program advisory board, and providing financial support for the program including program scholarships. Other points of pride and distinctiveness include the three options students have to complete the program, the ability of students to complete the program while working full-time at a college or university, and the

ability of the program to provide every full-time student a graduate assistantship with a tuition waiver. The latter is unusual nationally and is a strong student recruiting tool. A major challenge for the program is finding ways to relieve the program coordinator of the many administrative duties involved in maintaining a strong program, so the coordinator can focus on the curriculum and students. Assistance is needed with academic advisement, recruitment, the admissions/selection process, alumni relations, practicum sites and related documentation, assessment, professional development, and course scheduling. Two curricular opportunities identified through this self-study include offering a certificate program for practitioners interested in working at small colleges and creating a distinct program track for part-time students.

Initiatives and plans for the next program review cycle. The program has identified three priority initiatives for the next program review cycle. Living in Bloomington-Normal has not been a positive experience for some students of color enrolled in the CSPA program. During the next program review cycle the program will explore ways to improve satisfaction with the university and local community by students self-identifying with racial/ethnic groups traditionally underrepresented at the University. One option to explore is establishing a mentorship program to link students with alumni and professionals on campus and in the community. A second priority initiative is to explore creating a separate track for part-time students that would better integrate their work experiences in class topics, assignments, and discussions. Having courses that enroll only part-time students has been recommended by students who participated in a special section of a summer course organized to help a group of part-time students graduate in a timely manner. Students enrolled in that course expressed satisfaction with the course because of the opportunities students had to learn from each other. A third priority initiative is to explore offering a certificate program for practitioners interested in working at small colleges. Such a certificate program would be the first of its kind in the nation.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds the M.S. in College Student Personnel Administration to be in Good Standing.

The Academic Planning Committee commends the College Student Personnel Administration (CSPA) faculty for developing and delivering a curriculum that is comprehensive in its coverage of the discipline and unique among CSPA programs in the state. Although accreditation is not available to the program, faculty has aligned the curriculum with standards published by the Council for the Advancement of Standards to ensure coverage of all facets of the discipline. The program is the only CSPA program in the state designed to accommodate both full-time students and student affairs practitioners who are only able to enroll part-time. For the convenience of part-time students and students completing a practicum experience off campus, some courses in the program are offered via distance education. The curriculum is also unique in its specialized instruction intended to prepare students for work in community colleges.

The committee recognizes student recruitment efforts of faculty and staff, which have led to stable enrollment of highly qualified and diverse students at or near the enrollment target (50 students). Recruitment efforts such as attending student affairs conferences and networking with colleagues at other universities have led to submission of four applications for each available seat in the program, including applications from residents of other states and countries. Efforts to build a diverse pool of applicants are especially commendable. The multitude of backgrounds and perspectives resulting from these efforts exposes students in the program to the diversity they will likely encounter on the job. Contributing to recruitment successes is the ability of the program to offer every student a graduate assistantship for the duration of their time in the program. The committee recognizes efforts of faculty and staff to make that happen, particularly efforts to seek placements in units across campus and at other colleges and universities in the region.

The committee commends program faculty members for their efforts to encourage and support student research, including faculty-student research collaborations. In 2014-2015 alone, students made 15 professional presentations, assisted faculty with a grant application, and participated in two independent research projects. Program faculty efforts to instruct and mentor students in research methods are aided by efforts of the Milner Library subject

specialist, who each year orients incoming students to library resources and services and provides research instruction in two core courses.

The committee recognizes that most of these efforts are undertaken by just two faculty members, who teach between one-half and two-thirds of the courses taken by students and who provide student mentoring and administrative support. The committee commends and thanks these two faculty members, as well as their faculty and staff colleagues, for their ongoing dedication to preparing students for work as student affairs professionals. However, this staffing arrangement, should it continue, concerns the committee.

One hallmark of high quality graduate education is exposing students to multiple perspectives and experiences. This is accomplished in large part by assigning multiple faculty members with differing perspectives and experiences to teach courses in the program and to mentor students in completing their capstone experience. Another concern is the ability to sustain a high-quality program, especially if one or both of the core faculty members were to leave the program. The committee asks program faculty and staff to work with the Department of Educational Administration and Foundations to develop a plan for addressing these staffing concerns. Strategies to consider might include, but are not limited to, expanding use of adjunct faculty, team teaching with faculty in other programs, hiring appropriately-credentialed student affairs practitioners at other universities to teach via distance education, reassigning faculty with CSPA expertise from other programs in the department to teach in the CSPA program, and requesting additional faculty lines from the dean. The committee asks that the plan include strategies for the short term (1-3 years), medium term (4-8 years), and long term (beyond 8 years). The committee asks the Department of Educational Administration and Foundations to submit the plan to the Office of the Provost by May 15, 2017.

A related concern is the ability of the program to sustain student learning outcomes assessment should the current program coordinator change positions or leave service with the University. The program has a well-developed plan for assessing student learning and has for many years implemented a process for annual review of assessment results, including review by the program advisory board. It is also clear that assessment results have been used by faculty to identify and implement program enhancements. However, the plan lacks specificity about how assessment methods map to student learning outcomes, how those assessment methods are implemented, and how assessment results are interpreted (e.g., through rubrics). The committee asks the program to provide this information through an expanded student learning outcomes assessment plan. The committee asks the Department of Educational Administration and Foundations to submit the plan to the Office of the Provost on behalf of the program, also by May 15, 2017.

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, 2023, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The program is unique in Illinois for its accommodation of practitioners interested in completing the program part-time. Practitioners enrolling in the program have expressed satisfaction with opportunities to learn from one another by taking courses together and have requested additional opportunities to do so. Accordingly, the committee recommends that the program investigate formalizing its work with part-time students into a practitioner track with course, professional practice, and capstone requirements that may differ from those applicable to non-practitioners. The program might consider offering additional courses via distance education for the convenience of students in the track, when deemed pedagogically appropriate by faculty.
- The committee supports program faculty in its plan to investigate offering a certificate for students preparing for student affairs work in small colleges. Such a certificate program could meet an unmet demand in Illinois and could further differentiate the program from its comparator programs.
- Exploration of a part-time track for practitioners and a certificate for student affairs work in small colleges offers faculty an opportunity to conduct a more comprehensive review of the program curriculum, including content, sequencing, professional practice requirements, and capstone experiences. The committee recommends that the program conduct such a review. Among the issues the committee encourages faculty to explore are consistency across capstone options with respect to rigor, incorporating additional content such as theory and

advisement without increasing the minimum number of credit hours needed to graduate, enhancing integration of content across courses to accommodate additional content and mitigate duplication if it exists, and exploring student development of learning outcomes prior to the practicum experience. The committee also encourages faculty to explore the nature of support provided to students with their capstone experience regardless which option the student selects. Best practice in graduate programs is to organize a committee of faculty members to guide the student through the capstone project rather than assigning just one faculty member to do so. Considering the limited faculty resources available to the program, faculty might consider an interdisciplinary approach to forming capstone committees by involving faculty members from other programs and units.

- An emphasis of the CSPA program has been encouraging student involvement in research, either working individually or collaboratively, and sharing results of that research through presentations and publications. The committee supports faculty efforts to increase such opportunities, especially opportunities to collaborate with program faculty.
- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee urges the program to continue to utilize information collected through student learning outcomes assessments over the next eight years to make program improvements and to document how that has been done.

Review of the Center for Mathematics, Science, and Technology

Classification of Instructional Programs (CIP) Code: 90.1313

Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

The Center for Mathematics, Science, and Technology (CeMaST) was established in 1991 to promote integrating and improving the teaching and learning of science, technology, and mathematics for students across the K-12 and undergraduate spectra. The Illinois Board of Higher Education (IBHE) authorized CeMaST as a temporary research and service center in 1992 and then as a permanent center in 1997. This is the fourth review of the center since its inception. In its 25 years of service to Illinois State University, CeMaST has led major curriculum and professional development projects in the STEM fields (science, technology, engineering, and mathematics) at the University. CeMaST has also made significant contributions to STEM education on the state and national levels.

CeMaST supports research and service in STEM education in three ways. Some CeMaST initiatives are almost exclusively driven by center faculty and staff, some are implemented through partnerships between CeMaST personnel and other faculty and staff at the University, and some are broad partnerships in which CeMaST assumes a peripheral role. Much of the research sponsored or assisted by CeMaST through these three approaches is conducted by faculty members at the University known as CeMaST fellows. Fellows are based in academic units at the University and conduct research in STEM education through projects sponsored or facilitated by CeMaST. At the time of this center review there are more than 40 CeMaST fellows from 12 departments or schools at the University.

CeMaST reports to the Associate Vice President for Research and Graduate Studies in the Office of the Provost. Center initiatives are coordinated by a management team comprised of the director, four associate directors, and an assistant director. Associate directors represent the College of Applied Science and Technology, the College of Arts and Sciences, and the College of Education. A key role of the associate directors is to extend the reach of the center into their respective colleges.

The current iteration of the CeMaST mission is “to stimulate, conduct, and support integrative science, technology, engineering, and mathematics (STEM) education activities and scholarship.” Three goals emanate from the mission: to stimulate and support activities and research on teaching and learning that align with campus, state, and national STEM priorities; to provide leadership to and foster cross-disciplinary collaborative STEM activities and research on teaching and learning; and to direct efforts to increase the diversity of STEM communities through innovative programming, partnerships, and outreach.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. Self-study has been an ongoing process for CeMaST since the last center review in 2011-2012. At that time CeMaST had just compiled a new assessment plan. The center has since implemented the plan by regularly collecting data related to performance of the center with respect to its goals. Every year a meeting of the management team is held to determine the extent to which the assessment data compiled that year accurately reflect what occurred that year and the extent to which satisfactory progress has been made toward meeting center goals. For this center review the management team held a series of three meetings in spring 2015 in which annual data for the preceding three years were examined goal by goal. The center director took the lead compiling data and drafting the self-study report. In September 2015 the management team reviewed the report for accuracy prior to its submission.

Assessment. As noted in the discussion of the self-study process, CeMaST has an extensive plan for assessing center progress toward meeting its goals. For each goal the center has identified outcome measures, data to be collected and analyzed, benchmarks, and a timeline for data collection. Data are reviewed annually by the management team to assess progress toward meeting the goals. Based on the annual review, existing center initiatives may be modified and priorities for new initiatives may be established.

Accomplishments. During the last four years CeMaST has continued its efforts to encourage STEM teaching and learning throughout the state and nation. CeMaST has sought external funds for these efforts and has been successful in doing so. Twelve STEM education projects were implemented almost exclusively by CeMaST faculty and staff during the review period, valued at approximately \$7 million. Eight projects were implemented collaboratively with other faculty during the review period, valued at approximately \$4.5 million. CeMaST had peripheral involvement in two projects during the review period, valued at approximately \$20 million.

Major initiatives of the center in the last four years include Engineering K12 STEM Education, STEM Teacher Professional Development, and Urban STEM Ed. The **Engineering K12 STEM Education** initiative aims to drive the national discussion towards embracing the role of engineering education and integrated STEM education in K-12 schools. Through this initiative CeMaST has researched and developed new integrated STEM curricula for elementary education. The center has published student and teacher editions of its *Creative Core Curriculum: Mathematics with Literacy and STEM* for grades kindergarten through eight. The center also has published student and teacher editions of its *Creative Science Curriculum with STEM, Literary and Art* for grades kindergarten through five. CeMaST has worked toward adoption of the curricula by school districts across the country. As of summer 2015, the curricula had been adopted by six states: California, Florida, Georgia, New York, North Carolina, and Texas. **STEM Teacher Professional Development** aims to help teachers across the country implement Next Generation Science Standards and Common Core State Standards for Mathematics and to integrate STEM practices and experiences into the local curriculum. Since 2011 CeMaST has trained over 2,500 teachers across the K-12 spectrum nationally. Through **Urban STEM-Ed**, CeMaST is working to integrate STEM disciplines into initiatives of the Chicago Teacher Education Pipeline project sponsored by the College of Education. The Pipeline project aims to document steps taken by Illinois State to become an urban-serving institution based in a non-urban environment. Contributions of CeMaST to this effort include support for STEM scholarships and assistance developing relationships with schools in Chicago, Rockford, Peoria, and Decatur.

CeMaST has been involved in numerous efforts to outreach to the campus, local community, and region to encourage STEM teaching and learning. Examples of these CeMaST efforts include hosting the annual high school research symposium that has attracted 1,200 students over the last five years, organizing the annual Illinois Summer Research Academy that has involved 250 high schools students over the last five years, and organizing the annual Family Science Day at Illinois State, which attracts between 2,000 and 4,000 attendees each year.

A major effort of CeMaST and the faculty with whom CeMaST collaborates is communication of STEM research findings and their applications to practice. During the last four years 74 publications have resulted from CeMaST projects, including peer-reviewed manuscripts, monographs, and curriculum textbooks. In addition, the center has brought several STEM journals to Illinois State, where they are compiled, edited, and published. STEM journals now housed at Illinois State include *Illinois Technology Education*, *Journal of Physics Teacher Education Online*, *Journal of Technology Education*, *Journal for Research in Mathematics Education*, and *Journal of STEM Teacher Education*.

Resources. The Office of the Provost annually allocates approximately \$400,000 to CeMaST in general revenue and in-kind services for personnel, office space, and operating expenses. Most of this contribution is used by CeMaST to cover salaries and benefits for four full-time-equivalent positions including the full-time center director, two full-time support staff, and four quarter-time associate directors. CeMaST staff hired with the funds seeks external funding for research, services, and other initiatives of the center. At the time of this review CeMaST organizes, manages, or serves as fiscal agent for nine external grants with a total value of approximately \$5 million. Three ratios can be used to describe the extent of external funding received by CeMaST. For projects led almost exclusively by CeMaST personnel, the external-to-internal funding ratio is approximately 4 to 1. For collaborative projects involving CeMaST and other faculty at the University, including CeMaST fellows, the ratio is approximately 3 to 1. For projects in which CeMaST assumes a peripheral role, the ratio is approximately 12 to 1. With the publication of core curriculum materials in 2012 and 2013, the center can potentially generate revenue in coming years through sale and licensing of them.

Response to previous program review recommendations. Five recommendations from the Academic Planning Committee resulted from the 2011-2012 CeMaST center review. The Academic Planning Committee recommended that CeMaST implement its new assessment plan and adjust center goals and initiatives as needed based on assessment results. The CeMaST management team has done that. Each year the team collects and analyzes data per

the processes set forth in the 2011 assessment plan and then meets to discuss progress toward center goals. The Academic Planning Committee recommended that the management team compare the center to national or international benchmark STEM education research centers to identify actions CeMaST might take to meet or exceed levels of quality at those centers. As part of the center self-study the management team conducted an analysis of STEM education centers regionally and nationally to determine the impact of CeMaST on STEM education relative to the impact of other STEM education centers. The Academic Planning Committee recommended that CeMaST continue to seek external funds to support its mission and goals. Since the previous center review CeMaST has been involved in 22 newly-funded projects in addition to 13 grant-funded projects that had been awarded prior to 2011. The center submitted 12 other external funding requests that were declined, but some of the declined requests were subsequently resubmitted and awarded. The Academic Planning Committee recommended that CeMaST continue its efforts to build a STEM education community at Illinois State through collaboration with faculty, staff, and students in STEM disciplines. CeMaST has done so, with the three associate directors of the center helping make connections in their respective colleges. More than 40 faculty members from 12 departments or schools at the University now serve as CeMaST fellows. The Academic Planning Committee asked CeMaST to consider establishing an advisory board of external stakeholders to provide ongoing input and feedback regarding center initiatives. The CeMaST management team discussed the idea but decided not to pursue it because of the funds staff felt would be needed to establish such a board in a meaningful way (e.g., for travel, lodging, and board member stipends).

Major findings of this self-study. During the last four years CeMaST has continued to play a significant leadership role in STEM education in the state and nation. Development of integrated STEM curricula for elementary education, collectively known as the *Creative Core Curriculum*, is a significant accomplishment of the center since 2011 and has been recognized as exemplary by the National Academies of Engineering. CeMaST has also been involved in a variety of other innovative projects and programs since the last center review. On the state level, for example, CeMaST has sponsored the Illinois Summer Research Academy for high school students and has developed a network of more than 800 mathematics and science teachers across the state participating in STEM education initiatives. To support these initiatives the center has been successful in obtaining external grant funds. The ratio of external grant funds awarded to the center to funds invested in the center by the University is highly favorable. Likewise, the numbers of programs administered by the center, publications resulting from center sponsored or assisted research, and teachers and students involved in STEM education activities are also highly favorable. CeMaST has particularly had a high rate of success securing grant funds from the U.S. Department of Education/Illinois State Board of Education Mathematics Science Partnership for teacher development workshops. However, with drastic changes to that program likely in the coming years, the center needs to identify new funding opportunities. As external funding of the center has fluctuated, the numbers and types of initiatives offered by the center, and the staff resources available to implement them, have also fluctuated. This phenomenon is likely to continue through the next center review cycle as state and federal funding priorities and funding levels continue to change. One constant amid these changes has been the high quality of CeMaST programs and services due largely to the expertise and dedication of center faculty, staff, and fellows.

Initiatives and plans for the next program review cycle. Based on findings of this self-study, CeMaST has identified five priority initiatives for the coming review cycle: CeMaST should focus on increasing adoption rates for its *Creative Core Curriculum* rather than resurrect and rewrite its middle school STEM curriculum (known as IMaST or Integrated Mathematics, Science and Technology) developed by CeMaST over the first 10 years of its existence; CeMaST should continue to explore new opportunities for external funding from foundations, industry, and other agencies; CeMaST should consider extending its work in STEM education into postsecondary education, investigating the undergraduate STEM education niche for the center and ways the center can play a strong and meaningful role in STEM education of undergraduate students at Illinois State; CeMaST should continue to support faculty and staff across the University with STEM education; and CeMaST should continue to develop its local, regional, and national leadership roles in STEM education.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds the Center for Mathematics, Science, and Technology (CeMaST) to be in Good Standing.

The Academic Planning Committee thanks CeMaST for a concise yet critical and forward-looking self-study report. The report appropriately and clearly distinguishes initiatives undertaken by CeMaST from initiatives facilitated or encouraged by center staff but implemented by others. The report evidences involvement by multiple stakeholders in the review process and also evidences integration of program evaluation, including the center review process, in the ongoing work of the center. The committee acknowledges and thanks the center for its responsiveness to recommendations resulting from the last center review in 2011-2012.

The committee commends the center for its leadership in promoting quality instruction in STEM disciplines (science, technology, engineering, and mathematics) at the elementary and secondary education levels. Through this leadership the center continues to further the *Illinois Public Agenda* (the strategic plan for higher education in the state) and its goal of increasing educational attainment among Illinois residents. The center is also a leading contributor to STEM education nationally. The center has developed the *Creative Core Curriculum*, which integrates STEM education in elementary and secondary curricula from kindergarten through tenth grade, and has trained teachers and administrators nationwide in use of the curriculum. As of fall 2015, the core curriculum had been adopted in six states: California, Florida, Georgia, New York, North Carolina, and Texas. Approximately 2,500 teachers across the nation have participated in STEM professional development opportunities offered by the center since 2011.

The committee commends the center for its numerous efforts to outreach to the local community and beyond. The center annually sponsors the Illinois Summer Research Academy and Family Science Day on campus. The center also works to extend quality STEM education to students enrolled in diverse urban schools, particularly students of color, in other areas of the state through collaboration with initiatives such as the Chicago Teacher Education Pipeline.

The committee recognizes the center for its involvement of faculty from numerous units across the University in STEM research and in dissemination of research findings through publications and presentations. These efforts help inform STEM education practices across the state and nation. The committee also recognizes involvement by the center in hosting five STEM education journals at the University.

The committee commends the center for continued diversification of its revenue sources through procurement of federal and state grants and through income generated from center publications and professional development offerings. As of fall 2015, the center had nine external grant projects underway, cumulatively valued at approximately \$5 million. Return on investment of state general revenue funds allocated to the center is significant. Over the past four years the approximate ratios of total revenue to general revenue funds have been 4:1 for initiatives undertaken directly by the center, 3:1 for projects assisted by the center, and 12:1 for projects encouraged by the center but undertaken by parties not affiliated with the center.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next center review self-study, tentatively due October 1, 2019, the committee asks the center to describe actions taken and results achieved for each recommendation.

- The committee concurs with the center goal of increasing adoption of the *Creative Core Curriculum* by school districts nationwide and of training teachers and administrators in those districts how to implement the curriculum. Achieving this goal will help improve teaching in STEM disciplines, which, in turn, will help better prepare students for STEM studies at the postsecondary level and ultimately for careers in STEM fields. Increasing adoption of the curriculum will also help the center diversify its revenue streams, which, in turn, will help the center continue its work.

- The center has a long history of involvement in projects intended to assist youth from underrepresented groups in attaining excellence in STEM fields. One example is the Urban STEM-Ed initiative. The committee encourages the center to expand such efforts by involving students from underrepresented groups in center initiatives and to develop new initiatives that focus on serving that population.
- The committee concurs with the recommendation made by the center to explore extending work of the center from its emphasis on K-12 STEM education to supporting undergraduate STEM education at Illinois State University and at other institutions of higher learning. One aspect of this effort might involve exploring ways to improve student learning outcomes in STEM disciplines. The center might also explore ways to involve more undergraduate students in research sponsored by the center.
- While the committee appreciates concerns articulated in the self-study report regarding costs involved in supporting a center advisory board or council, the committee encourages center leadership to reconsider its decision not to establish such an entity. Advisory boards are used by programs and centers across the University to help establish priorities and to guide successful implementation of programs and initiatives. Advisory board members can help disseminate information about the center and its work throughout the state and beyond. Advisory board members can also help centers identify and pursue external funding opportunities. To minimize financial outlays associated with operating an advisory board, the center might consider limiting the number of board meetings each year and holding some meetings virtually using teleconferencing or videoconferencing technologies.

Review of the Mary and Jean Borg Center for Reading and Literacy

Classification of Instructional Programs (CIP) Code: 90.1313

Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

The Center for Reading and Literacy at Illinois State University was approved by the Illinois Board of Higher Education as a state-recognized research and service center on October 2, 2001. In 2008 Jean Borg endowed the center, which was subsequently renamed the Mary and Jean Borg Center for Reading and Literacy in honor of Jean Borg's mother and Jean Borg's gifts to the Illinois State University Foundation. Jean Borg graduated from Illinois State Normal University in 1950 and subsequently taught junior high school science, served as a school counselor, and served as a faculty member in curriculum and instruction at the University of South Florida. The Borg Center is housed in the School of Teaching and Learning within the College of Education. This is the second review of the center.

The Mary and Jean Borg Center for Reading and Literacy (the Borg Center) has four primary objectives or goals: to provide services to policymakers in the areas of reading and literacy, to provide services to the state of Illinois in the areas of reading and literacy, to provide services to professional educators in the areas of reading and literacy, and to support research among university faculty, university students, and members of the wider research community to broaden the understanding of reading, literacy, and literacy education. These objectives align with the mission of Illinois State in that they provide opportunities to serve university students, children in central Illinois who struggle with reading, and educators who desire to improve their instruction in reading and literacy.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The self-study process for the Borg Center was comprised of five components: review of center documents and processes, including surveys of parents and tutors participating in the tutoring program sponsored by the center; review of center projects, fiscal reports, and plans for new initiatives; completion of an audit in August 2015 by the Office of Internal Auditing at the University; review of research progress reports provided by faculty members who received research funds from the center; and analysis of evaluative data and feedback from the professional development projects implemented by the center since the last center review. The self-study process was led by the center director, who also compiled the self-study report.

Assessment. Borg Center initiatives assessed to determine the success of the center include pursuing and writing research or service grants with the goal of programmatic and financial self-sufficiency of the center; expanding the work of the center as a professional development resource for schools and districts throughout Illinois; increasing visibility of the center on the state, regional, and national levels by pursuing new partnerships and professional opportunities; and improving fiscal accountability and operational efficiency of the center. Assessment of center initiatives includes formative and summative components. Formative components include monthly meetings of the center director and the director of the School of Teaching and Learning to review center activities and discuss new initiatives, end-of-semester surveys of tutors and parents involved in the tutoring program, meetings of the center director and the director of the America Reads initiative in fall, spring, and summer to review work of the tutoring partnership and its development, and progress reports submitted by faculty members receiving research support from the center. For a summative assessment the center director writes an annual report describing activities, expenditures, and outcomes of the center during the prior fiscal year and shares the report with the school director, college dean, and the center advisory board.

Accomplishments. Major accomplishments of the Borg Center since the 2011 center review include revival of the tutoring program, which has been the core initiative of the center since its inception in 2001; professional development work in the Litchfield and Leroy school districts; submission of an external grant application to support a reading and literacy research partnership with the Wheeling school district; development of a partnership with the new Teacher Quality Partnership grant in the College of Education at Illinois State; and creation of the Borg Fellows Program.

Since 2001 the **tutoring program** sponsored by the Borg Center has provided opportunities for children in the Bloomington-Normal area to receive help developing their reading skills and opportunities for teacher preparation students at Illinois State to gain professional practice experience by tutoring the children. Since the last center review the number of students tutored through the program declined from a high of 26 to a low of 8 in 2015, and the number of tutors declined from a high of 15 to a low of 4 in 2015. The center attributed the decline to competition from new tutoring services in the community and to depletion of tutoring scholarships that had been offered by the center. In 2015 the Borg Center embarked on a new era in its long-standing tutoring program through a partnership with the America Reads program. America Reads is an initiative of the United States Department of Education through which college students participating in the federal work study program tutor children from kindergarten through ninth grade in reading and literacy. In the first semester of the Borg Center tutoring program since partnering with America Reads, the number of Illinois State students tutoring in the program increased to 32 and the number of tutoring sites increased to 13, including public and parochial schools.

Professional development services provided by the Borg Center include an elementary literacy curriculum audit conducted in 2013 for Litchfield Community Unit School District 12. This was a collaborative effort involving the Borg Center, the Center for the Study of Educational Policy at Illinois State, and the National Board Resource Center at Illinois State. The audit focused on curricula of three elementary schools in the district. Another professional development program presented by the center since 2011 was a balanced literacy workshop for teachers in Leroy Community Unit School District 2 and surrounding school districts. The workshop was attended by 25 educators; feedback from participants was positive.

In 2015 the Borg Center collaborated with Wheeling Community Consolidated School District 21 to submit a **grant application** to the Institute of Education Sciences, the statistics, research, and evaluation arm of the United States Department of Education. The application requested nearly \$400,000 to develop an evidence-based framework to better link an early literacy intervention program to student achievement, curricular goals, and community resources. The application was not funded, but the center has since organized a new consortium of school districts to revise the grant for resubmission.

The Borg Center has partnered with the College of Education and its Chicago Teacher Education Pipeline on a new **Teacher Quality Partnership grant** to develop an integrated comprehensive system of urban teacher recruitment, preparation, induction, and mentoring. The Borg Center contribution to the project is providing expertise in literacy professional development for school districts in Peoria and Decatur.

In 2014-2015 the Borg Center piloted its **Borg Fellows Program**, through which the center offers financial support for research in reading and literacy conducted by faculty or students at Illinois State. In its first year the program supported four research projects at \$500 each, including one project conducted collaboratively with a doctoral student in the School of Teaching and Learning.

Resources. The Borg Center is funded through an annual contribution from the College of Education and from revenue generated by professional development and tutoring services offered by the center. While an endowment for the center has been established by Jean Borg, the center does not yet have complete access to endowment funds. Borg Center faculty and staff include the director, who receives a one-course teaching load reduction from the School of Teaching and Learning and additional salary during the summer term to run the center, a graduate assistant funded by the center, a part-time staff member who provides consulting services to schools and school districts, and services of School of Teaching and Learning administrative staff.

Response to previous program review recommendations. Three recommendations by the Academic Planning Committee resulted from the 2011-2012 review of the Borg Center. The Academic Planning Committee recommended that the center work with University Assessment Services to identify ways to evaluate the quality, impact, and effectiveness of programs and services provided by the center, in part to ensure their alignment with university and community needs. The center has partially addressed the recommendation by identifying initiatives it will assess to evaluate center performance and by developing formative and summative assessment strategies. The center now needs to consult with University Assessment Services to incorporate these and other elements of assessment into a comprehensive assessment plan. The Academic Planning Committee recommended that the center increase the number of grant requests submitted to external funding entities. Since the last review the Borg Center has collaborated with Wheeling Community Consolidated School District 21 to submit a grant application to the

Institute of Education Sciences Fiscal 2015 competition for researcher-practitioner partnerships. The Academic Planning Committee recommended that the Borg Center enhance the reputation of the center through continuation of its exemplary programs and services at the local, state, and regional levels. Since the last review the center has worked to expand its presence in the community by reviving its long-standing tutoring program. On the regional level the center has provided professional development services for school districts in Leroy and Litchfield.

Major findings of this self-study. The Borg Center concludes from its self-study that the center has been able to expand its impact on struggling readers since the last center review, by forming a new partnership with America Reads to revive and expand its tutoring program, by expanding support for quality faculty scholarship through the Borg Fellows Program, and by increasing center capacity to provide professional development and consulting services by hiring a part-time educational consultant. While progress has been made in developing assessment goals and strategies for the center, additional work is needed in the coming years to further develop and formalize the center assessment plan.

Initiatives and plans for the next program review cycle. Based on findings of this center review, the Borg Center has identified the following initiatives for the next review cycle: submit applications for external funds to support programs and services of the center, including applications to federal entities such as the Institute of Education Sciences and applications to private foundations such as the Spencer Foundation; continue to collaborate with the Center for the Study of Educational Policy at Illinois State on initiatives of mutual interest; expand professional development services in reading and literacy for teachers and administrators in school districts throughout the state; continue to support the tutoring services partnership with America Reads; and seek opportunities to provide reading and literacy services to other community agencies such as the Western Avenue Community Center in Bloomington.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds the Mary and Jean Borg Center for Reading and Literacy (Borg Center) to be in Good Standing.

The Academic Planning Committee commends the Borg Center for its efforts to provide reading and literacy services to area youth, professional practice experiences in reading and literacy for teacher education students at Illinois State, literacy audits and professional development opportunities for school districts, and support for reading and literacy research at the University.

The committee acknowledges efforts by the center to reverse recent declines in the number of students participating in the Borg Center Tutoring Program, a core initiative of the center since its inception in 2001. The partnership established by the center with the federal America Reads Program in summer 2015 appears to have reversed that trend; the number of undergraduate students participating as tutors increased from 4 immediately prior to establishment of the partnership to 32 by fall 2015, and the number of area tutoring sites increased from 4 to 13.

The committee commends the center for establishing the Borg Fellows Program, which provides financial support to faculty members at the University conducting research in reading and literacy. In its first year (2014-2015) the program funded four projects, including research on books used to teach science to emergent bilinguals, integration of technology in the eighth grade language arts classroom, and a multi-literacies approach to literature in secondary language arts. One of the four projects involved collaboration between a faculty member and a doctoral student.

The 2011-2012 center review encouraged the Borg Center to seek external funding to support programs and services of the center. Since then the center has submitted an application to the Institute of Education Sciences and has sought partnerships with the Center for the Study of Educational Policy and the Chicago Teacher Education Pipeline. Both are initiatives of the College of Education and recipients of external grants to support policy initiatives and direct services. The committee recognizes the Borg Center for these development efforts.

Providing services to policymakers and to the state of Illinois are among the four primary objectives or goals of the Borg Center. While the center continues to promote reading and literacy locally and regionally, the committee is concerned about progress being made by the center toward contributing to the advancement of reading and literacy

on the state level. The committee recognizes that, at current funding levels, the ability of the center to engage in broader policy issues regarding reading and literacy and to contribute to shaping such policies on the state and national levels is limited. According to the self-study report, support for the center director is provided primarily through a course release each fall and spring semester. Assisting the director are a consultant hired as civil service extra help and one graduate assistant paid for by the center rather than by the University.

The committee asks the center director to enter into discussions with its stakeholders, including the School of Teaching and Learning and the College of Education, regarding the level of financial support necessary for the center to advance its goals, particularly its goal of serving the state of Illinois, and potential sources of that financial support. The committee asks the center to summarize these discussions and the recommendations resulting from them in a report submitted to the Office of the Provost by May 15, 2017. Through these discussions the committee asks center stakeholders to consider future support for the Borg Center relative to support for other centers, both existing and proposed, administered through units of the College of Education. Options stakeholders might consider include, but are not limited to, allocation of additional resources to the Borg Center by the college, fostering additional funding partnerships with other centers in the college, continuing operation of the center at its current level but as a non-IBHE recognized institute, or disestablishing the center and having its services provided by faculty members as part of their annual research and service assignments.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next center review self-study, tentatively due October 1, 2019, the committee asks the center to describe actions taken and results achieved for each recommendation.

- The committee reiterates the recommendation resulting from the 2011-2012 review that the center develop and implement an assessment plan. It is likely that elements of an effective assessment plan are already in place and are being implemented, so the primary effort in formalizing an assessment plan will involve integrating those elements into a cohesive strategy. Assistance in developing the assessment plan is available from University Assessment Services.
- An important characteristic of all research and service centers at Illinois State is support for student learning at the University. The committee encourages the center to continue providing professional practice opportunities in reading and literacy for pre-service teachers at the University and opportunities for undergraduate and graduate students to collaborate with faculty on reading and literacy research.
- The committee recommends that the center continue to seek external funds for its ongoing reading and literacy initiatives such as tutoring, consultations with school districts, and research. The committee recommends that the committee continue to explore collaborations with other initiatives of the College of Education that might involve the center serving as a sub-grantee on grant-funded projects.
- Most Borg Center initiatives have focused on reading and literacy on the K-8 level either through direct services to elementary school students or through professional development opportunities for the teachers and administrators who educate them. The committee commends these initiatives as providing much-needed support for improving reading and literacy among children in our community and region. The committee notes the additional need to support reading and literacy for students beyond the elementary level, including students in secondary schools and even post-secondary schools. The center may want to explore ways to address reading and literacy needs throughout the K-16 grade span, perhaps exploring external funding that may be available to support that broader population. The center might consider assisting with literacy education for college students at Illinois State in secondary teacher education programs as well as Illinois State students themselves who struggle with the transition from reading on the high school level to reading on the college level.

Review of Radio Station WGLT

Classification of Instructional Programs (CIP) Code: 60.0907
Research and Public Service Center: Radio, Television, and Digital Communication

Radio Station WGLT, with call letters reflecting the University motto “We Gladly Learn and Teach,” has operated as a radio station and public service of Illinois State University since 1966. The station is a unit of the School of Communication within the College of Arts and Sciences. This is the fourth self-study completed by the center since the station became part of the school in 1997. The most recent self-study occurred in 2011.

Radio Station WGLT offers a distinctive mix of local and national news, with jazz and blues as its primary music formats. The station broadcasts 24 hours a day, seven days a week on the FM band. WGLT has provided an Internet stream of its on-air programming since 2000. Three additional web-only services have been added since 2006, streaming blues, jazz, and acoustic music. The broadcast station and its online streams annually provide 35,000 hours of content including 14,000 hours of locally produced on-air programming. WGLT has been a member of National Public Radio since 1979. News and information programming was significantly expanded in fall 2013, including the debut of a daily local newsmagazine called *GLT's Sound Ideas*.

The station is currently midway through its 2013-2018 planning framework. Station objectives relate to five priorities: implement a format shift based on reorganization of content, implement internal efficiencies to make work more productive, improve financial circumstances of the station, expand the audience through effective marketing, and enhance relationships with internal and external stakeholders.

A key development at the station during this last program review cycle was retirement of its general manager after 25 years of service to the station, University, and community. An interim manager joined the station in January 2016.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Self-study process. The former manager of Radio Station WGLT coordinated completion of the self-study, assisted by station staff, volunteers, and the Friends Council (an advisory group to the station). Data sources used in the self-study include Nielson Audio ratings, station fundraising records, and annual external financial audits. The station worked with University Assessment Services to design and administer a survey to solicit feedback from station financial contributors regarding station operations. The survey was administered in summer 2015 and had a return rate of 52 percent. The survey instrument was designed to closely replicate a WGLT survey administered in 2007, to make possible longitudinal analysis of listener satisfaction.

Assessment. Attainment of station goals is regularly measured at WGLT by a variety of metrics including audience data (Nielson Audio), peer review awards, and external station support through private contributions and grants. The station also periodically surveys its listeners and financial contributors both formally and informally. The most recent formal survey was conducted in 2015. Listeners are informally consulted through numerous venues including fundraising drives and special community events sponsored by the station.

Accomplishments. Accomplishments of Radio Station WGLT since 2011 include stable audience ratings, numerous awards for station programming, and continued high levels of listener satisfaction. Of the many audience measurements reported by Nielson Audio, the most relevant to public stations is the “cume” or “cumulative audience,” which represents the number of individuals who listen to a station during an average week. From 2011 to 2015 the average cume for WGLT remained at approximately 18,000 listeners, with a high of 24,500 listeners reached in spring 2013. From 2011 to 2015 WGLT won its fourth and fifth national Edward R. Murrow awards (the broadcast equivalent of a Pulitzer Prize). The station was also honored with 15 regional Murrow Awards and with the Kaleidoscope Award, a national citation for reporting on cultural diversity bestowed by the Radio Television Digital News Association and UNITY: Journalists for Diversity. Further, WGLT news staff members collectively received 22 awards from the Associated Press, including nine first place commendations. Respondents to the 2015

contributor survey expressed strong overall satisfaction with WGLT programming and services, with nearly 75 percent agreeing with the statement “WGLT makes me feel better about Illinois State University.”

Resources. Radio Station WGLT has an annual budget of approximately \$1.6 million and employs 14.5 full-time-equivalent staff persons. Station funding sources include Illinois State University, federal and state grants, listener contributions, business underwriting, and special events income. In eight of the last 12 years, station income has exceeded expenses; net revenue in those eight years ranged from \$30,000 to \$100,000. However, in the last three fiscal years the station has operated at a deficit. To close the gap between income and expenses, station management has sought guidance from the Friends Council, the director of the School of Communication, and the dean of the College of Arts and Sciences. The Fiscal 2016 station budget includes over \$75,000 in operating expense reductions including significant cuts in National Public Radio and Public Radio International programming.

Response to previous program review recommendations. The 2011-2012 review of Radio Station WGLT resulted in four recommendations from the Academic Planning Committee. The committee recommended that the station revise its strategic plan, and the station did so in 2013. The new plan guides station operations through Fiscal 2018 and incorporates program review recommendations. The committee recommended that the station work with University Assessment Services to formalize and implement an assessment strategy for evaluating the quality, impact, and effectiveness of station programs and services. The station worked with that unit to design and administer a survey of station contributors in summer 2015. The committee recommended that the station explore ways to contribute to the academic mission of the University. The station continues to do so, by informing its listening audience about academic and research initiatives at the University; by hiring students and by providing student internship opportunities; by providing career counseling to students; by teaching courses in the School of Communication; and by participating in annual Communication Week panels and programs sponsored by the school. The committee recommended that the station continue its fiscally responsible and entrepreneurial approach to station planning, budgeting, and fundraising. Although the station followed the same entrepreneurial approach to fundraising as it had for many years, fundraising revenue in the last three fiscal years was lower than anticipated. As expected, individual contributions slightly declined after the 2013 programming change but have since increased by 8 percent. The grant received annually from the State of Illinois has been reduced by 50 percent. Meanwhile, annual corporate contributions have declined by approximately \$60,000. Having recently revised station business practices, station management is optimistic that corporate contributions will quickly rebound. To help offset these revenue declines, approximately \$75,000 has been cut from the Fiscal 2016 budget.

Major findings of this self-study. As of fall 2015 Radio Station WGLT finds itself balancing two different realities. Audience satisfaction with the station is at unprecedentedly high levels. However, fiscal challenges persist. The recent change in station management provides the station and the University a fresh opportunity to plan for the long-term fiscal health of the station to ensure its operation into its next 50 years of service to the University and community.

Initiatives and plans for the next program review cycle. Radio Station WGLT management recommends that a new strategic plan for the station be developed and in place by the next center review in 2019-2020. The new plan should be completed during calendar year 2017 and should cover the period 2018-2023. Issues the plan might address include the maximum level of private support that can be obtained for the station; structural changes, if any, needed to achieve that level; university expectations for WGLT contributions to the public service mission of the University; and the appropriate level of support needed to achieve those expectations.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee, as a result of this review process, finds Radio Station WGLT to be in Good Standing.

The Academic Planning Committee thanks Radio Station WGLT for a concise, critical, and forward-looking report that substantiates the commitment of the station to ongoing evaluation and improvement of station operations. The committee recognizes and thanks the retiring station manager for his contributions to the University, to the

community, and to public broadcasting over his many years with the station, including his support for meaningful program review at the institution.

The committee recognizes WGLT for the 24/7 programming it provides to the University and surrounding communities through its traditional radio station and its four live Internet streams. Since the last center review, the station has expanded locally-produced programming to approximately 14,000 hours per year. Programs emanating from WGLT include *Sound Ideas* (university and local news), *Uncommon Knowledge* (science), *Sound Money* (personal finance), and *Grow* (horticulture). These and other programs provide a valuable service to the University by highlighting talents and achievements of faculty, staff, and students at the institution.

Evidencing the national reputation of the station for excellence in journalism and programming are the numerous awards garnered by the station since the last center review. Among them are the fourth and fifth national Edward R. Murrow awards in station history, 15 regional Murrow awards, 22 Associated Press awards, and the Kaleidoscope Award, which cites excellence in reporting on cultural diversity. The number of awards earned by WGLT distinguishes the station from its comparator radio stations in the state. WGLT surpasses WUIS (University of Illinois Springfield) and WILL (University of Illinois at Urbana-Champaign) by a factor of three to one in terms of programming awards. Further evidencing the national reputation of the station are the many station alumni hired by major media outlets such as National Public Radio in Washington, D.C., Chicago, and Los Angeles; XM Satellite Radio; WBEZ (Chicago Public Radio); and Fox Network, Chicago.

The 2011 center review recommended that WGLT promote linkages with other units at the University to better support the academic mission of the institution. The committee commends the station for its efforts to do so. Each semester the station employs between 6 and 10 students in positions related to their majors (e.g., broadcasting, marketing/development). The station also offers internships to three or four communication students each year that serve as the capstone experience for them. The former station manager regularly taught courses in the School of Communication, and WGLT staff has provided career guidance and participated in panel discussions during the annual COM Week observance, sponsored by the School of Communication.

The committee recognizes the station for the numerous off-air events it organizes each year, such as the summer concert in downtown Bloomington, the Recycled Music Sale, and the Radio Faces dinner/speaker event. These events provide valuable cultural opportunities for the community while publicizing the station to prospective donors.

Recommendations

The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next center review self-study, tentatively due October 1, 2019, the committee asks the center to describe actions taken and results achieved for each recommendation.

- The primary concern of the committee in reviewing the self-study report is the concern articulated in the report regarding station finances: the “unsustainable imbalance between income and expenses over the last three years.” Clearly, ongoing dialogue involving the station, School of Communication, and university administration is needed to address financial challenges faced by the station due to concurrent downturns in corporate funding, individual giving, and federal and state grant allocations. While the downturn in private giving might be reversed, the level of federal and state funding in coming years is likely to be stable at best. In identifying the best approaches for pursuing long-term financial sustainability of the station, the committee looks to WGLT staff members, who best understand the business of public broadcasting and who have many years of experience soliciting funds to support station programming. To help station management decide which strategies to pursue, the committee suggests exploration of the following options:
 - With the station having recently implemented improvements to its corporate solicitation and billing processes, the committee encourages the station to closely monitor those processes for their effectiveness in reversing the recent downturn in corporate giving.
 - Existence of the four endowment funds may not be widely known by potential donors. The committee suggests additional publicity regarding the purpose of the funds and ways in which individuals, corporations, and foundations can contribute to them.

- The station has nurtured strong relations with other units at the University, particularly the School of Communication, to the benefit of the station, students, faculty, and staff. Some of these connections have involved other units contributing to station personnel costs, thus allowing the station to allocate private contributions and event revenue to other needs such as equipment and programming. The committee recommends that the station continue to cultivate such relationships, with the School of Communication but also with other units. Such arrangements could not only help the station financially but could further integrate station operations with the academic mission of the institution.

- The committee suggests that the station explore the feasibility of supplementing its traditional fund drives with selective use of crowdfunding. Such an approach might be used to fund individual programs or events. Crowdfunding may also be helpful in engaging and expanding the station audience and in prioritizing station programming.

- The self-study report sets forth a longer-term approach to financial sustainability, i.e., exploring collaboration with other public radio stations in the region to share operating or programming costs or to reduce costs through cooperative programming. The committee recommends that station management pursue this approach, perhaps through contacts with stations at the University of Illinois Springfield, the University of Illinois at Urbana-Champaign, or Bradley University, with the caveat that efforts be made to preserve the distinctive role WGLT plays in serving the University and communicating its contributions to the broader community.

- The committee commends strategic planning efforts of the station and encourages the station to proceed with efforts to develop a revised plan, for the period 2018 through 2023. The planning process provides opportunities for stakeholders to help guide the station through its management transition and for critically examining options for achieving and maintaining financial sustainability. The committee encourages the station to consider in its planning discussions strategies for continuing and potentially expanding programming that exposes the listening public to a variety of disciplines taught and researched at the University, including the arts and humanities, sciences, and social sciences.

- It is evident from the self-study report that ongoing processes are in place to assess progress toward meeting station goals set forth in the strategic plan and in annual budgeting documents. Metrics to support an effective assessment program are also in place, including audience data, peer reviews and awards, fundraising results, and listener feedback through surveys such as the one conducted for this self-study. If the station has not already done so, the committee encourages the station to formalize its approach to assessment in a written assessment plan. Assistance with compiling such a plan is available from University Assessment Services.

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PROGRAM REVIEW SCHEDULE BY YEAR

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

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

**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 Child Welfare and Adoption Studies	
Center for Insurance and Financial Services (Katie School)	

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

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

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

Eight-year review (programs)	
College of Education	
CSBO Endorsement	Post-Master's Graduate Certificate
Director of Special Education	Post-Master's Graduate Certificate
Early Childhood Education	B.S., B.S.Ed.
Educational Administration	M.S., M.S.Ed.
Educational Administration	Ed.D., Ph.D.
Elementary Education	B.S., B.S.Ed.
General Administration	Post-Master's Graduate Certificate
Middle Level Teacher Education	B.S., B.S.Ed.
Reading	M.S.Ed.
Special Education	B.S., B.S.Ed.
Special Education	M.S., M.S.Ed.
Special Education	Ed.D.
Superintendent Endorsement	Post-Master's Graduate Certificate
Teaching and Learning	M.S.
Teaching and Learning	Ed.D.
College of Business	
Business 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.
Three-year review (progress)	
Fashion Design and Merchandising	B.A., B.S.
Food, Nutrition, and Dietetics	B.A., B.S.
Human Development and Family Science	B.A., B.S.
Interior Design	B.A., B.S.
Teacher Leader	Post-Baccalaureate Certificate
Four-year review (centers)	
Center for Mathematics, Science, and Technology	
Mary and Jean Borg Center for Reading and Literacy	
Radio Station 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.
Four-year review (centers)	
Center for the Study of Educational Policy	

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

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

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

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

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

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

**Self-studies Due October 2024, Reviewed 2024-2025
Summaries Published in *Academic Plan 2025-2030***

Eight-year review (programs)	
College of Arts and Sciences	
Chemistry	B.S.
Chemistry	M.S.
Geology	B.S.
Hydrogeology	M.S.
Physics	B.S.
College of Applied Science and Technology	
Fashion Design and Merchandising	B.A., B.S.
Food, Nutrition, and Dietetics	B.A., B.S.
Human Development and Family Science	B.A., B.S.
Interior Design	B.A., B.S.
College of Education	
Teacher Leader	Post-Baccalaureate Certificate
Four-year review (centers)	
Center for the Study of Educational Policy	

PROGRAM REVIEW SCHEDULE BY PROGRAM

Academic programs

Accountancy, B.S.: 2020
Accountancy, M.S.: 2020
Accountancy, Integrated B.S./M.P.A.: 2020
Agriculture, B.S.: 2020
Agriculture, M.S.: 2020
Anthropology, B.A., B.S.: 2022
Anthropology, M.A., M.S.: 2016 (new program progress report), 2022
Applied Economics, M.S., M.S.: 2022
Art, B.A., B.S.: 2023
Art, M.A., M.S.: 2023
Art, B.F.A.: 2023
Art, M.F.A.: 2023
Arts Technology, B.A., B.S.: 2023
Arts Technology, M.S.: 2023
Athletic Training, B.S.: 2018
Audiology, Doctor of (Aud.D.): 2017
Biochemistry, B.S.: 2016 (new program progress report), 2021
Biological Sciences, B.S.: 2017
Biological Sciences, M.S.: 2017
Biological Sciences, Ph.D.: 2017
Biological Sciences Teacher Education, B.S.: 2018 (new program progress report), 2023
Business Administration, B.S.: 2020
Business Administration, M.B.A.: 2016 (new region progress report), 2020
Business Information Systems, B.S.: 2020
Business Education, B.A., B.S., B.S.Ed.: 2019
Chemistry, B.S.: 2016, 2024
Chemistry, M.S.: 2016, 2024
Chemistry Education, M.C.E.: 2019
Chemistry Education, M.S.C.E.: 2019
Clinical-Counseling Psychology, M.A., M.S.: 2020
College Student Personnel Administration, M.S.: 2023
Communication, M.A., M.S.: 2023
Communication Sciences and Disorders, B.S.: 2017
Communication Studies, B.A., B.S.: 2023
Computer Science, B.S.: 2021
Construction Management, B.S.: 2020
Criminal Justice Sciences, B.A., B.S.: 2022
Criminal Justice Sciences, M.A., M.S.: 2022
CSBO Endorsement, Post-Master's Graduate Certificate: 2019
Director of Special Education, Post-Master's Graduate Certificate: 2019
Early Childhood Education, B.S., B.S.Ed.: 2019
Economics, B.A., B.S.: 2022
Educational Administration, M.S., M.S.Ed.: 2019
Educational Administration, Ed.D., Ph.D.: 2016 (new region progress report), 2019
Elementary Education, B.S., B.S.Ed.: 2016 (new region progress report), 2019
Engineering Technology, B.S.: 2016 (new program progress report), 2020
English, B.A.: 2018
English, M.A., M.S.: 2018
English Studies, Ph.D.: 2018
Environmental Health, B.S.: 2017
Exercise Science, B.S.: 2018

Family and Consumer Sciences, B.A., B.S.: 2020
Family and Consumer Sciences, M.A., M.S.: 2020
Family Nurse Practitioner, Post-Master's Certificate: 2017
Fashion Design and Merchandising, B.A., B.S.: 2019 (new program progress report), 2024
Finance, B.S.: 2020
Food, Nutrition, and Dietetics, B.A., B.S.: 2019 (new program progress report), 2024
French, B.A.: 2021
General Administration, Post-Master's Graduate Certificate: 2019
Geography, B.A., B.S.: 2022
Geology, B.S.: 2016, 2024
German, B.A., B.S.: 2021
Graphic Communications, B.S.: 2020
Health Education, B.S., B.S.Ed.: 2018
Health Information Management, B.S.: 2017
History, B.A., B.S.: 2022
History, M.A., M.S.: 2022
Human Development and Family Science, B.A., B.S.: 2019 (new program progress report), 2024
Hydrogeology, M.S.: 2016, 2024
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
Interior Design, B.A., B.S.: 2019 (new program progress report), 2024
International Business, B.A., B.S.: 2020
Journalism, B.A., B.S.: 2023
Kinesiology and Recreation, M.S.: 2018
Languages, Literatures, and Cultures, M.A.: 2021
Legal Studies, B.S.: 2017 (new program progress report), 2022
Management, B.S.: 2020
Marketing, B.S.: 2020
Mass Media, B.A., B.S.: 2023
Mathematics, B.A., B.S.: 2018
Mathematics, M.S.: 2018
Mathematics Education, Ph.D.: 2018
Medical Laboratory Science, B.S.: 2018
Middle Level Teacher Education, B.S., B.S.Ed.: 2019
Molecular and Cellular Biology, B.S.: 2016 (new program progress report), 2021
Music, M.M.Ed.: 2019
Music, M.M.: 2023
Music (Liberal Arts), B.A., B.S.: 2023
Music Education, B.M.E.: 2019
Music Performance, B.M.: 2023
Network and Telecommunications Management, B.S.: 2021
Nursing, B.S.N.: 2017
Nursing, M.S.N.: 2017
Nursing, Ph.D.: 2017
Nursing Practice, Doctor of (D.N.P.): 2016 (new program progress report), 2021
Philosophy, B.A.: 2020
Physical Education, B.S., B.S.Ed.: 2018
Physics, B.S.: 2016, 2024
Political Science, B.A., B.S.: 2022
Political Science, M.A., M.S.: 2022
Psychology, B.A., B.S.: 2020
Psychology, M.A., M.S.: 2020
Public Relations, B.A., B.S.: 2023

Reading, M.S.Ed.: 2019
Recreation and Park Administration, B.S.: 2023
Renewable Energy, B.S.: 2017
Safety, B.S.: 2018
School Librarianship, Post-Baccalaureate Graduate Certificate: 2018
School Psychology, S.S.P.: 2020
School Psychology, Ph.D.: 2020
Social Work, B.S.W.: 2022
Social Work, M.S.W.: 2022
Sociology, B.A., B.S.: 2022
Sociology, M.A., M.S.: 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
Teacher Leader, Post-Baccalaureate Certificate: 2019 (new program progress report), 2024
Teaching and Learning, M.S.: 2019
Teaching and Learning, Ed.D.: 2019
Teaching Writing High/Middle School, Post-Baccalaureate Graduate Certificate: 2018
Technology, M.S.: 2020
Technology and Engineering Education, B.S.: 2020
Theatre, B.A., B.S.: 2016, 2023
Theatre, M.A., M.S.: 2016, 2023
Theatre, M.F.A.: 2016, 2023
University Studies, B.A., B.S.: 2018

Research and service centers

Adlai Stevenson II Center for Community and Economic Development: 2016, 2021
Center for Child Welfare and Adoption Studies: 2017, 2022
Center for Insurance and Financial Services (Katie School): 2017, 2022
Center for Mathematics, Science, and Technology: 2019, 2023
Center for Renewable Energy: 2016, 2021
Center for Teaching, Learning, and Technology: 2016, 2021
Center for the Study of Educational Policy, 2016, 2020, 2024
Mary and Jean Borg Center for Reading and Literacy: 2019, 2023
Radio Station WGLT: 2019, 2023