ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2017-2022

Submitted to the Academic Senate
May 10, 2017

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

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ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2017-2022

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SECTION I

INSTITUTIONAL PROFILE AND PRIORITIES

UNIVERSITY PROFILE

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

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

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, and 20 graduate certificates offered by the University (see page 19 for a complete list). The University supports 10 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 University 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 last re-affirmed its accreditation of Illinois State University on July 27, 2015, as fully meeting all quality standards of the commission. In addition, Illinois State University is affiliated with 47 professional associations that accredit or otherwise recognize the quality of academic units or individual programs at the University. Of the 263 sequences of study offered by Illinois State (as of July 1, 2016), 147 (56 percent) are recognized by one or more of those professional associations. The teacher education unit at the University, which consists of more than 40 educator preparation programs, is accredited by the National Council for Accreditation of Teacher Education, while its individual programs are reviewed annually by the Illinois State Board of Education.

Illinois State has a long-standing goal of enrolling between 20,000 and 21,000 students. In fall 2016 Illinois State enrolled 21,039 students, the highest number since fall 2011. Eighty-nine percent (18,643) of students were undergraduates, and 11 percent (2,396) were graduate students. Fall 2016 graduate enrollment was also the highest since fall 2011. The mean ACT score for new beginning freshmen in fall 2016 was 23.6, the same as in fall 2015.

Eighty-one percent of first-time-in-college students entering the University in fall 2015 returned for the fall 2016 semester. Seventy-two percent of students who enrolled in the University as first-time-in college students in fall 2010 graduated within six years. In Fiscal 2016 the University conferred 5,392 degrees, up 6.5 percent increase from Fiscal 2015.

In fall 2016 Illinois State University employed 1,191 faculty members, down 2.7 percent from fall 2015. Despite this decrease, the Illinois State was able to maintain a student-to-faculty ratio of 18:1. Hallmarks of Illinois State University include individualized attention to students and faculty involvement of students in collaborative research at both the graduate and undergraduate level.

Data sources: Office of Planning, Research and Policy Analysis, Illinois State University; Office of the Vice President for Academic Affairs and Provost, 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

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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SECTION II

ACADEMIC PROGRAMS AND PRIORITIES

INVENTORY OF ACADEMIC PROGRAMS

Plans of study offered by Illinois State University as of July 1, 2016, and included on student transcripts are listed below in five sections.

- Bachelor programs
- Minors
- Masters programs
- Doctoral programs
- Graduate certificate programs

Bachelor, masters, and doctoral programs listed below have been authorized by the Illinois Board of Higher Education (IBHE). Listed with each program are plans of study approved through curriculum approval processes internal to the University. The annotation "major plan of study/no sequence" refers to the plan of study for students not enrolled in a sequence. In some programs students have the choice of the major plan of study and one or more sequences. Some programs have no major plan of study, only sequences. Illinois State University is required to annually report program and sequence changes to IBHE.

The number in parentheses following the plan of study name is the Classification of Instructional Programs Code (or CIP code). For more information about CIP codes, see page 137.

Changes made to this program inventory during the year ending June 30, 2017 are listed in the Academic Program Changes section that follows.

BACHELOR PROGRAMS

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)
Conservation Biology (sequence)
General 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 Education, B.A., B.S., B.S.Ed. (13.1303)
Business Teacher Education (sequence)
Training and Development (B.A., B.S. only) (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)
Family and Consumer Sciences Teacher Education (sequence)
General (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)
Community Health Education (sequence)
School 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-Social Sciences Teacher Education (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)
Human and Educational Service (sequence)
Individualized Studies (sequence)
Multidisciplinary Studies (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)
Media Management, Promotion, and Sales (sequence)
Radio (sequence)
Television Production (sequence)

Mathematics, B.A., B.S. (27.0101)
Mathematics (major plan of study/no sequence)
Actuarial Science (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)
Band and Orchestra Instruments Performance (sequence)
Classical Guitar Performance (sequence)
Composition (sequence)
Keyboard Performance (sequence)
Music Therapy (sequence)
Voice 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)

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)
Computer Physics (sequence)
Engineering Physics with the University of Illinois (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 Performance (sequence)
Dance Teacher Education (sequence)
Design/Production (sequence)
Theatre and Film Studies (sequence)
Theatre Teacher Education (sequence)

University Studies, B.A., B.S. (24.0102)
University Studies (major plan of study/no sequence)

MINORS

Minors at Illinois State University are approved through curriculum approval processes internal to the University but are not subject to IBHE review and approval. However, the University is required to annually report new and disestablished minors to IBHE.

Accounting
African Studies
African-American Studies
Agriculture
Anthropology
Art
Athletic Coaching
Bilingual Education
Biological Sciences
German
Gerontology
History
Information Systems
Insurance
Interdisciplinary Studies
International Business
International Studies
Italian Studies

Business Administration
Business Analytics
Business Environment and Sustainability
Chemistry
Children's Studies
Civic Engagement and Responsibility
Classical Studies
Cognitive Science
Communication Sciences and Disorders
Communication Studies
Community Health Education
Computer Science
Criminal Justice Sciences
Dance
East Asian Studies
Economics
English
Environmental Health
Environmental Studies
Ethnic Studies
European Studies
Exercise Science
Family and Consumer Sciences
Film Studies
Financial Planning
French
Geography
Geology
Jazz Performance
Latin American and Latino/a Studies
Legal Studies
Mass Media
Mathematics
Middle Eastern and South Asian Studies
Military Science
Music
Native American Studies
Organizational Leadership
Peace and Conflict Resolution Studies
Philosophy
Physics
Political Science
Psychology
Public Health
Recreation and Park Administration
Religious Studies
Safety
Sociology
Spanish
Teaching English to Speakers of Other Languages
Technology
Theatre
Urban Studies
Women's and Gender Studies
Writing

MASTERS PROGRAMS

Accountancy, M.S. (52.0301)
Accountancy (major plan of study/no sequence)

Accountancy, Integrated B.S./M.P.A. (52.0301A)
Accounting and Information Systems (sequence)
Professional Accountancy (sequence)

Agriculture, M.S. (01.0000)
Agribusiness (sequence)
Agricultural Education and Leadership (sequence)
Agriscience (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)
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 PROGRAMS

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)

GRADUATE CERTIFICATE PROGRAMS

Certificate programs are listed below in two categories; certificates included on the official IBHE inventory for Illinois State University and certificates that are not.

Illinois State University is required to report to IBHE regarding establishment and disestablishment of post-baccalaureate certificates requiring 18 or more credit hours and post-master's certificates requiring 24 or more credit hours. IBHE maintains a list of such certificates as part of the program inventory the agency maintains.

Illinois State University is permitted by Illinois Administrative Code to confer post-baccalaureate certificates requiring fewer than 18 credit hours and post-master's certificates requiring fewer than 24 credit hours, without reporting those certificates to IBHE. Completion of such certificate programs is included on student transcripts.

Graduate Certificate Programs on the IBHE Program Inventory

Chief School Business Official, Post-Master's Graduate Certificate (13.0499)
Director of Special Education, Post-Master's Graduate Certificate for (13.0402)
Family Nursing Practitioner Certificate, Post-Master's (51.3805)
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate (13.0409)
School Librarianship, Post-Baccalaureate Graduate Certificate in (25.0101)
School Psychology, Specialist in (S.S.P.) (42.2805)
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate (13.0411)
Teacher Leader Certificate, Post-Baccalaureate (13.0401)
Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in (23.1301)

Other Graduate Certificate Programs

Biology Geographic Information Systems (GIS) Graduate Certificate (26.9999)
Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate (13.1003)
Early Intervention Vision Specialist, Graduate Specialization Certificate (13.1009)
Enterprise Computing Systems Graduate Certificate (11.1099)
Hydrogeology-Geographic Information Systems (GIS) Graduate Certificate (40.0699)
Information Assurance and Security Graduate Certificate (11.1003)
Instructional Technology in World Languages, Graduate Certificate in (13.1306)
Internet Application Development Graduate Certificate (11.0801)
Learning Behavior Specialist 2 Graduate Certificate (13.1001)
Network and Telecommunications Management Graduate Certificate (11.0901)
Nurse Educator Graduate Certificate (51.3817)
Organizational Leadership, Graduate Certificate in (52.0213)
Project Management Graduate Certificate (52.0211)
Quality Management and Analytics Certificate (15.0702)
Social Aspects of Aging, Graduate Certificate in (30.1101)
STEM Education and Leadership, Graduate Certificate in (13.1399)
Systems Analyst Graduate Certificate (11.0501)
Teaching English to Speakers of Other Languages (TESOL), Graduate Certificate in (13.1401)
Training and Development Certificate (13.1320)
Women's and Gender Studies, Graduate Certificate in (05.0207)

ACADEMIC PROGRAM CHANGES
2016-2017

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2016 and ending April 30, 2017. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY AND CENTERS

Degree Programs

Cybersecurity, B.S. (CIP Code 11.1003)
School of Information Technology, College of Applied Science and Technology
Effective May 22, 2017

European Studies, B.A. (CIP Code 05.0106)
Interdisciplinary
Effective May 21, 2018

Certificate Programs

Anthropology Geographic Information Systems (GIS) Graduate Certificate (non-IBHE)
Department of Sociology-Anthropology, College of Arts and Sciences
Effective May 22, 2017

Sequences

Dietetics sequence, B.A., B.S. in Food, Nutrition, and Dietetics
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 22, 2017

Food and Nutrition Management sequence, B.A., B.S. in Food, Nutrition, and Dietetics
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 22, 2017

Pedagogy Emphasis sequence, B.S. in Chemistry
Department of Chemistry, College of Arts and Sciences
Effective May 22, 2017

Pedagogy Emphasis sequence, B.S., B.S.Ed. in Early Childhood Education
School of Teaching and Learning College of Education
Effective May 22, 2017

Technical Writing and Rhetorics sequence, B.S. in English
Department of English, College of Arts and Sciences
Effective May 21, 2018

Research and Service Centers

National Center for Urban Education
College of Education
Effective September 13, 2016 through September 30, 2021

DISESTABLISHED PLANS OF STUDY

Certificate Programs

Nurse Educator Graduate Certificate (non-IBHE)
Mennonite College of Nursing
Effective May 21, 2018

Degree Designations

B.S. degree designation from the B.S., B.S.Ed. in Special Education
Department of Special Education, College of Education
Effective May 22, 2017

Sequences

Clinical Nurse Leader sequence, Master of Science in Nursing (M.S.N.)
Mennonite College of Nursing
Effective May 21, 2018

Communication Studies Teacher Education sequence, B.A., B.S. in Communication Studies
School of Communication, College of Arts and Sciences
Effective May 21, 2018

Pedagogy Emphasis sequence, B.A., B.S. in Communication Studies
School of Communication, College of Arts and Sciences
Effective May 21, 2018

Minors

Community Health Education, Minor in
Department of Health Sciences, College of Applied Science and Technology
Effective May 21, 2018

NAME CHANGES

Degree programs

From B.A. in French
To B.A. in French and Francophone Studies
Department of Languages, Literatures, and Cultures, College of Arts and Sciences
Effective May 21, 2018

From B.S., B.S.Ed. in Health Education
To B.S., B.S.Ed. in Health Promotion and Education
Department of Health Sciences, College of Applied Science and Technology
Effective May 22, 2017

From B.S. in Insurance
To B.S. in Risk Management and Insurance
Department of Finance, Insurance, and Law, College of Business
Effective May 22, 2017

From M.A., M.S. in Theatre
To M.A., M.S. in Theatre Studies
School of Theatre and Dance, College of Fine Arts
Effective May 22, 2017

Sequences

From Community Health Education sequence, B.S., B.S.Ed. in Health Education
To Community Health Promotion sequence, B.S., B.S.Ed. in Health Promotion and Education
Department of Health Sciences, College of Applied Science and Technology
Effective May 22, 2017

From General Insurance sequence, B.S. in Insurance
To Rick Management and Insurance sequence, B.S. in Risk Management and Insurance
Department of Finance, Insurance, and Law, College of Business
Effective May 22, 2017

Minors

From Minor in French
To Minor in French and Francophone Studies
Department of Languages, Literatures, and Cultures, College of Arts and Sciences
Effective May 21, 2018

CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODE CHANGES

B.S., B.S.Ed. in Early Childhood Education: From 13.1209 to 13.1210
School of Teaching and Learning, College of Education
Effective May 22, 2017

INVENTORY OF ACCREDITED PROGRAMS

Illinois State University is accredited by the Higher Learning Commission (HLC), one of six regional accrediting agencies recognized by the United States Department of Education. Information about the status and terms of this accreditation is summarized in a Statement of Accreditation Status published by the commission. Further information is available by contacting HLC at (800) 621-7440, (312) 263-0456, or info@hlcommission.org.

The teacher preparation unit at Illinois State University, which consists of 41 plans of study, is accredited by the National Council for Accreditation of Teacher Education (NCATE), which, in 2013, consolidated with the Teacher Education Council to become the Council for the Accreditation of Educator Preparation (CAEP). NCATE last accredited the teacher preparation unit at Illinois State in 2012. The next accreditation review, scheduled for 2019, will be conducted by CAEP. Educator preparation programs at Illinois State are also subject to annual review and approval by the State Educator Preparation and Licensure Board of the Illinois State Board of Education (ISBE). In addition to being recognized by NCATE and ISBE as part of the teacher education unit, some educator preparation programs at Illinois State seek recognition from specialized professional associations.

All told, 45 professional associations accredit or otherwise recognize units or individual plans of study at Illinois State University. The tables that follow identify those units and plans of study and the specialized accreditation associations with which they are affiliated. A separate table is presented for each college. Table entries exclude educator preparation programs recognized only by NCATE and ISBE. For details regarding the status of any one of the accreditations, contact the academic unit with which the accredited program is affiliated.

A comprehensive list of specialized accreditation associations with which Illinois State University is affiliated follows the tables.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

UNIT	PROGRAMS	ACCREDITOR
Family and Consumer Sciences, Department of	Family and Consumer Sciences, Department of	American Association of Family and Consumer Sciences (AAFCS)
	Food, Nutrition, and Dietetics, B.A., B.S. Family and Consumer Sciences, M.A., M.S., Dietetic Internship sequence	Accreditation Council for Education in Nutrition and Dietetics (Academy of Nutrition and Dietetics) (ACEND)
	Interior Design, B.A., B.S.	Council for Interior Design Accreditation (CIDA)
	Child Care Center	National Association for the Education of Young Children (NAEYC)
Health Sciences, Department of	Safety, B.S.	Accreditation Board for Engineering and Technology/Applied Science Accreditation Commission (ABET-ASAC)
	Health Education, B.S., B.S.Ed., School Health Education sequence	American Association for Health Education (AAHE)
	Health Information Management, B.S.	Commission on Accreditation of Health Informatics and Information Management Education (American Health Information Management Association) (CAHIM)
	Medical Laboratory Science, B.S.	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
	Environmental Health, B.S.	Association of Environmental Health Academic Programs, National Environmental Health Science and Protection Accreditation Council (AEHAP/EHAC)
	Health Education, B.S., B.S.Ed., Community Health Education sequence	Society for Public Health Education, American Association for Health Education, Baccalaureate Accreditation Council (SOPHE/AAHE)
Information Technology, School of	Computer Science, B.S. Information Systems, B.S.	Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)
Kinesiology and Recreation, School of	Athletic Training, B.S. Kinesiology and Recreation, M.S., Athletic Training sequence	Commission on Accreditation of Athletic Training Education (CAATE)
	Recreation and Park Administration, B.S.	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (National Recreation and Park Association) (COAPRT)
Technology, Department of	Graphic Communications, B.S.	Accrediting Council for Collegiate Graphic Communication (ACCGC)
	Construction Management, B.S.	American Council for Construction Education (ACCE)
	Engineering Technology, B.S. Industrial Technology, B.S., Computer Systems Technology sequence Graphic Communications, B.S.	Association of Technology Management and Applied Engineering (ATMAE)
	Technology and Engineering Education, B.S.	International Technology and Engineering Educators Association, Council on Technology and Engineering Teacher Education (ITEEA/CTETE)

COLLEGE OF ARTS AND SCIENCES

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Biological Sciences, School of	Biological Sciences Teacher Education, B.S.	National Science Teachers Association (NSTA)
Chemistry, Department of	Chemistry, B.S.	American Chemical Society, Committee on Professional Training (ACS-CPT)
	Chemistry, B.S., Chemistry Teacher Education sequence	National Science Teachers Association (NSTA)
Communication, School of	Public Relations, B.A., B.S.	Public Relations Society of America (PRSA)
Communication Sciences and Disorders, Department of	Speech-Language Pathology, M.A., M.S. Audiology, Doctor of (Au.D.)	Council on Academic Accreditation in Audiology and Speech-Language Pathology (American Speech-Language-Hearing Association) (CAA)
English, Department of	English, B.A., English Teacher Education sequence	National Council for Teachers of English (NCTE)
Geography-Geology, Department of	Geology, B.S. Earth and Space Science Teacher Education	National Science Teachers Association (NSTA)
History, Department of	History, B.A., B.S., History-Social Sciences Teacher Education	National Council for the Social Studies (NCSS)
Languages, Literatures, and Cultures, Department of	French, B.A., French Teacher Education sequence German, B.A., German Teacher Education sequence Spanish, B.A., Spanish Teacher Education sequence	American Council on the Teaching of Foreign Languages (ACTFL)
Mathematics, Department of	Mathematics, B.A., B.S., Mathematics Teacher Education sequence	National Council for Teachers of Mathematics (NCTM)
	Mathematics, B.A., B.S., Actuarial Science sequence Mathematics, M.S., Actuarial Science sequence	Society of Actuaries (SOA)
Physics, Department of	Physics, B.S., Physics Teacher Education sequence	National Science Teachers Association (NSTA)
Politics and Government, Department of	Legal Studies, B.S. Legal Studies, Minor in	American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
Psychology, Department of	School Psychology, Ph.D. Pre-doctoral internship in Professional Psychology at Illinois State University Student Counseling Services	American Psychological Association (APA)
	School Psychology, Specialist in (S.S.P.) School Psychology, Ph.D.	National Association of School Psychologists (NASP)
Social Work, School of	Social Work, Bachelor of (B.S.W.) Social Work, Master of (M.S.W.)	Council on Social Work Education, Commission on Accreditation (CSWE/COA)

COLLEGE OF BUSINESS

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Business, College of	Business, College of	Association to Advance Collegiate Schools of Business International (AACSB)
Accounting, Department of	Accountancy, B.S. Integrated B.S./M.P.A. in Accountancy Accountancy, M.S.	Association to Advance Collegiate Schools of Business International (AACSB)
Marketing, Department of	Marketing, B.S., Professional Sales sequence	Professional Society for Sales and Marketing Training (SMT)
Management and Quantitative Methods, Department of	International Business, B.A., B.S.	Consortium of Undergraduate International Business Education (CUIBE)
	Management, B.S., Human Resource Management sequence	Society for Human Resource Management (SHRM)

COLLEGE OF EDUCATION

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Educational Administration and Foundations, Department of	Educational Administration, M.S., M.S.Ed. Educational Administration, Ed.D., Ph.D., P12 concentration General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate	Educational Leadership Constituent Council (ELCC)
Special Education, Department of	Special Education, B.S., B.S.Ed. Special Education, M.S., M.S.Ed., Learning Behavior Specialist 2 Transition Specialist concentration, Director of Special Education, Post-Master's Graduate Certificate	Council for Exceptional Children (CEC)
Teaching and Learning, School of	Early Childhood Education, B.S., B.S.Ed.	National Association for the Education of Young Children (NAEYC)
	Middle Level Teacher Education, B.S., B.S.Ed.	Association for Middle Level Education (AMLE)

COLLEGE OF FINE ARTS

UNIT	PROGRAMS	ACCREDITOR
Art, School of	Art, B.A., B.S. Art, B.F.A., Art, M.A., M.S. Art, M.F.A.,	National Association of Schools of Art and Design (NASAD)
Arts Technology program	Arts Technology, B.A., Arts Technology, M.S.	National Association of Schools of Art and Design (NASAD)
Music, School of	Music, Bachelor of (B.M.), Music Therapy sequence Music, Master of (M.M.), Music Therapy sequence	American Music Therapy Association (AMTA)
	Music, B.A., B.S. Music Education, Bachelor of (B.M.E.) Music, Bachelor of (B.M.) Music Education, Master of (M.M.Ed.) Music, Master of Community School for the Arts String Project	National Association of Schools of Music (NASM)
Theatre and Dance, School of	Theatre, B.A., B.S., Acting sequence, Design/Production sequence, Theatre and Film Studies sequence, Theatre Teacher Education sequence Theatre, M.A., M.S. Theatre, M.F.A.	National Association of Schools of Theatre (NAST)

MENNONITE COLLEGE OF NURSING

UNIT	PROGRAMS	ACCREDITOR
Mennonite College of Nursing	Nursing, Bachelor of Science in (B.S.N.) Nursing, Master of Science in (M.S.N.) Nursing Practice, Doctor of (D.N.P.)	Commission on Collegiate Nursing Education (CCNE)

Comprehensive List of Specialized Accreditation Associations
Recognizing Units or Programs at Illinois State University

Accreditation Board for Engineering and Technology/Applied Science Accreditation Commission (ABET-ASAC)
Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)
Accreditation Council for Education in Nutrition and Dietetics (Academy of Nutrition and Dietetics) (ACEND)
Accrediting Council for Collegiate Graphic Communication (ACCGC)
American Association for Health Education (AAHE)
American Association of Family and Consumer Sciences (AAFCS)
American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
American Chemical Society, Committee on Professional Training (ACS-CPT)
American Council for Construction Education (ACCE)
American Council on the Teaching of Foreign Languages (ACTFL)
American Music Therapy Association (AMTA)
American Psychological Association (APA)
Association for Middle Level Education (AMLE)
Association of Environmental Health Academic Programs, National Environmental Health Science and Protection Accreditation Council (AEHAP/EHAC)
Association of Technology Management and Applied Engineering (ATMAE)
Association to Advance Collegiate Schools of Business International (AACSB)
Commission on Accreditation of Athletic Training Education (CAATE)
Commission on Accreditation of Health Informatics and Information Management Education (American Health Information Management Association) (CAHIM)
Commission on Collegiate Nursing Education (CCNE)
Consortium of Undergraduate International Business Education (CUIBE)
Council for Exceptional Children (CEC)
Council for Interior Design Accreditation (CIDA)
Council on Academic Accreditation in Audiology and Speech-Language Pathology (American Speech–Language-Hearing Association) (CAA)
Council on Accreditation of Parks, Recreation, Tourism and Related Professions (National Recreation and Park Association) (COAPRT)
Council on Social Work Education, Commission on Accreditation (CSWE/COA)
Educational Leadership Constituent Council (ELCC)
International Technology and Engineering Educators Association, Council on Technology and Engineering Teacher Education (ITEEA/CTETE)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Association for the Education of Young Children (NAEYC)
National Association of Schools of Theatre (NAST)
National Association of Schools of Music (NASM)
National Association of Schools of Art and Design (NASAD)
National Association for the Education of Young Children (NAEYC)
National Association of School Psychologists (NASP)
National Council for Accreditation of Teacher Education (NCATE)
National Council for Teachers of English (NCTE)
National Council for Teachers of Mathematics (NCTM)
National Council for the Social Studies (NCSS)
National Science Teachers Association (NSTA)
Professional Society for Sales and Marketing Training (SMT)
Public Relations Society of America (PRSA)
Society for Human Resource Management (SHRM)
Society for Public Health Education, American Association for Health Education, Baccalaureate Accreditation Council (SOPHE/AAHE)
Society of Actuaries (SOA)
State Educator Preparation and Licensure Board of the Illinois State Board of Education (SEPLB/ISBE)

ACADEMIC INITIATIVES
2016-2017

Grant Administration Reorganization

The Division of Academic Affairs has been working with the Division of Finance and Planning to restructure grant administration at Illinois State University. Research and Sponsored Programs, a unit in Academic Affairs, has been reorganized into pre-award (i.e., grant submission) and post-award (i.e., grant management) divisions to better support grant principal investigators as they navigate the complexities of managing a grant-funded project. Grants Accounting, a unit of Finance and Planning, will continue to support grants through their accounting functions. When fully implemented in fall 2017, principal investigators will have a designated, single point of contact in Research and Sponsored Programs for questions and concerns when managing their grant.

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

Concluding an extensive shared-governance process, the University Curriculum Committee has recommended to the Academic Senate a change to the current AMALI graduation requirement. To satisfy the revised requirement, students would have the option of taking one of the current AMALI courses, taking a fourth semester foreign language class, or taking an approved course offered abroad. The Academic Senate is expected to act on the change in fall 2017.

INTO Partnership

At his State of the University address in September 2016, President Dietz announced a goal to increase the international enrollment at Illinois State to 10 percent of the total enrollment within 10 years. The current international enrollment is 2 percent. In seeking to enhance diversity and global learning while creating a global campus environment, the University intends to partner with INTO University Partners to recruit and enroll international students through intense English language preparation classes, pathway programs, and direct admission to the University. Pathway programs offer English-language preparation with academic coursework applicable toward graduation. Plans to enroll the first cohort of students in fall 2018 are underway while contract negotiations continue.

INTO University Partnerships (INTO) has the largest, most geographically dispersed, and most thoroughly trained and managed international recruitment team in the world with 30 regional offices covering more than 75 countries. INTO has a strong track record of successful partnerships at universities in the United Kingdom and the United States, including Colorado State University, Drew University, George Mason University, Marshall University, Oregon State University, St. Louis University, University of Alabama at Birmingham, University of South Florida, and Washington State University.

Institutional Partnerships

Quality Leadership University
Illinois State University has partnered with Quality Leadership University (QLU) in the Republic of Panama to offer its B.S. in International Business program in Panama City. QLU students will take two years of coursework (53 credit hours) from the University of Louisville and one year of coursework (30 credit hours) from QLU. Course syllabi have been reviewed at Illinois State by the Provost's Office and the College of Business, while QLU and University of Louisville faculty credentials have been reviewed and approved by Illinois State faculty. After successfully completing the first three years of the program, QLU students will apply to Illinois State. Those who meet Illinois State and College of Business admission standards will be admitted to the B.S. in International Business program. Illinois State faculty will offer 13 courses (37 credit hours) in Panama City during the winter and summer terms. Students who successfully complete the entire program will graduate with a baccalaureate degree in International Business from Illinois State.

Shanghai Normal University Tianhua College
Illinois State University has partnered with Shanghai Normal University Tianhua College (STHU) in Shanghai, China, to offer the graphic design sequence in its B.A. in Arts program. Students will complete 23 courses (70 credit hours) taught by STHU faculty and 10 courses (30 credit hours) taught by Illinois State faculty before applying to Illinois State and the College of Fine Arts. Students meeting university and college admission requirements will enroll in the graphic design sequence in the B.A. in Art program. Course mapping has been completed, reviewed and approved by the Provost's Office and the College of Fine Arts. As part of this program, College of Fine Arts faculty will offer 10 courses (30 credit hours) in Shanghai and 12 courses (36 credit hours) in Normal. College of Fine Arts courses taught in Shanghai will be delivered during the winter and summer terms.

Instituto Franklin-UAH
Illinois State University has partnered with Instituto Franklin-Universidad de Alcalá in Alcalá de Henares, Spain, to offer a graduate level dual degree program. Students successfully completing the program will receive from a M.S. in Teaching and Learning from Illinois State University and a M.S. in Teaching from the Instituto Franklin-UAH. To graduate, students must complete eight courses (60 ECTS credits) at Instituto Franklin-UAH and five courses (15 credit hours) at Illinois State with a 3.0 grade point average or higher. The Illinois State University portion of the program will be taught completely online. Course mapping has been reviewed and approved by the College of Education at Illinois State.

ACADEMIC UNIT PLANS

Each college at Illinois State University has developed a 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 Professional Development (teacher preparation) unit and the Graduate School.

College of Applied Science and Technology
Strategic Plan 2014-2018, College of Applied Science and Technology, Illinois State University
College of Applied Science and Technology, FY18 Planning Document

College of Arts and Sciences
College of Arts and Sciences Strategic Plan 2016-2021
Major Objectives for FY18

College of Business
College of Business, Illinois State University, 2012-2017, Mission, Vision, Core Values, Goals, Strategies and Tactics
Major Objectives for FY18

College of Education
College of Education Five-Year Plan (2013-2018): Cultivating Educational Leaders
Major Objectives for FY18
Major Objectives for FY18 (Professional Development unit)

College of Fine Arts
Strategic Plan 2018-2023, Illinois State University, College of Fine Arts, Final Draft
Major Objectives for FY18, Illinois State University, College of Fine Arts, FY18 Planning Document

Mennonite College of Nursing
Mennonite College of Nursing Mission Statement
Mennonite College of Nursing Vision Statement
Strategic Map-2014-2018, Mennonite College of Nursing, Illinois State University
Major Objectives for Fiscal Year 2018, Mennonite College of Nursing, Illinois State University

Milner Library
Milner Library Mission Statement
Strategic Map 2014-2019, Milner Library, Illinois State University
Major Objectives for FY18, Milner Library FY 18 Planning Document; Dane Ward, Dean; March 11, 2017

Graduate School
Major Objectives for FY18, The Graduate School at Illinois State University

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

ILLINOIS STATE UNIVERSITY

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

STRATEGIC PLAN 2014-2018

THE COLLEGE…

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

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

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

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

VISION

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

MISSION

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

College of Applied Science and Technology Goals

CAST…

provides premier comprehensive undergraduate programs;

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

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

provides outreach initiatives that enhance the public and private sectors;

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

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

College of Applied Science and Technology Strategic Plan

Vision, Mission, Goals & Strategies

(Adopted by CAST Council on December 13, 2013)

Vision…

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

Mission…

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

Goals and Strategies

1. **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.

Department Chairs and School Directors

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

Brent Teasdale, 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

Dan Elkins, Ph.D., Director, School of Kinesiology and Recreation

LTC John Cross, Chairperson, Department of Military Science

Ted Branoff, Ph.D., Chairperson, Department of Technology

*beginning FY18

CAST Dean's Staff

Todd McLoda, Ph.D.
Dean

Kevin Laudner, Ph.D.
Associate Dean

Kara Snyder
Assistant Dean

Katelynn Jacobs
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

College of Applied Science and Technology

FY18 Planning Document

I. Major Objectives for FY18

The College has established six major goals with strategies and corresponding action items listed under each goal for FY18. Each of the College's goals is linked and fully supports the core values and goals espoused in *Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations.*

College of Applied Science and Technology Goals

CAST…

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

1. Continue to work closely with University Admissions in actively recruiting and retaining students in CAST.
2. Strategically revise existing curricula at the undergraduate level and consider proposals for new programs with input from faculty, advisory boards, and accrediting agencies.
3. Maintain a standard of excellence through national program recognition and accreditation where appropriate.
3. Continue support of the Washington, D.C Internship program and encourage participation by all academic units.
4. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students, faculty, and the community.
5. Conduct successful faculty searches as approved for FY18.
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. Implement the new cybersecurity major in the School of Information Technology and continue efforts to develop a dedicated laboratory space for the major.

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 as resources permit.

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.

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

1. Support Science and Technology Week and seek additional 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 Interior Design program.
2. Develop a plan to address office space and laboratory space constraints in departments and schools that are at or near full capacity.
3. Provide opportunities for students to be involved in the design and construction of the ISU Solar Car.

4. 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.
5. Expand our use of 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.
2. Continue to encourage and utilize the expertise of advisory councils in the departments and schools in CAST.
3. Expand cultivation and stewardship activities with key alumni, internal, and external constituencies.

ACADEMIC UNIT PLANS

COLLEGE OF ARTS AND SCIENCES

ILLINOIS STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
STRATEGIC PLAN 2016 – 2021

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, diverse 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 from diverse backgrounds to fulfil their 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 been updated three times, most recently in 2013. 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 2010--2015*, which developed a distinctive identity for the College and shaped many achievements in the last five years. A few highlights among them are:

- Several new undergraduate programs were implemented including Legal Studies, Neuroscience and Behavior, as well as interdisciplinary programs such as European Studies and Environmental Studies.
- The College formalized Latin American and Latino/a Studies Program by acquiring a permanent curricular designation LAL and poised the unit to become a full-fledged academic program in the college.
- The Women's and Gender Studies Program (WGS) implemented a Queer Studies concentration.
- Teacher Education programs implemented the Teacher Performance Assessment (edTPA).
- The College initiated the Main Street College series, a program of lectures by faculty designed to present the scholarship of faculty in the College to a wider community audience.
- The Worldwide Campus Fund was established to provide study-abroad grants. This fund became endowed in 2017 due to the generosity of two donors and continues to receive cash gifts.
- The College began to offer a new Mid-career Faculty Professional Development Series, comprising a set of four workshops/discussion groups offered over the course of the year (two per semester) on topics related to research, teaching, administration, and promotion to full professor

The new *CAS Strategic Plan 2016--2021* was developed in the midst of uncertain economic times. Nonetheless, the *Plan* attests to the vibrancy, diversity, and inclusive excellence 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 2010--2015* while responding to contemporary concerns and anticipating future opportunities. It re-aligns the College's vision with that articulated in *Educating Illinois 2013--2018* 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 2013--2018*, 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 through open forums. 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 formally approved on April 12, 2017.

The Strategic Plan Steering Committee

Taylor Bauer, Humanities Student Representative, Communications
Ann Beck, Social Sciences Chair Representative, Communication Sciences & Disorders
Leslie Bertagnolli, Chicago Advisory Board Representative
Rachel Bowden, Sciences Faculty Representative, Biological Sciences
Tom Buller, Humanities Chair Representative, Philosophy
Cooper Cutting, Social Sciences Faculty Representative, Psychology
Katherine Ellison, Humanities Faculty Representative, English
John Freed, Emeritus Faculty Representative, History
Craig Gatto, Sciences Chair Representative, Biological Sciences
Larissa Kennedy, Non-Tenure Track Faculty Representative, History
Megan Koch, A/P Staff Representative, Communications
Nancy Lind, Social Sciences Faculty Representative, Politics and Government
Rob McDade, Community Board Representative
James Pancrazio, Humanities Faculty Representative, Languages, Literatures, and Cultures
Eric Peterson, Sciences Faculty Representative, Geography-Geology
Marla Reese-Weber, Associate Dean
Kevin Stanley, Sciences Student Representative, Biological Sciences
Christian Trujillo, Social Sciences Student Representative, Politics and Government
Laura Vogel, Administrative Fellow, Biological Sciences
Carrie Wieburg, CS Staff Representative, College Office

MISSION STATEMENT

To serve as the intellectual heart of the University through our commitment to the teacher-scholar model which imparts knowledge from a broad spectrum of the arts and sciences while preparing independent and resilient students from culturally, linguistically, and geographically diverse backgrounds to meet the challenges of a global society.

VISION STATEMENT

To foster an inclusive community of exceptional teacher-scholars who will provide students with one of the nation's premiere public educational experiences.

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, diversity, integrity, and civic** and community **engagement.** 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 from diverse thinkers and in the development of curricular programs;
- *dissemination and application* of new knowledge in publication, teaching, and service activities including civic engagement;
- *promotion of diversity* innovations and inclusive curricula throughout the College
- *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 scholarship;
- *proactive and responsive advisement* and other academic services; and
- *co-curricular programs* that enhance the breadth and depth of intellectual and social 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;
- *promoting* international dimensions to learning, research, and creative activity; and
- *encouraging* openness to and civil discussion of diverse views.

Integrity in how we conduct college affairs and in our interactions with students, faculty, and staff. This includes:

- *fostering an environment that promotes collegiality and mutual respect;*
- *participating in shared governance;*
- *accountability* to our stakeholders including fiscal responsibility and dissemination of accomplishments and contributions of students and faculty that enrich the reputation of the college.

Civic and community **engagement** are responsibilities of a state university. This includes:

- *continuing collaborative relationships* with culturally diverse 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.

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 communication and infrastructure supporting academic excellence.

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

Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement.

Strategic Focus 1: Facilitate academic excellence

Goal 1.1 Develop and maintain rigorous and inclusive academic curricula.

Action 1.1.1: Strengthen the College's commitment to, and administrative support of, continuous improvement of educational effectiveness for an increasingly diverse student body as reflected in student learning outcomes through effective integration of the assessment of student learning outcomes into the curricula and review process in all degree programs.

Action 1.1.2: Enhance and support rigorous and innovative undergraduate and graduate programs including potential program growth in areas where there is expertise and excellence, workforce needs, and societal demands with appropriate funding levels available.

Action 1.1.3: Work with OISP to support growth of faculty and student involvement in and enhancement of international curricular programs, such as the student exchange, study abroad programs, and research, teaching, and service partnerships with institutions in other countries and to devise opportunities for students who cannot leave the campus to gain a greater international perspective.

Action 1.1.4: Strengthen the College's commitment to fostering and maintaining safe and open environments for learning, growing, and living within a culturally diverse environment.

Goal 1.2 Enhance and encourage support for individualized mentorship of student research and creative activity.

Action 1.2.1: Increase opportunities for students to engage in high-quality, high-impact educational experiences within and outside the College and University, including enhanced funding for student travel, research and creative scholarship activities, and increased support for graduate teaching and research assistantships.

Action 1.2.2: Strengthen the College's commitment to civic and community engagement through increased curricular and co-curricular initiatives and activities that include civic and community engagement themes for faculty, staff, and students.

Action 1.2.3: Enhance opportunities for co-curricular learning activities through increased support for academically oriented student organizations, for departmental and inter-departmental colloquia that encourage student participation, and collaborations with OISP to support growth of student involvement in and enhancement of regional, national, and international co-curricular programs.

Action 1.2.4: Enhance support for the mentoring of "students like you and not like you" for leadership positions within the college

Goal 1.3 Enhance support for our balanced teacher-scholar faculty in their teaching, research, and creative activities.

Action 1.3.1: Use recruitment practices that emphasize candidate fit to the University's balanced teacher-scholar model, evaluation procedures that reinforce practices that emphasize the balanced teacher-scholar model, and provide professional development opportunities consistent with the model.

Action 1.3.2: Continue to collaborate with Research and Sponsored Programs to enhance materials that facilitate the pursuit and implementation of external grants and fellowships and to enhance funding for faculty travel to conduct and present research and creative works.

Action 1.3.3: Foster and support development of and administrative support for inter-disciplinary teaching and scholarly collaborations.

Action 1.3.4: Use inclusive and equitable faculty hiring, promotion, and retention practices to promote a culturally responsive college.

Action 1.3.5 Implement and sustain College diversity initiatives through policies and practices, which adhere to best-practice standards and guidelines.

Strategic Focus 1: Selected Accountability Measures

- Number of 8-year program reviews rated as being in good standing
- Number of successful accreditation reports
- Number of program assessment plans and annual updates
- Number of faculty presentations and publications including counts of student and international co-authors
- Number of CAS-supported speakers, co-curricular events, and professional development workshops
- Increased numbers of faculty, students, and staff who are recruited, admitted, hired, and retained from underrepresented groups

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

Goal 2.1 Enhance communication and collaboration to support academic excellence.

Action 2.1.1: Enrich communication with Admissions, Honors, International Studies, Diversity Advocacy, Student Access and Accommodation Services, and Alumni Services to better serve current and future students.

Action 2.1.2: Facilitate improved communication with Research and Sponsored Programs to support faculty grant seeking and the role of CAS-IT in grant proposal development.

Action 2.1.3: Facilitate communication among units (departments/schools/programs), university-level organizations and associations that support diversity and equity, and university-level technology offices through the Technology Executive Committee of professionals employed in the College.

Goal 2.2 Develop and maintain technology infrastructure to support academic excellence.

Action 2.2.1: Support the professional development of CAS-IT members engaged with technology.

Action 2.2.2: Maintain web-based forms for submission of internal grant and sabbatical applications, productivity reports, and tenure and promotion applications.

Action 2.2.3: Increase percentage of course materials that are accessible electronically and in other appropriate media.

Goal 2.3 Enhance physical infrastructure to support academic excellence.

Action 2.3.1: Conduct systematic periodic reviews of buildings and facilities needed for long-term program growth based on the University Master Plan.

Action 2.3.2: Work with units to create disciplinary or shared spaces accessible to students for collaboration and study, including spaces for students of color, LGBTQ students, religiously diverse students, and students requiring disability services.

Action 2.3.3: Increase the number of faculty who participate in Emergency Preparedness, Department ERP, Rape Aggression Defense classes, cultural responsiveness, and equity, and disability-access training offered by the university and make training more consistent across units.

Strategic Focus 2: Selected Accountability Measures

- Number of Honors students
- Number of meetings and minutes of Technology Executive Committee
- Amount of tech tuition provided
- Number of computer recaps
- Amount of funds provided towards equipment/instruments
- Number of faculty and staff who participate in safety, cultural responsiveness, and disability-access training.

Strategic Focus 3: Diversify and enhance financial support for recruitment and retention of faculty, staff and students

Goal 3.1 Increase funding from external research grants and contracts.

Action 3.1.1: Work with Provost and Vice-President of Finance to get Research and Sponsored Program funding equivalent to that of CTLT.

Action 3.1.2: Work with Provost and Vice President of Finance to create spring and summer research institutes similar to CTLT's teaching institutes.

Action 3.1.3: Investigate feasibility of adding personnel for proposal writing and budget preparation (Unit must return buyout funds if an external grant is not submitted).

Goal 3.2 Maintain sufficient fiscal flexibility to respond to a rapidly changing environment.

Action 3.2.1: Work with HR to allow units to use grant buyout dollars to pay some faculty overload pay to teach an additional course, possibly increasing the diversity of courses to students.

Action 3.2.2: Engage in cooperative learning experiences with businesses.

Action 3.2.3: Research and implement best practices for inclusive hiring and mentoring of underrepresented groups

Goal 3.3 Increase opportunities for resource generation via mission-consistent services and consulting.

Action 3.3.1: Help identify opportunities for faculty and staff to provide consulting services based on their professional expertise by updating the expertise list.

Action 3.3.2: Facilitate interdisciplinary and inter-collegiate connections for research projects.

Action 3.3.3: Work with CTLT to implement faculty and graduate teaching assistant training in classroom strategies for conversations regarding diversity and inclusiveness

Goal 3.4 Increase resources for recruitment and retention of diverse faculty and staff

Action 3.4.1: Work with higher administrators and HR to secure additional dollars for course buyouts

Action 3.4.2: Promote use of resources for mentoring of underrepresented groups

Action 3.4.3: Provide recognition or awards to departments/faculty/staff who engage in diversity and inclusion training programs

Action 3.4.4: Give chairs/directors access to funds for advertising in media outlets that attract prospective faculty from underrepresented groups

Action 3.4.5: Work with RSP to increase external funding to support the research endeavors of faculty from underrepresented groups

Strategic Focus 3: Selected Accountability Measures

- Number of external grants and awards
- Amount of start-up funds provided to new faculty
- Amount of funds generated from CAS faculty driven services
- Number of creative collaborations within CAS units, as well as between CAS units and other University faculty
- Percentage of faculty, staff and students retained, paying attention to underrepresented groups

Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement

Goal 4.1 Increase mission-consistent outreach and partnerships with our on-campus constituencies, including students, staff and faculty in the formation of a diverse civil society.

Action 4.1.1: Promote the importance of liberal arts and sciences skills, understanding diversity, equity, social justice, and critical thinking through contributions to General Education program.

Action 4.1.2: Share and promote how the individual units in CAS prepare students for future careers and graduate school.

Action 4.1.3: Continue to build and enhance civic engagement opportunities for diverse students at the local, national and international levels.

Action 4.1.4: Highlight the course offerings and programing of Women and Gender Studies, African American Studies, Latin American and Latino Studies, Middle Eastern Studies, East Asian Studies, Native American Studies, and Ethnic Studies and their relevance in a globalized world.

Action 4.1.5: Encourage enrollment in cross-disciplinary courses with core diversity content during Preview to incoming students.

Goal 4.2 Promote the local, state, national, and international visibility of the College's programs, student successes, and faculty and staff achievement with the off-campus constituencies.

Action 4.2.1: Develop mechanisms for connecting community organizations to faculty and staff with the research and consulting expertise they need. Develop web-based resources with a list of specialist/speakers or experts so that internal and external sources can find these individuals.

Action 4.2.2: Promote and encourage faculty participation in Main Street College as a form of outreach to the community; share participation in CAS and University publications, local market publications and WGLT as a means of outreach to the off-campus community. Use Main Street College as a means to showcase the academic expertise.

Action 4.2.3: Use new media and social networking technologies as appropriate to publicize College accomplishments to showcase the contributions of faculty, staff and students, particularly those from underrepresented groups, to keep internal and external stakeholders informed and connected with all of the College's programs and achievements. Continue to use CAS*N*ews, Redbird Scholar, Identity, College and Departmental newsletters, and University News Hub to promote the work of the College, and encourage the diffusion of CAS achievements to local and state media.

Action 4.2.4: Promote and encourage recruiting of culturally diverse populations in Illinois as well as internationally, and increase partnerships abroad so that students choose Illinois State as their place of studies.

Action 4.2.5: Collaborate with the Division of Student Affairs to establish a multi-cultural center accessible to students, faculty, and staff.

Strategic Focus 4: Selected Accountability Measures

- Number of all General Education courses and sections taught by faculty members from CAS, number of courses dedicated to US and international diversity and report assessment data from those General Education courses.
- Report contributions to the ongoing work of the Career Task Force.
- Number of opportunities for civic engagement and the acquisition of intercultural communicative competency.
- Number of issues of CAS*N*ews, press releases made through University News Hub, and features in other university publications.
- Number of presentations made to the general public by faculty members of CAS, including Main Street College presentations.
- Number of students completing coursework and declaring minors in US-diversity and Area Studies (AMALI).

Major Objectives for FY18

The College of Arts and Sciences aims to continue building on its successes in line with all of its strategic goals as well as those highlighted in *Educating Illinois*. As in years past, our principal focus will be to continue to maintain and build upon our academic excellence and to continue to enhance the systems and infrastructure critical in supporting this excellence. These objectives center upon Goals found within the first two Strategic Foci in our strategic plan and within Goals 1 and 2 in the latest *Educating Illinois* document:

Strategic Focus 1: Facilitate academic excellence
Goal 1.1: Develop and maintain rigorous academic curricula
Goal 1.2: Enhance opportunities for co-curricular learning activities
Goal 1.3: Enhance support for faculty research and creative activity
Goal 1.4: Enhance and encourage support for student research and creative activity
Goal 1.5: Enhance support for faculty and staff professional development

Strategic Focus 2: Enhance the systems and infrastructure supporting academic excellence
Goal 2.2: Continue to develop and maintain technology infrastructure and professional staff to support scholarship, creative activity, and student learning
Goal 2.3: Enhance physical infrastructure to support sustainable growth of academic activities and programs

CAS Support for Adobe Creative Suite Site License
Associate Vice-President for Academic Technologies Mark Walbert, in consultation with the colleges, is requesting funds for a campus site license for Adobe Creative Suite. The College of Arts and Sciences wholeheartedly endorses his request for the following reasons.

1) The existing Adobe Creative Suite 6 (the boxed version in use in the School of Communication, Department of English, and English Publications Unit) is very outdated, is no longer available for purchase, and perpetual licensing no longer exists. Students who will work in the fields of broadcasting, online journalism, corporate multimedia, publishing, geography/geology and other fields of employment use the Creative Suite as the absolute industry standard. Using open source and less expensive alternatives is not an option as long as the software has such a stranglehold.
2) Adobe Creative Suite is necessary to the functioning of all student media and campus wide publications, including those in Academic Affairs, Athletics, Student Affairs, and units within Finance and Planning
3) Adobe has moved to a subscription cloud model that necessitates licensing per machine and user.
4) Simultaneously, and unfortunately, Adobe has been most unreasonable in negotiating individual pricing models for the "Creative Cloud." Until 5/7/17, for instance, Adobe requires $148 per machine and $207 per user (pricing after this date is TBD). Obviously, $355 per student in these highly populated programs is cost prohibitive. There are 984 potential undergraduate users in the School of Communication, 519 in the Department of English, and 160 in the Department of Geography-Geology alone. This does not include the application of Creative Suite in academic projects across the university.

For the above reasons, CAS makes no direct request for funds but supports AVP Walbert's request. The importance of this priority supports the following strategic areas:

- Strategic Focus Goal 1.1 *Develop and maintain rigorous academic curricula*
- Strategic Focus Goal 1.2 *Enhance opportunities for co-curricular learning activities*
- Strategic Focus Goal 1.3 *Enhance support for faculty research and creative activity*
- Strategic Focus Goal 1.4 *Enhance and encourage support for student research and creative activity*

- Strategic Focus Goal 2.2 *Continue to develop and maintain technology infrastructure and professional staff to support scholarship, creative activity, and student learning*

This initiative supports *Educating Illinois* Goals 1 and 2.

ACADEMIC UNIT PLANS

COLLEGE OF BUSINESS

COLLEGE OF BUSINESS
Illinois State University

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

Vision: The first choice for business education in Illinois

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

Core Values:

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

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

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

Goal One

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

Strategies

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

   Tactics

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

FY18 Planning Document

Major Objectives for FY18

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 FY18 are drawn from and consistent with our strategic direction.

The first set of objectives below, FY18 College Objectives, are overarching themes for the College of Business for FY18. They direct our conversations and thinking regarding the impact, engagement, and innovation of what we will do as a College. A second set of objectives is listed under the Goals and Strategies taken from our strategic plan. Many of the items listed in the second set of FY18 objectives will guide the College on a more detailed level.

FY18 College Objectives

- Build on the momentum from the recent extension of accreditation for business and accounting from the AACSB by completing a new 5-year strategic plan for the College
- Begin offering the B.S. in International Business degree in Panama in partnership with Quality Leadership University
- Continue implementation of the Redbird Career Portfolio (career and professionalism) Certificate program for all COB freshman and sophomores. COB juniors, and seniors will be phased in starting in FY19
- Implement Suitable – a new software service that will track students' progress toward the Redbird Career Portfolio Certificate program. The software incorporates a points tracking system, issuance of badges, and the potential to partner with employers to provide students with vital career and professionalism skills
- Increase the number of academic advisors in the COB
- Increase 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 additional 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

COB Goal One

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

Strategies

1. Maintain high expectations for excellence in student performance and ethics. *(EdIL: G1, G2)*
2. Develop a supportive and individualized educational experience. *(EdIL: G1, G2)*
3. Maintain a student body consisting of diverse, motivated individuals with high standards and high expectations. *(EdIL: G1)*
4. Continue to provide an integrated and responsive curriculum. *(EdIL: G2)*
5. Maintain and strengthen graduate programs in the College of Business. *(EdIL: G2)*

FY18 Objectives

- Implement new Data Analytics Offerings for the MBA, MSA, and BS/MPA
- Explore an experimental class in SAS and Access, applied to forensic accounting
- Work with University colleagues to obtain a site license for Adobe Creative Suites software to realize cost savings and provide greater access and service to students
- Explore augmenting the career sequence in accounting with an international focus
- Refine and expand mentorship program
- Continue a strategic discussion of Accounting and BIS online offerings

- Continue to refine student outcomes assessment plans for all majors
- Promote curricula responsive to the needs of employers and other stakeholders
- Move finished application for interdisciplinary minor in entrepreneurship program through the curricular process
- Encourage seniors to take competency exams for management related fields
- Develop new leadership courses
- Create an executive teaching/research space
- Strengthen leadership case competitions by pursuing financial sponsorship, marketing more effectively, and expanding geographic scope
- Improve written and oral communication skills, interpersonal skills, and complex problem-solving skills
- Create significantly more opportunities for students to participate in high-impact collaborative learning experiences
- Increase study abroad/international awareness and opportunities among students
- Develop a formal strategic plan for the MBA Program
- Implement the MBA Blue Ribbon Committee proposed curricular changes into the MBA course structure. Continue development of MBA areas of emphasis/course sequences

COB Goal Two

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

Strategies

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

FY18 Objectives

- Explore opportunities to expand student support services in the accounting and BIS programs
- Add additional faculty excellence awards in accounting
- Increase the percentage of tenure track faculty in the Department of Accounting
- Recruit and retain quality faculty
- Work to retain faculty members scholarly in the responsibilities of teaching and learning, discovery, and service to the institution and profession for the long-term future of the FIL department.
- Increase student Entrepreneurship involvement in 3-D printer lab
- Broaden students' understanding of small business strategy through curriculum initiatives
- Mature the IB council to advance IB issues
- Attract high quality students to build the IB program
- Continue to grow and develop the sequence in Advanced Marketing Analytics and the Business Analytics minor. Continue to develop the Marketing and BE curriculum
- Curriculum development in Advanced Marketing Analytics, IMC, Sales, and other general marketing electives. Continue to support the Social Media Bootcamps
- Send faculty to the International Conference on Critical Thinking and Educational Reform
- Continue to support faculty and staff professional development opportunities

COB Goal Three

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

Strategies

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

FY18 Objectives

- Provide student performance metrics specific to College of Business students on the College website, thus fulfilling a requirement of AACSB standard number 4
- Continue to work on the partnership with INTO; developing a pathway for greater numbers of international students to obtain College of Business degrees
- Develop an effective communications strategy around the success of the Accounting and BIS programs
- Continue to investigate and adopt best practices in student recruitment and retention
- Encourage faculty participation in the United States Association of Small Business and Entrepreneurship Annual Conference
- Increase focus on student startups
- Maintain a database of former students, develop consistent ways of communicating with them about their achievements, and connect them to students for mentoring who want to follow similar paths
- Improve global opportunity awareness within the COB
- Develop a comprehensive and continuance communication plan for the MBA Program
- Improve communication to MBA students and MBA alumni
- Continue advertising and promotional efforts in order to grow the Traditional and the CMBA Programs
- Start a new CMBA cohort in Decatur in August of 2017
- Begin promotional campaign to start a new Chicago CMBA cohort; goal is to start the cohort in 2018

COB Goal Four

Create and strengthen partnerships with alumni and business organizations

Strategies

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

FY18 Objectives

- Refine and expand the BIS Advisory Council
- Continue to keep advisory board members and alumni informed of and engaged in the life of the departments including the recruitment of new advisory board members as retirements occur or circumstances prevent active engagement
- Maintain support and funding for student scholarships and faculty development
- Develop a formal mechanism for getting continuing input from alumni and friends of the department
- Broaden the Startup Funds Program and grant a monetary award to at least 10 deserving student businesses
- Broaden the Means Center Accelerator Program to include 10 student teams and have $15,000 in funding and a network of 10 mentors
- Broaden Startup Showcase prize base by involving more local businesses in the $100,000 prize package of goods and services
- Offer a non-profit leadership cohort program
- Continue to offer six Leadership Breakfasts sessions
- Continue to offer four one-day leadership development sessions for Illinois firms
- Invite and involve more business and community leaders in classroom and student leadership activities (e.g., as guest speakers, panel discussants, involvement in Summer Reading Program and Leadership Fellows Program)
- Continue to develop the MQM Advisory Council
- Maintain the MQM strategic planning effort
- Mature the new MQM alumni outreach program
- Develop and enhance the Marketing Advisory Board and the respective sub-committees
- Increase MBA friend-raising and fundraising

ACADEMIC UNIT PLANS

COLLEGE OF EDUCATION

College of Education Five-Year Plan

(2013-18)

Vision

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

Mission

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

The College of Education will:

1. **Cultivate leaders for the education profession**: Develop and support graduates who are globally-minded, socially and culturally competent, and knowledgeable; and professionals who are learner/school/district/university-ready, competent in integrating technology to enhance learning and differentiated instruction, and proficient in intentional, outcomes-driven instruction, assessment, and administration. Supports Educating Illinois Goals 1, 2.
2. **Create the standard for educator preparation**: Establish and promote the standard for comprehensive educator and educational leader preparation by celebrating our strong reputation, developing strategic clinical experiences and partnerships, strengthening our commitment to diversity and equity, and responding to changing needs of students and the field. Supports Educating Illinois Goals 2, 3.
3. **Support faculty and staff with diverse expertise**: Recruit and retain college faculty and staff with diverse expertise through valuing a balance of effective teaching, scholarship, and service; promoting a positive and respectful professional workplace; and supporting scholarly and professional development. Supports Educating Illinois Goals 2, 1.
4. **Foster a culture 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 FY18

COE objectives for FY18 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 FY17. In FY18, the College of Education will:

FY18 Objectives	COE 5-Year Goal	*Educating Illinois*
1. Develop non-licensure tracks for teacher education programs addressed to international audiences to increase program enrollments	COE 1, 2	EI 1, 2, 3
2. Revitalize the Borg Center as a center with a combined mission of research and assessment in the area of support for reading	COE 2, 5	EI 2, 3
3. Develop the English Scholars co-curriculum that emphasizes educational uses of technology, professional learning networks and pre-practice mentoring	COE 1	EI 1, 2
4. Continue development of the Professional Lifespan Development System	COE 2	EI 2, 1
5. Increase enrollment in the school library program	COE 1	EI 1, 2
6. Offer a four-year plan of study that yields dual licensure in elementary and special education	COE 1, 2	EI 1, 2, 3
7. Develop a mechanism to offer graduate credit hours for National Board activities (portfolio submission, achieving certification, recertifying)	COE 1, 5	EI 1, 2, 3
8. Expand the programming offered under the auspices of the National Center for Urban Education	COE 1, 3	EI 1, 2
9. Continue to collaborate with Senior and Associate Directors of Development to identify, cultivate, solicit, and steward donors. Immediate priorities include recruitment scholarships, flexible learning facilities, international experiences in teacher education, the establishment of a professional development institute, and laboratory school support.	COE 4, 5	EI 1, 2, 3, 4

MAJOR OBJECTIVES FOR FY18:

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)

- Ongoing review of content programming and pre-student teaching experiences reflecting current professional practice in P-12 classrooms.
- Continued collaboration with the ISU Career Center and school districts, providing teacher candidates and student teachers with resources for successful placements in P-12 settings.

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

- Implement the "Annual Assessment Review" established by the Council for Teacher Education in Spring 2017
    - Provide data driven analysis to monitor performance/guide improvement for all teacher education programs.
    - Collect and analyze programmatic data to be submitted to the University Teaching Assessment Committee (UTEAC) for review and feedback.
    - Programmatic participation in the annual collaborative data review process.
    - Offer data review support to increase assessment literacy, when requested.
    - Incorporate UTEAC feedback in implementing programmatic strengths and areas for improvement (e.g. edTPA data, state testing data, etc.).
        - Resources provided to address areas of challenge.
- Full implementation of edDispositions within all teacher education programs.
- Continued preparation for the Council for the Accreditation of Educator Preparation (CAEP) self-study process: Initial and Advanced Programs. (Site visit spring, 2019).
- Annual program report submissions to the Illinois State Board of Education.

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

- Ongoing search for collaborative partnerships for pre-student teaching and student teaching sites.
- Initiate professional development resources for cooperating teachers at the pre-student teaching and student teaching levels, through the Cecilia J. Lauby Teacher Education Center.
- Continued growth of the Secondary Professional Development Schools program, specifically within District 150- Peoria.

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

- Seek opportunities for teacher candidates to complete pre-student teaching experiences in diverse classrooms, schools, districts and agencies.

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

- Provide opportunities through the "Annual Council for Teacher Education Spring Colloquium."
- Ongoing incorporation of The Danielson Framework for Teaching by Secondary/K-12 work groups.

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:
  - Develop protocol for National Criminal Background Check for teacher candidates.
  - Review and revise the strategic plan for teacher education.

ACADEMIC UNIT PLANS

COLLEGE OF FINE ARTS

Illinois State University
College of Fine Arts
FINAL DRAFT
Strategic Plan
2018-2023

The *CFA Strategic Plan 2018-2023* builds on the successes of the *College of Fine Arts Strategic Plan 2012-2017* while responding and preparing for the challenges and opportunities for the arts to contribute to a diverse society, the needs of our students, faculty, staff, alumni, emeriti, and community, and to the cultural and academic climate of our community.

The Planning Process

The Strategic Planning Steering Committee was formed to be representative of all internal and external stakeholders of the College of Fine Arts. Elected representatives from tenure-track and non-tenure-track faculty, Administrative/Professional and Civil Service staff, and the Dean's Advisory Group were assembled along with volunteers from the student body, emeriti faculty, alumni, and community members to begin the year-long process to update the existing strengths within the College while identifying the potential for growth and future opportunities suggested by local, national, and international trends. Each section within this document grew out of considerable discussion with input from all constituencies through three open forums and electronic surveys. New focus areas, goals, action items, and well-defined measurable outcomes were developed through this collaborative process and careful attention was given to re-aligning each with *Educating Illinois 2013-2018*. The draft *CFA Strategic Plan 2018-2023* was then presented to the College Council for their consideration and formal vote of approval on May 2, 2017.

The Strategic Planning Steering Committee

Deb Austin, NTT Faculty Representative, School of Music
Wayne Beckner, TT Faculty Representative, School of Art
Kristin Carlson, TT Faculty Representative, Arts Technology Program
Lea Cline, TT Faculty Representative, School of Art
Connie DeVeer, TT Faculty Representative, School of Theatre and Dance
Ann Durand, Community Representative, Illinois Shakespeare Festival Society Board
Amy Gilreath, CFA College Council Chair, School of Music
Jeff Grabb, Community Representative, Friends of the Arts
Don LaCasse, Emeritus Faculty Representative, School of Theatre and Dance
Jianna Lubotsky, Student Representative, School of Theatre and Dance
Sonali Mathur, Student Representative, Arts Technology Program
Laurie Thompson Merriman, CFA Assistant Dean
Kendra Paitz, CS Staff Representative, University Galleries
Robert Quinlan, TT Faculty Representative, School of Theatre and Dance
Alanna Santiago, Student Representative, School of Art
Janet Tulley, CFA Assistant Dean
Lindsay Vahl, Alumni Relations Representative, Chicago Office
Matthew Vala, Student Representative, School of Music
Eric Yeager, AP Staff Representative, CFA Instructional Technology
Justin Vickers, TT Faculty Representative, School of Music
Jane Walsh, CFA Director of Development
Jean Miller, CFA Dean and the Dean's Leadership Group

Vison Statement, Mission Statement, and Values Statement

Vision Statement

The College of Fine Arts fosters creative living and aspires to be a leader in the preparation of world-class artists, performers, scholars, teachers, and therapists through pedagogic and creative excellence.

Mission Statement

Invigorated by creative discourse and diversity of opinion, the College of Fine Arts advances the arts within a global context. Through collaboration, applied learning, and artistic practice, the College fosters curiosity and critical thinking to illuminate the human experience. Our creative and intellectual endeavors enrich the quality of life of the university, the community, and beyond.

Values Statement

The College of Fine Arts shares Illinois State University's commitment to the pursuit of learning and scholarship, individualized attention, diversity, integrity, 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 works with students, as partners, in their educational development to contribute new knowledge and creative expression as lifelong learners.

Individualized Attention: The College fosters an educational process that recognizes each student as an individual with unique creative and intellectual potential.

Diversity: The College commits to building an inclusive community founded on respect and dignity for all people, cutting across the lines of economics, race, age, ability, gender, sexuality, and identity.

Integrity: The College works to ensure the highest level of academic quality and integrity, and requires ethical standards of our administration, faculty, staff, and students.

Civic Engagement: As a bridge to the community, the College prepares informed and engaged artists and scholars who promote quality of life for all citizens through collaborative and individual action.

Areas of Strategic Focus

Strategic Focus 1: *Enrich Academic and Artistic Excellence*
Strategic Focus 2: *Foster a Diverse and Inclusive Environment*
Strategic Focus 3: *Enhance Student Success through Enrollment, Retention, and Civic Engagement*
Strategic Focus 4: *Expand and Promote Research and Creative Scholarship*
Strategic Focus 5: *Improve Teaching and Learning Spaces and Infrastructure*
Strategic Focus 6: *Strengthen Alumni and Friend Engagement and Development*
Strategic Focus 7*: Create a Unified Voice for the College in Print and Social Media Publications*

Strategic Focus 1:
Enrich Academic and Artistic Excellence

Goal 1.1 Encourage cross-disciplinary engagement and collaboration among and between the College of Fine Arts programs.

Action 1.1.1: Promote a culture of engagement in which CFA students support the work and attend events produced by all College entities.

Action 1.1.2: Create an intra-college committee that plans and promotes events hosted or produced by all College entities.

Action 1.1.3: Create a student lounge for the College that encourages interaction in a casual environment.

Action 1.1.4: Provide incentives for faculty and teaching staff to collaborate on programming and curricula across the College.

Goal 1.2 Encourage and expand curricular offerings and events that explore diverse artistic traditions beyond the traditionally held Western canon.

Action 1.2.1: Recruit and hire faculty who have expertise in areas not currently reflected in our curriculum.

Action 1.2.2: Increase the number of visiting artists, scholars, and performers who represent diverse fields of study in the arts.

Goal 1.3 Mentor all new faculty, staff, and graduate students with teaching responsibilities.

Action 1.3.1: Establish a college-wide program to provide appropriate mentorship to all new faculty, staff, and graduate students with teaching responsibilities.

Goal 1.4 Encourage excellence in online teaching by implementing appropriate evaluation procedures.

Action 1.4.1: Facilitate faculty training for the creation and delivery of online course offerings.

Action 1.4.2: Encourage excellence in online teaching by implementing evaluation procedures consistent with those applied to courses taught in classroom settings.

Goal 1.5 Encourage and enable students to participate in international partnerships and study abroad programs.

Action 1.5.1: Identify and establish relationships with academic-year or semester-long programs abroad that offer courses comparable to those required of majors in the College.

Action 1.5.2: Encourage faculty to design summer study abroad programs that are academically rigorous and that offer courses appropriate for students pursuing majors in the College.

Action 1.5.3: Create a 4-year plan-of-study incorporating study abroad for each major in the College.

Action 1.5.4: Establish strategic academic partnerships with international institutions including 3+1 programs and graduate studies.

Goal 1.6 Establish endowed positions in the College that enrich academic and artistic excellence by rewarding career achievement.

Action 1.6.1: Establish a rotating, endowed College of Fine Arts Fellow position that would fund the invitation of an outstanding visiting scholar or practitioner to teach and work with faculty and students.

Action 1.6.2: Create an Endowed Chair position in each of the schools in the College, allowing each discipline to better reward and retain high achieving tenured faculty.

Selected Accountability Measures:

- Number of CFA students attending events produced in the College
- Percentage of courses delivered online for which course evaluation data is collected
- Number of faculty, visiting artists/scholars/performers who represent diverse fields
- Percentage of new faculty, teaching staff, and graduate students with teaching responsibilities participating in sustained mentorship
- Number of students participating in and faculty creating study abroad programs

Strategic Focus 2:
Foster a Diverse and Inclusive Environment

Goal 2.1 Enhance the cultural responsiveness of the College to foster a socially rich, inclusive, and creative environment.

Action 2.1.1: Recruit and retain diverse faculty to reflect the University's cultural values and support student engagement.

Action 2.1.2: Establish a diversity-focused funding opportunity that can be used to bring visiting artists to campus and support college-wide collaborative projects.

Action 2.1.3: Create promotional materials that affirm the uniqueness of every individual and their contributions to our College, University, and community.

Action 2.1.4: Include language in each School's mission statement that recognizes the spectrum of human diversity and embraces social justice.

Goal 2.2 Expand curricular opportunities, structure, and guidance to heighten awareness of diversity and to emphasize the value of inclusivity in the students, faculty, and staff.

Action 2.2.1: Encourage culturally responsive components across the curriculum.

Action 2.2.2: Incentivize student attendance at diversity-focused events.

Goal 2.3 Foster development of diverse programming across the University and within the community.

Action 2.3.1: Develop a beginning-of-year college-wide event to articulate available resources and encourage meaningful engagement.

Action 2.3.2: Encourage meaningful participation by students in diversity-focused faculty research and college programming.

Action 2.3.3: Increase diversity-focused volunteer and internship opportunities in the local community to develop students' civic engagement skills.

Action 2.3.4: Expand diversity-focused opportunities for students to interact with the public through site-specific performances and exhibitions outside of the College, in public spaces, and local businesses in the community.

Goal 2.4 Enrich and broaden diversity-focused resources to foster accessibility and social justice.

Action 2.4.1: Appoint a College Diversity Liaison.

Action 2.4.2: Consistent with University policy, establish a college-wide protocol for reporting concerns related to diversity and social justice issues.

Action 2.4.3: Establish diversity training sessions for faculty, staff, and students.

Action 2.4.4: Create a diversity portal on the College website with links to on-campus and community resources, including RSOs, Student Counseling Services, Diversity Advocacy, and the Campus Climate Task Force.

Action 2.4.5: Evaluate and enhance equal access to facilities.

Selected Accountability Measures

- Increase faculty and student diversity by an additional 20% by 2023
- Percentage of College courses with a culturally responsive component
- Faculty and staff attend regular sessions on diversity training, and communicate challenges and achievements to the College
- Increase content on diversity and inclusivity research, collaboration, and student work contributions in the future College publication by an additional 20% by 2023
- Number of students participating in diversity-focused volunteer and internship opportunities

Strategic Focus 3:
Enhance Student Success through Enrollment, Retention, and Civic Engagement

Goal 3.1 Foster the admission, enrollment, and retention of a talented, diverse student body.

Action 3.1.1: Evaluate current admission practices and create best practices for our College to attract and retain a diverse student body.

Action 3.1.2: Increase scholarships and assistantships for exceptionally talented applicants, traditionally underrepresented populations, and graduate students.

Action 3.1.3: Enhance and support curriculum to reflect contemporary practices and inclusive values.

Action 3.1.4: Increase student-alumni relations through the integration of alumni in the recruiting process, as well as the development of mentoring, networking, and collaborative opportunities for current students.

Goal 3.2 Promote and increase civic engagement by preparing students to be responsible, lifelong contributors to our democratic society.

Action 3.2.1: Incorporate civic engagement into the curriculum by coordination and collaboration among current and new civic engagement activities.

Action 3.2.2: Increase arts advocacy education.

Action 3.2.3: Increase Fine Arts student engagement throughout the University campus and within the local community.

Selected Accountability Measures

- Percentage of increased enrollment across the College
- Percentage of participation in interdisciplinary studies both within and outside of the College curriculum
- Number of civic engagement and service-learning activities established
- Number of collaborative partnerships established with external groups in on-campus and community-based performances, exhibitions, and other activities
- Number of interdisciplinary partnerships formed that celebrate diversity and foster inclusion in the community
- Number of alumni actively engaged in the College on an annual basis

Strategic Focus 4:
Expand and Promote Research and Creative Scholarship

Goal 4.1 Increase the level of external funding across the College.

Action 4.1.1: Continue to pursue private foundation support for research, creative activity, and scholarship.

Action 4.1.2: Encourage new and continuing faculty and staff to utilize the grant-writing resources available through the College.

Action 4.1.3: Increase the number of interdisciplinary and cross-institutional collaborations.

Action 4.1.4: Encourage and support student involvement in formal research endeavors with faculty mentors.

Action 4.1.5: Pursue external funding to support research and creative activity by considering flexible and differential teaching and research loads.

Action 4.1.6: Continue to work with our government relations specialist to promote state and federal creative initiatives and research projects.

Action 4.1.7: Develop strategies with the Director of Development in the College to leverage matching or cost-sharing requirements of external funding agencies.

Goal 4.2 Increase resources to enhance support for research endeavors across the College.

Action 4.2.1: Seek funding for an endowed, merit-based, competitive College Research Fellowship to enable significant research projects distinct from sabbatical periods.

Action 4.2.2: Allocate resources to fund graduate research assistantships in each of the Schools, thus facilitating recruiting opportunities in the areas of academic research.

Action 4.2.3: Increase indirect cost allocations generated by successfully funded research grants and contracts in the College.

Action 4.2.4: Increase Dean's Travel Awards program.

Action 4.2.5: Provide funding for faculty and student participation and presentation at academic and creative conferences.

Action 4.2.6: Fund research and travel for staff and student research and creative activity.

Goal 4.3 Celebrate and promote the outstanding research, scholarship, and creative pursuits of the College to strengthen the sense of our creative community.

Action 4.3.1: Establish an annual Dean's Speaker Series to publicly recognize the research accomplishments of College faculty that represent scholarship of national and international prominence.

Action 4.3.2: Acknowledge award recipients and outstanding research and creative activity at the Annual CFA End-of-the-Year Meeting.

Action 4.3.3: Recognize faculty and staff who actively pursue and submit external grant proposals.

Selected Accountability Measures

- Increase the Dean's Travel Award Program by 20% in 2019
- Number of faculty participating in annual Dean's Speaker Series
- Number of competitively awarded College Research Fellowships each year
- Number of graduate research assistantships established in each School

Strategic Focus 5:
Improve Teaching and Learning Spaces and Infrastructure

Goal 5.1 Ensure a safe, efficient, pedagogically effective, artistically excellent, and welcoming physical environment.

Action 5.1.1: Develop a plan for consistent and regular maintenance to all facilities that provide attractive, well-maintained, and safe areas.

Action 5.1.2: Clarify a college-wide procedure for reporting, prioritizing, and addressing facility concerns.

Action 5.1.3: Create and maintain flexible-use spaces for collaboration across majors, programs, and sequences.

Action 5.1.4: Evaluate the inventory in spaces provided for class instruction and performance to determine functionality and needs.

Goal 5.2 Enhance services that support teaching, learning, performance, creation, exhibition, research, and collaboration.

Action 5.2.1: Implement the use of digital portfolios or web spaces across the College containing deliverables from all coursework, providing students and alumni the ability to store and share work in their disciplines.

Action 5.2.2: Create a platform for ongoing training in arts-related digital tools available to students, faculty, and staff.

Selected Accountability Measures

- Publish and distribute an Annual Maintenance Report
- 25% of students within the College using digital portfolios by 2023
- Create a collaborative space for the College by 2023
- Offer a minimum of one digital tools training session per semester

Strategic Focus 6:
Strengthen Alumni and Friend Engagement and Development

Goal 6.1 Promote and enhance the reputation of the College.

Action 6.1.1: Regularly communicate student, alumni, faculty, and staff success stories to feature fine arts career paths and professional accomplishments.

Action 6.1.2: Promote and invite stakeholders to exhibitions, performances, awards, and special events.

Action 6.1.3: Showcase philanthropic impact through donor and recipient testimonials and profiles.

Action 6.1.4: Create donor-centric communications to share with all stakeholders.

Action 6.1.5: Develop and maintain a College-specific database of alumni, emeritus faculty, donors, community patrons, parents of alumni, prospective students, and other interested and relevant stakeholders.

Goal 6.2 Increase stakeholder engagement in the College.

Action 6.2.1: Strengthen ties to alumni through events and communications.

Action 6.2.2: Create volunteer opportunities, internships, and mentorships that link alumni, emeritus faculty, students, and parents with arts organizations, businesses, and community members.

Action 6.2.3: Engage academic leaders and faculty in efforts to identify and cultivate donors.

Action 6.2.4: Educate current students and young alumni about the value and importance of philanthropy.

Action 6.2.5: Create greater awareness about volunteer groups within the College, such as Friends of the Arts and the Illinois Shakespeare Festival Society.

Action 6.2.6: Collaborate with all of the Colleges in the University to leverage fine arts events for alumni and community engagement.

Goal 6.3 Grow the pipeline of major gift and annual fund donors.

Action 6.3.1: Increase major gift support through thoughtful and intentional relationship-building that identifies and matches donor passions with College needs and priorities.

Action 6.3.2: Cultivate and steward major gift supporters and prospects through events that enhance community-building and networking opportunities.

Action 6.3.3: Create compelling annual fund programs and appeals, including online crowdfunding initiatives with clear needs, goals, objectives, timelines, and leadership.

Action 6.3.4: Increase annual giving from alumni and community members who identify with fine arts affinity groups, including performing ensembles, studio and visual arts, and outreach programs.

Selected Accountability Measures

- Increase the total number of major gift donors by 50%
- Increase the total dollars raised through major gifts by at least 30%
- Increase total number of alumni donors by 25%, including gifts from at least 5% of new graduates
- Increase annual fund contributions by 25%, including gifts from Friends of the Arts and the Illinois Shakespeare Festival Society
- Increase CFA event, performance, exhibition audience attendance by 25%

Strategic Focus 7:
Create a Unified Voice for the College in Print and Social Media Publications

Goal 7.1 Promote research and creative scholarship by producing an annual print magazine that incorporates a dedicated scholarship essay from each area of the College.

Action 7.1.1: Appoint an editor and elect an editorial board.

Action 7.1.2: The editorial board will solicit and commission essays that convey the diverse and lively scholarship of the College, ranging from non-specialist to scholarly essays that generate balanced coverage across the College, targeting each School's active alumni population.

Action 7.1.3: Include distinct sections for alumni news, major upcoming events, current faculty and staff news, current student news, obituaries, donor recognition, and College initiatives.

Action 7.1.4: Distribute the publication in multiple formats.

Goal 7.2 Hire or appoint a College Marketing Specialist to improve College publicity.

Action 7.2.1: Enhance an engaging social media presence that celebrates the entire College.

Action 7.2.2: Leverage traditional marketing strategies.

Action 7.2.3: Develop and streamline the existing unified calendar system to better communicate fine arts events.

Action 7.2.4: Establish a graduate assistantship supervised by the College marketing specialist.

Action 7.2.5: Create a Student Ambassador Program to promote events across the College, focused on the interests of current and future students.

Action 7.2.6: Develop a quarterly electronic College newsletter about student, faculty, staff, and alumni accomplishments and events.

Selected Accountability Measures

- Publish annual magazine by 2020
- Quarterly e-newsletter produced and shared by 2018
- Track the effect of marketing on enrollment, event attendance, and contributions, and increase by 10% annually.
- Number of student ambassadors actively engaged in marketing and promotions.

Illinois State University
College of Fine Arts
FY18 Planning Document

Major Objectives for FY18

1. Enrollment:

Strategic Plan 2018-2023/Strategic Enrollment

These are challenging times for higher education in the state of Illinois and across the country. Illinois continues to be without an immediate budget resolution in sight. Not having a state budget for FY16 and FY17 has added to the uncertainty that College of Fine Arts administrators, faculty, and staff feel going into the planning process for FY18.

Competition from other universities in and out of state; a reduction of college age students anticipated in the Midwest; and shifts in student habits and interests has motivated the College of Fine Arts to study its enrollment goals, curricular offerings, and marketing position in relationship to aspirational peers. The college's enrollment has been stable, with 1080 first majors and an additional 44 second majors. These numbers are impressive, since recruiting fine arts students is highly competitive and increasingly requires competitive recruitment scholarships. Also, fine arts curriculum requires intense individual and group instruction, most often in discipline-specific classrooms. Many of the college's buildings, classrooms, and offices are inadequate or are in poor condition. How this appears to parents and prospective students, and its impact on successful recruiting, is an ongoing concern for the college.

Nevertheless, due to the ambitious efforts of the advisors and directors in the college, and a new tool to facilitate applications for performing arts students (*Acceptd*), enrollment in the College of Fine Arts looks promising. As of March 2017, college applications for fall 2017 are strong, especially in the School of Theatre and Dance (up 30%) and the School of Art (up 13%). The Arts Technology Program's enrollment continues to increase, and with its cross-disciplinary links to the School of Arts's growing graphic design and expanded media programs, will present attractive options for students.

The college has a 5-year goal of growing to 1500 majors (additional 82 students each year).

For FY18, goals include:

- increasing enrollment to 1170 majors (includes 82 new students).
- increasing the college's diversity in recruitment practices through leveraging existing relationships in Chicago Public Schools, as well as enhancing retention and support of continuing students.
- continuing to recruit in selected out-of-state markets, targeting dance, technical theatre, graphic design, expanded media, and arts technology students.
- increasing international students through INTO and with OISP-CFA agreements with specific universities in China, Nigeria, South America, and others.

- sustaining the high persistence rate among fine arts majors.
- growing the participation of fine arts majors in the Honors Program (currently 11% fine arts majors; 16% music majors).
- developing marketing materials for prospective students that highlight the college's diverse students, programs, and opportunities for internships and study abroad.

These goals are aligned with *Educating Illinois* Goal #1 (Strategy #2), CFA Strategic Plan Goal #1.

2. Development

The College of Fine Arts' Capital Campaign working goal is $11,000,000. As of March 2017, the college has raised $8,000,000. These gifts represent bequests, real estate and appreciation on real estate, art collections, restricted scholarship funds, and limited unrestricted funds. Continuing to develop the college's scholarship endowments will bring immediate support to academically successful and talented students, and is critical to the college's recruitment efforts. Refining the college's stewardship and cultivation strategies will help sustain the momentum of the Capital Campaign well into the future.

For FY18, goals include:

- articulating the college's priorities and making its case to individuals and corporations to attract donors and secure commitments.
- increasing scholarships to attract and retain top students.
- expanding the University Galleries endowment.
- improving stewardship and donor recognition with both public and individual demonstrations of appreciation.
- building the Illinois Shakespeare Festival (ISF) endowment as it enters its 40th year.
- securing the future of ISU's Civic Chorale(CC) (50th anniversary in 2018).
- supporting the Friends of the Arts (FOA) scholarship and grant initiatives (46th anniversary in 2017).
- increasing support for faculty and staff development opportunities.
- seeking support for technology, tools and equipment, and facilities improvements.

These goals are aligned with *Educating Illinois* Goal #1, CFA Strategic Plan Goal #4.

3. Curriculum

Fine arts curriculum thrives with exploration and innovation; living in a responsive and nimble work environment; and promoting diversity and a global perspective as core values. It offers technical and applied instruction with tools and equipment, technology, and instruments, along with courses that teach performance, history and criticism, composition, and world arts. It prepares students to be successful in arts professions and in many other careers, due to them having strong writing, verbal, and critical thinking skills. The College of Fine Arts continually reviews its curriculum to determine its relevancy in today's market.

To continue this practice in FY18, the college's goals include:

- expanding online offerings in music and a graduate program in art education.
- revising the M.A./M.S. in theatre.
- developing a hybrid professional master's in theatre studies affiliated with ISF that is marketed to high school teachers nationally.
- creating a stage combat emphasis in the acting sequence, with certification from the Society of American Fight Directors.
- expanding curriculum that focuses on diverse arts and cultures at the undergraduate and graduate levels.
- developing a B.F.A. degree in dance.
- developing two tracks in graphic design—B.F.A. and B.A./B.S.
- developing a new sequence in musical theatre.
- developing curricular links between the Arts Technology Program, graphic design, and expanded, media programs.
- optimizing course sharing across the college.

These goals are aligned with *Educating Illinois* Goals #1 and #2, CFA Strategic Plan Goal #2.

4. Strategic planning

The College of Fine Arts Strategic Plan 2018-2023 will be completed in June 2017. Its primary goals are (1) increasing enrollment (2) sustaining high persistence rates (3) increasing professional development resources for faculty and staff (4) recruiting and retaining top students, faculty, and staff (5) raising scholarship funds (6) securing donor support for community partnerships (7) improving technology, equipment, and facilities (8) building a marketing and communication plan (9) increasing diversity (10) increasing international linkages. The Strategic Plan is in process of being drafted at this time (March 2017). Steps include:

1. CFA College Council voting on the Strategic Plan 2018-2023 in May 2017.
2. implementing the Strategic Plan 2018-2023 in August 2017.
3. developing a CFA-IT strategic plan.
4. developing a strategic plan for the Illinois Shakespeare Festival.

These goals are aligned with *Educating Illinoi*s Goal #2, (Strategies #1 and #4).

5. Communications and our community

It is essential that the College of Fine Arts strengthens its marketing and communication not only to recruit prospective students and secure donors, but to attract audiences to theatre, dance, and music performances, exhibitions and multimedia events, and to participate in workshops and lectures.

The college's strategy to improve communications and our community include:

- incorporating feedback from the College's Strategic Plan 2018-2023 committees and student groups about effective ways to use communication tools, including social media.

- creating and implementing a marketing plan across the college's academic units, University Galleries, and Illinois Shakespeare Festival.
- reexamining the policies for use of the CPA and University Galleries and communicating it internally and externally.
- coordinating event planning and communication with the college and Friends of the Arts.
- organizing and enhancing a digital archive of the college's photographs, posters, student projects, performances and exhibits.

These goals are aligned with *Educating Illinois* Goal #3, (Strategy #4).

ACADEMIC UNIT PLANS

MENNONITE COLLEGE OF NURSING

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.

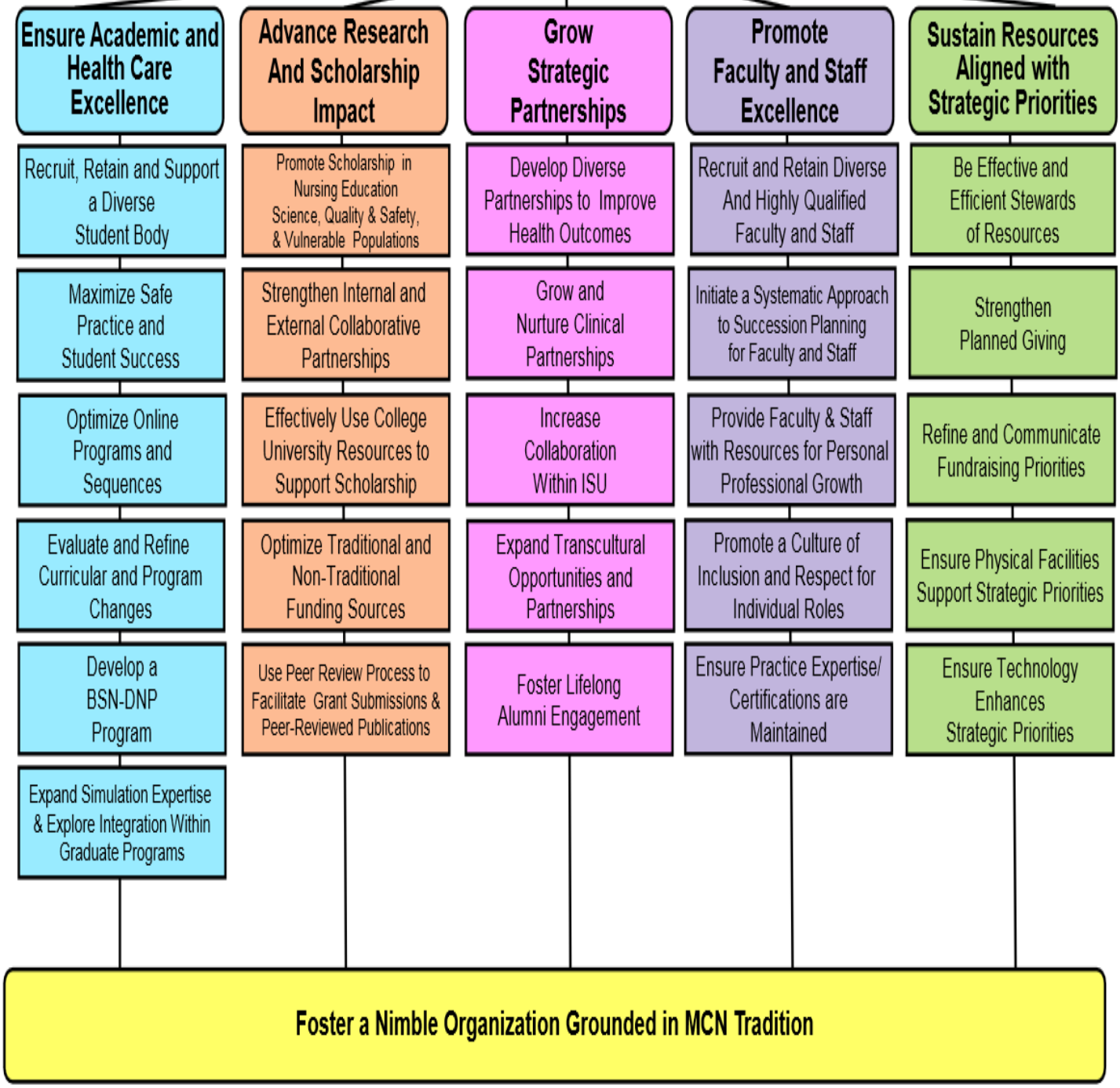
Mennonite College of Nursing Vision Statement

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

ILLINOIS STATE UNIVERSITY
Mennonite College of Nursing

Strategic Map – 2014-18

Prepare Outstanding Nurse Leaders and Advocates in an Uncertain Environment



Major Objectives for Fiscal Year 2018

The Mennonite College of Nursing 2014-2018 Strategic Map was revised and approved in November 2013 following structured solicitation of feedback from faculty, staff, clinical partners, the Strategy and Planning Council, and alumni. The next version on the Mennonite College of Nursing Strategic Map will begin in FY18. The Fiscal Year 2018 goals, listed below, were developed by committees and administrators in alignment with Educating Illinois and the Mennonite College of Nursing Strategic Map.

A. Mennonite College of Nursing Fiscal Year 20187 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 to BSN

- ❖ Develop marketing strategies based on available data to increase enrollment in the RN to 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 Lincoln Land Community College for RN to BSN Program.
  - Initiate discussions with Heartland Community College, EMAS, and Financial Aid to develop a plan for implementation of a Dual Enrollment Pathways program.
  - Hire a Recruitment and Outreach staff member to focus on increasing enrollment in the RN to BSN, NSA, DNP, and PhD programs.

1.1.2 Committee/Administrative Goal Supported by: APC, ADA, PCC, PPC

- ❖ Implement strategies for ongoing continuous quality improvement of 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).
  - Implement select strategies to support PROUD programming in the event grant funding does 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: ADUP, ADRGPC, GPCC, PCC

- ❖ Maintain visits to targeted agencies to monitor and support clinical faculty in practice settings.

1.1.4 Committee/Administrative Goal Supported by: ADA, ADRGPC, GPCC

- ❖ Evaluate any recommendations from the Commission on Collegiate Nursing Education (CCNE) comprehensive accreditation evaluation completed in April 2017.

1.1.5 Committee/Administrative Goal Supported by: ADOSFS, PPC

- ❖ Support the Best Practices for Career Placement recommendations for strategies and activities for the "Health Clusters".
- ❖ Continue to participate and support the ISU Health Fair and the Advocate BroMenn Health Fair by announcing the events and encouraging student participation.

1.1.6 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 student participation in student organizations and shared governance.

1.1.7 Committee/Administrative Goal Supported by: Dean, ADOSFS, ADA

- ❖ Provide educational opportunities for faculty on special needs of MCN students through a conference for LBGT students and programming for faculty to serve as a mentor for the PROUD program.

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.
- ❖ Introduce a primary care experience in NUR 327 Leadership Dimensions in Nursing.
- ❖ Explore development of a post-licensure courses and certificate focused on primary care.

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.
  - ◆ Expand interprofessional education in simulation experiences.
  - ◆ 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

1.3.1 Committee/Administrative Goal Supported by: ADA, ADUP, ADRGPC, RN to 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 to BSN faculty, courses and program.
- 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: APC, ADOSFS, RN to BSN

❖ Implement sustained multi-year cohorts in the RN to BSN plan of study, particularly in relation to the Pathways Program.
❖ Implement rolling admissions and select courses for an eight week delivery format to enhance more flexibility of the program for new admissions and enrollment.

1.4.3 Committee/Administrative Goal Supported by: ADRGPC, GPCC, PCC, RN to BSN

❖ Support students and faculty to meet standards of writing across the curricula.
- Evaluate feasibility of continuing to host an 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.
- Evaluate impact of revised PhD program implemented in fall 2016.

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

❖ Develop 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

- Explore 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, ADRGPC, 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 such as with Communication Sciences Disorders and the School of Social Work.

Strategic Goal 2: Advance Research and Scholarship Impact

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

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.

Strategic Goal 2: Advance Research and Scholarship Impact

Objective 4: Optimize Traditional and Non-traditional Funding Sources

2.4.1 Committee/Administrative Goal Supported by: ADRGPC

- Explore grant opportunities to continue supporting faculty scholarship.
  - Encourage faculty to submit applications for external funding.

2.4.2 Committee/Administrative Goal Supported by: ADRGPC

- Continue identification of mentors and consultants to support faculty scholarly productivity.
- Mentor new and/or less experienced faculty to write for grant funding.

Strategic Goal 2: Advance Research and Scholarship Impact

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

2.5.1 Committee/Administrative Goal Supported by: ADRGPC, CRC

- Support internal peer review for manuscript submission process and grant reviews.
  - Evaluate the peer review process for grant submission and peer-reviewed publications.

Strategic Goal 3: Grow Strategic Partnerships

Objective 1: Develop Diverse Partnerships to Improve Health Outcomes

3.1.1 Committee/Administrative Goal Supported by: ADUP, ADRGPC, GPCC, PCC, RN to BSN, CRC

- ❖ Continue to identify and support projects in which the college and local partners collaborate to improve community health outcomes locally and globally.

Strategic Goal 3: Grow Strategic Partnerships

Objective 2: Grow and Nurture Clinical Partnerships

3.2.1 Committee/Administrative Goal Supported by: ADA, ADUP, ADRGPC

- ❖ Develop and sustain relationships with local healthcare partners in the state of Illinois.
  - ◆ Optimize college as the preferred nursing education provider in the Illinois to secure clinical sites for student practice.
  - ◆ Foster relationships with healthcare partners to develop stronger bonds with a focus on RN to BSN and graduate programs.

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.
  - ◆ Evaluate the scalability integration of professional education model developed by the College and CSD, Child Life, Social Work, and Theater programs.

Strategic Goal 3: Grow Strategic Partnerships

Objective 4: Expand Transcultural Opportunities and Partnerships

3.4.1 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.
  - Explore transcultural opportunities resulting in long-term relationships with other Colleges or Universities and communities across the globe.

Strategic Goal 3: Grow Strategic Partnerships

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

3.5.1 Committee/Administrative Goal Supported by: Dean, DoD

- ❖ Identify opportunities to engage donors and alumni in educational and social programming opportunities through involvement as standardized patients or judges for the Three-Minute Thesis competition.
- ❖ Continue donor at various regional and national locations with larger concentrations of alumni.

3.5.2 Committee/Administrative Goal Supported by: Dean, DoD

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

3.5.3 Committee/Administrative Goal Supported by: Dean, DoD

- ❖ 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, DoD

- ❖ Continue to identify alumni for awards and recognition.

3.5.5 Committee/Administrative Goal Supported by: Dean, DoD

- ❖ 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: APC

- Base hiring decisions for full time tenure track and non-tenure track faculty on projected teaching and scholarship needs of the college mindful of succession planning and leadership strengths.

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.

4.1.3 Committee/Administrative Goal Supported by: ADUP, ADRGPC

- Recruit and retain qualified part-time clinical faculty.

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.
  - Implement restructuring to open up more mid-level leadership opportunities.
  - Identify possible internal and external candidates to replace planned retirements to provide optimal time for training.
  - Develop leaders in their roles through internal and external leadership training opportunities.

Strategic Goal 4: Promote Faculty and Staff Excellence

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

4.3.1 Committee/Administrative Goal Supported by: APC, CC

- 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.

4.3.2 Committee/Administrative Goal Supported by: APC, CC

- ❖ Focused promotion of professional and personal development of faculty and staff to meet strategic initiatives.

4.3.3 Committee/Administrative Goal Supported by: APC

- ❖ Support eligible faculty to submit applications for sabbaticals.

4.3.4 Committee/Administrative Goal Supported by: APC

- ❖ Collaborate with Student Health Services to improve accuracy and efficiencies through implementation of the Point and Click software sharing project.

4.3.5 Committee/Administrative Goal Supported by: APC

- ❖ Support computer technology literacy among faculty, staff, and students (i.e., SharePoint, Digital Measures, and Office 365).

Strategic Goal 4: Promote Faculty and Staff Excellence

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

4.4.1 Committee/Administrative Goal Supported by: APC

- ❖ Implement 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.
  - ◆ Support faculty to pursue practice as fits their professional and lifestyle needs.

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.

5.1.4 Committee/Administrative Goal Supported by: Dean, DoD

- ❖ Align college development efforts with the University Campaign.

5.1.5 Committee/Administrative Goal Supported by: Dean, DoD

- ❖ Create at least two new endowment accounts in Fiscal Year 2018.

5.1.6 Committee/Administrative Goal Supported by: Dean, DoD

- ❖ Continue to highlight clinical simulation recognition opportunities for interested donors with Strategy and Planning Council collaboration.
- ❖ Explore public/private partnerships that could lead to an integrated health building.

Strategic Goal 5: Sustain Resources Aligned with Strategic Priorities

Objective 2: Strengthen Planned Giving

5.2.1 Committee/Administrative Goal Supported by: Dean, DoD

- ❖ 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, DoD

- ❖ 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 2017; implement in fall 2017.
  - Explore the feasibility of implementing external vendors to manage College data needs.

ACADEMIC UNIT PLANS

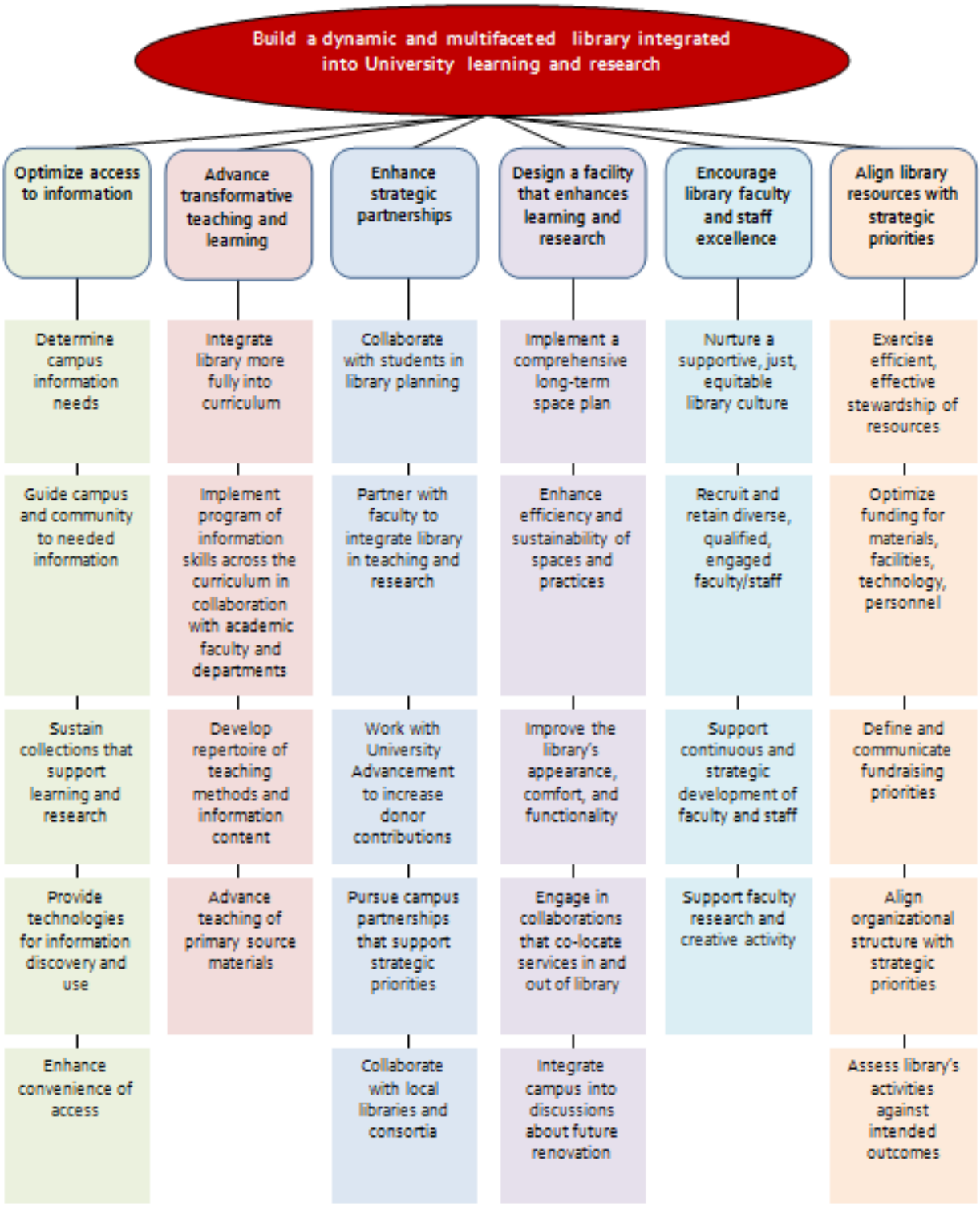
MILNER LIBRARY

Milner Library Mission Statement

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

MILNER LIBRARY
Illinois State University

Strategic Map 2014 – 2019



March 2014

MILNER LIBRARY
FY 18 PLANNING DOCUMENT

Dane Ward
Dean

March 11, 2017

MAJOR OBJECTIVES FOR FY 18

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:

Milner Library will optimize access to information

- Examine and revise Milner Library's collection philosophy and policies as a basis for sustaining learning and research support for the University, with input from the University Library Committee and other stakeholder groups.

- Pilot a plan for systematic collection assessment in specific subject areas, and report findings and recommendations to library subject specialists, Library Operations Council and Administration.

- Complete the redesign of the Milner Library web site in collaboration with Web and Interactive Communications.

- Continue improving search tools to improve navigability and access to information.

- Conduct an inventory of services provided by Milner Library and its collaborators, which would be communicated to the campus community.

- Create a plan for the integration of library collections that have, over the years, been dispersed and stored in various locations.

- Digitize and provide online access to *The Vidette*, 1888-1963.

- Digitize and provide online access to over 300 circus route books dating from 1842 to 1969.

Milner Library will advance transformative teaching and learning

- In collaboration with CTLT, provide professional development opportunities for classroom faculty regarding the use of Milner Library's new collaboration classroom.

- Investigate the possibility of collaborating with the School of Communication to offer media literacy instruction on news reliability and fact checking.

- Complete planning and implementation of a digital media and makerspace commons.

- Enhance Milner's instructional offerings through collaboration with the Teaching with Primary Sources program.

Milner Library will enhance strategic partnerships

- Investigate and create a plan that integrates the library and library activities more deeply into the curricular, extracurricular and co-curricular work of other departments, all in support of campus teaching, learning and research.

- Continue to expand partnerships in order to provide a broad range of learning support for students.

- Collaborate with college and university Information Technology units in order to provide access to emerging technologies required for teaching, learning and research.

Milner Library will design a facility that enhances learning and research

- Complete the repair of Milner Plaza and the renovation of Milner's first floor. Return collections to Milner's first floor from temporary locations and reopen for public use.

- Implement a near-term plan for the use of spaces on Milner's first floor.

- Complete a library-wide space planning process in collaboration with campus constituents.

- Replace 172 study carrels on Milner's sixth floor.

- Upgrade furniture, technologies and space in two open area classrooms on the sixth floor.

- Create a presentation space to accommodate 100 people on the east side of the second floor.

- Recreate study spaces in the southwest corner of the second floor by relocating the original library tables currently in Special Collections.

Milner Library will encourage library faculty and staff excellence

- Identify and investigate issues around professional development for library faculty and staff in a changing environment, and make recommendations regarding a formal plan.

- Establish community-building task force to make recommendations that encourage library-wide communication, sharing, and collective action.

Milner Library will align library resources with strategic priorities

- Define and develop library-appropriate assessment philosophy, desired outcomes, measures and strategies in order to better understand, and respond to, the changing needs of the campus community.

- Identify Milner Library actions regarding campus diversity congruent with the findings of the ISU Climate Assessment Task Force Status Report.

- Develop scholarly communications program with outreach to campus.

- Extend development and fundraising efforts through the University's capital campaign, hiring of additional help in Milner, and through collaboration with University Advancement.

- Conduct a needs assessment concerning the role of grants in helping Milner achieve its strategic objectives.

February 20, 2017
Revised February 23, 2017
Revised March 4, 2017
Revised March 9, 2017

ACADEMIC UNIT PLANS

GRADUATE SCHOOL

The Graduate School at Illinois State University

I. Major Objectives for FY18

The Graduate School has recently updated its strategic plan. This plan as well as Educating Illinois Goals 1 & 2 will drive the FY 18 Planning document:

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

Educating Illinois 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.

Below are the 10 strategies and associated tactics that will guide the Graduate School over the next 6 years.

1. <u>Continue to improve the role of the Graduate School in problem-solving, customer service and leadership</u>
    a. Continue to look for ways to serve our constituents. (ongoing)
    b. Seek to enhance customer service to faculty, staff, and students. (ongoing)

2. <u>Advocate for graduate students, student services, and student scholarship and creative activity.</u>
    a. Work closely with the graduate student senator to communicate issues relevant to graduate students. (ongoing)
    b. Hold a "Coffee with the Director" event inviting all graduate students to share concerns with the staff on a regular basis.
    c. Capitalize on establishing/growing programs that meet the demands of potential students and the job market such as:
        i. 4+1 programs
        ii. INTO

3. <u>Maintain standards across campus</u>
    a. Work with departments to recruit more applicants to increase the quality of the applicant pool.
    b. Review and develop a policy to deal with dual credit courses (300 level) and the lack of standardization for graduate student requirements within them.

c. Revise the Graduate Catalog to ensure degree requirements are detailed for each program.

4. Review and improve the thesis/dissertation process including deadlines and formatting.
    a. Review the thesis/dissertation process and formatting guidelines in both the Graduate School and the Registrar's Office in order to eliminate inefficiencies.
    b. Once thesis and dissertations formatting and inefficiencies are reviewed, adjust dates and deadlines to give students more time to complete the thesis/dissertation.
    c. Hold ProQuest drop in hours to better serve students at the defense stage of the thesis/dissertation.

5. Provide recruitment assistance to programs.
    a. Hold a recruitment workshop for faculty to build skills and learn best practices in recruiting quality graduate students.
    b. Create the Graduate School summer fellowship where a faculty member works in the Graduate School to develop recruiting strategies, promotional talking points, marketing materials.
    c. Survey those students accepted to ISU but who did not attend to determine reasons why we are losing graduate students.

6. Integrate across campus the concept that graduate programs add value to the university in terms of prestige and scholarship.
    a. Communicate work of graduate students to upper administration on a regular basis.
    b. Continue to seek representation of the Graduate School on key committees and with key stakeholders.

7. Because graduate programs are important to faculty members, work with Chairs/Directors, Deans, and other levels of administration to enhance that value to new hires and current faculty as well as expand graduate program offerings.
    a. Implement the INTO program at the graduate level.

8. Reposition graduate programs so they get more institutional recognition than they currently receive.
    a. Request that each college assign an associate dean within the college the responsibility of graduate education.

9. Advocate that graduate assistants are valuable resources.
    a. Analyze data examining loss of graduate assistants across campus.

10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
    a. Meet with Student Affairs to review services available to graduate students and market them to the students.
    b. Investigate the library services needed by graduate students.

SECTION III

ACADEMIC PROGRAM REVIEWS

SUMMARIES OF 2016-2017 PROGRAM REVIEWS

During academic year 2016-2017, program review self-study reports were submitted by eight academic programs and three research and service centers. A summary report for each program and center reviewed in 2016-2017 follows.

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 academic programs and centers 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.

Each established degree and certificate program offered by the University and included by IBHE on its program inventory for the University is reviewed every eight years. Research and service centers recognized by IBHE are reviewed every four years. A schedule of program and center reviews follows the program review summaries.

The program review process involves extensive analysis of each program by its faculty with input from program stakeholders including students and alumni. The program reports it findings and recommendations in a self-study report submitted to the Academic Planning Committee through the department or school and college in which the program resides. Each self-study report is then reviewed by the Academic Planning Committee.

In 2016-2017 the Academic Planning Committee met from October 2016 to the middle of April 2017 to review the self-study reports and to reach consensus on committee recommendations. Representatives of the committee then met with faculty and administrators of each program in April 2017 to discuss committee recommendations. The committee report for each program was then reviewed and, if appropriate, revised based on the discussions.

Each program review summary report designates the program standing (using review outcomes mandated by the Illinois Administrative Code) and recommended actions for program improvement. Possible review outcomes include “in good standing,” “flagged for review,” and “under temporary suspension.” Actions recommended by the Academic Planning Committee serve to inform the program, department or school, college, and University on decisions regarding program focus, admissions standards, enrollment management, curricular content, graduation requirements, and resource allocations (including faculty lines and facilities).

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, 2000, and 2010.

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 Chemistry

Classification of Instructional Program (CIP) Code: 40.0501
Chemistry, General

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

The Academic Planning Committee thanks the program for a thoughtful and critical self-study report.

The committee congratulates faculty for continued recognition of the B.S. in Chemistry program by the American Chemical Society (ACS) as an "approved program" that may offer "certified degrees" in chemistry. The committee also recognizes the program for graduating more chemistry teacher education students than any other Illinois university with an ACS-approved program. The committee encourages the department to work toward continued approval by ACS of the chemistry teacher education sequence by investigating options for recognition by ACS of the student teaching component of the sequence.

The committee recognizes the program for the quality of its students, as demonstrated by rising average ACT scores that are consistently higher than the university average and by participation of chemistry students in the University Honors program at rates double or triple the rate across all undergraduate programs at the University.

The committee commends faculty members for the individualized attention and support they provide students. Since the last program review faculty has revised the curriculum to allow students greater flexibility in meeting program requirements. Curricular changes include new or expanded courses, changes to the timing of course offerings, and elimination of some prerequisites. Despite a challenging fiscal environment, the department has maintained and upgraded equipment vital to the curriculum through careful budgeting and grant procurement. The program has committed to quality student advising by retaining a full-time advisor who has instituted a holistic approach to advising through application of student development theory. Faculty members continue to promote collaborative faculty-student research involving frequent one-on-one mentorship of students and communication by students of research findings through presentations, posters, and papers; in some years faculty members have provided students opportunities to assist them with research in other countries through multiple-week research trips. The program has worked closely with Milner Library faculty to select resources most appropriate to the curriculum and to student and faculty research. Program and library faculty have also collaborated to teach information literacy skills students need to succeed in the discipline.

The committee commends the program for its service to the university community through the General Education courses the program offers and through courses that meet requirements of other academic programs. The committee recognizes contributions by chemistry faculty and students to area schools, museums, organizations, and community initiatives such as the Children's Discovery Museum, State Farm Millennium Girls Project, Army National Guard Civil Support, and Chemistry Olympiad. The committee also recognizes efforts by the department to engage corporate partners in curricular and co-curricular activities.

The self-study report identifies revision of the student learning outcomes assessment plan for the program as a primary initiative for the next program review cycle. The report indicates the need to better align learning outcomes and data collection with standards and reporting requirements of ACS. To prepare for the 2019 ACS review but also to inform program changes during the next review cycle and beyond, the committee asks program faculty to revise the assessment plan and to implement the revised plan by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. The committee asks the department to submit the revised assessment plan to the Office of the Provost by May 15, 2018, and to submit a report to the Office of the Provost regarding implementation of the plan by October 1, 2020. The committee recommends that faculty consider feedback provided by the Assessment Advisory Council and assistance available from University Assessment Services staff as it revises the assessment plan for the program. The committee encourages faculty to develop a plan that can be sustained by the department given its faculty and staff resources. To that end, every student learning outcome need not be assessed every year nor is it necessary to evaluate the work of every student. Staggering assessment of learning outcomes across multiple years and sampling student work are appropriate strategies.

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, 2024, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The self-study report articulates the need for a new strategic plan to guide the department and its programs through the next program review cycle and beyond. The report notes that, with the department chairperson position now filled and with more than 12 years having passed since the previous strategic plan was adopted, undertaking a strategic planning effort is a prudent first action following program review. The committee concurs. The committee views the strategic planning process as an opportunity for faculty to address issues that have emerged through the program review process, including, but certainly not limited to, student retention, recruiting students who self-identify with racial or ethnic groups traditionally underrepresented among undergraduate chemistry students at Illinois State, and maintaining access to library resources needed to support the curriculum and faculty research.

  The self-study report identifies student retention in the sciences as a constant struggle at universities across the United States. For the B.S. in Chemistry program at Illinois State, the fall-to-fall retention rate for external transfer students has been as much as 7.5 percentage points lower than the average across all undergraduate programs at the University during the most recent five years for which data are available. In three of those five years, the fall-to-fall retention rate for first-time-in-college students was lower than the university-wide rate, by as much as 7.2 percentage points. The committee encourages faculty to further analyze retention rates and to develop strategies to stabilize and increase them. Strategies could be included in the new strategic plan for the department or in a student retention plan associated with but separate from the strategic plan. To help analyze student retention, faculty might consider establishing an ongoing process for obtaining and documenting input from students leaving the program before graduation. Retention strategies to consider include providing additional help for students struggling to succeed in gateway courses and designing co-curricular activities and alumni events to positively impact retention. Faculty might also consider additional ways to prepare students for new and emerging types of jobs for which program graduates will compete.

  The self-study report states that attracting students from racial and ethnic groups traditionally underrepresented in chemical sciences and in the undergraduate chemistry program at Illinois State continues to be a challenge. The report also articulates concern about retention of students from traditionally underrepresented groups, noting that the department currently does not have a plan for addressing the concern. The committee recommends that the program develop and implement a plan to recruit for student diversity and to retain students from traditionally underrepresented populations once they enroll. Essential to retention efforts are strategies for maintaining an inclusive environment in the program and department. The plan could be a component of the new strategic plan for the department or could be associated with but separate from that plan.

  The self-study report notes the challenges faced by program and library faculty to maintain access to journals and databases most needed for teaching and research in the department. Subscription prices continue to rise while funding for those subscriptions has been stable at best, necessitating difficult resource choices. The committee is concerned about this situation, including its potential impact on ACS approval of the B.S. in Chemistry program and other programs of the department. The committee recognizes the difficulties of addressing this concern and the reality that other disciplines at the University are facing similar challenges with regard to library resources. Nonetheless, the committee encourages program and library faculty to maintain a prioritized list of journals and databases needed to support student learning and research and to maintain ACS approval for use in the event that additional budget reductions are necessary or additional funds for library resources become available. The committee further encourages program and library faculty to continue investigating alternative library resource funding strategies and resource delivery options, including, but not limited to, enhancing resource sharing across universities in the state, expanding per-use subscription services such as *Get It Now*, including funding for library resources in research grant proposals, and seeking contributions to library funds by external entities (e.g., corporate funding).

  It is likely that chemistry departments at some other universities have been similarly challenged to retain students, recruit for student diversity, or maintain an adequate level of research resources. It is also likely that some of those departments have implemented strategies intended to address one or more of those challenges. The committee recommends that faculty identify those other departments and study the strategies they have

deployed for their applicability to the chemistry program at Illinois State. A logical first step in identifying those departments is to consult the list of programs faculty has already identified through the program review self-study process as aspirational programs. If programs heretofore identified as aspirational programs do not provide faculty sufficient guidance with these challenges, faculty might identify additional aspirational programs.

- The self-study report describes extensive efforts by the department to document and communicate with program alumni through faculty outreach and use of social media. To help further develop alumni relations, the committee recommends that the department investigate establishing an alumni advisory board. Such a board could provide input regarding curriculum design and student learning outcomes assessment, help students establish networks in the discipline and compete for jobs, guide the program and department with solicitation of external funding to support equipment and library resource purchases, and assist the department with student recruitment and retention efforts. With the Department of Chemistry having celebrated its 50th anniversary throughout 2016, interest among alumni in establishing an alumni board may be particularly high at this time.

- The self-study report notes inconsistencies between descriptions of the chemistry minor in the undergraduate catalog and the student information system. The committee concurs with the recommendation in the self-study report that faculty reevaluate requirements of the minor. The committee asks the department to ensure consistency in the description of the minor across the catalog, student information system, and student advisement and recruitment materials such as the department website.

- The committee recommends that, in support of its student recruitment and public outreach efforts, the Department of Chemistry continue to make publicly available information regarding research interests of each faculty member in the department and opportunities for faculty-student research collaborations. The Faculty/Staff and Research sections of the department website effectively communicate this information in a manner comprehensible to upper division undergraduate students, graduate students, and academicians but not necessarily to prospective undergraduate students or the general public. The committee recommends that the department consider providing this information in a manner accessible to the latter populations as well.

- 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 Chemistry

Classification of Instructional Program (CIP) Code: 40.0501
Chemistry, General

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

The Academic Planning Committee thanks the program for a concise and critical self-study report. The committee especially appreciates the thoughtful comparisons of the program with other graduate level chemistry programs in the state and nation and the conclusions faculty has drawn from those comparisons. The committee finds particularly insightful the niche identified by faculty for the program: a research-oriented, thesis-based master's program for students not interested in or not yet ready for a doctorate in the field.

The committee commends faculty members of the Department of Chemistry for their contributions to the M.S. in Chemistry program through integration of their research with the curriculum and through one-on-one mentorship of students in the program. All tenure track faculty members in the Department of Chemistry are either graduate faculty members or, at the time of the self-study report, had applied for graduate faculty membership. Accordingly, all tenure track faculty members teach graduate courses, supervise and advise graduate students, and serve on thesis committees. Faculty members are active researchers who publish in international, peer-reviewed journals, often with students as co-authors. Faculty members involve graduate students in their scholarship through research groups limited to four graduate students each. The committee commends the department for its support of its graduate students through assistantships and through travel grants that enable students to present their research findings at regional, national, or international conferences. Faculty members have been recognized for their contributions to the discipline through honors such as the Illinois Professor of the Year award and recognition as a fellow in the Royal Society of Chemists. Graduate student contributions have been recognized as well, through the Fisher Thesis Award and numerous Outstanding University Graduate Teacher awards.

The committee recognizes contributions by chemistry faculty and students to area schools, museums, organizations, and community initiatives such as the Children's Discovery Museum, State Farm Millennium Girls Project, Army National Guard Civil Support, and Chemistry Olympiad. The committee also recognizes efforts by the department to engage corporate partners in curricular and co-curricular activities. The committee acknowledges mentorship of undergraduate students at the University by graduate students in the program through chemistry labs, lab/tutoring office hours, and participation with undergraduate students in co-curricular activities such as Chemistry Club and monthly symposia.

Despite a challenging fiscal environment, the department has maintained and upgraded equipment vitally needed for teaching and research through careful budgeting and grant procurement. Program faculty continues to work closely with Milner Library faculty to select resources most appropriate to the curriculum and to student and faculty research. Program and library faculty have also collaborated to teach information literacy skills students need to succeed in the discipline.

The self-study report articulates a desire to revise the student learning outcomes assessment plan for the program, noting a need to better align learning outcomes and assessment data collection with program goals and with assessment needs set forth by the accrediting body for the discipline (the American Chemical Society). The committee concurs. The committee asks faculty to revise the assessment plan and to implement the revised plan by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. The committee asks the department to submit the revised assessment plan to the Office of the Provost by May 15, 2018, and to submit a report to the Office of the Provost regarding implementation of the plan by October 1, 2020. As faculty considers revisions to the assessment plan, the committee suggests that faculty consider further differentiating goals of the M.S. in Chemistry program from goals of the B.S. in Chemistry program. The committee also suggests that faculty consider incorporating direct measures of assessment other than course grades. The committee encourages faculty to develop a plan that can be sustained by the department given its faculty and staff resources. To that end, every student learning outcome need not be assessed every year nor is it necessary to evaluate the work of every student; staggering assessment of learning outcomes across multiple years and sampling student work are appropriate strategies. The committee recommends

that faculty consider feedback provided by the Assessment Advisory Council and assistance available from University Assessment Services staff as it revises the assessment plan for the program.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2024, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The self-study report articulates the need for a new strategic plan to guide the department and its programs through the next program review cycle and beyond. With the department chairperson position now filled and with more than 12 years having passed since the previous strategic plan was adopted, undertaking a strategic planning effort is a prudent first action following program review. The committee views strategic planning as an opportunity for faculty members to address issues they have identified through the self-study process. The recommendations that follow could be addressed through the strategic planning process or through separate but related planning initiatives.

- In its self-study report faculty has identified several curriculum-related challenges that merit attention in coming years. The committee recommends addressing two in particular. One challenge is to devise a system for scheduling sub-discipline courses that better serves student interests and needs. Another is to assess the need for expanding emphasis in the curriculum on development of computer literacy, information literacy, safety, ethics, and oral and written communication skills to meet the changing needs of employers in the discipline.

- The self-study report states that enrolling female students and students who self-identify as persons of color continues to be a challenge for post-secondary chemistry programs across the nation, including the program at Illinois State. Efforts of the Department of Chemistry to promote diversity have resulted in a student body that is 46 percent female (as reported in the self-study report) and 15 percent non-white (which is the average across all graduate programs at the University). The committee encourages the department to continue its efforts to recruit for diversity across multiple dimensions (including, but not limited to gender and race/ethnicity) and to maintain a climate of inclusion for all students.

- The self-study report notes the challenges faced by program and library faculty to maintain access to journals and databases most needed for teaching and research in the department. Subscription rates continue to rise while funding for those subscriptions has been stable at best, necessitating difficult resource choices. The committee is concerned about this situation especially in light of the emphasis in the program on research. The committee recognizes the difficulties of addressing this concern and the reality that other disciplines at the University are facing similar challenges with regard to library resources. Nonetheless the committee encourages program and library faculty to maintain a prioritized list of journals and databases needed to support student learning and research and to maintain American Chemical Society approval for use in the event that additional budget reductions are necessary or additional funds for library resources become available. The committee further encourages program and library faculty to continue investigating alternative library resource funding strategies and resource delivery options, including, but not limited to, enhancing resource sharing across universities in the state, expanding per-use subscription services such as *Get It Now*, including funding for library resources in research grant proposals, and seeking contributions to library funds by external entities (e.g., corporate partners).

- The self-study report describes extensive efforts by the department to document and communicate with program alumni through faculty outreach and use of social media. The committee commends these efforts. To help further develop alumni relations the committee recommends that the department investigate establishing an alumni advisory board. Such a board could provide input regarding curriculum design and student learning outcomes assessment, help students establish networks in the discipline and compete for jobs, guide the program and department with solicitation of external funding to support equipment and library resource purchases, and assist the department with student recruitment and retention efforts. With the Department of Chemistry having celebrated its 50th anniversary throughout 2016, interest among alumni in establishing an alumni board may be particularly high at this time.

- The committee recommends that, in support of its student recruitment and public outreach efforts, the Department of Chemistry continue to make publicly available information regarding research interests of each faculty member in the department and opportunities for faculty-student research collaborations. The Faculty/Staff and Research sections of the department website effectively communicate this information in a manner comprehensible to upper division undergraduate students, graduate students, and academicians but not necessarily to prospective undergraduate students or the general public. The committee recommends that the department consider providing this information in a manner accessible and highly engaging to the latter populations as well.

- Beyond the work requested by the committee to revise the student learning outcomes assessment plan for the program, the committee encourages the program to nurture and sustain the feedback loop characteristic of a meaningful assessment process by utilizing information collected through student learning outcomes assessment to make program improvements and to document how that has been done.

Review of the B.S. in Geology

Classification of Instructional Programs (CIP) Code: 40.0601
Geology/Earth Science, General

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

The Academic Planning Committee thanks faculty and staff of the B.S. in Geology program for a thorough, insightful, critical, and forward-looking program review self-study report. Particularly noteworthy are the numerous examples and anecdotes used to support assertions and recommendations and the summary of program strengths, weaknesses, opportunities, and threats.

The committee commends program faculty and staff for offering an undergraduate geology program whose curriculum balances theory and application and is characterized by rigor in math and science, a capstone field experience offered annually, and an emphasis on involving students in research. The committee also commends faculty and staff for its implementation of the Earth and Space Science Teacher Education sequence, new in 2007, through which students are credentialed to teach physical sciences to students in Illinois K-12 schools. Success of the B.S. in Geology program is evidenced by 90 percent of graduates since the last program review either obtaining geology-related jobs or being admitted to graduate school. Seventy-five percent of students graduating from the teacher education sequence have earned teaching positions in the field. Levels of satisfaction with the program among its graduates remain high.

The committee recognizes faculty and staff for the individualized attention they extend to students, from the time of their application to the program to well past their matriculation from it. Faculty and staff facilitate transition into the program through contacts with students who have applied to but not yet enrolled in the program and with community college students who are preparing to transfer into the program. Faculty members mentor students in courses and field experiences, engage them in collaborative faculty-student scholarship, and encourage them to pursue original research. The committee commends the program for the financial assistance it provides to students so they can communicate their research results through presentations in professional settings. With respect to the teacher education sequence, the committee commends the program for paying fees associated with the capstone teacher preparation experience required for state licensure (edTPA).

The committee recognizes the program for cultivating and maintaining contacts with alumni. Those efforts continue to benefit the program and its students as alumni employ students as interns or as permanent employees upon their graduation, contribute to the Powell (scholarship) Fund, and participate as speakers for the colloquium series sponsored by the department. While not required by the program, internships have been completed by approximately one in three graduates since 2008, with many internship sponsors paying substantial stipends that help students offset the cost of their education.

The committee recognizes faculty for its dedication to balancing program development and student-centered teaching with scholarship and service contributions to the discipline. The committee recognizes efforts of faculty to evaluate and revise the curriculum for its currency and relevancy. One example involves changes to the teacher education sequence to make it possible for sequence graduates to qualify for licensure or endorsement in Illinois in three content areas: earth and space science, physics, and biology. The committee thanks faculty members for their instruction of the nearly 1,500 students enrolling each year in a geology course that meets general education requirements and for their collaboration with geography faculty to explore development of an environmental science major. Faculty members publish in high-impact journals in the discipline, produce maps and field guides, and regularly present at professional conferences. Faculty members have received numerous internal and external awards for their scholarship and service. Examples include Outstanding College Researcher and Research Initiative awards at Illinois State, recognition of a faculty member as a University Professor, and participation by a faculty member in the International Panel on Climate Change, which subsequently was awarded a Nobel Peace Prize. The committee acknowledges successes by geology faculty in obtaining external funds to support faculty and student scholarship, at an average rate of $100,000 per year per faculty member since the last program review.

The committee further recognizes faculty members for their service to groups external to the University and for engaging students in those efforts. Examples include water quality research in the Bloomington-Normal area, professional development workshops held during the summer for practicing K-12 teachers across the state, and production of geologic maps used to inform land use decisions by local or regional governments.

Finally, the committee expresses appreciation to the program for its efforts to assemble the highly-credentialed yet diverse faculty responsible for these achievements. While the field of geology is predominately white and male, all four recent geology faculty hires have self-identified as female and/or with a racial or ethnic group traditionally underrepresented among faculty at Illinois State and nationally across the discipline.

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, 2024, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The committee commends faculty for recognizing and trying to help students who struggle to complete science, mathematics, and foreign language requirements of the program. The committee encourages faculty to continue to explore strategies for assisting students through those courses. The committee suggests that the program seek guidance with this challenge from other physical science programs at Illinois State, from undergraduate geology programs regionally and nationally (including aspirational programs), and from professional organizations. Given the nature of the careers pursued by geology majors, the committee does not see as appropriate a lessening of the foreign language requirement for them. The committee instead encourages the department to work with the College of Arts and Sciences and the Department of Languages, Literatures, and Cultures to strategize additional ways to facilitate completion of the foreign language requirement.

- Satisfaction among alumni with the overall program and with most aspects of it exceeds 85 percent, according to the alumni survey administered by the program for this program review. However, satisfaction rates among students enrolled in the teacher education sequence are generally lower then among students in the non-teacher education sequence. According to the self-study report, teacher education students may not fully understand the design of the curriculum and may have lesser access to tenure-line faculty than the non-teacher education students. The committee recognizes recent steps taken by the program to modify the teacher education sequence, including its curriculum, and urges faculty to track the impact of those changes on student learning, outcomes, and satisfaction. The committee also notes opportunities for the program to increase student satisfaction with respect to cultural awareness.

- The committee acknowledges the challenges the program faces in diversifying its student body and efforts by the program to do so. The percentage of students in the program who are female has increased in recent years to levels that are near or above the average across undergraduate geology programs nationwide. However, a continuing challenge is increasing the percentage of students who self-identify with a racial or ethnic group traditionally underrepresented at Illinois State. That percentage has been lower than the percentage across all undergraduate programs at the University. The program has made admirable efforts to increase that percentage among students enrolling in the six-week field camp by recruiting international students and by strategically selecting the universities from which field camp students are recruited. Similarly creative and unique approaches may be needed to increase the percentage among students enrolling in the undergraduate geology program at Illinois State. Given the commitment faculty has made to its robust field camp experience, the committee suggests exploring ways to recruit students from other states who may be interested in a geology program with such a field experience.

- The committee heartily commends the program for its attention to student learning outcomes assessment. It is evident from the self-study report that the assessment plan is being faithfully implemented and that assessment results are being used to guide program improvements. Particularly noteworthy is the administration of exit interviews to each graduating senior. The committee encourages faculty to continue its assessment efforts during the next program review cycle while periodically reviewing the assessment plan itself to ensure its alignment with program goals and curricula. One assessment enhancement faculty might consider is assessing additional learning outcomes prior to the capstone field experience, which might be particularly helpful in assessing learning in the teacher education sequence. The program might also consider additional use of rubrics, which could aid longitudinal analysis of student learning in courses taught by multiple faculty

members using differing grading schemes. Whatever assessment changes are considered by faculty during the next review cycle, the committee encourages faculty members to consider their ability to sustain their assessment work over time given the faculty resources likely to be available to the program. Strategies such as staggering assessment of learning goals over multiple years and sampling student work rather than assessing the work of every student can help minimize the burden assessment may otherwise have on program faculty.

- With continued uncertainty regarding public support for higher education in Illinois, it is unlikely that the University will have sufficient funds in the near term to meet all infrastructure needs of its academic units including the Department of Geography-Geology. Accordingly, the committee suggests that the department maintain its plan for infrastructure development and recapitalization to support the B.S. in Geology program while exploring options for funding the highest priority projects identified in it. The committee suggests exploring coordination of equipment purchases with other physical science units at the University and continuing to seek external funds either through single purpose funding requests or as part of requests to fund research initiatives. The committee encourages the department to continue exploring partnerships with business and industry and outreaching to alumni, which could lead to additional private contributions to the program.

- The committee enthusiastically notes collaboration of geology faculty members with their counterparts in geography to develop a proposal for an interdisciplinary undergraduate environmental systems program. The committee encourages faculty to continue that collaborative work and to explore other environmental curricula that would meet student needs while advancing the department mission. Concepts to explore might include a “four plus one” program for high-achieving students seeking an undergraduate degree in geology and a master’s degree in hydrogeology.

Review of the M.S. in Hydrogeology

Classification of Instructional Programs (CIP) Code: 40.0699
Geological and Earth Sciences/Geosciences, Other

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

The Academic Planning Committee thanks faculty and staff of the M.S. in Hydrogeology program for a thorough, insightful, critical, and forward-looking self-study report that evidences meaningful involvement in the program review process by multiple stakeholders including students and alumni. Particularly noteworthy is the summary of program strengths, weaknesses, opportunities, and threats.

The committee recognizes faculty and staff for offering the only master's level hydrogeology major in Illinois and one of only four in the United States. The committee commends the program for providing a supportive academic environment to help students successfully navigate the rigorous curriculum that strongly emphasizes applied research. Faculty members provide individualized attention to students through twice weekly one-on-one meetings and through collaborative research work. Since the last program review in 2008, students have co-authored 24 peer-reviewed articles with faculty members and have published 10 geologic maps. The program provides travel funds for students to attend professional conferences at which they present their research findings; since the 2008 program review, 48 students have presented at the annual meeting of the Geological Society of America. Most full-time students in the program also present at the annual Graduate Research Symposium on campus. The committee recognizes program faculty for their collaboration with Milner Library faculty in teaching information literacy skills needed by students to succeed in their research endeavors.

Success of the M.S. in Hydrogeology program is evidenced by the more than 95 percent of students who either obtain a job in the field or are admitted to a doctoral program upon graduation. Levels of satisfaction with the program among alumni remain high; 100 percent of respondents to the alumni survey conducted especially for this program review indicated being satisfied or very satisfied with the overall quality of the program.

More than half of the students in the M.S. in Hydrogeology program serve as teaching assistants. The committee thanks those assistants who each fall and spring term teach 20 laboratory sections of the undergraduate geology course that meets general education requirements. The course enrolls nearly 1,500 students each academic year.

The committee recognizes faculty and staff for nurturing and maintaining contacts with alumni and with professional organizations, state agencies, and industries associated with the discipline. These relationships continue to benefit the program and the broader community through help recruiting students, employing students as interns or as permanent employees upon their graduation, contributions to the Powell (scholarship) Fund, participation as speakers for the colloquium series sponsored by the department, and support for research or service initiatives undertaken by faculty or students. Examples of the latter include a partnership with the Illinois Petroleum Resources Board and the Illinois Association of Aggregate Producers to offer summer physical sciences workshops for K-12 teachers in Illinois and a research collaboration involving the City of Bloomington and the Nature Conservancy to study agricultural runoff.

The committee commends faculty members for balancing their teaching and mentorship responsibilities with their own scholarship and service activities. In recent years the core faculty members teaching in the program have won the Outstanding College Teacher Award bestowed by the College of Arts and Sciences at Illinois State and the Research Initiative Award conferred by the University. One core faculty member participated in the International Panel on Climate Change, which subsequently was awarded a Nobel Peace Prize. Across all geology faculty members in the department, 52 requests for external funding have been approved since the 2008 program review totaling $5.4 million (or approximately $100,000 per faculty member per year). Three geology faculty members have been inducted into the (Illinois State) University Million Dollar Club in recognition of their grant-procurement successes. Faculty members also mentor students in their pursuit of external grant funds to support their own research; since the 2008 program review, 19 students have been successful in that pursuit. The committee expresses appreciation to the program for its efforts to assemble the highly-credentialed yet diverse faculty responsible for these achievements. While the field of geology is predominately white (non-Hispanic) and male, all

four recent geology faculty hires have self-identified as female and/or with a racial or ethnic group traditionally underrepresented among faculty at Illinois State and nationally across the discipline.

The self-study report indicates that the current student learning outcomes assessment plan for the program, adopted in 2013, is a "working document." The report identifies revision of the plan as a priority for the next program review cycle, specifically adding strategies for obtaining feedback from external stakeholders. The committee concurs. As faculty considers revisions to the assessment plan, the committee suggests a scan of best practices in working with external stakeholders and in other aspects of assessment such as plan implementation strategies and use of rubrics.
University Assessment Services staff is available to assist with this scan and with plan revision. The committee asks the department to submit a report to the Office of the Provost by December 1, 2019, that includes the revised plan and a brief update regarding plan implementation, assessment findings, and actions either taken or planned to be taken in response to those findings. Whatever assessment changes are considered by faculty during the next review cycle, the committee encourages ongoing attention to sustainability of those assessment efforts. Strategies such as staggering assessment of learning goals over multiple years and sampling student work rather than assessing the work of every student can help minimize the burden assessment may otherwise have on program faculty.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2024, the committee asks the program to describe actions taken and results achieved for each recommendation.

- Enrollment in the program has been stable from fall 2010 to fall 2014, ranging from 16 to 20 students. Applications to the program averaged 14 during the same period, and the acceptance rate across those five years was approximately 80 percent. The self-study report articulates a goal of maintaining enrollment within or slightly above the range noted above while continuing to attract highly qualified applicants. For the program to do so larger applicant pools may be needed. To guide recruitment of those applicant pools, the committee recommends that the program develop and implement a formal student recruitment plan. Many elements of a recruitment plan are already in place, including contacts with prospective students at the annual Geological Society of America conference, sharing experiences of students in the program on the department website, and subsidizing campus visits for prospective students (a strategy which has had an 80 percent success rate in attracting applicants). Faculty might also consider additional strategies for recruiting students from other undergraduate geology programs in the state or strategies for attracting high-achieving students in the undergraduate geology program in the department, perhaps through a "four plus one" option (see below).

- The committee acknowledges the ongoing challenges the program faces in diversifying its student population. The committee commends the successful efforts of the program to increase female representation among students in the program to levels near or above the average across all geology programs in the country. Maintaining those levels and increasing the percentage of students in the program who self-identify with racial or ethnic groups traditionally underrepresented at Illinois State remain difficult challenges for the program. The committee supports the program in its continuing efforts to address these challenges. The committee recommends that the program compile and implement a plan to do so, either as part of a broader recruitment plan (see above) or as a stand-alone plan.

- The committee commends geology faculty members for their commitment to maintaining a curriculum that is current and relevant and for their collaboration with geography faculty members in their exploration of additional environmental curricula that meets the needs of students while advancing the mission of the program and department. The committee supports faculty review of the curriculum to identify different or additional content areas that could be offered (the self-study report identifies stratigraphy, organic chemistry, biogeochemistry, and civil engineering as areas to consider). The committee also recommends working with the Graduate School to explore offering a "four plus one" program for high-achieving students seeking an undergraduate degree in geology and a master's degree in hydrogeology.

- Every respondent to the alumni survey conducted especially for this program review expressed satisfaction with the overall quality of the program. When queried about specific aspects of the program, more than 90 percent of survey participants expressed satisfaction with the quality of instruction, field experiences, and

intellectual challenges of the program. Receiving slightly lower ratings (75 percent) were career development opportunities (seemingly inconsistent with the program placement rate of 95 percent) and the effectiveness of academic advisement. Both aspects of the program merit additional investigation to determine whether strategies may be needed to improve them.

- With continued uncertainty regarding public support for higher education in Illinois, it is unlikely that the University will have sufficient funds in the near term to meet all infrastructure needs of its academic units including the Department of Geography-Geology. Accordingly, the committee suggests that the department maintain its plan for infrastructure development and recapitalization needed to support the M.S. in Hydrogeology program while exploring options for funding the highest priority projects identified in it. The committee suggests exploring coordination of equipment purchases with other physical science units at the University and continuing to seek external funds either through single purpose funding requests or as part of requests to fund research initiatives. The committee encourages the department to continue exploring partnerships with business and industry and outreaching to alumni, which could lead to additional private contributions to the program.

- The self-study report notes the importance of graduate assistantships to the program in recruiting students, supporting faculty research, and instructing laboratory sections of the undergraduate geology course taken by students to meet general education requirements. The report further notes the recent reduction in the number of graduate assistantships the program is able to offer, from 10 to nine, due to budget rescissions. The committee recommends that the program work with University Advancement to explore development of endowed fellowships or scholarships to help offset recent losses in general funds for graduate assistantships and, potentially, to increase the monthly stipend that can be offered to graduate assistants. In pursuing external funds for this purpose, the program may be able to draw upon the strong relationships the department has developed with alumni, professional organizations, and industry.

Review of the B.S. in Physics

Classification of Instructional Program (CIP) Code: 40.0801
Physics, General

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

The Academic Planning Committee thanks the program for a concise, insightful, and forward-looking self-study report. The report evidences critical review of the program and opportunities for all faculty members to contribute to that review. Particularly noteworthy is the description in the report of comparator and aspirational programs and the discussion of actions the program at Illinois State might take to meet or exceed quality levels of those programs.

The committee congratulates program faculty and staff for maintaining a quality academic program during a period of significant change in program personnel; since the last program review in 2008 approximately half of the tenure-line faculty members are new to the program and a new department chairperson has been hired. The committee recognizes the commitment made by the department to diversifying its faculty as positions are filled and its success doing so with respect to gender. Through these key personnel changes, the program has continued to be a top producer of physics bachelor's degrees among undergraduate-only physics departments nationally. The program also continues to be the top producer of high school physics teachers in Illinois and one of the top producers nationally. In addition to its teacher preparation sequence, the program offers plans of study in general physics, computational physics, and engineering physics. Through the latter, a student can earn an undergraduate physics degree from Illinois State and an undergraduate engineering degree from another institution within five years.

The committee commends program faculty and staff for the high level of individualized attention they provide to students in the program. Faculty members work with students as their academic advisors and as research mentors. Faculty encourages students to participate in the University Honors Program, which they do at rates consistently higher than the rate across all undergraduate programs at the University. The committee also commends faculty for their contributions to scholarship and their service to their discipline. Faculty members publish at rates higher than the national average across undergraduate-only physics programs. Three faculty members are Fellows of the American Physical Society.

The committee recognizes the program for its enhanced efforts in recent years to recruit highly credentialed students. The program now annually sponsors an open house for high school students (Physics Discovery Day) and awards numerous merit scholarships and book awards to incoming students. Recognizing the importance of encouraging students to persist, the program has many endowed scholarships and achievement awards for continuing students. The program expends considerable resources to help transfer students successfully transition into the program. Faculty serve on state-wide panels that match community college physics courses to requirements of undergraduate physics programs at public universities in the state, with a goal of promoting timely graduation of transfer students from those undergraduate physics programs. The department chairperson meets personally with every transfer student to collaboratively plan a course of study.

Contributing to student recruitment and retention successes and to service by the program to the broader community are the many co-curricular opportunities offered by the program. These include co-curricular research teams, the internationally-recognized Solar Car Team, the Physics Club, the Trebuchet Team, and the Illinois State University Planetarium. The program also sponsors a "Physics on the Road" program, through which faculty and students outreach to K-12 schools throughout the state, and the Innovative Design Project, through which students design, build, and test product solutions for local companies.

The program continues to do fine work in the area of student learning outcomes assessment. It is evident that assessment data are being collected and findings from those data are being used by faculty to make program changes intended to improve student learning. The committee encourages faculty to continue to refine its assessment plan for the program, with particular attention to feedback mechanisms, and to nurture and sustain the feedback loop characteristic of a meaningful assessment process. Resources of University Assessment Services are available to assist the program in its assessment efforts, including exploration of best assessment practices in the

discipline. The committee asks the department to submit a revised assessment plan to the Office of the Provost by October 31, 2018, and a report on implementation of the plan by October 31, 2020. As the program revises and implements its assessment plan, the committee encourages attention by the program to sustainability of its assessment efforts. To that end, every student learning outcome need not be assessed every year nor is it necessary to evaluate the work of every student; staggering assessment of learning outcomes across multiple years and sampling student work are appropriate strategies.

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, 2024, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The self-study report identifies strategic planning as a priority initiative for the department, to guide the department and its programs through the next program review cycle and beyond. The committee concurs. The committee recommends using the strategic planning process as a venue for addressing issues identified by faculty and staff through this review as well as issues identified by the committee in its recommendations that follow.

- A key theme of the program review self-study report is the need for ongoing attention to student recruitment. Recruitment is especially important to the future of the program given recent enrollment trends and anticipated increases in enrollment targets at comparator institutions. Fall enrollment of first or second majors in the program decreased 24 percent from 2012 to 2015, while enrollment in the largest undergraduate physics program in the state increased 60 percent. Accordingly, the committee recommends that a key component of strategic planning include development of a student recruitment and retention plan. A recruitment and retention plan could help the department achieve multiple goals: to achieve and maintain enrollments within targets established by the department, to continue to attract and retain high achieving students, and to diversify the student population with respect to females and persons of color. Many elements of such a plan are already in place and have already helped stabilize enrollment. The committee recommends that the department continue those approaches and consider additional approaches that would further diversify its recruitment efforts.

  The Department of Physics is not alone in facing these challenges; numerous other programs at the University, including those related to science, technology, engineering, and mathematics (STEM) fields do as well. The committee suggests that the department investigate coordinating recruitment efforts with one or more of the other STEM programs at the University, perhaps through facilitation by the college office. Such coordination and collaboration could help each participating program expand the number of prospective students it reaches without having to commit additional resources. Whether the department works with other units or works separately, the committee suggests that the department carefully target its recruitment efforts to high schools with high achieving students and diverse student populations. The department might incorporate into this targeted effort elements of its successful Physics on the Road program and might consider establishing scholarships for students from traditionally underrepresented populations, if the department has not done so already.

- Ongoing review of the curriculum and program is essential for maintaining a program that is current, relevant, responsive to student needs, and responsive to needs of employers. This is particularly important in fast-changing STEM fields. The committee suggests periodic review of the existing curriculum and its sequences, perhaps through the strategic planning process, for their currency, demand, and sustainability. The committee especially recommends attention to points within the curriculum that challenge students to the extent that their progress toward graduation is impeded or they choose to withdraw. One such point noted in the self-study report is the calculus requirement. The program might consider a bridge program to assist students through that requirement, perhaps in concert with other STEM programs at the University. Systematic communication with students contemplating withdrawing from the program could help identify others. The committee also suggests periodic review of the curriculum and its sequences to identify potential new plans of study. The committee supports the recommendations articulated in the self-study report for consideration of an applied physics plan of study as well as interdisciplinary courses or plans of study with Biological Sciences, Kinesiology and Recreation, and Mennonite College of Nursing.

- The department has done an admirable job developing and maintaining relations with program alumni, including building an alumni database, maintaining contacts with alumni through social media, and collaborating with Alumni Services and University Advancement on alumni outreach initiatives. The committee encourages the department to continue these efforts. The committee also encourages the department to strengthen its relationships with the companies and agencies that employ program graduates. These efforts could help students with their internship and job searches and could lead to increased giving for student scholarships. The department might consider organizing a program advisory board, if one does not already existing, as a venue for developing and nurturing relationships with both alumni and employers.

- According to the self-study report, the current inventory of research journals accessible through Milner Library meets the research needs of physics faculty and students. However, the report cautions that any combination of journal price increases and library budget reductions could severely compromise the ability of the library to continue meeting those needs. The committee recommends that the department continue working with library faculty to monitor this situation, maintain a prioritized list of journals for use should budget cuts be necessary, and continue to explore alternatives to traditional journal subscriptions such as the *Get it Now* per-use subscription model.

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

Classification of Instructional Program (CIP) Code: 50.0501
Drama and Dramatics/Theatre Arts, General

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

The committee thanks the program for a detailed, critical, and forward-looking self-study report that documents a methodical, multiple-year effort involving all faculty and staff members of the school to carefully evaluate its theatre and dance programs. Particularly noteworthy aspects of the report are the thorough description and analysis of the curriculum by sequence and the analysis of aspirational programs and their relevance to the program at Illinois State University. Through its planning process, the program has successfully addressed requirements of both specialized accreditation and program review.

Regarding accreditation, the committee congratulates the school on reaccreditation of its theatre programs, including the B.A., B.S. in Theatre, by the National Association of Schools of Theatre in 2016 for a 10-year period. The committee also congratulates the program on approval of its two teacher education sequences (theatre and dance) in 2012 in connection with reaccreditation of the teacher education unit at Illinois State University by the National Council for Accreditation of Teacher Education.

The committee congratulates and thanks faculty and students in the program for their contributions to the arts through the many productions sponsored by the school and through the nationally-renowned Illinois Shakespeare Festival. These curricular and co-curricular production opportunities provide valuable learning experiences for students while positively contributing to the quality of life in the community, region, and state. The committee recognizes faculty members for their dedication in mentoring students in these and other venues, typically involving evening and weekend hours.

The committee commends the program and school for its aggressive efforts to recruit highly talented students to the program. Examples include offering scholarships to meritorious students, involvement of faculty in competitions and intensive learning opportunities for high school students, biannually hosting the Illinois High School Theatre Festival, and the recent introduction of the College Dance Day open house.

The committee recognizes the program and school for its commitment to diversifying the student population across multiple dimensions and to create and maintain an inclusive environment. In addition to its aggressive recruitment efforts, the school has diversified its production schedule to include more works by persons of color and supports efforts of registered student organizations, including Freestage, the Black Actors League, and the Latin American Theatre Association, to independently stage such works. The committee supports the program in its continuation of these efforts and its goal of increasing the percentage of students in the program who are male, particularly students in the dance sequences.

The committee commends faculty members for their extensive efforts to develop a student learning outcomes assessment plan for the program that aligns with the new mission, vision, and values of the School of Theatre and Dance. The plan builds from four broad learning goals applicable to all academic programs in the school by articulating learning outcomes unique to the B.A., B.S. in Theatre program and its sequences for each broad goal. The committee encourages the program to proceed with plan implementation in the coming years and to use findings resulting from plan implementation to inform program changes. The committee asks the program to report on its implementation of the plan in 2017-2018 and 2018-2019 through a report submitted by the School of Theatre and Dance to the Office of the Provost by October 31, 2019. The committee asks that the report include a brief description of assessment activities, assessment findings and their implications, and any changes to the assessment plan either made or planned to be made based on experiences with its initial implementation.

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.

- Faculty has identified numerous curricular initiatives for consideration during the next review cycle. Among them are restructuring the curriculum to promote more collaborative coursework across program sequences, exploring ways to better integrate co-curricular performance activities into the curriculum, and establishing a musical theatre sequence to replace the eponymous sequence disestablished by the School of Music in 2016. Other curricular initiatives include expanding online course offerings when pedagogically appropriate, expanding and sustaining involvement of guest artists in curriculum delivery, and seeking ways to better integrate theatre and film studies to broaden interdisciplinary training and provide students more options. The committee encourages faculty to investigate these issues and others that may arise during the next review cycle. Some issues may be addressed with existing resources. For those that cannot, having a plan in place for their implementation when additional resources become available could be beneficial to the program.

- The self-study report notes that first-time-in-college students are able to graduate from the program within four years regardless of sequence, and the majority of first-time-in-college students graduating from the program do so (70.4 percent versus 64.3 percent across all undergraduate programs in fiscal 2014). The report further notes that external transfer students may need five or six semesters to complete the program, depending on the sequence in which the student enrolls. The committee recognizes the program for its attention to time-to-degree, for its efforts to maintain four-year plans of study for first-time-in-college students, and for its careful analysis of factors affecting time-to-degree for external transfer students. The committee recommends that the program continue its efforts to explore and implement strategies that promote timely graduation, particularly for external transfer students.

- Although the program is the largest of its public university comparator programs in the state with respect to enrollment and degrees conferred, the committee encourages sustained efforts by the program and school to recruit a talented application pool to maintain enrollments within established targets. Given the strong reputation of the program, the committee suggests that the program consider expanding its efforts to recruit students from other states. The recent articulation initiative with Collin College in Texas could serve as a model for similar initiatives with other out-of-state institutions with strong theatre and dance programs.

- The committee encourages the program to explore strategies to foster a greater sense of community and purpose among students in the theatre and film studies sequence of the program and a greater understanding and appreciation among all students in the program of the important role played by theatre and film studies in the discipline. Strategies faculty might explore include increasing the rigor of the application and admissions process, expanding the role of the advisor in that process, and implementing strategies to actively recruit students to the sequence as their first-choice plan of study.

- The committee encourages continued attention by the program and school to concerns expressed by some faculty members regarding workloads. Aspects of the program that may warrant attention, in addition to faculty and staffing levels, include production scheduling, integration of academic work and production work, and faculty assignments and credit load. The committee is cognizant of the challenges modifying any one of these aspects may have on student recruitment and student success.

- The committee recognizes and commends the strong commitment by the school to recruit for diversity across multiple dimensions when filling faculty positions. Efforts since the last program review to achieve greater gender balance have been successful. However, in some sub-disciplines the percent of faculty members who are persons of color is less than the average across all university faculty. The committee encourages the school to continue its efforts to promote faculty diversity as it has faculty positions to fill, particularly in sub-disciplines with lower-than-average representation from traditionally underrepresented populations.

- The committee recommends that the program compile a plan for alumni outreach, tracking, and networking. The program already has many elements of such a plan in place. Compiling them could help prioritize allocation of limited resources to outreach efforts, minimize duplication of outreach efforts, and foster collaboration with other units that work with alumni, such as University Advancement. Strengthening ties with program alumni could benefit the program and its students in numerous ways, such as involving more alumni in student mentoring, obtaining additional perspectives regarding the program that could help guide curriculum changes, and increasing financial contributions to program and school priorities such as facility improvements and scholarship funds.

- The self-study report articulates a goal of achieving accreditation of the dance sequences by the National Association of Schools of Dance (NASD), indicating that such accreditation could serve as further evidence of the quality of the dance program and help efforts to attract highly-talented students to the sequence. However, the report also indicates that the dance program will not qualify for accreditation until planned reconstruction of the Fine Arts is complete because the reconstructed facility will include a second dance studio and related facilities required for accreditation. Given the importance of accreditation to recruiting the highest quality students and given the likelihood that a reconstructed facility may not be ready for occupancy during the next review cycle, the committee suggests that the program continue to work with the school and college to explore facility arrangements that would meet NASD requirements, such as development and use of space outside the Fine Arts complex.

- The NAST accreditation report notes that much of the equipment used by School of Theatre and Dance programs is reaching the end of its life cycle. The report notes that some but not all needed equipment upgrades have been included in the planned fine arts complex reconstruction project. The committee suggests that the school develop a long-term plan for systematic replacement of equipment across its programs. Having such a plan could help guide allocation of resources as they become available and may also be useful when seeking private contributions to the school.

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

Classification of Instructional Program (CIP) Code: 50.0501
Drama and Dramatics/Theatre Arts, General

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

The committee thanks the program for a detailed, critical, and forward-looking self-study report that documents a methodical, multiple-year effort involving all faculty and staff members of the school to carefully evaluate its theatre and dance programs. A particularly noteworthy aspect of the report is the analysis of comparator and aspirational programs and their relevance to the program at Illinois State University. The committee finds particularly insightful the niche identified by faculty for the program based on that analysis: a rigorous research-oriented program requiring a thesis or comprehensive examination and designed to support students seeking direct entry into the profession upon completion of the master's degree in addition to students intending to pursue a terminal degree.

Through its strategic planning processes, the program has successfully addressed requirements of both program review and specialized accreditation. The committee congratulates the program on its contributions to reaccreditation of theatre programs at Illinois State University by the National Association of Schools of Theatre (NAST) in 2016 for a 10-year period.

The committee commends the School of Theatre and Dance for supporting numerous curricular and co-curricular opportunities for students to obtain production experience, including students in the M.A., M.S. in Theatre program, through productions sponsored by the school or its Illinois Shakespeare Festival, now in its 40th year, or by registered student organizations supported by the University. The committee commends faculty members for their dedication in mentoring students in these and other venues, typically involving evening and weekend hours.

The committee recognizes the program for it collaboration with units external to the school. Students in the program are encouraged to take courses offered by other units at the University, and faculty from other units serve on thesis committees for students in the program. Through the Theatre Connections initiative, the program works to integrate productions sponsored by the school with coursework in other academic programs of the University. The program continues to nurture a collaborative relationship with Milner Library. Librarians provide information literacy instruction and research assistance for students in the program, including assistance with use of materials in the Special Collections unit of the library for coursework and research. Graduate assistants have worked with faculty and staff in the Dr. Jo Ann Rayfield Archives to help build an archival collection related to the Illinois Shakespeare Festival, now in its 40th year.

The committee commends faculty members for their extensive efforts to develop a student learning outcomes assessment plan for the program that aligns with the new mission, vision, and values of the School of Theatre and Dance. The plan builds from four broad learning goals applicable to all academic programs in the school by articulating learning outcomes unique to the M.A., M.S. in Theatre program for each goal. The committee encourages the program to proceed with plan implementation in the coming years and to use findings resulting from plan implementation to inform program changes. The committee asks the program to report on its implementation of the plan in 2017-2018 and 2018-2019 through a report submitted by the School of Theatre and Dance to the Office of the Provost by October 31, 2019. The committee asks that the report include a brief description of assessment activities, assessment findings and their implications, and any changes to the assessment plan either made or planned based on experience with its initial implementation. One plan refinement faculty might consider is adding one or more strategies for obtaining feedback from external stakeholders. Given the strong connections the program continues to nurture with alumni and visiting artists, this could be as straightforward as documenting conversations faculty members frequently have with them. As faculty revises the assessment plan, the committee encourages attention by faculty to sustainability of its assessment efforts.

Finally, the committee acknowledges inclusion of the M.A., M.S. in Theatre program in the report by Illinois State University to the Illinois Board of the Higher Education regarding programs at the University that fall below enrollment or degree thresholds established by IBHE. Based on the extensive multiple-year strategic planning

effort undertaken by the school, on recent reaccreditation of the school and its theatre programs by the National Association of Schools of Theatre, and on this review by the Academic Planning Committee, the committee believes there is strong institutional justification to retain the program as it is currently structured and that no further review of the program is necessary at this time. The committee notes that the School of Theatre and Dance maintains enrollment in the program at levels necessary to ensure program quality; those levels are comparable to or higher than enrollments in comparator or aspirational programs. The committee notes that faculty and graduate assistants in the program teach and mentor students in the undergraduate theatre program at the University, the largest such program among public universities in the state with respect to enrollment and degrees conferred. Faculty and graduate students also teach general education courses, with some advanced graduate assistants serving as instructors of record. The committee further notes the unique contributions of the program to graduate-level theatre education in the state through its support for students seeking direct entry into the profession upon graduation.

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 its self-study report, faculty has identified several curricular initiatives for consideration during the next review cycle. Among them are developing ways to better integrate theatre and film studies and establishing separate sequences for pre-professional students and students intending to seek a terminal degree in the field. The committee supports these discussions as well as further consideration of a sequence that could serve practicing K-12 teachers in the state. If faculty decides to pursue a theatre pedagogy sequence, faculty may benefit from consultations with other graduate-level teacher education programs at the University, many of which have been challenged to accommodate the work schedules of practicing teachers. Responses to this challenge by other programs at the University have included offering courses only during summer term, offering evening courses, and providing some or all instruction online.

- Although substantially increasing enrollment may not be advisable or feasible at this time given the resources currently available to the program, the committee encourages continued efforts to recruit a pool of highly talented applicants. The committee suggests a diversified and strategic approach to recruitment in which the types of recruitment materials and communication channels used may vary depending on the intended audience. For example, as faculty has noted in its self-study report, determining why more international students have applied for and enrolled in the program in recent years could help the program design strategies targeted toward increasing that segment of the student population.

- The committee encourages continued attention by the program and school to concerns expressed by some faculty members regarding workloads. Aspects of the program that may warrant attention, in addition to faculty and staffing levels, include production scheduling, integration of academic work and production work, and faculty assignments and credit load. The committee is cognizant of the challenges modifying any one of these aspects may have on student recruitment and student success.

- The committee recognizes and commends the strong commitment by the school to recruit for diversity across multiple dimensions when filling faculty positions. Efforts since the last program review to achieve greater gender balance have been successful. However, in some sub-disciplines the percent of faculty members who are persons of color is less than the average across all university faculty. The committee encourages the school to continue its efforts to promote faculty diversity as it has faculty positions to fill, particularly in sub-disciplines with lower-than-average representation from traditionally underrepresented populations.

Review of the M.F.A. in Theatre

Classification of Instructional Program (CIP) Code: 50.0501
Drama and Dramatics/Theatre Arts, General

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

The committee thanks the program for a detailed, critical, and forward-looking self-study report that documents a methodical, multiple-year effort involving all faculty and staff members of the school to carefully evaluate its theatre and dance programs. A particularly noteworthy aspect of the report is the analysis of comparator and aspirational programs and their relevance to the program at Illinois State University.

Through its strategic planning processes, the program has successfully addressed requirements of both program review and specialized accreditation. The committee congratulates the program on its contributions to reaccreditation of theatre programs at Illinois State University by the National Association of Schools of Theatre (NAST) in 2016 for a 10-year period.

The M.F.A. in Theatre program is delivered by a highly credentialed faculty using the master-apprentice model. The committee commends faculty members for their recruitment and selection of professionally mature students through the University/Resident Theatre Association, for the individualized attention and mentoring faculty members provide students once they are admitted to the program, and for support faculty members provide to help students secure employment in the profession (through initiatives such as the annual Chicago Showcase). As a result of this support, almost all students entering the program graduate. Because the program is able to provide an assistantship to each student, graduates begin work in a profession noted for irregular employment with lower student debt than they otherwise would have incurred. Success of the program is evidenced by the numerous graduates serving on theatre faculties of universities across the country and by contributions graduates make to professional theatre companies, most notably renowned companies in Chicago such as Steppenwolf Theatre, Goodman Theatre, and the Chicago Shakespeare Theatre. Program alumni have been recognized through numerous regional and national industry awards.

Critical to the success of the program are the opportunities for students to act, design, or direct in productions sponsored by the School of Theatre and Dance or its Illinois Shakespeare Festival, now in its 40th year, or by registered student organizations supported by the University. These opportunities provide valuable learning experiences for students while positively contributing to the quality of life in the community, region, and state. The committee recognizes faculty members for their dedication in mentoring students in these and other venues, typically involving evening and weekend hours.

The committee commends faculty for its critical evaluation of the program curriculum since the last program review and for the difficult decisions faculty members have made to promote the long-term viability and sustainability of the program. The decision to disestablish the acting concentration has freed resources that can now be directed toward students in the directing and design concentrations of the program and toward students in the undergraduate theatre program. The committee commends the program for its introduction of the company core curriculum as a means of modeling collaboration across the concentrations and helping students bond professionally, while freeing some faculty time for other duties and pursuits.

The committee recognizes contributions faculty and graduate assistants make to the General Education program at the University and to instruction and mentoring of undergraduate theatre students in the school. Advanced graduate assistants have the opportunity to serve as instructors of record for those and other courses, which helps them prepare for teaching positions at colleges and universities.

The most recently completed component of the strategic planning process is the student learning outcomes assessment plan for the program that aligns with the new mission, vision, and values of the School of Theatre and Dance. The plan builds from four broad learning goals applicable to all academic programs of the school by articulating learning outcomes unique to the M.F.A. in Theatre program for each goal. The committee encourages the program to proceed with plan implementation in the coming years and to use findings resulting from plan

implementation to inform program changes. The committee asks the program to report on its implementation of the plan in 2017-2018 and 2018-2019 through a report submitted by the School of Theatre and Dance to the Office of the Provost by October 31, 2019. The committee asks that the report include a brief description of assessment activities, assessment findings and their implications, and any changes to the assessment plan either made or planned based on experience with its initial implementation. One plan refinement faculty might consider is adding strategies for obtaining feedback from external stakeholders. Given the strong connections the program continues to nurture with alumni and visiting artists, this could be as straightforward as documenting conversations faculty members frequently have with them. As faculty revises the assessment plan, the committee encourages attention by faculty to sustainability of its assessment efforts.

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.

- Periodic review of the curriculum is important to maintain a program that is current, relevant, and responsive to student needs and demands. In its self-study report, faculty has identified tracking success of the company core model as a priority for the coming review period. The committee agrees, noting the opportunity for faculty to consider whether to retain the model and whether the model could be adapted for use in the undergraduate theatre program. The committee recommends evaluation of the impact disestablishing the acting concentration may have on the remaining concentrations in the program and on other programs in the School. The committee also suggests exploring opportunities to enhance the program through further collaboration with curricula and faculty in other units at the University, such as costume design/production and playwriting.

- The percentage of students in the program self-identifying as persons of color was about seven percentage points lower than the percentage across all graduate programs at the University in fall 2014. The percentage of students in the program self-identifying as male was approximately 30 percent in fall 2016. The committee supports the program goal of increasing these percentages during the next review cycle. As the self-study suggests, it may be helpful to supplement the University/Resident Theatre Association recruitment process with narrowly targeted recruitment efforts external to that process. The program might also consider establishing targeted scholarships or fellowships if they do not already exist.

- The committee supports the program goal of cultivating additional ties with the theatre sector and its companies. Doing so could benefit students and faculty in numerous ways. Stronger connections with professional theatre, particularly in the Chicago area, could help with student recruitment and placement of program graduates. Those connections might also lead to additional guest artist or guest lecturer arrangements. A particularly intriguing strategy articulated in the self-study report is for faculty members to engage in high profile professional arrangements with theatrical companies and having those faculty members assisted by students they would otherwise be mentoring on campus. The program might look to its aspirational programs for guidance with developing such a strategy.

- The committee encourages continued attention by the program and school to concerns expressed by some faculty members regarding workloads. Aspects of the program that may warrant attention, in addition to faculty and staffing levels, include production scheduling, integration of academic work and production work, and faculty assignments and credit load. The committee is cognizant of the challenges modifying any one of these aspects may have on student recruitment and student success.

- The committee recognizes and commends the strong commitment by the school to recruit for diversity across multiple dimensions when filling faculty positions. Efforts since the last program review to achieve greater gender balance have been successful. However, in some sub-disciplines the percent of faculty members who are persons of color is less than the average across all university faculty. The committee encourages the school to continue its efforts to promote faculty diversity as it has faculty positions to fill, particularly in sub-disciplines with lower-than-average representation from traditionally underrepresented populations.

- The NAST accreditation report notes that much of the equipment used by School of Theatre and Dance programs is reaching the end of its life cycle. The report notes that some but not all needed equipment upgrades have been included in the planned fine arts complex reconstruction project. The committee suggests that the school develop a long-term plan for systematic replacement of equipment across its programs. Having such a plan could help guide allocation of resources as they become available and may also be useful when seeking private contributions to the school.

Review of the Adlai Stevenson II Center for Community and Economic Development

Classification of Instructional Programs (CIP) Code: 90.4506
Research and Service Center: Economics

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Adlai Stevenson II Center for Community and Economic Development to be in Good Standing.

The committee thanks the Stevenson Center for a clear and concise self-study report that evidences extensive involvement of center stakeholders through discussions, surveys, and focus groups. Particularly noteworthy are incorporation of an external review of the center and a thoughtful analysis of center strengths, weaknesses, threats, and opportunities.

The committee commends the unique collaboration developed and nurtured by the Stevenson Center for the benefit of students interested in serving communities and organizations through the field of community and economic development. Maintaining a strong focus on student learning and achievement in a program with so many partner entities internal and external to the University, across dozens of non-profit and public sector agencies, is a challenge adeptly handled by the center. Success of these efforts is evidenced in large part by the percentage of center alumni employed within six months of completing the program (86 percent of survey respondents who graduated between January 2009 and August 2013) and employed or pursuing further education two years after graduation (96 percent across that same period). Through the work of its student fellows, staff, and faculty, the center continues to contribute to the economic well-being and livability of communities across the state and nation as well as abroad. The center also continues to make positive contributions to state initiatives through its work with agencies such as the Illinois Department of Employment Security.

The committee recognizes and thanks the Stevenson Center for the proactive and measured manner in which it has responded to recommendations resulting from the prior center review in 2012. The committee recognizes work done by the center to formalize relationships with its partner academic programs and for expanding those programs to include anthropology and kinesiology and recreation. The center has developed and continues to implement an assessment plan with well-articulated learning outcomes shared by all applied community and economic development sequences. The manner in which assessment has been integrated with strategic planning has enhanced the value of both to the organization. The committee commends efforts by the center since the last center review to introduce its Peace Corps Prep program. Through that initiative the center has extended its impact to undergraduate students interested in community and economic development and should benefit students seeking Peace Corps placements. The committee recognizes that most center initiatives continue to be funded primarily through external contributions, including payments from partner organizations that fund graduate assistant stipends. The center reports having received more than $3.5 million in external contributions since the 2012 center review, which have covered approximately 94 percent of personnel and operating expenses of the center. Among the most recent contributions obtained by the center is a Peace Corps recruitment grant that could help fund Peace Corps recruitment efforts for up to five years.

The committee acknowledges navigation by Stevenson Center leadership of two recent challenges to center initiatives resulting from actions by the federal government. In 2015 the center worked to comply with newly-effective provisions of the Affordable Care Act by modifying its long-standing arrangements with internship hosts. Then in April 2016, the center was notified that the long-standing Peace Corps Master's International Program would be eliminated by October 1 of that year. The center worked to ensure that student fellows working toward Peace Corps Master's International placements and incoming students to whom Peace Corps Master's International commitments had been made would be permitted by the Peace Corps to fully participate in that program as planned.

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

- It is evident from the self-study report that evaluation and planning are ongoing practices for the Stevenson Center that have greatly contributed to successes the center has had preparing students for productive and

rewarding careers in community service. The self-study report articulates the need for a new strategic plan to guide the center through the next program review cycle and beyond. The committee agrees. The strategic planning process would provide opportunities for center stakeholders to explore issues identified through the program review process. Some of them are addressed in the committee recommendations that follow.

- The self-study report identifies stabilizing enrollments in the ACED sequences as the first priority initiative for the center in the post-Peace Corps Master's International era. The center has already identified or initiated numerous recruitment strategies. The committee recommends that the center formalize its recruitment strategies either as one element of its strategic plan or as a separate plan. The center might consider seeking assistance with its recruitment efforts from other campus units, such as Enrollment Management and Academic Services, University Marketing and Communications, and the Graduate School.

- The Stevenson Center is also challenged to recruit internship hosts since Peace Corps Master's International placements are no longer an option for students in the program. Accordingly, the committee recommends formalizing strategies for recruiting and retaining internship hosts during the coming review cycle. Through implementation of its assessment plan, the center has already gathered constructive feedback from internship hosts that can help with host recruitment and retention efforts. In addition, expanding contacts with alumni (see below) might help with this initiative.

- The committee recognizes the commitment made by the center to its new Peace Corps Prep program and the substantial work by center staff to launch the program in fall 2016. The committee also recognizes that much work needs to be done by the center to fully implement the program. The committee supports the center in its efforts to do so during the next center review cycle. The committee encourages the center to monitor effectiveness of the new initiative in preparing students for the competitive Peace Corps application process and to modify the program as necessary to maximize its effectiveness in doing so.

- The committee commends efforts by the center to develop and maintain contacts with alumni of the ACED sequences and recommends that the center expand and institutionalize those efforts. Alumni could assist the center with its efforts to recruit students and internship hosts, review and revise the curriculum to ensure its currency and relevancy, and identify additional research and funding opportunities. Focusing initially on growing the new Alumni Ambassador program seems prudent; however the committee recommends that the center further consider organizing an advisory board as a way of formalizing alumni relations. Such a board need not meet often and need not involve a large financial commitment by the center. The center might look to other research and service centers at the University for guidance regarding advisory boards.

- The committee commends efforts by the center to archive capstone projects, theses, and course projects completed by students in the ACED sequences from 2001 through 2016 and to render the documents accessible through the University digital repository. As of this writing, documents in the online collection have been downloaded more than 25,000 times. The committee encourages the center to continue this practice, to further investigate compiling an edited volume of student work, and to consider adding to the Stevenson Center repository works related to community and economic development by faculty affiliated with the center.

- While the committee agrees that a top priority for the center should be recruiting students into the existing ACED sequences and placing them in internships, the committee suggests that the center not foreclose adding ACED sequences to other graduate programs at the University should such opportunities arise during the next program review cycle. However, as the addition of a discipline necessarily results in greater administrative complexity, the committee urges careful attention to administrative capacity in any discussion of expansion.

- Having refined its assessment plan since the last program review, the center is well positioned to gather feedback that can help the center adapt to the ever-changing contexts in which the center functions. The committee asks the center to report in its next program review self-study report about its assessment activities and findings, changes to programs and services based on those findings, and any changes made or planned to be made to the assessment plan based on experiences with its implementation.

Review of the Center for Teaching, Learning, and Technology

Classification of Instructional Programs (CIP) Code: 90.1313
Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

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

The Academic Planning Committee thanks CTLT staff for a thorough, well-organized, and critical self-study report that evidences careful consideration of and reflection on center goals and targets. The report evidences involvement in the study by all center teams, including staff, graduate assistants, and external stakeholders. Particularly noteworthy in the report is the analysis of comparator and aspirational centers and identification through that analysis of initiatives CTLT might undertake to enhance its contributions to teaching and learning at the University. The committee commends CTLT for including as one component of its self-study report an external review by the director of a comparator center.

The committee congratulates CTLT on the observance of its 10-year anniversary since the 2012 center review. Since that review CTLT has restructured its operations and modified its programs in response to changing needs at the University for programs that promote teaching excellence. The committee recognizes CTLT for the many services it offers faculty and staff at the University in support of teaching excellence. Among these are the annual teaching and learning symposium, the *Define, Align, Refine, and Teach* (DART) initiative through which CTLT helps faculty members design online courses that meet national quality standards, programs that orient new faculty members and support them during their early years in academe, teaching and learning communities, and support for research regarding instructional practices and technologies. The committee also recognizes the assistance CTLT staff has provided to faculty across campus with the learning management system (ReggieNet) adopted by the University since the last program review.

It is evident from the self-study report that CTLT already has excellent assessment practices in place and that CTLT staff continues to use assessment results to modify center programs and services. However, as noted in the self-study report, a formal assessment plan has not yet been compiled by the center. The committee asks CTLT to do so and to submit its completed assessment plan to the Office of the Provost by December 22, 2017. While formalizing an assessment plan may primarily involve documenting practices already being followed, the process of compiling the plan may help CTLT staff identify additional aspects of center operations that could benefit from assessment and use of assessment findings (such as instructional and professional support grants). The process could also help CTLT staff identify new or alternative assessment strategies. For example, CTLT might consider formalizing periodic communication with faculty members who have not participated in CTLT programs or services to determine if there are programs or services that might better meet their professional development needs.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study, tentatively due October 1, 2021, the committee asks the program to describe actions taken and results achieved for each recommendation.

- One of many strengths of CTLT is its willingness to approach units to discuss services CTLT could provide to best meet their needs in the area of teaching and learning and to then design services and programs to meet those needs, in some cases providing those services in the unit. Numerous academic units have already benefited from this opportunity, but not all units are aware that the opportunity exists. With hiring of a communication coordinator since the last center review, CTLT has been able to significantly expand its outreach efforts. The committee urges CTLT to continue its one-on-one work with academic units and to communicate availability of that opportunity to all campus units.

- The committee commends CTLT for its attention to institutional values, goals, and strategies articulated in *Educating Illinois* when the center modifies its operations. Since the last program review, the center has introduced program and services that help promote diversity, civic engagement, and internationalization of curricula. Another institutional attribute CTLT might consider promoting through its programs and services is

the balanced scholar-teacher model. CTLT might explore how it might best support instructors who are trying to integrate their research into their teaching or trying to promote research through the classroom.

- The committee recognizes CTLT staff for the numerous consultation services it provides, through which individual faculty members are able to work with CTLT team members to review and reflect on their teaching. These include consultations with faculty regarding instructional strategies and observations by CTLT staff of classroom teaching, either through in-person classroom visits or through video recordings of class sessions. The committee suggests that CTLT consider expanding those services. Recognizing that CTLT staff resources are limited, the committee further suggests that CTLT consider inviting faculty members from units across campus, including past winners of university teaching awards, to join a peer-to-peer consultation effort. The team could be organized to offer expertise across a diversity of disciplines and course levels. Whether CTLT consultation services expand or continue at current capacity, the committee recommends that consultations remain voluntary on the part of faculty members seeking to develop their teaching expertise.

- Graduate assistants help generate numerous credit hours on the undergraduate level, either as instructors of record or as teaching assistants. Graduate assistants who teach general education courses impact undergraduate students in academic units across all colleges and units and contribute to student retention and graduation. While the committee recognizes that CTLT programs have long been available to graduate assistants on a limited basis, the committee welcomes recent CTLT efforts to design and deliver programs and services that address the unique professional development needs of this population. The committee urges CTLT to continue and expand these efforts through collaborations with other units at the University, such as the Graduate School, individual departments and schools, the Council on General Education, and/or Milner Library.

- The committee supports renewed efforts by CTLT to obtain external funding for center initiatives. Seeking external grant funds will require creativity, since few grant programs will pay for ongoing operations of service centers like CTLT. Instead, grant programs are more likely to contribute to development of new programs or research initiatives that add to the understanding of teaching and learning or have the potential to impact institutional or public policy. One approach CTLT might explore for seeking research grants is to collaborate with campus faculty members on research initiatives. A more likely source of external funds for ongoing center operations is private gift giving. The committee recommends that CTLT consider working with University Advancement to explore the feasibility of private fundraising efforts. Whether CTLT seeks grant funds or private contributions, the addition of the word “excellence” to the center name might set the center apart from like centers and increase the chances of fundraising success.

- The committee supports the CTLT goal of raising the profile of the center in the field of professional/educational development. This might be done through participation by CTLT team members in national or international conferences or through original research, either conducted individually or conducted collaboratively with other faculty members at the University or at other institutions. For guidance with this effort, CTLT staff might investigate models of research collaboration that have been adopted by other centers at the University.

- The committee asks CTLT to implement its formalized assessment plan during the next program review cycle and to report in its next program review self-study report about its assessment activities during the cycle, findings of those activities, changes to programs and services based on those findings, and any changes made or planned to be made to the assessment plan based on experiences of center staff with the new plan.

Review of the Center for the Study of Educational Policy

Classification of Instructional Programs (CIP) Code: 90.1304
Research and Service Center: Education, Educational Administration and Supervision

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

The committee thanks the center for a self-study report that evidences involvement of all staff in evaluating work of the center and in developing a new strategic plan to guide the center through much of the next review cycle. The committee appreciates submission by the center of a revised report per the committee's request. The revised report clarifies points made in the first submission and does so in an accessible style.

The committee commends the center for its ongoing contributions to educational policy and practice, particularly in Illinois, through applied research, program evaluations, and research and policy consultations. Collectively the many efforts of the center further student learning in elementary and secondary schools throughout Illinois and beyond. The committee particularly recognizes the center for its long-time collaboration with the Illinois State Board of Education and the Illinois Board of Higher Education to improve the quality of elementary and secondary school leadership and to recruit highly qualified professionals for principal positions. The committee congratulates the center for recognition of this effort in 2014 by receiving the Frank Newman Award for State Innovations from the Education Commission of the States. The committee also commends the center for its work to improve the quality of teaching in elementary and secondary schools through its support for teachers and teacher teams pursuing national board teacher certification. Since its last program review, the center has fully integrated the National Board Resource Center, which leads this effort, into center operations.

In addition to contributions of the center to educational policy and practice on the state level, the committee recognizes impacts of the center locally and nationally. Since its last program review, the center has expanded its work with local and regional education, community, and business organizations through initiatives such as McLean County 60 x 25. That project seeks to increase the percentage of working adults in the county with post-secondary credentials and to better match those credentials with employer needs. Through publications, presentations in other states, and projects such as the Grapevine higher education funding database, center staff has engaged nationally in conversations regarding educational policy and practice.

Making these contributions possible is continued success by center staff in obtaining funds from state and federal agencies and from private foundations. Most center funds come from these external sources, with grant receipts exceeding $3.2 million in fiscal 2016 alone. The reputation of the center for the quality and impact of its initiatives contributes to this fundraising success. Helping maintain the quality of center initiatives is ongoing attention to continuous improvement through assessment. The approach to assessment adopted by the center is unique in its mapping of center goals to center initiatives and development of an assessment plan for each initiative based on logic modeling.

Based on its review of the self-study report, the committee perceives that the primary focus of the center is outward through its extensive work with educational entities and policy makers across the state. However, the committee believes it is important for the center, as a unit of Illinois State University, to continue looking inward as well. Because center initiatives may directly or indirectly impact the University in the long term, it is especially important that faculty, administrators, and staff in units and programs at the University, particularly those in the College of Education, have opportunities to learn about the initiatives and provide peer-review input and feedback regarding them. Engaging internal stakeholders and considering their perspectives and insights can also positively impact center initiatives and support for them in the broader educational community.

In 2016 the center introduced an online newsletter, *The Exchange*, to provide its stakeholders news regarding education policy including work of the center. The committee appreciates this effort and encourages the center to explore additional venues for internal communication and collaboration as well as peer review of center policy recommendations. Several committee suggestions for doing so are set forth in the section below. However, the approach the committee believes could have the greatest impact is establishment of a center advisory board. This same recommendation was made by the Academic Planning Committee in 2012. In its 2016 self-study report, the

center noted that it considered but decided against establishing such a board. The committee asks the center to again investigate doing so. While most advisory boards associated with research and service centers or academic programs at Illinois State are primarily intended to engage external stakeholders, the committee asks the center to investigate establishing a board primarily intended to engage stakeholders internal to the University. The center might investigate other venues for doing so as well. The committee asks the center to report findings of its investigations and to report actions either taken or planned to be taken in a follow-up report submitted to the Office of the Provost by December 15, 2017.

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 report, tentatively due October 1, 2020, the committee asks the program to describe actions taken and results achieved for each recommendation.

- The self-study report mentions student involvement in the center through participation in center-sponsored research, development of social media channels for the center, and monitoring center communications. The report also notes that faculty members affiliated with the center serve on dissertation committees in the college. The committee commends these efforts. The committee urges the center to imbed means of involving Illinois State University students in the work of each center initiative whenever possible, to communicate opportunities for students to contribute to center initiatives, and to document and publicize those student contributions.

- The committee concurs with the strategy of broadening and strengthening relationships with external stakeholders including policy makers. Broader and stronger relationships can help the center maintain programs and services that are relevant and responsive to needs of the educational sector of the state. Those relationships might also help center staff remain current regarding external funding opportunities. That said, given ongoing interactions between state policy makers and numerous other Illinois State University officials, the committee urges continued vigilance on the part of center staff when communicating with policy makers to prevent confusion between center positions and official university positions. Depending on its composition, an internally-focused advisory board could provide a venue for information sharing regarding those positions.

- The committee commends efforts of the center to facilitate participation by local and regional entities in statewide educational initiatives. One example is the aforementioned McLean County 60 x 25 project. The committee supports efforts of the center to expand such involvement, whether through participation in statewide initiatives or through locally developed and implemented projects.

- In 2012 the committee recommended that the center continue to seek external grants to bring funding sources and stability to the work of the center. Center staff has done so. The committee recommends continued vigilance regarding external funding opportunities and threats, especially to state-sponsored grants. The committee supports the center target of maintaining the ratio of external funding to internal funding above 80 percent during the next center review cycle.

- While recognizing the many reports and presentations by center staff since the last program review, the committee supports the center goal of supplementing them with original research communicated through peer-reviewed journals or other academic venues. The committee also recognizes the challenges in achieving this goal, given the many initiatives administered by center staff and the need for ongoing attention to securing external funds. One approach to this challenge already deployed by the center is collaboration among center staff in communicating results and implications of center initiatives through publications and presentations. This approach could be extended to research collaborations among center staff. Staff might also consider collaborating with faculty and students who are not affiliated with the center. For guidance with collaborative research efforts, staff might investigate research models adopted by other centers at the University, such as supporting research associates or fellows.

- The committee urges the center to continue implementing the assessment plans it has developed for its individual initiatives and to develop similar plans for new initiatives as they are established. The committee also urges the center to use findings from assessment of individual initiatives to assess progress of the center toward meeting its broader center goals. Finally, the committee urges the center to make changes to its individual initiatives and to center operations based on the assessment findings and to document its assessment efforts and outcomes.

PROGRAM REVIEW SCHEDULE BY YEAR

Programs and schedules are subject to change.

Numbers in brackets are Classification of Instructional Programs (CIP) codes.
For information about CIP codes see https://nces.ed.gov/ipeds/cipcode.

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. [40.0501]
Chemistry, M.S. [40.0501]
Geology, B.S. [40.0601]
Hydrogeology, M.S. [40.0699]
Physics, B.S. [40.0801]
College of Fine Arts
Theatre, B.A., B.S. [50.0501]
Theatre, M.A., M.S. [50.0501]
Theatre, M.F.A. [50.0501]
Three-year review (progress)
Anthropology, M.A., M.S. [45.0201]
Biochemistry, B.S. [26.0202]
Business Administration, Master of (M.B.A.) (Region 10) [52.0201]
Educational Administration, Ed.D., Ph.D. (Region 7) [13.0401]
Elementary Education, B.S., B.S.Ed. (Region 2) [13.1202]
Engineering Technology, B.S. [15.0000]
Molecular and Cellular Biology, B.S. [26.0406]
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
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.) [51.0204]
Biological Sciences, B.S. [26.0101]
Biological Sciences, M.S. [26.0101]
Biological Sciences, Ph.D. [26.0101]
Communication Sciences and Disorders, B.S. [51.0204]
Speech-Language Pathology, M.A., M.S. [51.0204]
College of Applied Science and Technology
Environmental Health, B.S. [51.2202]
Health Information Management, B.S. [51.0706]
Renewable Energy, B.S. [15.0503]
Mennonite College of Nursing
Family Nurse Practitioner, Post-Master's Certificate [51.3805]
Nursing, Bachelor of Science in (B.S.N.) [51.3801]
Nursing, Master of Science in (M.S.N.) [51.3801]
Nursing, Ph.D. [51.3808]
Three-year review (progress)
Legal Studies, B.A., B.S. [22.0302]
Four-year review (centers)
Center for Child Welfare and Adoption Studies
Center for Insurance and Financial Services (Katie School)
Center for Renewable Energy

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. [23.0101]
English, M.A., M.S. [23.0101]
English Studies, Ph.D. [23.0101]
Mathematics, B.A., B.S. [27.0101]
Mathematics, M.S. [27.0101]
Mathematics Education, Ph.D. [13.1311]
Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate [23.1301]
College of Applied Science and Technology
Athletic Training, B.S. [51.0913]
Exercise Science, B.S. [31.0505]
Health Education, B.S., B.S.Ed. [13.1307]
Kinesiology and Recreation, M.S. [31.0501]
Medical Laboratory Science, B.S. [51.1005]
Physical Education, B.S., B.S.Ed. [13.1314]
Safety [51.2206]
College of Education
School Librarianship, Post-Baccalaureate Graduate Certificate [25.0101]
University-wide Programs
Interdisciplinary Studies, B.A., B.S. [24.0101]
University Studies, B.A., B.S. [24.0102]
Three-year review (progress)
Biological Sciences Teacher Education, B.S. [13.1322]

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

Eight-year review (programs)
College of Education
Chief School Business Official, Post-Master's Graduate Certificate [13.0499]
Director of Special Education, Post-Master's Graduate Certificate [13.0402]
Early Childhood Education, B.S., B.S.Ed. [13.1209]
Educational Administration, M.S., M.S.Ed. [13.0401]
Educational Administration, Ed.D., Ph.D. [13.0401]
Elementary Education, B.S., B.S.Ed. [13.1202]
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate [13.0409]
Middle Level Teacher Education, B.S., B.S.Ed. [13.1203]
Reading, M.S.Ed. [13.1315]
Special Education, B.S., B.S.Ed. [13.1001]
Special Education, M.S., M.S.Ed. [13.1001]
Special Education, Ed.D. [13.1001]
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate [13.0411]
Teaching and Learning, M.S. [13.0301]
Teaching and Learning, Ed.D. [13.0301]
College of Business
Business Education, B.A., B.S., B.S.Ed. [13.1303]
College of Arts and Sciences
Chemistry Education, Master of (M.C.E.) [13.1323]
Chemistry Education, Master of Science in (M.S.C.E.) [13.1323]
College of Fine Arts
Music Education, Bachelor of (B.M.E.) [13.1312]
Music Education, Master of (M.M.Ed.) [13.1312]
Three-year review (progress)
Fashion Design and Merchandising, B.A., B.S. [19.0901]
Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]
Human Development and Family Science, B.A., B.S. [19.0701]
Interior Design, B.A., B.S. [50.0408]
Teacher Leader Certificate, Post-Baccalaureate [13.0401]
National Center for Urban Education (Due March 31, 2020)
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. [01.0000]
Agriculture, M.S. [01.0000]
Construction Management, B.S. [52.2001]
Engineering Technology, B.S. [15.0000]
Family and Consumer Sciences, B.A., B.S. [19.0101]
Family and Consumer Sciences, M.A., M.S. [19.0101]
Graphic Communications, B.S. [10.0301]
Industrial Technology, B.S. [15.0612]
Technology, M.S. [15.0612]
Technology and Engineering Education, B.S. [13.1309]
College of Arts and Sciences
Clinical-Counseling Psychology, M.A., M.S. [42.2803]
Philosophy, B.A. [38.0101]
Psychology, B.A., B.S. [42.0101]
Psychology, M.A., M.S. [42.0101]
School Psychology, Specialist in (S.S.P.) [42.2805]
School Psychology, Ph.D. [42.2805]
College of Business
Accountancy, B.S. [52.0301]
Accountancy, M.S. [52.0301]
Accountancy, Integrated B.S./M.P.A. [52.0301A]
Business Administration, B.S. [52.0201]
Business Administration, Master of (M.B.A.) [52.0201]
Business Information Systems, B.S. [52.1201]
Finance, B.S. [52.0801]
Insurance, B.S. [52.1701]
International Business, B.A., B.S. [52.1101]
Management, B.S. [52.1301]
Marketing, B.S. [52.1401]
Three-year review (progress)
Cybersecurity, B.S. [11.1003]
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. [11.0701]
Information Systems, B.S. [11.0103]
Information Systems, M.S. [11.0103]
Network and Telecommunications Management, B.S. [11.0901]
College of Arts and Sciences
Biochemistry, B.S. [26.0202]
French, B.A. [16.0901]
German, B.A. [16.0501]
Languages, Literatures, and Cultures, M.A. [16.0101]
Molecular and Cellular Biology, B.S. [26.0406]
Spanish, B.A. [16.0905]
Mennonite College of Nursing
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Three-year review (progress)
European Studies, B.A. [05.0106]
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. [45.0201]
Anthropology, M.A., M.S. [45.0201]
Applied Economics, M.A., M.S. [45.0601]
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
Economics, B.A., B.S. [45.0601]
Geography, B.A., B.S. [45.0701]
History, B.A., B.S. [54.0101]
History, M.A., M.S. [54.0101]
Legal Studies, B.A., B.S. [22.0302]
Political Science, B.A., B.S. [45.1001]
Political Science, M.A., M.S. [45.1001]
Social Work, Bachelor of (B.S.W.) [44.0701]
Social Work, Master of (M.S.W.) [44.0701]
Sociology, B.A., B.S. [45.1101]
Sociology, M.A., M.S. [45.1101]
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. [13.1322]
Communication, M.A., M.S. [09.0101]
Communication Studies, B.A., B.S. [09.0101]
Journalism, B.A., B.S. [09.0401]
Mass Media, B.A., B.S. [09.0102]
Public Relations, B.A., B.S. [09.0902]
College of Applied Science and Technology
Recreation and Park Administration, B.S. [31.0301]
College of Fine Arts
Art, B.A., B.S. [50.0701]
Art, M.A., M.S. [50.0701]
Art, B.F.A. [50.0702]
Art, M.F.A. [50.0702]
Arts Technology, B.A., B.S. [50.9999]
Arts Technology, M.S. [50.9999]
Music, Master of (M.M.) [50.0901]
Music (Liberal Arts), B.A., B.S. [50.0901]
Music (Performance), Bachelor of (B.M.) [50.0903]
Theatre, B.A., B.S. [50.0501]
Theatre, M.A., M.S. [50.0501]
Theatre, M.F.A. [50.0501]
College of Education
College Student Personnel Administration, M.S. [13.1102]
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. [40.0501]
Chemistry, M.S. [40.0501]
Geology, B.S. [40.0601]
Hydrogeology, M.S. [40.0699]
Physics, B.S. [40.0801]
College of Applied Science and Technology
Fashion Design and Merchandising, B.A., B.S. [19.0901]
Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]
Human Development and Family Science, B.A., B.S. [19.0701]
Interior Design, B.A., B.S. [50.0408]
College of Education
Teacher Leader Certificate, Post-Baccalaureate [13.0401]
Four-year review (centers)
Center for the Study of Educational Policy

PROGRAM REVIEW SCHEDULE BY PROGRAM AND CENTER

Years cited refer to the calendar years in which program review self-study reports are due.
Reports are due by October 1 of the cited calendar year unless otherwise indicated.
Programs and schedules are subject to change.

ACADEMIC PROGRAMS

Accountancy, B.S.: 2020
Accountancy, M.S.: 2020
Accountancy, Integrated B.S./M.P.A.: 2020
Agriculture, B.S.: 2020
Agriculture, M.S.: 2020
Anthropology, B.A., B.S.: 2022
Anthropology, M.A., M.S.: 2016 (new program progress report), 2022
Applied Economics, M.S., M.S.: 2022
Art, B.A., B.S.: 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 Teacher Education, B.S.: 2018 (new program progress report), 2023
Biological Sciences, M.S.: 2017
Biological Sciences, Ph.D.: 2017
Business Administration, B.S.: 2020
Business Administration, M.B.A.: 2016 (new region progress report), 2020
Business Information Systems, B.S.: 2020
Business 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
Cybersecurity, B.S.: 2020 (new program progress report), 2025
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
European Studies, B.A.: 2021 (new program progress report), 2026
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.A., 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.: 2023
Music (Liberal Arts), B.A., B.S.: 2023
Music Education, B.M.E.: 2019
Music Education, M.M.Ed.: 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.: 2018
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: TBD
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
National Center for Urban Education: March 30, 2020 (temporary center progress report)
Radio Station WGLT: 2019, 2023