

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2008-2013

Submitted to the Academic Senate
May 7, 2008

Submitted to the Board of Trustees
July 25, 2008

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, or veteran's status is a violation of federal and state law and ISU policy and will not be tolerated. Discrimination based upon sexual orientation is a violation of state law and ISU policy and will not be tolerated. This nondiscrimination 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 ISU policy. Responsibility for communicating, interpreting, and monitoring the University's equal opportunity policy has been assigned to the Office for Diversity and Affirmative Action (ODAA).

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2008-2013

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SECTION I
MISSION STATEMENTS

Illinois State University . . .

A small-college experience with large-university opportunities

OUR HERITAGE

The first public university in Illinois, Illinois State University was founded in 1857 as a normal university to prepare the state's teachers. Our institution has a rich heritage as the state's leader in all facets of teacher education, from classroom instruction to educational administration and national policy setting. Illinois State is now a Doctoral Research-Intensive University offering more than 160 major/minor options in six colleges, but that early emphasis on teacher preparation is reflected in our values-based commitment to creating an optimal learning environment for all Illinois State students, whether undergraduate or graduate, on campus or off campus.

Illinois State University is distinguished as the only public university in Illinois to be classified as a National Doctoral Research-Intensive University by the Carnegie Foundation for the Advancement of Teaching. The University provides baccalaureate programs in the biological, physical, social, and applied sciences; humanities; technology; business; professional programs; teacher education; and the fine and performing arts; and is committed to providing graduate education in areas of programmatic strength and need at master's and doctoral levels.

Strong programs of scholarship (research and creative activities) recognized at national and international levels result in the acquisition, synthesis, dissemination, and creation of new research knowledge, coupled with the application of knowledge, and the invigoration of undergraduate and graduate education. Strong mission-driven public service and outreach activities complement the University's teaching and research functions and help expand the horizons of knowledge and culture among students, colleagues, and the general citizenry.

OUR 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, our 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.

OUR VISION AND VALUES

By acting on our values in every respect, Illinois State University will come to occupy a unique position of strength and visibility among the institutions of higher education in Illinois, nationally, and internationally. Illinois State University will continue to be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience combined with the resources of a large university.

Individualized Attention: Providing the supportive environment characteristic of a small college through an innovative General Education program, strong student-faculty-staff connections, superior student services, and a focus on each student as an individual, with unique educational needs and potential. Illinois State is a campus dedicated to placing the learner at the center of teaching and scholarship.

Public Opportunity: Assuring students access to the educational, research, and service opportunities characteristic of a large university, including a wide range of high-quality programs, faculty mentors who are scholars and creative artists of repute in their disciplines, and the support of outstanding facilities, technologies, and library resources.

Active Pursuit of Learning and Scholarship: Working 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; contributing new knowledge through research, creative artistry, and other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Diversity: Encouraging community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society; a diverse faculty and staff mentoring a diverse student population, enhancing pedagogical, research, and service functions.

Innovation: Supporting disciplinary excellence and personal growth of students, faculty, and staff through knowledge development and innovative applications in undergraduate and graduate study, pedagogy, research, creative activities, and public service.

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, our 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.

Adopted by the Academic Senate, February 6, 2002
Amended by the Academic Senate, May 7, 2008

Board of Trustees
of
Illinois State University

Vision Statement for the Year 2014

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

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

Revised February 2007

Mission of the College of Applied Science and Technology

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. Adopted November 9, 2007, CAST Council.

Mission: The College of Applied Science and Technology cultivates the intellectual and personal growth of individuals through premier teaching, research, and outreach programs. Adopted November 9, 2007, CAST Council.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to provide students with the core disciplinary and transdisciplinary knowledge of a liberal arts education. We deliver high quality general education and rigorous degree programs at the undergraduate and graduate levels in the humanities, social sciences, and mathematics and the natural sciences. We are engaged in disciplinary research and creative activities that lead to the discovery, application, and dissemination of new knowledge; the excellence of the College's programs results from our engagement in the creation of disciplinary knowledge and our longstanding commitment to teaching. We are committed to diversity and to adopting cross-cultural and transnational perspectives in our teaching, learning, and scholarly activities.

Mission of the College of Business

To be a highly respected college of business that develops professionals with the personal dedication, ethics and lifelong learning capabilities needed to succeed professionally and to serve society. We work as a diverse community promoting excellence in learning, teaching, scholarship, and service.

Mission of the College of Education

The College of Education will provide state and national leadership in teacher and administrator education, educational research, and educational policy.

Mission of the College of Fine Arts

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

To fulfill this mission, the College is committed to providing cultural and aesthetic education and activities for all students and community members. The College serves the region as a center for professional arts activities and is the University's gateway for public access to these cultural opportunities. This commitment and these activities are central to the overriding public service mission of Illinois State University.

Mission of the Mennonite College of Nursing

The mission of Mennonite College of Nursing is to educate undergraduate and graduate nursing students to serve the citizens of Illinois, the nation, and the global community. Mennonite College of Nursing acknowledges a particular responsibility to address the nursing and health care needs of urban and rural populations, including those who are vulnerable and underserved. The College of Nursing builds upon the educational foundation previously acquired by students. The College creates a dynamic community of learning in which reflective thinking and ethical decision-making are valued. The College is committed to the promotion of nursing scholarship at the national and international level through research, service, and practice. Mennonite College of Nursing is committed to being purposeful, open, just, caring, disciplined, and celebrative.

Mennonite College of Nursing strives to achieve the college and university missions by focusing efforts and initiatives in areas that are central to these missions. These areas include; nurturing the focus on vulnerable and underserved populations, especially the aging population, promoting and engaging in transcultural experiences, and developing projects aligning with the American Democracy Project. Within these identified areas, the college promotes excellence in Teaching/Learning, Research/Scholarship, Service, and Practice.

Mission of the Graduate School

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

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

Mission of the Illinois State University Libraries

Who We Are

The University Libraries of Illinois State University comprise Milner Library and the University Archives. In addition, the University Libraries maintains a partnership with the Center for Book Culture, hosts the Illinois Regional Archives Depository (IRAD), and provides special services to the libraries of Metcalf Elementary and University High Schools.

What We Do

The University Libraries supports the University Mission by providing users with an intellectually-engaging destination that maximizes their opportunities for learning and scholarship. To achieve this aim, we:

- Provide access to, and assistance with, a rapidly growing universe of information and creative expression;
- Lead in efforts to integrate information literacy into the University curriculum through teaching and collaboration;

- Preserve resources important to the University in traditional and digital formats.
- Nurture the learning of a diverse community of users by maintaining vital spaces for studying, group discussion, and the co-creation of knowledge; and

How We Do It

The accomplishment of this mission requires that we:

- Select, acquire, organize, and preserve materials in physical and electronic formats;
- Respond to patron questions and provide personalized instruction in the methods of identifying and retrieving library materials and other information sources;
- Teach the information literacy skills needed for degree programs and lifelong learning;
- Provide a variety of physical and virtual spaces and learning environments; and
- Safeguard irreplaceable archival materials.

ILLINOIS STATE UNIVERSITY PROFILE 2007

Illinois State University was founded in 1857 as the first public institution of higher education in the state. The documents establishing Illinois State as a teacher education institution were drafted by Abraham Lincoln. Today, Illinois State is, as its founders dreamed, a multipurpose institution with degree programs at the bachelor's, master's, and doctoral levels.

The University is one of 12 public universities in Illinois. On January 3, 1996, the inaugural meeting of the Board of Trustees of Illinois State University was convened as the governing body for the University. Sixty-seven undergraduate programs in 188 fields of study are offered through the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. The Graduate School coordinates 42 master's programs, eight certificate programs, and eight doctoral programs. The University's academic programs are supported by the services and collections of Milner Library, which contains over 3,000,000 holdings and special collections.

Illinois State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. For further information regarding this accreditation contact NCA-HLC at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, Phone 800-621-7440 or 312-263-0456, or at the Commission's web site address www.ncacihe.org. The teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education and are certified by the Illinois State Board of Education. Illinois State holds discipline-based accreditation from 25 accrediting agencies.

The University enrolls 20,104 students from 49 states and 62 countries. The largest segment of the student body (52 percent) comes from the Chicago area and surrounding collar counties; and an additional 24 percent are from McLean and central Illinois counties. Approximately 88 percent are undergraduate students and 12 percent are graduate students. The enrollment includes a significant number of minority students, students with disabilities, and adult learners. The mean ACT score for new beginning freshmen was 24 in fall 2007 with 77 percent in the top half of their high school graduating class.

The University employs approximately 1,136 departmental faculty members. The faculty is dedicated to the provision of superior teaching and includes numerous scholars who are recognized at national and international levels.

The University operates on the principle of shared governance. The Academic Senate acts in advisory roles with regard to University policies concerning faculty and students, academic programs and planning, and University concerns.

The multi-dimensional profile of Illinois State University allows the institution to respond to the varied needs and interests of its constituents and to contribute to the development of individuals who can participate responsibly in society.

SECTION II
INSTITUTIONAL PRIORITIES

Institutional Priorities

Overview. Development of the University's academic plan provides an opportunity for affirming the interrelationship between the Board of Trustee Vision Statement, the University's stated mission and the more specific College Mission Statements. The Academic Plan also provides an overview of accomplishments related to the University's Strategic Plan, *Educating Illinois: 2008-2014, Priorities for Illinois' First Public University* and seeks to respond to the Illinois Board of Higher Education's statewide agenda.

Educating Illinois 2008-2014, the University's multi-year strategic plan, was updated by the campus community in 2007-2008. The resultant *Educating Illinois: 2008-2014, Priorities for Illinois' First Public University* was unanimously endorsed by the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association and will be submitted to the Illinois State University Board of Trustees for approval in July 2008.

Curricular Initiatives. In the curricular area, the University will continue to investigate the feasibility of a B.S. in Enterprise Systems Computing, a M.S. in Chemistry Education, and an integrated B.S./M.S. in Human Resource Management.



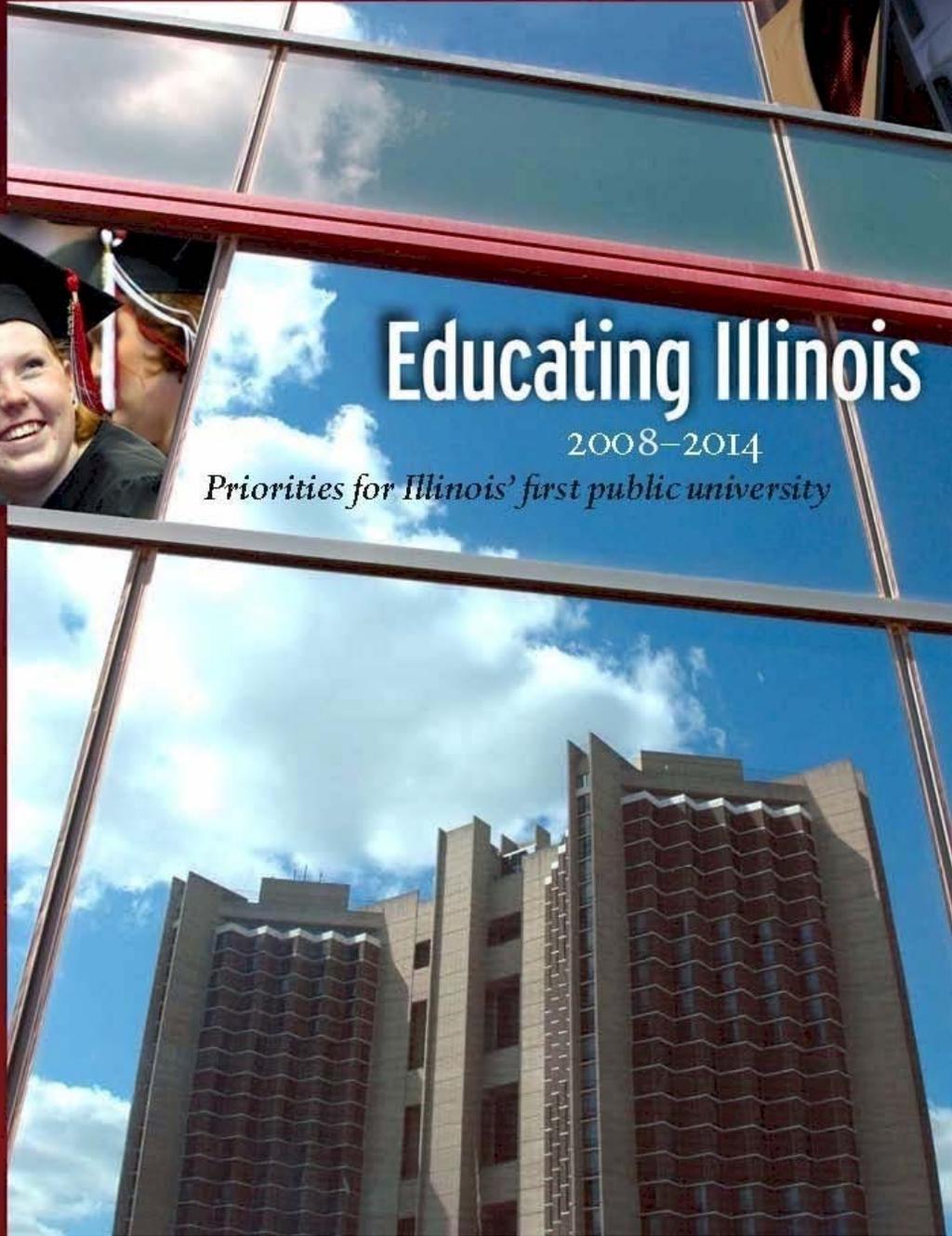
**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university



Educating Illinois

2008–2014

Priorities for Illinois' first public university



*Educating Illinois 2008 - 2014:
Priorities for Illinois' First Public University*

Illinois State University – Illinois' first public university – is an institution of first-choice for increasing numbers of academically talented and motivated students. Demand for the University's programs and services is strong, as is the student body. The student academic profile is at historic highs in terms of ACT composite scores, class rank, and grade point averages. Student retention and graduation rates are among the highest of the Illinois public universities.

Illinois State's quality and excellence are increasingly recognized nationally. In four consecutive rankings, *Kiplinger's Personal Finance* magazine has identified the University among the top 100 public institutions in the country for excellence and affordability. *Washington Monthly* has listed Illinois State among its top university choices. *Academic Analytics* has placed the University among the top 20 small research institutions in the United States. The Carnegie Foundation for the Advancement of Teaching selected Illinois State as one of only eight institutions in the country to participate in the Political Engagement Project, which is an initiative of the American Democracy Project.

The University maintains strong, mutually reinforcing commitments to scholarship and to undergraduate and graduate education. The institution's defining characteristic is the pursuit of this dual commitment within the context of five core values: pursuit of learning and scholarship, individualized attention, public opportunity, diversity, and civic engagement. These values in practice result in exemplary instruction. Undergraduate and graduate students are encouraged to become involved in research and creative activities, leading to an invigorating curriculum, as well as the acquisition and dissemination of new knowledge.

There is ample evidence of excellence achieved during the University's first 150 years. To maintain such quality in the future, a number of challenges must be overcome. The demographic profile of the state and nation is changing. High school graduates will be fewer in number, increasingly more diverse, and bring varying levels of expectations and preparation. Funding is another concern, as state support for the University has declined to approximately one-fourth of Illinois State University's operating budget. No reversal of this trend is predicted for the near term, yet public demands for affordability, access, and accountability are expected to intensify. Technologies supporting teaching, learning, research, and administration will continue to change – becoming even more pervasive and expansive. While a number of improvements to facilities have been made over the past few years, more work remains to ensure classrooms and laboratories sufficiently support academic program requirements. To emerge from the next decade even stronger than it is today, Illinois State must have a plan to address these challenges – a plan that builds upon the past successes of the institution, guides decision-making, and prioritizes staffing and financial resources. That plan is *Educating Illinois 2008-2014: Priorities for Illinois' First Public University*.

Educating Illinois 2008-2014 builds upon the University's heritage, strengths, and recent accomplishments. It recognizes that changes in the external environment will require actions on the part of the University. The plan articulates a vision for the University that evolved after extensive consultation with students, faculty, staff, and alumni from throughout the Illinois State community. It includes goals that describe what the University intends to accomplish, as well as strategies for advancing each goal and examples of activities instrumental to implementation of the plan. Implementing *Educating Illinois* will require the concerted effort of the entire university community. Each division, unit, and office is charged with advancing the goals and strategies of *Educating Illinois* through its day-to-day activities, planning, and resource allocation.

HERITAGE

Illinois State University – the first public university in Illinois – was founded in 1857 as a normal university to prepare the state's teachers. The University consequently has a rich heritage as the state's leader in all facets of

teacher education, from classroom instruction to educational administration and national policy setting. Its early emphasis on teacher preparation is reflected in a values-based commitment to creating an optimal learning environment for all Illinois State University students.

While preparing teachers remains a strong emphasis at Illinois State, the University's offerings have expanded over time. There are six colleges, including Arts and Sciences, Applied Science and Technology, Business, Education, Fine Arts, and Nursing. Collectively they offer more than 160 major/minor options. In addition to teacher education, baccalaureate programs are offered in the biological, physical, social, and applied sciences; humanities; technology; business; professional programs; and the fine and performing arts. Illinois State is committed to providing graduate education in areas of programmatic strength and need at master's and doctoral levels as well. Milner Library supports the University community's opportunities for learning and scholarship with its varied collections, services, and resources. The University's Honors program promotes and enhances students' academic and social experiences.

Academic excellence results in the acquisition, synthesis, dissemination, and creation of new research knowledge that invigorates undergraduate and graduate education. Mission-driven public service and outreach activities complement the University's teaching and research functions and help expand the horizons of knowledge and culture among students, colleagues, and the general citizenry. For example, the University is distinguished as the only public university in Illinois to be classified as a National Doctoral/Research University by the Carnegie Foundation for the Advancement of Teaching. It is the only public university in Illinois classified by the Carnegie Foundation as being 'more selective' among those institutions where transfer students constitute at least 20 percent of entering undergraduates.

Students, faculty, and staff work together as partners in a unique culture of strong shared governance that has strengthened relationships within the University community, as well as external communities. Illinois State University promotes a culture of comprehensive and continuous planning as evidenced by the University's strategic plan, as well as a number of other operational plans that advance the goals of *Educating Illinois*. These complementary plans include, for example, the *Information Technology Strategic Plan*, the *Long-Range Plan for Housing and Dining*, and the *Campus Master Plan*.

The University has nearly 170,000 living alumni located across the country and the world -- over 110,000 in Illinois. In addition to the over 20,000 students enrolled on-campus, the University provides credit and non-credit courses and services to an additional 55,000 people each year.

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.¹

VISION

Illinois State University will continue to occupy a unique position of strength and visibility among the institutions of higher education in Illinois, the nation, and the world. Illinois State University will continue to be the first-choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience at an institution that offers excellent undergraduate and graduate programs and supports high-quality research, scholarship, and creative activities.

CORE VALUES

¹ As approved by the Academic Senate on February 6, 2002, and amended on May 7, 2008.

The campus community is committed to the Pursuit of Learning and Scholarship, Individualized Attention, Public Opportunity, Diversity, and Civic Engagement. These five core values are central to the University, as they influence and guide the University's priorities and plans.

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, as well as other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Individualized Attention: Illinois State University provides a supportive environment. An innovative General Education program, strong student-faculty-staff connections, and superior student services focus on each student as an individual, with unique educational needs and potential. The University is dedicated to placing the learner at the center of teaching and scholarship, to recognizing the importance of each faculty and staff member to the successful operation of the programs and services provided, and to acknowledging the on-going contributions of its former students, faculty, and staff.

Public Opportunity: Illinois State University assures students access to educational, research, and service opportunities through a wide range of high quality programs; faculty mentors who are scholars and creative artists of repute in their disciplines; and the support of outstanding facilities, technologies, and library resources. The University partners with business, industry, government, and education providing leadership in statewide, national, and international initiatives; expanding service and outreach; and enhancing financial support for instructional, scholarship, and service activities.

Diversity: Illinois State University affirms and encourages community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society. The University supports a diverse faculty and staff who mentor a diverse student population. The University endeavors to create a varied and inclusive community where all students, staff, and faculty are active participants in a global society characterized by teamwork, respect for differences, civic engagement, and educational goals which celebrate diversity.

Civic Engagement: Illinois State University prepares students to be informed and engaged citizens who will promote and further the collective 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. Furthermore, the University encourages faculty and staff to serve as engaged civic leaders and role models promoting the quality of life for all citizens through collaborative and individual action.

GOALS

Illinois State will focus resources and attention on strategic goals, strategies, and activities that address the most pressing challenges the institution will face in the near future. The University's dedication to providing an educational experience of the highest quality, combined with its commitment to scholarship and creative activities, can continue to be realized if faculty and staff remain true to the core values of the institution and to the advancement of the goals set forth herein.

As the University looks to the future, it faces a number of internal and external challenges that it must address to ensure continued success and realize its vision. These challenges relate to the changing demographics of the state and country; resource availability; technologies and facilities; and public demands for accountability, affordability and access. The goals and strategies that follow are designed to specifically address these challenges.

Goal 1: Illinois State University will position students to excel in a globally competitive, culturally diverse, technological, and changing environment.

As an institution of first-choice for high-achieving and motivated students, Illinois State provides students with transformational learning experiences. Students are educated to become active citizens. The University recognizes its responsibility to provide a welcoming, safe, and supportive environment in which each individual can learn and excel, is treated with respect, and offered a wide range of opportunities. Students recognize their ability to influence social change and must be given the knowledge and skills necessary to do so. They should be given opportunities for

service learning and experiential learning in multicultural settings. Faculty and staff must challenge students in ways that prepare them to become global leaders in this time of technological change and workforce diversification.

- Strategy 1: Ensure learning opportunities are accessible and affordable for a diverse pool of students. Implementation will include activities such as:
- a) Reviewing and revising enrollment targets in each major to accommodate enrolled students;
 - b) Enhancing financial aid and scholarship assistance for undergraduate students, including support for Monetary Award Program recipients whose maximum awards are not sufficient to cover tuition and fees at the University and recruitment incentives for new students; and
 - c) Increasing support for graduate assistantships.
- Strategy 2: Develop and implement stronger transfer student orientation and transition programs.
- Strategy 3: Coordinate, support, and evaluate student services and advisement systems to facilitate improvements in all student graduation and retention rates.
- Strategy 4: Increase enrollment and improve retention and graduation rates of underrepresented students.
- Strategy 5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives. Implementation will include activities such as:
- a) Having a campus dialog on increasing the role of research, scholarship and creative activity in the undergraduate experience;
 - b) Exploring opportunities for furthering the involvement of the Honors Program;
 - c) Expanding international linkages to provide more opportunities for students to study abroad and to complete international internships;
 - d) Providing the information technology environment necessary to prepare students for a rapidly changing workforce; and
 - e) Partnering with other institutions for course sharing opportunities.
- Strategy 6: Infuse multiculturalism and civic engagement throughout the curriculum in general education and all degree programs, as well as with co-curricular activities.

Goal 2: Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.

Illinois State supports a diverse and accomplished faculty and staff committed to excellence in teaching and learning at the graduate and undergraduate levels. The University is committed to engaging faculty and students in a variety of experiences that will enhance teaching, research and scholarship and elevate Illinois State's reputation at the state, national, and international levels. Students are provided with opportunities to participate in research and creative endeavors that encourage them to view learning as a lifelong process. Faculty generate new knowledge through nationally and internationally recognized original contributions to their disciplines. The University must address the barriers faculty face as they seek external funding, work to publish in their disciplines and continue to serve the University and its students.

An outstanding faculty and staff is the core of any great university. The University's ability to achieve the next level of excellence is dependent upon recruiting and retaining the highest quality faculty and staff who are committed to the University's values, and to providing premier educational experiences through exemplary teaching, scholarship, and service. Providing competitive salaries to faculty and staff continues to be a priority.

- Strategy 1: Recruit, retain, and promote outstanding faculty and staff committed to the values of the University. Implementation will include activities such as:

- a) Increasing salaries to allow more competitive recruitment and retention of faculty and staff in all units; and
- b) Initiatives to recruit and retain a more diversified faculty and staff.

Strategy 2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities. Implementation will include activities such as:

- a) Enhancing Milner Library collections, services and resources to support instruction, scholarship and creative activities; and
- b) Updating *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design* to take into consideration other plans such as The Redbird Renaissance and the continued development of the Gregory Street property.

Strategy 3: Facilitate the appropriate use of on-site, on-line, and other innovative delivery methods of instruction. Implementation will include activities such as:

- a) Installing, maintaining, and updating appropriate teaching technology in all classrooms; and
- b) Expanding instructional and technological support to facilitate faculty in updating teaching strategies and using new instructional technologies effectively through services such as the Center for Teaching, Learning and Technology.

Strategy 4: Assist faculty and staff as they seek external funding, work to publish in their disciplines and continue to serve the University and its students. Implementation will include activities such as:

- a) Establishing and supporting a center for research and scholarship that provides strategic development opportunities for faculty engaged in research and scholarly activities;
- b) Providing centralized support for assisting faculty and staff with preparation and submission of grant applications;
- c) Providing additional support and incentives for faculty to engage in research such as paid leaves, travel, and graduate student support;
- d) Enhancing the visibility of, and training and support for, academic technology applications for research; and
- e) Developing doctoral programs in academic disciplines with long-term research potential.

Strategy 5: Expand international faculty exchanges to enhance faculty knowledge and internationalization of curriculum.

Strategy 6: Expand the systematic reflection on, and study of, teaching and learning through continued national leadership in the Scholarship of Teaching and Learning (SoTL) initiative.

Goal 3: Illinois State University will enhance student, faculty, staff, alumni, and community pride in, and allegiance to, the university.

Illinois State encourages the development of programs that support the academic mission of the institution and provides opportunities for informing and energizing students, alumni, faculty and staff who will contribute their time and talents to the life of the institution. The University will expand student, faculty, staff and alumni participation in publicizing the strengths of the University to the world at large. An enriching lifelong connection to Illinois State University will provide the University with an established network of loyal, committed alumni.

Strategy 1: Provide access to, and promote a diverse set of, high-quality cultural, social, recreational, and intercollegiate athletic opportunities for both the University and local communities.

Strategy 2: Enhance the institution's ability to connect to students and alumni and foster creative partnerships among alumni, students, faculty, and staff.

Strategy 3: Build connections among local, state, national, and international partners.

- Strategy 4: Ensure coordinated and consistent promotion of the University's contributions, services, and successes to external constituencies.
- Strategy 5: Increase the recognition of, and appreciation for, faculty, staff, and student service to individuals, committees, and organizations internal and external to the Illinois State community.

Goal 4: Illinois State University will be accountable and fiscally responsible to internal and external stakeholders.

Illinois State recognizes its responsibility to the citizens of Illinois as well as to its students, faculty, staff and alumni to be fiscally prudent and accountable. The University will meet the challenges associated with resource constraints by continuing to employ sound business principles.

- Strategy 1: Establish an integrated, long-range financial planning process that is transparent, reflects all sources of funds, and allows for strategic decision making at all levels.
- Strategy 2: Establish a formal mechanism to systematically review University processes and practices to ensure accessible and seamless user support services that promote satisfaction and effectiveness for internal and external constituencies.
- Strategy 3: Link requests for new funds and allocate resources to promoting the goals and strategies articulated in *Educating Illinois*.
- Strategy 4: Increase funds raised from private sources.
- Strategy 5: Develop creative financial partnerships with external profit and non-profit organizations to advance the University's mission.
- Strategy 6: Enhance computer network and data security and reliability.

Goal 5: Illinois State University will promote a healthy, safe, and environmentally sustainable campus.

Illinois State values a healthy, safe, and environmentally sustainable campus that enhances individual health and community well being, fosters positive teaching/learning experiences, and promotes environmental stewardship. A campus with these values addresses critical life-safety needs in facilities; incorporates environmentally sustainable principles in campus facilities and operations; supports initiatives designed to improve the health of its students, faculty, and staff; and is prepared to respond in times of emergency.

- Strategy 1: Develop and implement programs and activities designed to promote the mental and physical health of students, faculty, and staff. Implementation will include activities such as:
- a) Completing the Student Fitness and Kinesiology Recreation Center and promoting the facility's utilization; and
 - b) Maintaining staffing for the University's counseling services at levels recommended by related professional organizations.
- Strategy 2: Develop and implement programs and activities to promote the safety of students, faculty, and staff. Implementation will include activities such as:
- a) Coordinating existing safety plans; and
 - b) Developing new plans where gaps exist and ensure readiness for communicating with the University community in the event of an emergency.
- Strategy 3: Complete capital improvement projects that address health and safety issues as well as adequate and efficient utility support. Implementation will include activities such as:

- a) Remodeling and rehabilitation of the Fine Arts Complex, Milner Library, Stevenson Hall and Turner Halls;
- b) Addressing the deferred maintenance priorities identified in *Facilities Condition Assessment*; and
- c) Completing new power plant and related infrastructure improvements.

Strategy 4: Develop and implement a University policy on environmental sustainability.

ACCOUNTABILITY

Illinois State University is committed to advancing the goals and strategies set forth in *Educating Illinois*. Upon the University's endorsement of the plan, a team will be convened with the purpose of coordinating the processes necessary for implementation. The team's charge will be to work with each division, unit, and office of the University to identify: the divisions, units, and offices that will assume leadership in advancing each strategy, the specific actions and activities needed to complete each strategy, a time-frame for doing so, and the indicators/metrics that will be considered in determining success.

As implementation of *Educating Illinois* proceeds, it will be important to regularly assess the progress being made in advancing the goals and strategies of the University's new strategic plan. The Planning and Institutional Research office will report on plan outcomes on a regular basis. An annual report will be made to the Board of Trustees as well to the campus community. Implementation progress will also be documented on the *Educating Illinois* web site at <http://www.educatingillinois.ilstu.edu>. To ensure that the plan continues to address the needs of the future, *Educating Illinois* will be reviewed and updated in 2011.

Appendix A

Educating Illinois Task Force Membership

Co-Chairs	Jan Murphy, Associate Provost Debra Smitley, Assistant Vice President for Finance and Planning
Governance Group Representatives	Lane Crothers, Chair, Academic Senate (until May 2007) Dan Holland, Chair, Academic Senate, (May 2007 – May 2008) Mary Campbell, Academic Senate Melody Palm, Chair, Civil Service Council Dave Horstein, Student Body President (May 2007 – May 2008) Ross Richards, Student Body President (until May 2007) Steve Klay, Chair, Administrative/Professional Council
President’s Office and Vice Presidents’ Representatives	Jay Groves, Assistant to the President, President’s Office Bob Aaron, Executive Director, University Marketing & Communication, Vice President for University Advancement (until October 2007) Jerry Abner, Assistant Director, University Marketing & Communication, Vice President for University Advancement (December 2007 – May 2008) Mark Walbert, Associate Vice President, Academic Information Technology, Vice President for Academic Affairs Jan Paterson, Dean of Students, Vice President for Student Affairs Debra Smitley, Assistant Vice President, Finance and Planning
Colleges’ Representatives and Intercollegiate Athletics	Marion Willetts, Associate Professor, Sociology & Anthropology, College of Arts and Sciences Klaus Schmidt, Associate Professor, Technology, College of Applied Science and Technology (until January 2008) Joaquin Vila, Professor, Information Technology, College of Applied Science and Technology (January 2008 – May 2008) Patricia Klass, Chair, Educational Administration & Foundations, College of Education Gail Russ, Associate Professor, Management & Quantitative Methods, College of Business Leslie Sloan Orr, Associate Professor, School of Theatre, College of Fine Arts Chad Kahl, Associate Professor, Milner Library Susan Kossman, Assistant Professor, Mennonite College of Nursing Leanna Bordner, Associate Director, Intercollegiate Athletics
Students	John Davenport, Doctoral, Educational Administration & Foundations Kevin Martin, Junior, Business Teacher Education

Educating Illinois Task Force Staff

Angela Engel, Planning and Institutional Research
Linda Thomas, Planning and Institutional Research

Appendix B

Campus Consultation

Educating Illinois Task Force members met with representatives from the following groups at least once during the course of its deliberations. In addition to meeting with these representatives, the Task Force provided updates of its work and solicited comments through the *Educating Illinois* Task Force website, open forums, the *Illinois State* report, post cards, and e-mail notifications.

Academic Senate	Milner Library
Administrative/Professional Council	Office for Diversity and Affirmative Action
Alumni Association Board of Directors	Office of Enrollment Management and Academic Services
Association of Black Academic Employees	People Realizing Individuality & Diversity Through Education (PRIDE)
Athletic Council	President's Cabinet
Campus Technology Council	Provost's Advisory Council
Civil Service Council	Research and Sponsored Programs
College of Applied Science and Technology's College Council	Senior Professionals
College of Arts and Sciences' College Council	Spanish Club
College of Business	Student Affairs Council
College of Education's College Council	Student Government Association
College of Fine Arts' College Council	Student Leaders
Council for the First Year Experience	Undergraduate Students, Politics and Government
Energy Management	University Advancement Division
Facilities Planning and Construction	University Chairs Council
Facilities Management	University Club
Finance and Planning Division	University Extended Learning Steering Committee
Graduate Council	University Research Council
Graduate School	
Graduate Student Association	
International House	
Mennonite College of Nursing	

SECTION III
ACADEMIC UNIT OBJECTIVES
FISCAL YEAR 2009

College of Applied Science and Technology Fiscal Year 2009 Objectives

The College of Applied Science and Technology will pursue the following Fiscal Year 2009 Objectives:

1. CAST provides premier comprehensive undergraduate programs.
2. CAST provides graduate education programs that have a state, national, and international reputation for excellence.
3. CAST maintains state, national, and international recognition for quality research and scholarship.
4. CAST provides outreach initiatives that enhance the public and private sectors.
5. CAST provides state-of-the-art technology and infrastructure that is sensitive to a healthy, safe, and environmentally sustainable campus.
6. CAST attracts, develops, and maintains meaningful relationships with internal and external constituencies.

College of Arts and Sciences Fiscal Year 2009 Objectives

The College of Arts and Sciences will pursue the following six strategies:

1. Enhance the quality of the College's academic programs.
2. Enhance support for faculty research and creative activity.
3. Increase the local, state, national, and international visibility of the College's quality programs, student successes, and faculty and staff achievements.
4. Increase engagement with the local and state communities through service-learning projects, faculty research contributions, and College/community partnerships.
5. Increase the level of external funding (grants, fellowships, and gifts) for research, teaching, and co-curricular programming.
6. Enhance the College-wide technology infrastructure to support excellence in scholarship, teaching, and learning.

College of Business Fiscal Year 2009 Objectives

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

Goal 1: To develop professionals who can provide leadership to business and society.

Critical Success Factors:

1. High expectations for excellence in student performance and ethics.
 - Complete process to address violations of the *Standards of Professional Behavior and Ethical Conduct* throughout the curriculum.
 - Use assessment data to evaluate student achievement of learning objectives in all COB degree programs.
 - Integrate the PRiME Ethical Standards in our curriculum.
2. Graduates prepared for post-graduate programs and/or professional certifications where applicable.
 - Continue to examine current objectives in our programs and highlight lifelong learning items; bridge any gaps in our programs.
 - Continue to promote student involvement in professional enrichment activities, such as certifications and competitions
 - Continue to encourage high-potential accounting majors to select the BS/MPA as the curricular path for CPA exam preparation.
3. An integrative and responsive curriculum that provides current professional skills.
 - Submit five-year BS/MS program in Human Resource Management.
 - Review/develop new minors in Professional Sales and BIS.
 - Increase number of COB internships where appropriate.

Goal 2: To be a demographically and intellectually diverse community promoting excellence

Critical Success Factors:

1. Excellent faculty and staff who will meet the needs of the College and its students.
 - Based on comparative data from peer institutions and AACSB, secure funds to enhance faculty recruitment (i.e. competitive packages including initial salary, summer research support, reduced teaching load for one or two years, etc).
 - Continue recruiting efforts and progress toward achieving a diverse group of high quality students.
2. An individualized educational experience.
 - Seek resources to add instructional capacity that will reduce class sizes particularly in COB core courses.
 - Seek new resources and target existing resources for student enhancement opportunities.
 - Continue to work with the Provost to increase and enhance summer school.
 - Continue to support community building events.

3. State of the art facilities and technology for students, faculty, and staff.
 - Continue to explore and implement technologies that enhance classroom instruction.
 - Increase technical support staff.

Goal 3: To enhance positive recognition of the college.

Critical Success Factors:

1. A faculty with nationally recognized expertise.
 - Seek funds for departmental assistant chairs.
 - Encourage leadership roles in national organizations and journals.
 - Strive to increase the quantity and quality of scholarly output by utilizing increased faculty summer grant opportunities and increased graduate assistant support.
 - Continue to seek funds and encourage faculty to take advantage of professional development opportunities.
 - Increase number of endowed professorships and endowed chairs.
2. AACSB International accreditation for business, accounting, and graduate programs.
 - Continue to review all areas of the College to ensure compliance with AACSB standards.
3. Niche programs that strengthen partnerships with business partners and alumni.
 - Continue to implement programs for Caterpillar Leadership initiative.
 - Implement newly created partnerships with GROWMARK and Afni, and seek similar opportunities to work with other business partners.

College of Education Fiscal Year 2009 Objectives

Five-Year Goals (2007-2012)

- I. Regenerate the professions of teaching, administration, and scholarship
 - a. Rejuvenate teacher inquiry to educate diverse learners in an information and communication technology society.
 - b. Prepare and provide school and higher education leadership to integrate standards that meet 21st century learner needs.
 - c. Create mechanisms to respond to increasing globalization influences on professional preparation, research, scholarship, and leadership.
 - d. Create support for faculty seeking to regenerate their own knowledge base and skills in order to educate diverse learners for the 21st century.
 - e. Review all programs to target admissions and resource allocation to meet emerging and projected societal needs for teachers, administrators, faculty, and educational leaders.
- II. Challenge and create solutions to educational inequity
 - a. Prepare educational professionals to teach and lead in challenging school settings.
 - b. Inform and advocate for research-based policy solutions to educational inequity and school challenges.
 - c. Create evidence-based systemic solutions to school challenges in a 21st century information technology society.
 - d. Create and strengthen relationships between practicing professionals and COE faculty.

III. Engage in unique, creative and productive partnerships

- a. Coordinate and formalize agreements across program partnerships.
- b. Create new partnerships whose purpose is to educate diverse learners in an information and communication technology society.
- c. Evaluate each partnership for its positive outcomes for all stakeholders.

IV. Support cutting edge research and scholarly endeavors

- a. Create and support university and school research teams who pursue solutions to educating diverse 21st century learners.
- b. Develop and support research on field-based education for preparation of 21st century educational professional and leaders.
- c. Implement effective, competitive models of graduate education based on research and contemporary practice.

V. Increase diversity at all levels of the organization

- a. Create a learning organization reflective of the diversity of the 21st century society
- b. Use systematic methods of recruitment, selection and retention of diverse faculty, staff and students.
- c. Develop and support faculty and student global initiatives.

VI. Develop a dynamic, comprehensive technological environment

- a. Create and implement a plan for integration of 21st century learning, information, and communication technology into the curricula of all programs.
- b. Provide and support professional development among the faculty in the integration and use of 21st century learning, information, and communication technology.
- c. Create and implement a plan for a 21st century learning, information, and communication infrastructure.

VII. Increase our endowments and alternative resources

- a. Seek resources, funding, and endowments from corporate, individual, and foundation sponsors to attain our vision of transforming 21st century learning.
- b. Seek resources and funding from governmental agencies to attain our vision of transforming 21st century learning.

College of Fine Arts Fiscal Year 2009 Objectives

1. Facilities, Health, and Safety

- Fully integrate dance studio spaces into Centennial East in the Dance Theatre Relocation Project.
- Continue to plan towards the realization of the New and Renovated Fine Arts Complex capital.
- Improve instructional capability by updating classrooms with modern technology and adequate equipment in classrooms across the College.
- Continue to review health and safety issues throughout the College.

Supports Educating Illinois item 11B: Receive state capital funding for enhancement of the Power Plant and infrastructure; a new Wellness Activity Center; and rehabilitation of the Fine Arts Complex, Williams Hall, and Milner Library.

Supports Educating Illinois item 11C: Receive state capital renewal funding for Stroud Auditorium and Cook Hall roof replacement. The state has not yet authorized funding for these projects.

Supports Educating Illinois item 10B: Implement a harm-reduction approach to issues of health, safety, and environmental sustainability. *Supports Educating Illinois item 10E:* Number of work related injuries and motor vehicle/pedestrian accidents.

2. Curriculum, Collaboration, and Affiliation
 - Reform the Art Technology curriculum
 - Possibly adopt the IDEA teaching evaluation program within the College
 - Assess effectiveness of new MFA procedures in the School of Art.
 - Begin implementing recommended changes to the Arts Technology, Art, Music, and Theatre curricula to address FY06 review of technology related curricula college-wide.

Supports Educating Illinois item 09A: Articulating how divisional planning, budgeting, and assessment processes support the University's vision, values, goals, and priorities.

Supports Educating Illinois item 14G: Increase ongoing departmentally based programs and initiatives to enhance teaching and learning.

3. Recruitment, Admission, and Retention
 - Maintain enrollment in the School of Music to 400 students.
 - Increase enrollment in critical mass areas of need.
 - Increase scholarship funds across the College, especially in those areas of critical need.
 - Increase effective recruitment practices across the College.
 - Increase effective advisement practices across the College.
 - Recruit quality students to the School of Theatre on a regional and national level.
 - Increase enrollment in the Music and Theatre concentrations in the Arts Technology undergraduate degree.
 - Recruit students to the newly reinstated MFA in Acting.
 - Recruit students to the newly created sequences in Dance Performance and Dance Education.

Supports Educating Illinois item 15C: Percent of new freshmen indicating that Illinois State was their first or second college choice on the ACT exam.

Supports Educating Illinois item 02D: Define and achieve undergraduate enrollments at or below optimal capacity in every academic program.

Supports Educating Illinois item 01H: Increase number of graduate applications for degree programs.

Supports Educating Illinois item 01H: Number of graduate applications for degree programs.

Supports Educating Illinois item 01L: Placement in US News and World Report's graduate rankings in Education, Business, Nursing, and Fine Arts.

4. Funding, Development, and Advancement
 - Increase General Revenue funding for development support.
 - Stabilize funding for the Center for the Performing Arts.
 - Increase external funding throughout the College to support initiative and projects on a national and international level.
 - Augment support for funding adequate graduate assistantships.
 - Provide adequate travel funding for College of Fine Arts administrators to pursue advancement and external granting opportunities for the College.

Supports Educating Illinois item 16D: Percent of alumni donating to the University.

5. Increase attendance at College events
 - Add a concessions counter and high-top tables and chairs to the CPA lobby to make concession sales more professional and patron friendly in an informal atmosphere.
 - Increase efficiency of walk-up and day-of ticketing purchases; professionalize programs for theatre performances.
 - Provide patrons with a professional atmosphere and present an inviting space to enhance performance experience.

- Expand the scope of University Galleries to include exhibitions featuring more internationally recognized artists, more artists from foreign countries, and minority artists.
- Increase the Illinois Shakespeare Festival's outreach to a larger region and increase attendance.
- Provide increased funding in the promotion and marketing of College events and initiatives.

Supports Educating Illinois item 15C: Increase number attending cultural events sponsored by the University.

Mennonite College of Nursing Fiscal Year 2009 Objectives

1. Enhance the success of students in current programs and promote the success of students in new programs.
 - a. Support the development of faculty as teachers through individualized formal and informal training, mentoring, regular assessment and evaluation
 - b. Provide adequate funds for faculty to make use of teaching development opportunities such as conferences, online courses and structured mentoring
 - c. Revise Plan for Assessment to ensure that accurate and up-to-date data are available for decision-making with regard to undergraduate and graduate programs outcome analysis
 - d. Develop scholarship processes that facilitate student applications for scholarships
 - e. Support an increase in the number of graduate assistantships available for masters and doctoral students
 - f. Continue the review and revision of the prelicensure curriculum to meet the rapidly changing needs of the healthcare environment
 - g. Review the faculty teaching workload to ensure high quality teaching on a day-to-day basis
 - h. Recognize high quality teaching through support of faculty application for teaching awards at the college, university and professional levels
 - i. Continue to support collaborative efforts to promote undergraduate and graduate education
 - j. Engage in the university program review process to ensure continuous quality improvement across all college programs.
 - k. Develop a plan that outlines needed upgrades to bring the college clinical lab to state-of-the-art level, including simulation equipment and scenario cases.
 - l. Provide academic teaching-learning and simulation technology expertise for college faculty, staff, and students to ensure high quality distance education experiences.
 - m. Expand transcultural nursing initiatives across the college to increase experiences and awareness of cultural differences.
 - n. Increase faculty and student awareness of vulnerable and underserved populations in all clinical settings across college programs.
2. Support faculty and staff productivity in research and scholarship
 - a. Increase the level of external funding for research and programs through intensive mentoring of assistant professors
 - b. Increase the annual number of publications across the college to recognize and disseminate research and scholarship productivity.

- c. Review the tenure track faculty workload to ensure adequate resources for conducting research and scholarship activities, particularly in support of the new PhD program
 - d. Support the development of faculty as researchers through individualized formal and informal training, mentoring, regular assessment and evaluation
 - e. Recognize high quality scholarship through support of faculty application for research awards at the college, university and professional levels
 - f. Continue to support collaborative efforts to support research and scholarship activities
 - g. Ensure adequate staff support for faculty to submit and manage internal and external grant applications
3. Focus service and nursing practice activities among faculty and students to support the discipline of nursing and local/global communities.
- a. Develop a plan for integrating faculty and student community service efforts to reduce local and global health disparities
 - b. Increase the number of faculty and students serving in leadership roles in professional and discipline related organizations
 - c. Develop a plan for incorporating specialty nursing practice into the faculty workload to promote excellence in faculty clinical practice
 - d. Develop a plan to improve the articulation between the Student Nurse Association and College initiatives
 - e. Highlight new transcultural initiatives including opportunities in local and global sites
 - f. Ensure that vulnerable and underserved populations are addressed in college service and practice activities.
 - g. Add components to college website that highlight service and practice activities supportive of vulnerable and underserved populations.
4. Enhance the working environment to promote faculty and staff satisfaction, productivity and efficiency.
- a. Review and revise new faculty and staff orientation to provide for a more structured and consistent approach that meets the needs of new personnel
 - b. In collaboration with Human Resources' staff, develop a structured plan for recruitment and retention of highly qualified faculty and staff.
 - c. Implement the college information technology strategic plan in phases to support faculty and staff
 - d. Support instructional technology, particularly as it relates to distance education
5. Explore nursing clinical practice and educational future trends to optimally prepare for upcoming healthcare demands.
- a. Explore feasibility of changing RN/BSN Completion program to RN/MSN program to align with professional nursing education trends.
 - b. Develop structured plan for new enrollment targets across all college programs to maximize efficiency and maintain high quality teaching-learning experiences.

- c. Develop timeline and plan for professional requirement of moving specified sequences in the MSN program to Doctor of Nursing Practice program.
- d. Explore alternative clinical scheduling options for students and faculty in the prelicensure program.
- e. Consider enhanced, alternative distance education models to improve student access to teaching-learning experiences.

Graduate School Fiscal Year 2009 Objectives

1. Continue graduate student recruitment efforts with academic programs to attract high quality applicants and encourage diversity of the graduate student body.
2. Continue and strengthen programs to increase graduate student stipends and other forms of support to competitive national levels.
3. Continue to support high quality academic programs through the curricular process and program review.

Milner Library Fiscal Year 2009 Objectives

In support of its mission, in FY09 Milner Library has set for itself the following goals and objectives:

- Continue to focus the University's attention on increasing Milner Library's materials budget to cover the cost of inflation in the prices of books and journals, and to expand its collections in general to provide quality growth and coverage in support of ISU's curriculum.
 - Secure funding so journal cuts can stop
 - Secure funding to support new electronic resources
- As funding allows, move aggressively from print to electronic access while still developing excellent monographic collections focused on curricular needs.
 - Shift more of Milner's periodical titles to electronic access
 - Decrease print titles by 350 by December 31, 2008
 - Migrate to primarily electronic reference resources over the next 3 years
 - Assess the impact of the shift to electronic access on patron satisfaction, use and cost
 - Market and expand use of RefWorks for the campus
- Refine existing disaster preparedness procedures and develop emergency procedures for Milner Library
 - Install an emergency notification system in Milner Library
 - Review security procedures and install fobbed locks where appropriate and necessary
 - Hire three security staff
- Continue New Directions Initiatives
 - Close the stacks areas of Floor 1 to the public during Summer 2008
 - Continue creating the onsite storage facility on Floor 1
 - Review, weed and select materials for either removal, onsite storage, or active collections in all disciplines and subject areas
 - Target January 15, 2009 for completion
 - Provide more technology assistance at Milner service points

- Move faculty and staff offices to upper floors
- Establish multiple learning community spaces to support unique needs of disciplines in effectively utilizing library resources
- Improve lighting in all areas of Milner Library
- Create more seating alcoves and group study areas on Floor 2-6
- Identify, establish, and enforce at least one quiet area for study
- Design and build a coffee bar on Milner's main floor

- Ensure intellectual and functional access to the library's collections
 - Implement plans to completely catalog those collections in Milner that remain uncataloged (Special Collections, Archives, Maps, Documents, and more)
 - Improve the quality of the library catalog user experience by exploring the next generation of library catalogs
 - Establish processes and procedures for a complete inventory of Milner collections. Inventory should begin in September 2008
 - Beta test VuFind extensible catalog in partnership with the CARLI consortium
 - Beta-test instruction options for distance education students in conjunction with EAF, Nursing and the School Library Certification program using Elluminate Live!, software
 - Beta—test document delivery options for distance education students in EAF, Nursing, and the School Library Certification program (possibly using ILLiad).
 - Conduct a user satisfaction survey that has an emphasis on reference services

- Champion the campaign on and off campus for the long term viability of Milner's facility
 - Move Milner's renovation/expansion project forward with all speed
 - Lobby for replacement of Milner's electrical distribution system

- Continue developing, testing, and refining general education and discipline-specific information literacy instruction as appropriate
 - Assess the effectiveness of Milner's general education instruction
 - Upgrade computer classrooms to adapt to changing pedagogical and learning styles
 - Develop and implement additional classrooms without walls on each floor of Milner

- Fully implement the post-baccalaureate School Library Certification Program
 - Hire program director
 - Design online course delivery
 - Market the program effectively throughout the state of Illinois

- Market Milner's message on and off campus
 - Highlight Milner's services and collections
 - Support speakers, exhibits, programs, and special events

- Preserve resources important to the University in traditional and digital formats

SECTION IV
PROGRAM REVIEWS

Review of the B.S. in Recreation and Park Administration 31.0301

Introduction. The B.S. in Recreation and Park Administration Program is a degree program that provides students with entry level skills in the Recreation Management Sequence and the Therapeutic Recreation Sequence. The review process involved program faculty members, students, administrators, clerical support, and the Advisory Council. Various data gathering techniques were used to provide evidence of a thoughtful review analysis.

Overview of Academic Unit. The Recreation and Park Administration program is housed within the School of Kinesiology and Recreation in the College of Applied Science and Technology. The School offers majors in Athletic Training, Exercise Science, Physical Education Teacher Education and Recreation and Park Administration.

Overview of Degree Program. The program has many outstanding features, including a commitment to distinctiveness and excellence, as evidenced by a highly productive and well-recognized faculty and a strong, nationally-accredited curriculum. The program offers two undergraduate sequences, two minors (although one is jointly administered and is being phased out), and supports the M.S. in Kinesiology and Recreation with a sequence in Recreation Administration. Graduates of the undergraduate program will have the skills necessary to promote the healthy use of leisure, play, and recreation. The profession has emerged as an interdisciplinary field involving a range of settings and responsibilities charged with providing resources and serving the leisure needs and wants of people.

Curriculum of Degree Program. The curriculum is based on national accreditation standards and is sequenced with prerequisites. A distinct feature of the program is that all students must take two programming classes to develop critical skills to design and implement recreation programs and events. The program is infused with service learning, two internships, and two levels of programming classes.

Faculty of the Degree Program. There are eight faculty members in the program. Two are non-tenure track, three are tenured associate professors, and three are assistant professors. Faculty members have published research in the field's top nationally refereed journals and in journals read by practitioners. Mentoring graduate students on thesis projects and independent studies, authoring textbooks, and presenting research at professional conferences also illustrate faculty dedication to scholarly productivity. The faculty identified several aspects of the program that make Illinois State's program among the best in the Midwest for similar universities. These indicators are accreditation, internships and service learning, research productivity of the faculty, strong curriculum, and quality teaching.

Program Goals and Quality Measures. Illinois State's RPA program strengths are a) two sequences, allowing students to graduate as generalists versus specialists that may be too narrow in scope for the job market, b) the number of programming courses is unique in that there are two offered whereas most universities have only one, and c) students are required to do two internships including a programming internship where they refine programming skills that are the foundation of this profession.

Actions taken since the last review including instructional resources and practices and curricular changes. The student advisement program has improved by initiating formal evaluation of advisors; improved communication among all concerned parties; the relocation of an advisor from Horton Fieldhouse to McCormick Hall; and the reapportionment of Recreation and Park majors to both advisors. Lastly, the former school director attended a conference sponsored by The National Academic Advising Association that focused on assessment of academic advising. Information from this conference has been incorporated into the assessment of advisors in the School.

The need for a combined student recreation center and kinesiology/recreation building has long been noted by university administrators, accreditation visitors, students, faculty, and has been in the Illinois State master plan for many years. The presence of a new facility will contribute to one of the program's long-term goals: *To enhance the long-term stability and educational quality of the RPA program.* The planning process for the new building took place during the 2006-2007 school year with architects seeking input from the School of Kinesiology and Recreation and Recreation Services. The new facility is scheduled to open fall 2010.

The School Director and Administrative Council (Program Directors) work closely with enrollment management to determine targets for incoming freshmen and external transfer students. Also, Recreation Management, which is a fusion of two former sequences, has experienced strong enrollment since its inception in fall 2005. Conversely, Therapeutic Recreation (also newly revised), has been targeted by enrollment management as a sequence that needs to grow. Ongoing efforts by the Therapeutic Recreation coordinator, advisors, and others, have resulted in growing numbers in the Therapeutic Recreation sequence from 20 students in 2002 to 31 students in 2006, and 44 in fall 2007. Efforts to increase the Therapeutic Recreation numbers will continue contingent in adding a second faculty member

The College mentorship program designed to facilitate the development of scholarly productivity has been effective for newly hired tenure track faculty. The program's efforts to improve the development of scholarly productivity have been successful with increased numbers of publications and presentations.

While backgrounds of the faculty show diversity with respect to rank, academic institution attended, age, and gender, the program continues to be challenged to attract racially diverse faculty candidates to Illinois State. The lack of diversity has been noted nationally in recreation programs. The School has used free advertising, list serves and mailing lists posted on the University's Office of Diversity and Affirmative Action website for recruitment purposes.

Major changes in the program's discipline, societal need, institutional context. Changes in accreditation and certification standards led to curriculum revisions in the program. The complexity and growth of our society have meant both increased resources for leisure and increased conditions with the potential to constrain satisfying leisure. The recreation and park profession has emerged as an interdisciplinary field involving a range of settings and responsibilities charged with providing resources and serving the leisure needs and wants of people.

Changes in level of student demand. Prior to 2004, enrollments were between 158 (1997) and 182 (2003). Since 2004, however, enrollments in RPA have been over 200 (with the highest enrollment in 2004 at 230). The Recreation and Park Administration program is largely a discovery major in that students learn about the program once they are on campus. For the past two years, an admissions process has been used at the program level to select internal transfer students for Therapeutic Recreation and Recreation Management sequences, or the program's minor.

Summary of School's Student Learning Outcome Assessment Plan. The Recreation and Park Administration Program has developed, implemented, evaluated, and revised an assessment plan which assesses student learning from a multi-faceted perspective including five outcomes that drive the curriculum and are the focus of the plan. Students also complete an additional outcome assessment instrument called the Recreation Management Competency Assessment or the Therapeutic Recreation Intern Evaluation. There are also several informal assessment methods which include an Advisory Council, Alumni, and the Value Added Assessment. The results of formal and informal assessment techniques have impacted class changes as well as curricular changes to the program.

Accreditation from affiliated agency. Since 1985, the program's core curriculum and therapeutic recreation sequence have been accredited by the Council on Accreditation for Recreation Park Resources and Leisure Program Services through NPRA. The most recent continuing accreditation review was completed in 2005 whereby the Council granted full continuing accreditation until 2010.

Major Findings, Recommendations, and Opportunities for Program Improvement. The following recommendations for program improvement were identified in the review process.

- Explore RPA elective options in such areas as outdoor recreation, special events, sport, and leisure in older adults.
- Examine enrollment management issues including the size of the major and class sizes.
- Determine the feasibility of offering courses online.
- Review and revise the curriculum based on new accreditation standards, opportunities presented by new recreation facility, technology skills needs of students, and desire for a capstone course.
- Consider the possibility of requiring volunteer hours as a degree requirement.
- Review current admission requirements.
- Increase student involvement in Honors projects.
- Review utilization of library instruction in courses.
- Work with university personnel on the design and construction of the new facility.
- Complete successful searches for faculty positions in the Therapeutic Recreation Sequence and Sport Management Sequence.

Review Outcome. The review process finds the B.S. in Park and Recreation Administration to be in **Good Standing**. Members of the Academic Planning Committee commend the program for a successful self-study for accreditation and found the program review report to be a thoughtful self analysis and well written report. The program responded well to previous review concerns and the process for review of academic assessment plans. The Committee especially noted the faculty's improved engagement with students and a stronger record of scholarly productivity. In addition, the program's process for developing and implementing a quality academic assessment plan is highly commendable.

Recommendations. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

- Continue efforts to increase participation in the Honors program.
- Continue efforts to diversify faculty as opportunities arise.
- Continue efforts to fill faculty positions especially in the Therapeutic Recreation Sequence.
- Encourage program efforts to investigate the feasibility of developing hybrid and online courses.

Review of the B.A., B.S. in Communication Studies 09.0101

Introduction. The B.S. in Communication Studies provides students with a broad-based education focusing on communication theory and skills that are applicable across a variety of situations including public speaking, small group, interpersonal, and strategic message skills that students can use in a variety of job settings. During academic year 2006-2007 the School of Communication took part in a comprehensive review of all degree programs within the unit. The review process involved administrators, faculty, and students and included multiple data collection methods.

Overview of academic unit. The School of Communication is the largest unit within the College of Arts and Sciences in terms of student enrollment. The School enrolls approximately 775 undergraduate and 80 graduate students. There are four undergraduate programs (mass communication, public relations, journalism, communication studies), a graduate program, a forensics team, and WGLT/WZND student radio and TV-10. The school has three computer labs, a television production and studio facility, AVID video editing/teaching facility, two focus group facilities, and a phone bank for survey research. Twelve registered student organizations are administered by the school with membership open to all University students. Several programs within the School (Forensics, WGLT, WZND) faculty, staff and students have been recognized across the campus, state and nation for outstanding performance. The School of Communication is distinctive because of its balance of theory and research with practical skills.

Overview of degree program. The B.S. in Communication Studies offers four sequences: Organizational and Leadership Communication Sequence; Interpersonal Sequence; Political Communication Sequence, and Communication Studies Education Sequence. The School's unified advising center serves all major and minor programs with a philosophy that shares responsibility with students in curricular, co-curricular and career decisions.

The program contributes significantly to the University's general education program by offering course content related to the four shared learning outcomes: Critical Inquiry, Public Opportunity, Global Perspectives, and Life-long Learning Skills.

Curriculum of degree program. The Communication Studies program has undergone a major curricular revision for both the general sequence and teacher education, offers sequences and has a unit coordinator. The program's increase of degree hours and the elimination of a required minor address the need for specialization within the major. The breadth of the new course offerings increases marketability of program graduates. However, the program's structure and required coursework limit the number of electives students may choose. Students and alumni report high satisfaction with most, but not all, elements of the program.

Faculty of the degree program. The School of Communication has a quality faculty with strong publication and conference record as well as a strong record of teaching in the discipline. Faculty members have engaged in diverse lines and approaches to research, and several have international teaching experience. Current Communication Studies tenured, tenure track and non tenure track faculty includes 19 members (2 non-White, 7 female). Of 11 tenure-track faculty members, 3 are female and one is non-White.

Program goals and quality measures. In coordination with *Educating Illinois* and the School of Communication's Strategic Plan, some prior recommendations, including job awareness, internationalization opportunities, and undergraduate scholarship development, need continued attention. Also, new courses are needed, and the new assessment plan needs more clearly defined details.

Actions taken since the last review including instructional resources and practices and curricular changes. Since the previous program review, there has been improvement in academic advisement, changes in course offerings, and development of resources. Changes in the curriculum now require an internship that increases career awareness, portfolio preparation and advisement initiatives. A new introduction course to intercultural studies increases international opportunities and global awareness. Recent improvements to classroom facilities and website resources were made.

Major changes in the program's discipline, societal need and institutional context. The discipline has changed little since the last program review. Some programs offer more structured specialization. Focus on health, relational, domestic diversity, and political engagement communication continues to grow, especially in national communication studies "best-practice" programs. Hiring of program graduates is strong, but no statistics exist for communication studies majors specifically. Student and alumni satisfaction with career awareness continues to be one of the lowest scores of current students' perceptions. The School received the University Focus Award as well as the National Walter Cronkite Leadership Engagement Award for civic engagement. The Department has become a School, has added a degree program in journalism, and has increased professional travel support. The communication studies curriculum and majors have been substantially altered since the last program review.

Changes in level of student demand. Student demand for the major remains constant between 1997 and 2005 at approximately 120. This compares to the enrollment stability of benchmark institutions Governors State at 53 and contrasts with University of Illinois-Champaign and Western Illinois whose programs have a decrease in enrollment over the years. The number of degrees granted for Illinois State remains stable at 42 a year. Alumni data indicate that 74% of program majors find a job within 6 months of graduation and that 85% felt that their degree prepared them adequately or better for their career path.

Summary of the student learning outcome assessment plan. Because of the commonalities in the self-study across the School's program reviews, assessment was done across programs. The self-study included collection and analysis of data from nearly 600 current students, 298 alumni (graduation years 1998-2004), and faculty; University and the IBHE offices provided alumni, student demographic, and comparator institution data. All data were combined, in conjunction with regular meetings with faculty, to formulate perceptions of key advances in the program and recommendations for the future. There is currently little assessment data from student outcomes beyond student and alumni perceptions of the program; this issue receives focus in the recommendations.

Accreditation from affiliated agency. There is no accreditation for the Communication Studies major. The Teacher Education program is accredited by the National Council for Accreditation of Teacher Education.

Major findings, recommendations and opportunities for program improvement. This program review indicates several areas for continued development of the Communication Studies program. The review links these to the School's Strategic Plan 2006-2011 and to *Educating Illinois*, and offers options for concrete strategies to meet each goal.

- Develop better contact and interaction with the program's alumni including a website.
- Seek additional faculty lines.
- Increase funding through additional grants.
- Continue course development for relevancy and compatibility to benchmark programs
- Develop goals for involving faculty in out-of-class undergraduate student scholarship, and a broadening of the role of the School's Scholarship Committee.
- Increase internationalization options for faculty and students.
- Create assessment rubrics and structure of capstone and introduction courses and their relationship to courses and to other university assessment plans.
- Explore options for improving the relationship with Milner Library resources and staff.

Review Outcome. The review process finds the B.A., B.S. in Communication Studies to be in Good Standing. Members of the Academic Planning Committee commend the program for a faculty driven Strategic Plan and the significant contribution the program makes to the University's general education program. The Career Connections program is a well-planned program that addressed previous program concerns to develop work-related skills in the classroom, internship opportunities, and career awareness.

Members of the Academic Planning Committee expressed concern for an assessment plan that fails to meet required components and does not identify measurable student learning outcomes. The program is to work with the University Assessment Office to develop an assessment plan that is specific to the B.A., B.S. in Communication Studies. The program should submit the revised assessment plan to the Provost Office by October 1, 2008.

Recommendations. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

- Identify qualities that are indicators of the program's uniqueness and identify ways to continually improve. This should include analysis of other aspiration programs at the national and/or international level.
- Prioritize the recommendations for program improvement and initiatives identified in the Strategic Plan to goals that can be realistically accomplished within the review cycle.
- Identify external funding sources and develop grantsmanship opportunities.
- Work closely with the Milner Library subject specialist to develop greater integration of degree specific library resources in the program.

Review of the B.A., B.S. in Mass Communication 09.0102

Introduction. The B.A., B.S. in Mass Communication is one of four undergraduate majors and two minors within the School of Communication. The degree program prepares students for careers in communication from a choice of program sequences: the Radio Sequence, Television Sequence and Interactive Media Sequence. During academic year 2006-2007, the School of Communication took part in a comprehensive review of all degree programs within the unit. The review process involved administrators, faculty, and students and included multiple data collection methods.

Overview of academic unit. The School of Communication is the largest unit within the College of Arts and Sciences in terms of student enrollment. The School enrolls approximately 775 undergraduate and 80 graduate students. There are four undergraduate programs (mass communication, public relations, journalism, communication studies) a graduate program, a forensics team, and WGLT, WZND student radio and TV-10. The school has three computer labs, a television production and studio facility, AVID video editing/teaching facility, two focus group facilities, and a phone bank for survey research. Twelve registered student organizations are administered by the school with membership open to all University students. Several programs within the School, (Forensics, WGLT, WZND) faculty, staff and students have been recognized across the campus, state and nation for outstanding performance. The School of Communication is distinctive because of its balance of theory and research with practical skills.

Overview of degree program. The Mass Communication major was divided to allow for the development of the B.A., B.S. in Journalism as a separate major beginning in 2005. The Mass Communication program has three sequences: the Radio Sequence with 48 students, the Interactive Media Sequence with 44 students, and the Television Sequence with 66 students. Nearly all of the students are full-time students and females make up 56% of the program's students. Incoming students have ACT scores in line with School averages and almost half a point higher than Illinois State's overall ACT average through the past three years. During the 2006-2007 academic year, six students did honors projects with faculty in Mass Communication; however, few majors have participated in the undergraduate research symposium.

The program utilizes a TV and radio studio as well as two computer labs and research facilities located within the school. It is a national leader in faculty and student excellence. The B.A., B.S. in Mass Communication is a program of choice and accomplishes these tasks at a low comparative cost.

Curriculum of degree program. Mass Communication's emphasis on balancing theory and practice is requiring more credit hours to effectively respond to technological advances in the field. Thus, the Illinois State program has increased hours in the major compared to programs at other universities. Mass Communication students are trained to fit into an expanding industry. A proposed revision to the curriculum will expand course offerings, elective options, and motivate participation in the many co-curricular activities along with dropping the mandate of having a minor.

Faculty of the degree program. Program faculty members have won major national awards, edited major journals, and have published several books, book chapters, and journal articles in the past five years. The faculty includes active scholars, award winning teachers, and award winning creative media producers. The School of Communication continues its efforts to recruit and retain a more diverse faculty.

Program goals and quality measures. Mass Communication students strongly outpace those at all Illinois institutions in several awards competitions held annually. Top students regularly win scholarship awards competing against the nation's premier institutions. Success is also shown by most graduates finding employment in their chosen specialties and influencing the broadcast media outlets in Central Illinois especially. To be a national leader in excellence and a university of choice, the School will increase funding and maintenance of media facilities, fill vacant faculty lines, adopt and initiate the new curriculum, and investigate the potential of participating in the delivery of a terminal degree in an area of communication. Increasing grant writing efforts and success will lead to more creativity and growth and potentially assist in partnerships with business and industry. Initiating entry and exit courses with work toward portfolio creation and career awareness will help make Illinois State graduates the first choice of employers.

Actions taken since the last review including instructional resources and practices and curricular changes. The four previous recommendations encouraged more skills and training courses, greater course diversity, better advising, and more attention to diversity. The first two of those goals were clearly improved upon with more changes under consideration. The third and fourth goals show some signs of improvement, but results are mixed. A curriculum revision was implemented shortly after the last program review was completed. While frustration does not show up in the data from surveys, many instances of students finding required courses in a timely fashion have occurred. The major was divided in half with just over 200 students now in journalism and just under 200 in mass communication. Students in both majors still share many courses in common and participate jointly in co-curricular activities such as TV-10 and WZND. Employment and recognition success of program graduates seems to have increased, and program faculty members have attained greater national prominence. New courses were implemented and others have been designed, advisement changes were implemented, and some new funding was provided to begin digitization of media facilities. Emphasis has successfully increased on internationalization efforts, but efforts to enhance diversity have yielded minimal gains. The current curriculum, however, lacks some of the advanced training needed as technology has pressed forward, and has been too restrictive on student class choice.

Major changes in the program's discipline, societal need and institutional context. New forms of mediated communication are continually developing. The ability to produce, promote, and manage media content is an ever expanding area of need and mass communication students are trained to fit into this expanding job market. The School of Communication contributes significantly to the general education program at Illinois State. The School delivers approximately 140 Sections of COM 110, Communication as Critical Inquiry, an inner core course, to over 3000 students annually. Two to four sections of COM 128, Gender in the Humanities, is delivered as a middle core course. The program's curriculum addresses the four shared learning outcomes: Critical Inquiry and Problem Solving, Public Opportunity, Diverse and Global Perspectives and Life-Long Learning. In addition to the curriculum, co-curricular experiences and organizations are available to all students not just program majors.

Changes in level of student demand. The Mass Communication major was divided to allow for the development of the Journalism program as a separate major beginning in 2005. The fall 2007 numbers indicate there are 188 Mass Communication majors and 208 journalism majors showing the demand has shifted slightly toward the journalism side. Statistics show the job market may be expanding faster than college enrollments. Employment of recent graduates across the field is strong.

Summary of the School's student learning outcome assessment plan. Student assessment was designed into a capstone course, but that course is only now working its way through the curricular process. Other assessment, including grade requirements for courses and particular assignments has not been maintained adequately. Attention to this need is now designed into the proposed curriculum.

Accreditation from affiliated agency. There is no accreditation with an affiliated agency for the B.A., B.S. in Mass Communication.

Major findings, recommendations and opportunities for program improvement. Faculty numbers are still inadequate, facilities are dated, advising and assessment are in need of implementation, and curriculum changes are needed. Student enrollment is now divided among two majors compared to the previous self-study. Enrollments must stabilize before any recommendations for actions are given. The review process has identified the following recommendations for program improvement.

- Hire faculty in Mass Communication who are strong scholars and represent proportionate student populations in diversity and degree specialization.
- Advance advising, both inside and outside of the classroom.
- Increase course diversity with better guidance to students in the progression of courses they take. Conduct a review of program admission and graduation standards.
- Improve the relationship with Milner Library to ensure coordination of library services with program learning outcomes

Review Outcome. The review process finds the B.A., B.S. in Mass Communication to be in **Good Standing.** Members of the Academic Planning Committee commend the program for a faculty-driven Strategic Plan and the significant contribution the program makes to the University's general education program.

The program has not successfully completed an Assessment Plan specific for the Mass Communication degree program. The program will work with the University Assessment Office to successfully develop an assessment plan that clearly identifies program goals and student learning outcomes supported by defined data points and a process for review of the data gathered specific to the degree in Mass Communication and submit it to the Provost's Office by October 1, 2008.

Recommendations. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

- Prioritize the extensive list of recommendations in the Strategic Plan to program goals that can be realistically accomplished within the review cycle.

- Because the B.A., B.S. in Journalism program was recently developed from the mass communications program, the program should work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for this degree program.
- Identify evidenced benchmark programs and quality indicators to which the B.A., B.S. in Mass Communication can aspire.
- Work closely with the Milner Library subject specialist to develop greater integration of degree specific library resources in the program.
- Identify external funding sources and develop grantsmanship opportunities.

Review of the M.A., M.S. in Communication 09.0101

Introduction. The M.A., M.S. in Communication is a graduate degree program that prepares students for doctoral studies in communication, to teach communication at the college or community-college level, to perform human relations training in business and industry or to obtain a communication management position in a broader communication field such as public relations or media relations. During academic year 2006-2007, the School of Communication took part in a comprehensive review of all degree programs within the unit. The review process involved administrators, faculty, and students, and included multiple data collection methods.

Overview of Academic Unit. The School of Communication is the largest unit within the College of Arts and Sciences in terms of student enrollment. The School enrolls approximately 775 undergraduate and 80 graduate students. There are four undergraduate programs (mass communication, public relations, journalism, communication studies) a graduate program, a forensics team, and WGLT, WZND student radio and TV-10. The school has three computer labs, a television production and studio facility, AVID video editing/teaching facility, two focus group facilities, and a phone bank for survey research. Twelve registered student organizations are administered by the school with membership open to all University students. Several programs within the School, (Forensics, WGLT, WZND) faculty, staff and students have been recognized across the campus, state and nation for outstanding performance. The School of Communication is distinctive because of its balance of theory and research with practical skills.

Overview of Degree Program. When the State of Illinois established graduate education at Illinois State in 1943-1944, the School of Communication (then the Department of Communication) was one of thirteen charter departments on campus. Today, the master's program in Communication has evolved into one of the premier master's-only programs in the United States. The program emphasizes the application of communication theory and research to prepare students for a wide range of career options which include occupations that permit the application theories to a variety of practical problems, and advanced graduate study.

Curriculum of Degree Program. The program's curriculum gives students the opportunity to study communication theories in a wide range of disciplinary topics and apply those theories in various everyday social contexts. The graduate program provides students with a general communication theory degree. Students may select from a 32-hour thesis option or a 39-hour non-thesis option for completing the degree. With the help of an advisor, students select from among 21 400-level graduate seminars and 32 upper-division undergraduate courses (300-level) to complete their plans of study. In the self-study student survey (n=47), 74% of the respondents agreed or strongly agreed that the graduate seminars offered quality course content.

Faculty of the Degree Program. Program faculty members have terminal degrees from leading doctoral communication programs and are among the most productive scholars in the discipline. Many have published their scholarly works and other creative products in leading publications for communication research. They hold memberships and offices in major international, national, and regional professional associations. The program faculty has a national and international reputation for excellence in scholarship and teaching.

Program Goals and Quality Measures. The program developed a self-study survey to analyze current students' satisfaction with four program goals. Forty-seven students responded and 80% agreed or strongly agreed that the program enhanced their understanding of basic communication theory, models and principles; 72% agreed or strongly agreed that the program has enhanced their ability to apply communication theories to social and professional context; 78% agreed or strongly agreed that the graduate curriculum enhanced their understanding of social research methods and 72% agreed or strongly agreed that the program enhanced their ability to use research methods to answer research questions. The program did not identify a national benchmark for comparative data of quality indicators.

Actions taken since the last review including instructional resources and practices and curricular changes. Since the last program review, three graduate seminars were dropped from the curriculum due to low student demand, and two new seminars were added to better utilize faculty expertise and address disciplinary developments. The program was able to successfully address six of eight recommendations identified in the last program review. Due to programmatic needs created by changes in the undergraduate curriculum and faculty retirements, the program has not been able to add faculty with expertise in health and therapeutic communication to conduct research and develop courses in these areas of inquiry. Finally, no major changes were made in the program's student advisement process.

Major changes in the program's discipline, societal need and institutional context. The vision and mission of the School of Communication emphasize a commitment to scholarship, teaching, service, co-curricular and extra-curricular undergraduate and graduate programs that are consistent with objectives outlined in *Educating Illinois* and the College's strategic plan. These documents have been integrated and operationalized as objectives annually over the past years in the budget planning document for the School. Since the last program review, no significant changes have occurred in the discipline that should have a significant effect on the mission of the M.A., M.S. in Communication.

Changes in level of student demand. Demand for the graduate program in communication is strong and stable. In the last admission cycle for fall 2007, 85 admission applications were received and 34 were admitted to the program. The program prepares students for a wide range of career choices which include occupations that permit the application theories to a variety of practical problems and advanced graduate study. Program graduates pursue careers in public relations, promotions and publicity, media management, media relations, community relations, human relations training, and college teaching, among others. Demand for program graduates is expected to remain strong through 2014. Many program graduates pursue careers in promotions and public relations, while others complete doctoral degrees at major Ph.D. programs in the United States. According to the U.S. Department of Labor's Bureau of Labor Statistics, "employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase faster than the average for all occupations through 2014, spurred by intense domestic and global competition in products and services offered to consumers." In addition, the Bureau of Labor Statistics projects that there will be a 32% increase in number of postsecondary teachers with a doctoral degree.

Summary of the School's Student Learning Outcome Assessment Plan. According to the student learning assessment plan, graduates will a) be knowledgeable of general communication theory, b) be knowledgeable of specific communication theories in selected areas of inquiry in

communication, c) possess the ability to conduct communication research, d) understand how to read (and evaluate) published communication research reports, and e) demonstrate competency in writing and orally communicating the results of social research. Students who successfully complete the two required courses (Com 422 and Com 497) with a grade of B or above and who complete special topics seminars with a grade of B or above (and therefore maintain academic good standing) will meet the learning objectives established for the program.

Accreditation from affiliated agency. The master's in communication program is not accredited by any discipline agency.

Major Findings, recommendations and opportunities for program improvement.

The program's self-study and analysis led to the following recommendations for program improvement:

- Continue to develop new courses that are consistent with disciplinary developments.
- Improve relationship with Milner Library.
- Fill vacant tenure track lines and hire a tenure track faculty member with a primary research interest in health and therapeutic communication to develop courses and chair master's theses that explore health communication processes.
- Secure resources to support at least two full-time graduate research assistants.
- Explore options for assigning a faculty member to locate, place, monitor, and evaluate graduate internships.
- Implement a system to accurately record the scholarly accomplishments (scholarly productivity and other creative outcomes) produced by graduate students.
- Explore the viability of offering a Ph.D. degree.
- Continue to demonstrate leadership in research and creative productivity.
- Continue to demonstrate instructional leadership.
- Secure resources to enhance the research and instructional goals of the School.
- Foster community partnerships that will produce service opportunities of faculty and students.

Review Outcome. The review process finds the M.A., M.S. in Communication to be in Good Standing. Members of the Academic Planning Committee note the program's curricular strength especially in the development of the thesis option which potentially can lead to publication. The program's direct involvement with the undergraduate general education program through COM 110 is also acknowledged. The program has not successfully completed an Assessment Plan specific for the Master's in Communication degree program. The program will work with the University Assessment Office to successfully develop an assessment plan that clearly identifies program goals and student learning outcomes supported by defined data points and a process for review of the data gathered and submit the plan to the Provost's Office by October 1, 2008.

Recommendations. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

- Develop a strategic plan to address recurring funding needs to support and expand technological commitments. Utilize this planning process to conduct a thorough self-analysis of the program's strengths and weaknesses.
- Work closely with Milner Library staff to develop greater integration of degree specific library resources in the program.

- Identify external funding sources and support grantmanship and scholarly productivity opportunities to maintain a national reputation.

Review of the B.A., B.S. in Public Relations 09.0902

Introduction. The B.A., B.S. in Public Relations is one of four undergraduate majors and two minors in the School of Communication. During academic year 2006-2007, the School of Communication took part in a comprehensive review of all degree programs within the unit. The review process involved administrators, faculty, and students and included multiple data collection methods.

Overview of academic unit. The School of Communication is the largest unit within the College of Arts and Sciences in terms of student enrollment. The School enrolls approximately 775 undergraduate and 80 graduate students. There are four undergraduate programs (mass communication, public relations, journalism, communication studies) a graduate program, a forensics team, and WGLT, WZND student radio and TV-10. The school has three computer labs, a television production and studio facility, AVID video editing/teaching facility, two focus group facilities, and a phone bank for survey research. Twelve registered student organizations are administered by the school with membership open to all University students. Several programs within the School, (Forensics, WGLT, WZND) faculty, staff and students have been recognized across the campus, state and nation for outstanding performance. The School of Communication is distinctive because of its balance of theory and research with practical skills.

Overview of degree program. Illinois State is the only Illinois public institution that offers a degree program in public relations. The program is a liberal arts degree grounded in theory, ethics, strategic communication, campaign management, internationalization, and in professional skills such as campaign writing and production, computer skills, and message design. A critical demand currently exists for graduates of public relations programs. Business polls state that public relations positions are one of the top ten careers needed. An undergraduate degree in public relations has a broad applicability to other associated careers as well as preparation for advanced graduate work in other related areas.

Curriculum of degree program. The public relations curriculum is a balanced, student-centered curriculum of a broad liberal arts education with hands-on, technical/professional skills in public relations. In August 2007 major revisions were made to the curriculum that provide a more current response to the discipline's educational goal of both knowledge/theory and skills in public relations. Required courses focus on theory (Case Studies in Public Relations) and skills (Public Relations in Writing, Production, Planning, and Management). The program also requires work experience in public relations as part of the internship requirement.

Faculty of the degree program. Faculty serve on editorial boards or have edited journals or books, have been frequent chairs of divisions at the regional and national conferences, and some have received international invitations. Accomplishments for faculty members include various publications, book reviews, and teaching materials. Although the school places high value on diversity and recruitment, hiring efforts are hampered by funding and geographic location. The School has 40 faculty members of which three are non-white and 18 are female. The faculty represents diverse lines of research and diverse approaches to research. Several have international teaching experience.

Program goals and quality measures. The Illinois State program adheres to the “Standards for Certification in Education for Public Relations” prepared and published by the Public Relations Society of America. Nine criteria represent the standard for measuring a public relations program. In an examination of each criterion, the Illinois State program demonstrates exceptional quality throughout Illinois and the nation.

Actions taken since the last review including instructional resources and practices and curricular changes. The previous program review (2000) made four major recommendations. Significant progress has been made on three: enhanced advisement for students in curriculum choices and careers; increased focus on internationalization; and updating technology in the classroom and throughout the program. The fourth recommendation, to pursue Certification in Education for Public Relations, administered by the Public Relations Society of America, has not been pursued due to fiscal constraints, but the School of Communication will continue to investigate this possibility.

Major changes in the program’s discipline, societal need and institutional context. Interest in the public relations discipline has increased in recent years. Nearly all programs within communications and journalism offer one or more courses in the field. Student demand is high and a critical need exists for faculty in public relations. The marketplace and the businesses situated in it demand public relations strategists to manage their corporate images, their crises situations, and image management campaigns.

The Illinois State program achieves its mission by maintaining a dynamic integration of teaching, research, service, and leadership. This mission stimulates innovative and effective teaching environments to produce graduates who have mastered fundamental competencies and acquired intellectual rigor, possess the ability to apply creativity to problem solving, and welcome responsibility in business, government, education, and community service.

Changes in level of student demand. Strong student demand exists for the public relations major. Demographic profiles of the students reveal some diversity across the major. Student and faculty participation in the honors program is high. Since the School of Communication at Illinois State offers the only public relations major in Illinois, no comparator programs exist.

A critical demand exists for graduates of public relations programs. The public relations curriculum presents a balanced, student-centered curriculum of a broad liberal arts education along with hands-on, technical/professional skills in public relations. Public relations students are extremely active in co-curricular and out-of-classroom academic experiences. Student feedback data confirm the students’ confidence and satisfaction with their major in public relations.

Summary of the student learning outcome assessment plan. The Student Learning Outcome Assessment Plan for the public relations major contains course and grade requirements that are satisfied by every graduating major. In addition, the public relations program has identified courses for pre-test and post-test measurements and other assessment tools. The School of Communication is developing a workbook for all majors that will contain career information and require students to identify personal and career goals, construct a resume, and keep a portfolio of major class projects for each class taken as part of the major program. The faculty has prepared a portfolio assessment document that is designed specifically for the public relations major.

Accreditation from affiliated agency. The accrediting agency for the public relations major is Certification in Education for Public Relations, administered by the Public Relations Society of America (PSRA); the School of Communication will seek accreditation when resources permit.

Major findings, recommendations and opportunities for program improvement. The program faculty has identified several initiatives to advance the quality of the program. For example, improved interaction and integration of the services provided by Milner Library will contribute significantly to the program. Students will benefit from an improved advising system in areas such as career opportunities and goals.

The program needs to contact PRSA to achieve accreditation for public relations major, the CEPR administered by PRSA.

- Keep better records of what undergraduates and graduate students do after graduation
- Internationalization and globalization must always be a consideration
- Continued updating of technology is crucial for the public relations student

Review outcome. The review process finds the B.A., B.S. in Public Relations to be in Good Standing. Members of the Academic Planning Committee commend the program for a faculty-driven Strategic Plan and its quality contributions to the objectives of the general education program and how the courses integrate with the degree program.

The program review and analysis did not provide evidence of an adequate response to the previous review report. Thus, the committee asks the program to submit by October 1, 2008, a follow-up report that addresses the following:

- Work with the University Assessment Office to develop an assessment plan that clearly identifies program goals and student learning outcomes supported by defined data points and a process for review of the data gathered specific for the B.A., B.S. in Public Relations.
- To achieve program accreditation by the Public Relations Society of America, develop a strategy that includes necessary steps for completion including associated costs for accreditation and potential sources of funding.

Recommendations. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

- Identify benchmark programs to determine program characteristics that will lead to national and international esteem.
- Work closely with the Milner Library subject specialist to develop greater degree specific integration of library resources in the program.
- Identify External funding sources and develop grantsmanship opportunities

Review of Public Radio Station WGLT 60.907

Overview. WGLT-FM, with call letters reflecting the University motto “We Gladly Learn and Teach,” has been operated as a radio station and public service of Illinois State University since 1966. A member of National Public Radio since 1979, the station offers a distinctive mix of local and national news, with jazz and blues as its current primary music formats. In 1992, the WGLT coverage area was expanded, through a power upgrade from 2500 to 25,000 watts, to include the Peoria metropolitan area. With the addition of a low power repeater in Peoria in 1998, the potential broadcast audience now reached by the station’s signal is 400,000.

WGLT has provided an Internet webstream of its on-air programming since 2000. Since March 2006, WGLT has operated a second, web-only 24-hour blues service. These web-based program streams, available from the station website (www.wglt.org) are supplemented by free “podcasts” of WGLT-produced programs as of November 2006.

Originally a part of the Speech Department, over the last 20 years WGLT has reported to diverse administrative areas at Illinois State University, including the College of Continuing Education and the Vice President for Institutional Advancement. Since July 1, 1997, the station has been aligned with the instructional mission of Illinois State as part of the School of Communication.

Throughout these two decades, the goals of WGLT have been

- To provide programming that serves a significant number of listeners, and enhances the identity of Illinois State University
- To develop and foster linkages that facilitate service to the community
- To upgrade facilities for high quality, efficient delivery of service to dispersed audiences
- To expand development activities to acquire a broad and stable source of funding, including listener and business support, major giving and capital / equipment projects

In 1999-2000, WGLT was first evaluated as part of the Program Review process. The current document addresses recommendations made in that review, and surveys developments in the unit’s activities for the period 2000-2007.

Demand. Audience measurement shows an increase in weekly cumulative audience from 17,000 in 1999 to over 20,000 from 2000-2007. Private support for WGLT has almost doubled since 1999, with annual fundraising at \$561,000 for FY 06. Respondents to a special phone survey indicated extremely strong satisfaction with most aspects of WGLT programming and public service.

Quality. WGLT measures the achievements of its public service and financial goals through audience data obtained from ARBITRON, and through annual fundraising results. The station actively pursues peer evaluation in seeking local and national programming awards, and conducted a phone survey on its programming for the purposes of this Program Review. Between 2000 and 2007, WGLT has won over 30 national and local awards for programming, including the prestigious Edward R. Murrow award in two consecutive years.

Centrality. WGLT, which celebrated its 40th anniversary as an Illinois State University public service in 2006, is aligned with both the teaching and public service missions of the University. The station serves

an audience larger than the undergraduate enrollment of Illinois State. Its Strategic Plan for 2007-2012 is consistent with *Educating Illinois 2003-2010*, as well as the missions of the School of Communication and the College of Arts and Sciences.

Resources. With an annual budget of about \$1.4 million, WGLT is funded through a combination of sources, including Illinois State University, federal and state grants, listener contributions, business underwriting, and event income. Five of the station's fifteen staff positions are funded by Illinois State. In FY 05, slightly more than 50% of the station's annual budget was obtained through private fundraising, up from 26% in FY 95.

Productivity WGLT does not duplicate any other departments or units at Illinois State, and provides a unique service to the general public that reflects credit on the University. The station has succeeded in implementing most of the recommendations made during its last Program Review, with the exception of a relocation plan that is central to WGLT's updated strategic plan.

Review outcome. The review process finds the public radio station WGLT-FM to be in Good Standing and the Academic Planning Committee commends the unit for a thorough analysis. The Committee notes WGLT's increasing activities to secure external funds to support its operation.

Recommendations. The Academic Planning Committee makes the following recommendations for program improvement to be addressed during the next regularly scheduled four-year review cycle for Academic Year 2010-2011 with a report submission in fall 2011.

- Articulate how WGLT contributes to the academic degree programs in the School of Communication.
- Continue to address the public's perception of how WGLT is aligned with the mission of Illinois State University.
- Continue to consider the justification for relocation that addresses the benefits of the unit to the School of Communication.
- Carefully consider a plan to improve the Unit's financial status.

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

Introduction. The History Department prepares students to teach history at both the undergraduate and graduate levels; to engage in research in the discipline of history or in the teaching of history and the social sciences; and to serve the university and the broader community by the discovery and dissemination of knowledge. In keeping with Illinois State University's statewide mission in the area of teacher preparation, the History Department bears a special responsibility in training teachers and in helping employed teachers increase their knowledge of the subject matter and improve their pedagogical skills.

The process for this self-study was initiated in spring 2006 at which time faculty members and staff discussed the department's strengths and weakness and identified goals for future direction of the unit. Program analysis resulted in the review document that was distributed to faculty members and staff and submitted to the Academic Planning Committee.

Overview of academic unit. The Department of History offers the B.A., B.S. in History; M.A., M.S. in History; and minors in History and History Education. The department's faculty and staff direct the African-American Studies minor and the African Studies minor. The department also participates in the minors in Environmental Studies, Religious Studies, Women's Studies, Japanese Studies, and Urban Studies and offers extensive courses for the university's general education program. Three part-time staff members advise undergraduate majors and one faculty member advises graduate students part-time. Following a recent renovation of Schroeder Hall, the department has enjoyed a dramatic improvement in classrooms, faculty offices, and technology.

Overview of degree program. The M.A., M.S. in History at Illinois State is a relatively small but successful program that meets the needs of its students and fulfills a need in central Illinois. The students pursue a graduate degree for a variety of reasons, some seeking a terminal degree and others in preparation for further graduate study. Many of the graduate students, including a large number who are public school teachers, take classes part time.

Curriculum of the history program. The curriculum prepares graduate history students with depth and breadth in both content and methodology. Students can take courses in United States, European, and non-Western history, and methodology. Graduate students may choose to write a master's thesis or, alternately, pass additional classes and submit two revised seminar papers. Graduate students may obtain the M.A. degree with demonstrated foreign language competence, or the M.S. degree.

Faculty of the degree program. The Department of History has 23 full-time faculty members, all but one of who possesses a doctorate in history. The faculty, which has become younger overall in recent years due to retirements and resignations, has become more diverse since the last program review. The quality of the faculty, both in teaching and research, continues to be the principal strength of the History Department.

Program goals and quality measures. By comparison with history programs in state universities of comparable size and mission, Illinois State's unit fares well. Comments from students gleaned in the assessment process reveal a high-level of satisfaction. Among the unit's assets are a highly-qualified faculty, improved facilities, and a tradition of excellence in teaching and research.

Actions taken since the last review including instructional resources and practices and curricular changes. At the time that the last program review was being written, the History Department was in the process of implementing a thorough curriculum revision. Since the completion of that process in 2000, students have benefited from the existence of a more coherent degree program that offers unprecedented

depth and breadth in content and methodology. An infusion of new resources, principally in the form of computer technology and the introduction of “smart classrooms,” has improved the quality of instruction. The department hired new faculty as outlined in the last review, but personnel losses and financial exigencies have reduced personnel and kept the unit from realizing its potential.

Major changes in the program’s discipline, societal need, institutional context. With so many of its young faculty members having recently completed their graduate training, the History Department has already been affected by the intellectual trends influencing the discipline of history. For example, historical research is increasingly driven by a stronger grounding in theory and interdisciplinarity; social and cultural themes have replaced politics as the primary subjects of inquiry. A greater interest in the histories of non-western nations has given rise to expanded course offerings and more scholarship concerning Africa, Asia, and Latin America. Finally, historians have increased their efforts to reach a variety of publics so that academicians have interacted more frequently with secondary schools as well as with a number of other non-specialist audiences. The result has been a widening of the scope of historical inquiry.

Changes in level of student demand. Despite the persistence of a stagnant job market for secondary school teachers specifically and historians generally, enrollments in courses, the number of students entering the program, and the number of graduate degrees awarded have remained steady.

Summary of department student learning assessment plan. The results of the 2006 Alumni Survey indicate that former students were quite pleased with the history curriculum. More than 93 per cent of respondents said that they were “very satisfied” or “satisfied” with the intellectual challenges of the program, and more than 96 percent of respondents noted that the history curriculum helped them to develop critical thinking ability.

Accreditation from affiliated agency. The graduate program in history is not accredited by any discipline agency.

Major findings, recommendations, and opportunities for program improvement. The Department of History struggles to secure adequate resources because of the size of the undergraduate program. There are four empty tenure lines due to retirements and resignations. The Department will enhance efforts to fill these positions with faculty that will provide balanced coverage in undergraduate and graduate course offerings. Since the program emphasizes research, the department will encourage scholarly productivity. The program will also hire an additional staff member to improve advising.

Review Outcome. The review process finds the M.A., M.S. in History to be in Good Standing. However, the program has not provided an adequate assessment plan for analysis and program improvement; thus, the program will submit a follow-up report by September 1, 2008, to address the following:

- Work with the University Assessment Office to refine the program’s assessment plan to include clearly defined program goals, student learning outcomes and a timeline for data collection and analysis that provides evidence to base program improvement.
- Identify qualities that are indicators of the program’s uniqueness and identify ways to continually improve. This should include analysis of other aspiration programs at the national and/or international level.

Recommendations. The following recommendations are to be addressed during the next regularly scheduled program review cycle.

- Apply the program's assessment plan to ensure evidence of program analysis and improvement.
- Develop a strategy that encourages grantsmanship and scholarly productivity to provide a culture of professional development and faculty mentoring with junior faculty members.

Review of the B.A., B.S. in Arts Technology 50.9999

Introduction. The B.A., B.S. in Arts Technology provides undergraduate training and experiences in arts technology with a broad range of knowledge and skills in multimedia design including digital video and sound, computer graphics and theatre design, digital and MIDI music, and web design. The program was established in fall 2000, did a three-year progress report in 2003, and submitted this first program review analysis in fall 2007.

Overview of academic unit. The primary function of the College of Fine Arts, which includes the Schools of Art, Music, and Theatre, is to provide professional education in the arts for students desiring professional careers in select areas of the arts and for students preparing to be elementary, secondary, and college teachers. The College provides a cultural environment through the performing and visual arts for the campus, community, and region.

The computer labs in the College of Fine Arts are maintained by the Office of Research in Arts Technology (ORAT) and these resources are shared across the College and the undergraduate and graduate programs in arts technology.

Overview of degree program. The B.A., B.S. in Arts Technology is an interdisciplinary program in the College of Fine Arts that emphasizes theory, design, and practice in the application of computer technology to art, music and theatre. The program's confluence of coursework and experiences that cut across the disciplines of music, theatre, and visual art, is unique in the state of Illinois with the program's capacity to draw talents across the arts to an integrated arts program.

Curriculum of degree program. The major in arts technology is a 55-hour interdisciplinary program and courses are cross-listed in art, music, and theatre. The cross-listed curriculum was designed for shared responsibility across the College but the logistics of scheduling, easy student access, and course development are complicated and inhibit program growth and development. A core in the fine arts and a core of graduated series of three courses form the foundation of the curriculum. The arts technology core develops skills and critical thinking in relation to digital media specifically. A capstone experience can be an internship, a directed project, or participation in a performance studio course.

Faculty of the degree program. The program has two full-time faculty members and one appointment shared with the music business sequence. The program needs five to six full-time faculty members for additional courses to be offered. While the teaching faculty is exemplary, the program should have program-dedicated faculty members. The tenure line of program faculty resides in one of the schools and while the director participates in faculty evaluation, she does not vote. This arrangement is proving more difficult than anticipated at the inception of the program.

Program goals and quality measures. Admission to the program requires a portfolio review and an interview with the Arts Technology Admissions Committee. Program students have successfully participated in the University sponsored undergraduate research symposium. The arts technology program recognizes that the program needs a greater number of performance and exhibition opportunities for students to capstone their studies. In addition, the program seeks to have its alum continue to perform and work in the arts following program completion.

Actions taken since the last review including instructional resources and practices and curricular changes. Although this is the program's first complete program review, the program did respond to a follow-up request at the three-year progress report in fall 2003. The progress report identified four areas to be addressed during the review cycle: develop a comprehensive assessment plan, increase external funding, faculty recruitment, and widen the interdisciplinary focus of the program. The program will continue to address these four areas.

Major changes in the program's discipline, societal need and institutional context. The program was developed in 2000 as an academic degree that focuses on the artistic applications of technology. Technology within the arts continues to be a developing and everchanging environment and it's essential that the Illinois State program remain responsive to these changes. In addition to workforce preparation, the program contributes to the College of Fine Arts goals of preparing students as artists, audiences, and patrons of the arts through in-class instruction, and encouraging students to attend events sponsored throughout the College.

Changes in level of student demand. Enrollment in the program is limited because of the program's resource capacity. The undergraduate program in arts technology receives numerous inquiries but potential students are dissuaded by the portfolio admission requirement and the low number of students accepted. The program admits 15 students annually.

Summary of the student learning outcome assessment plan. Little information was available from the alumni survey and other quantitative information provided for the program review process. There were only two respondents to the survey and there is no other comparable state program. The current assessment plan will be revised to establish new assessment tools and identify benchmark and aspirational programs.

Accreditation from affiliated agency. There is no accreditation for this discipline.

Major findings, recommendations and opportunities for program improvement. As a result of the deliberations of the last three years, the arts technology faculty believes firmly that it is in the program's best interest to make two key changes. First, an independent department should be established for the undergraduate and graduate programs in arts technology. This will allow for independent curriculum development, budget and resource management, and the ability to recruit quality faculty dedicated to the program.

Second, there should be sequences developed within arts technology, not based on pursuit of one of the traditional arts (current students sequences are defined in terms of whether they emphasize art, music, or theatre), but based on what within the wide array of the digital arts students wish to pursue such as audio or animation. This would allow plans of study and sequential coursing build on each other, rather than providing an amalgam of skills and experiences without really creating clear expertise in any one area.

Review outcome. The Academic Planning Committee, as a result of the review process, finds the B.A., B.S. in Arts Technology to be in Good Standing. The Committee acknowledges that the program has a distinct vision. To better achieve this vision, the program will address the Recommendations and submit a follow-up report due to the Provost's Office December 1, 2008.

Recommendations. For the B.A., B.S. in Arts Technology the program Director, Faculty, and College Dean will together provide a strategy for program improvement including the following components.

- Develop a strategic plan that prioritizes program needs and clearly articulates a mutually agreed upon organizational structure.
- Develop a resource plan for adequate program support.
- Work with the University Assessment Office to successfully complete and implement an assessment plan.
- Work with the Office of Enrollment Management and Services to identify an optimum enrollment.

Review of the M.S. in Arts Technology 50.9999

Introduction. The M.S. in Arts Technology is an interdisciplinary graduate degree that emphasizes theory, design, and practice in digital arts. The program provides critical training and experiences in arts technology to better prepare professional artists for the rapidly emerging need for training in digital art, computer graphics and theatre design, digital music and sound, multimedia, web design, and arts management. The program was established in fall 2000, did a three-year progress report in 2003, and submitted this first program review analysis in fall 2007.

Overview of academic unit. The primary function of the College of Fine Arts, which includes the Schools of Art, Music, and Theatre, is to provide professional education in the arts for students desiring professional careers in select areas of the arts and for students preparing to be elementary, secondary, and college teachers. The College provides a cultural environment through the performing and visual arts for the campus, community, and region.

The computer labs in the College of Fine Arts are maintained by the Office of Research in Arts Technology (ORAT) and these resources are shared across the College and the undergraduate and graduate degrees in arts technology.

Overview of degree program. The principle that forms the foundation of the arts technology program is that the opportunities for creativity offered by digital tools of the last quarter century are best learned in a context that is interdisciplinary. Students work, to a minimal degree, across the arts, and draw from all of the arts in creating work with digital materials as the primary media. The media work is presented on stage, on the web, in print, in the halls, or on a computer screen. The interdisciplinary nature of the graduate degree is unique among other Illinois public institutions of higher learning.

Curriculum of degree program. All of the courses in M.S. in Arts Technology are crosslisted in Art, Music, and Theatre. This has become an increasingly unwieldy system for student registration, for scheduling, and for giving prospective students an honest sense of what to expect in the courses. The curriculum was created in this way to indicate the shared responsibility of Arts Technology in the College, the interdisciplinarity of these courses and materials, and to allow for special topics to be taught by faculty in the Schools not directly involved with the arts technology program. Graduate students do nine hours of 400-level graduate seminars which focus on specific topics in the history and aesthetics of digital media. In addition to the 21 hours of coursework in the 39-hour major (no thesis), students also do six hours of directed projects (independent work) or a combination of independent work and professional practice

Faculty of the degree program. The program has two full-time faculty members and one appointment that is shared with the music business program. This is half of what the program needs to adequately support the graduate program. At the program's inception, there was a plan to have 5-6 fulltime faculty members within 3-5 years, and for additional courses to be offered by current faculty in the schools. The faculty members in the schools who offered arts technology courses in the 1990s are no longer offering them, and the program has only been able to make three hires. Nevertheless, the program is confident that the teachers are among the very best at Illinois State, and that assessment is born out by student evaluations, annual reviews, comments from alums, and reputations as faculty artists.

Program goals and quality measures. National standards have not been developed for this area. The program has not identified comparator programs, as the unique composition of the Illinois State curriculum and the paucity of physical and personnel resources make comparisons unhelpful. The M.F.A., not the M.S. is the standard degree in digital media.

Actions taken since the last review including instructional resources and practices and curricular changes. Although this is the program's first complete program review, the program did respond to a follow-up request at the three-year progress report in fall 2003. The progress report identified four areas to be addressed during the review cycle: develop a comprehensive assessment plan, increase external funding, faculty recruitment, and widen the interdisciplinary focus of the program.

Major changes in the program's discipline, societal need and institutional context. Along with contributing to preparation for the workforce, the graduate degree program contributes to the College of Fine Arts to prepare students as artists, audiences, and patrons of the arts through in-class instruction and by encouraging attendance at Fine Arts events.

Changes in level of student demand. Enrollment in the graduate program has not been as good as initially anticipated. The program discourages graduates of the Illinois State bachelor's program in arts technology but rather, encourages them to get new experiences from new faculty elsewhere. Potential students who are teachers are not able to enroll as there are no evening or summer courses offered. The program also believes pursuit of a Master of Fine Arts is more desirable than a Master of Science degree to prepare graduates of the program to teach at community colleges; thus, the program is considering the feasibility of offering a Master of Fine Arts rather than the Master of Science.

Summary of the student learning outcome assessment plan. The assessment plan for the program identifies student learning objectives that are tied to the curricular learning objectives. Student demand for courses influenced the development of two new courses since the program's beginning. The program conducts review of both curriculum and policies of the program on a continual basis. The reviews include strategies for incorporating portfolio reviews each semester for graduate students, more emphasis on public performance and display, and review of the benefit of internships at the graduate level in arts technology relative to directed projects.

Accreditation from affiliated agency. There is no accrediting body for this graduate degree.

Major findings, recommendations and opportunities for program improvement. Faculty members in Arts Technology meet on a regular basis to plan for the future of the program. It is the program's hope to become a freestanding department within the next three years, and will propose a completely rewritten curriculum at that time. The program has engaged in college-wide meetings about the place, purpose, and future of the Arts Technology Program.

One specific goal is to track students better as they move through the program and foster their development. Students receive individualized attention as valued in *Educating Illinois*, as they do a great number of independent studies and class sizes are relatively small. The program has plans to institute a series of departmental seminars (non credit generating) and "portfolio review" sessions with the faculty for all graduate students.

The alumni survey and other quantitative information made available for this program review offered minimum information as there were only two respondents to the survey, and there is no other state program with the same CIP code. Establishment of new tools for assessment and identification of benchmark programs are warranted. With current students, more peer reviews such as departmental "seminars" and semester reviews of junior and senior work will enhance the development of students and help to better assess necessary adjustments in course offerings and opportunities. As the current assessment plan indicates (see Appendix I), the following are valued: collaboration, ability to learn new digital tools over mastery of individual applications (the applications are constantly changing), work across media, and a constant refinement of aesthetic knowledge and sensibility. Use of *html* is less important, but scripting, event programming (with tools such as MaxMSP), and some programming are becoming the essential tools of the discipline, and the program has been working them into the

curriculum, as well as giving students informal opportunities to show their work and have it critiqued by others.

Review outcome. The Academic Planning Committee, as a result of the review process, flags the M.S. in Arts Technology for Priority Review. The Committee encourages the College of Fine Arts to engage in a meaningful deliberation of the advisability of sustaining the degree program. The program will address the Recommendations and submit a follow-up report due to the Provost's Office March 1, 2009.

Recommendations. Program faculty members, program Director and the College Dean will work together to:

- Develop a four-year strategy that considers the sustainability of the graduate program and identifies a plan for obtaining adequate resources for the program.
- Articulate the mission and goals of the M.S. in Arts Technology and determine the need/feasibility for developing an M.F.A. program.

Review of the B.A., B.S. in Music – Liberal Arts 50.0901

Introduction. The School of Music is one of three schools within the College of Fine Arts, the other two being the School of Art and School of Theatre. The College provides a cultural environment through the performing and visual arts for the campus, community, and region. The School of Music enriches cultural life by offering musical performances by students, faculty and guest artists.

The School of Music offers the following programs: the B.A., B.S. in Music (Liberal Arts), the Bachelor of Music (Performance), the Bachelor of Music Education, the Master of Music, the Master of Music Education, a minor in music education and contributes to the undergraduate and graduate degrees in Arts Technology. The undergraduate and graduate education degree programs will be reviewed in the next regularly scheduled review for all University education programs. This self-study report is for the B.A., B.S. in Music, a liberal arts degree.

The self-study process for the music programs engaged several faculty members who developed a Strategic Plan for the School. In 2004 the School received continuing accreditation from the National Association of Schools of Music (NASM) following an intensive self study and site visit from the accrediting agency.

Overview of academic unit. The Mission of the School of Music is to provide the best baccalaureate and graduate music programs in Illinois, balancing specific career training with the attainment of general knowledge, in a supportive environment. It offers a comprehensive array of bachelor and master degree programs and sequences in education, performance, conducting, therapy and composition. The School has worked to align its mission with that of the University's by promoting diversity, providing individualized attention, offering innovative General Education courses, and through strong student-faculty connections and superior student services. A team of five faculty advisors, plus one part-time administrative personnel staff member, advises music majors and minors. The School of Music is housed in seven different buildings across campus, most of which are in poor condition and not originally designed for music study. Current library holdings are held on the sixth floor of Milner Library, across campus from the main music facilities. The School of Music participates in the College of Fine Arts budgetary planning process.

Overview of degree program. The B.A., B.S. in Music is a liberal arts degree with an emphasis in music for students who do not intend to pursue a professional performance career in music. The B.A., B.S. in Music has a sequence in Music Business and Musical Theatre. Graduates of the program are qualified for entry level positions in an array of careers in music such as instrument manufacturers, record labels, schools of music, retailers, and concert hall employees.

Students take a core of music courses, performance and ensemble studies, general education requirements and 32 hours from a wide variety of courses on campus, including those in their major area. Within this degree, there are several program options. The Music Business sequence is for students who wish to pursue a career in business professions related to music while the Musical Theatre sequence is for students pursuing a career in the highly competitive field of professional musical theatre. The students in this major are musically talented and are admitted through a competitive audition process that includes a performance audition and a piano skills evaluation. These students are also academically capable, with the average ACT for new beginning freshman in the years 2004-2006 averaging 25.7. During the most recent accreditation process, NASM indicated that the B.A., B.S. Liberal Arts degree "appears to meet the standards of structure and content". Enrollment in the B.A., B.S. program at Illinois State has remained relatively consistent, averaging 50 students.

Curriculum of degree program. The goals of the B.A., B.S. are accomplished through demonstrating a basic understanding of music of all historical periods and styles of music; demonstrating skills and competencies in musical performance in applied study and ensembles; demonstrating skills in music analysis and part writing, and composition; and becoming a critical, informed listener and consumer of music. The B.A., B.S. in Music is within the 124-semester hour limit and requires skills of critical inquiry and problem solving. Students in the program engage in a variety of formal and informal learning activities. In addition to traditional classroom experiences, students participate in large and small musical ensemble rehearsals. Outside of curricular requirements, students participate in a wide range of extracurricular musical activities both on and off campus. All students in the School of Music have the opportunity to participate in a variety of extra-curricular organizations.

Faculty of the degree program. The accrediting agency (National Association of Schools of Music) outlines specific standards for a quality music faculty, and the Illinois State music faculty meets these requirements by maintaining a national reputation as performers, conductors, therapists, and scholars. Faculty members present recitals and concerts of every type; write books, book chapters and articles; present at state, national and international conferences; tour throughout the region, the United States and abroad; and review and adjudicate at every level. There are currently 46 full- and part-time faculty members in the School. Of that number, 25 are male and 21 are female. The ethnicity of the music faculty is not diverse (1 Black; 2 Asian; 1 Hispanic; 42 White).

Program goals and quality measures. The School of Music follows the National Association of Schools of Music's (NASM) goals and standards for quality measurement. All peer comparison programs are accredited members of NASM, and therefore are subject to the same standards of quality measurement. All NASM member institutions must undergo a self-study and an onsite visitation every ten (10) years to be reaccredited. The music programs most recently received continuing accreditation in January 2004.

Actions taken since the last review including instructional resources and practices and curricular changes. As a result of the previous program review, the School's Equipment Committee now annually prepares a detailed plan to purchase equipment. The plan contains both short- and long-range prioritized lists that are ready to be used should additional equipment funds become available. In cooperation with the University, the School of Music and the College of Fine Arts has also undergone a detailed study of its facilities and produced an extensive document to assist in the design of a new home for the School.

In Academic Year 1999-2000, there were 30 tenured or tenure track faculty members and 10 non-tenure track faculty members in the School of Music. In Academic Year 2003-2004, there were 37 tenured or tenure track faculty members and 4 non-tenure track faculty members in the School. For Academic Year 2008-2009 it is anticipated there will be 37 tenured or tenure track faculty members, 3 full time non-tenure track faculty members, and at least 5 part time faculty members. The part time personnel compensate for a position currently in the Academic Impact Fund (AIF), administrative reassignments, sabbatical replacement, or overload in the music therapy area.

The School of Music has also appointed several new advisors since the last program review. The additional advisors and the clarity of the music business sequence and music theatre sequence have improved awareness of career opportunities.

Major changes in the program's discipline, societal need, institutional context. The School of music provides a quality music degree program in Illinois balancing specific career training with the attainment of general knowledge. The School of Music enriches the cultural life of the University and the surrounding community by offering musical performances and services of the highest quality. The School contributes widely to the University's general education program.

Changes in level of student demand. Illinois State has experienced a 27% increase in enrollment in this degree, due primarily to the addition of the Music Business sequence and the Musical Theatre sequence. These sequences are attracting a number of new students annually while the traditional liberal arts B.A., B.S. in Music continues to be a popular degree choice for students seeking a liberal arts experience with music as a focus.

Summary of school's student learning outcome assessment plan. The program's student learning outcomes have been developed by the faculty and are congruent with the ideas articulated by the NASM. However, there are areas to improve based on the recommendations of the Academic Assessment Plan feedback in February 2006. As the School examines current practice, faculty has established assessment criteria that are developmental and facilitate continuous assessment throughout the students' enrollment. The assessment procedures employed are consistent with the discipline, though certainly open for reconsideration. For example, selective admission process where all students desiring to pursue the B.A., B.S. degree must first be admitted to the School in a specific performing medium. This prevents the "causal" music student from being admitted and ensures that sufficient and requisite skills are present for students' success in the degree.

Accreditation from affiliated agency. The Illinois State degree meets common competencies set forth by the National Association of Schools of Music (NASM). In January 2004, the School received accreditation results from NASM and continued membership in this organization was received. The visitors' report was very positive and indicated that the B.A., B.S. Liberal Arts degree "appears to meet the standards of structure and content". Some concerns were raised regarding the Musical Theatre sequence, specifically, the degree title indicates a more comprehensive professional degree in musical theatre. The recommendations from NASM suggest that this degree be offered as a Bachelor of Music with an emphasis in Musical Theatre rather than a liberal arts degree.

Major findings, recommendations, and opportunities for program improvement. Recommendations for program improvement are divided into four areas: facilities, operational support, undergraduate scholarships, and faculty/staff positions. The School of Music is in need of new facilities that would consolidate all operations into a single, state-of-the-art structure. Currently, the School lacks adequate funding to properly support operational needs. In an effort to support higher enrollments, faculty activity, and equipment replacement, an increased operational budget is warranted. The need for substantial funding of undergraduate scholarships becomes critical with increased enrollments. Talented high school seniors expect substantial scholarships from university music programs. As the enrollment targets increase, the need for additional faculty lines and support staff becomes more apparent. Currently, a tenure track position in Theory/Composition remains in the Academic Impact Fund (AIF), forcing the School to hire part-time faculty members to teach majors in the core of the music curriculum. A non-tenure track position in jazz piano is also needed to teach in the growing jazz area and serve as pianist in the Faculty Jazz Ensemble. Both of these positions have been requested as part of the College's FY09 budget process, and are necessary for the success of the School of Music.

Review outcome. The Academic Planning Committee finds the B.A., B.S. in Music – Liberal Arts program to be in Good Standing. The Committee acknowledges the School's successful accreditation review of music programs by the National Association of Schools of Music in 2004. The Committee commends the School of Music for a thorough analysis and report on the program's strong connection and interaction with Milner Library resources and the program's student participation in the University's Honors program. For clarity, the School of Music should be mindful of its use of program titles such as a B.S. in Music Business when the program is a Bachelor of Science in Music with a Music Business Sequence.

Recommendations. The Academic Planning Committee requests the School of Music address the following recommendations and file a follow-up report for the B.A., B.S. in Music. The follow-up report will be submitted to the Provost's Office by October 1, 2008.

- Provide an analysis of how the B.A., B.S. in Music, the Liberal Arts program, differs from the Bachelor of Music performance program.
- Work with the University Assessment Office to develop an assessment plan that identifies and analyzes student learning outcomes and leads to program improvement specifically for the B.A., B.S. in Music.
- The program will work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for this degree program as it is influenced by static resources.
- Identify benchmark programs and program qualities as models to which the Illinois State liberal arts program can aspire.
- Develop a plan to enhance the ethnic diversity of the School's faculty.
- Provide a complete inventory of faculty grantsmanship and productivity accomplished for the entire program review cycle.

**Review of the Bachelor of Music
in Music Performance
50.0903**

Introduction. The School of Music is one of three schools within the College of Fine Arts, the other two being the School of Art and School of Theatre. The College provides a cultural environment through the performing and visual arts for the campus, community, and region. The School of Music enriches cultural life by offering musical performances by students, faculty and guest artists.

The School of Music offers the following programs: the B.A., B.S. in Music (Liberal Arts), the Bachelor of Music (Performance), the Bachelor of Music Education, the Master of Music, the Master of Music Education, a minor in music education and contributes to the undergraduate and graduate degrees in Arts Technology. The undergraduate and graduate education degree programs will be reviewed in the next regularly scheduled review for all University education programs. This self-study report is for the Bachelor of Music – Performance degree program.

The self-study process for the music programs engaged several faculty members who developed a Strategic Plan for the School. In 2004 the School received continuing accreditation from the National Association of Schools of Music (NASM) following an intensive self study and site visit from the accrediting agency.

Overview of academic unit. The Mission of the School of Music is to provide the best baccalaureate and graduate music programs in Illinois, balancing specific career training with the attainment of general knowledge, in a supportive environment. It offers a comprehensive array of bachelor and master degree programs and sequences in education, performance, conducting, therapy and composition. The School has worked to align its mission with that of the University's by promoting diversity, providing individualized attention, offering innovative General Education courses, and through strong student-faculty connections and superior student services. A team of five faculty advisors, plus one part-time administrative personnel staff member, advises music majors and minors. The School of Music is housed in seven different buildings across campus, most of which are in poor condition and not originally designed for music study. Current library holdings are held on the sixth floor of Milner Library, across campus from the main music facilities. The School of Music participates in the College of Fine Arts budgetary planning process.

Overview of degree program. The Bachelor of Music degree is designed to cultivate the individual skills and talents on an instrument or voice to their highest potential, and to develop skills and creative abilities in the language of music through the study of style, analysis, and composition. This degree provides students with experience in a broad spectrum of music literature through performance, as well as directed listening and analysis. The B.M. in Music has sequences in Music Composition, Keyboard Performance, Voice Performance, Band and Orchestra Instruments Performance, Classical Guitar Performance, and Music Therapy. Finally, the program seeks to improve the individual skills and abilities of students through extensive participation in chamber and large ensembles. Each year, talented graduates from this degree program are admitted to prominent graduate schools and are frequently successful in competitions within their specific discipline.

Curriculum of degree program. The Bachelor of Music degree at Illinois State meets common competencies set forth by the National Association of Schools of Music (NASM). All students pursuing a bachelor of music degree receive 68 hours of core instruction in applied music, music theory, aural skills and analysis, composition, improvisation, repertory and music history. Specialized learning is based upon the different sequences offered in the degree: Keyboard Performance/Pedagogy, Voice Performance, Band and Orchestra Instruments Performance, Classical Guitar Performance, Music Composition, and

Music Therapy. The goals of the degree program are accomplished through the following objectives: developing skills and musical sensitivity in one specific performing medium (instrument or voice) or in a creative area (composition) sufficient to achieve a professional level of competence; developing a comprehensive musician able to analyze and comprehend music of all historical periods and style; developing a thorough knowledge of the literature, including the historically authentic performance practice of at least two major areas of Western music; developing skills and sensitivity to perform with others, both in small and large ensembles, and developing skills and teaching strategies and becoming familiar with pedagogical materials for teaching in the performance medium. The main student outcomes common for all options in this program are those prescribed for professional baccalaureate degrees in music by NASM, and all degrees are within the University's 124-semester hour limit. Students engage in a variety of formal and informal learning activities. Outside of curricular requirements, performance students participate in a wide range of extracurricular musical activities both on and off-campus. Furthermore, all students in the School have the opportunity to participate in a variety of extra-curricular organizations.

Faculty of the degree program. NASM outlines specific standards for a quality music faculty, and the School's faculty meets these requirements by maintaining a national reputation as performers, conductors, therapists, and scholars. They present recitals and concerts of every type; write books, book chapters and articles; present at state, national and international conferences; tour throughout the region, the United States and abroad; and review and adjudicate at every level. There are currently 46 full- and part-time faculty members in the School. Of that number, 25 are male and 21 are female. The ethnicity of the faculty is not diverse (1 Black; 2 Asian; 1 Hispanic; 42 White).

Program goals and quality measures. The School of Music follows the National Association of Schools of Music's (NASM) goals and standards for quality measurement. Peer comparison programs are accredited members of NASM, and therefore are subject to the same standards of quality measurement. NASM member institutions must undergo a self-study and an onsite visitation every ten (10) years to be reaccredited.

Actions taken since the last review including instructional resources and practices and curricular changes. As a result of the previous program review, the School's Equipment Committee now produces yearly a detailed plan to purchase equipment. The plan contains both short- and long-range prioritized lists that are ready to be used should additional equipment funds become available. In cooperation with the University, the School and College have undergone a detailed study of its facilities and produced an extensive document to assist in the design of a new home for the School.

In Academic Year 1999-2000 there were 30 tenured or tenure track faculty members and 10 non-tenure track faculty members in the School of Music. In Academic Year 2003-2004 there were 37 tenured or tenure track faculty members and 4 non-tenure track faculty members in the School of Music. For 2008-2009 it is anticipated that there will be 37 tenured or tenure track faculty members, 3 full-time non-tenure track faculty members, and at least 5 part-time faculty members. The part-time personnel compensate for a position currently in the Academic Impact Fund (AIF), administrative reassignments, sabbatical replacement, or overload in the music therapy area. The School of Music has appointed several new advisors since the last program review.

Major changes in the program's discipline, societal need, institutional context. The School of Music provides a quality music degree program in Illinois balancing specific career training with the attainment of general knowledge. The School enriches the cultural life of the University and the surrounding community by offering musical performances and services of the highest quality. The music programs contribute widely to the University's general education program.

Changes in level of student demand. According to the IBHE data, the enrollment in Bachelor of Music degrees in Illinois Public Universities has grown significantly over the past five years, from 161 in FY02

to 462 in FY06. At Illinois State, enrollment in this performance program has remained consistent during that time averaging 66 students each year.

Summary of school's student learning outcome assessment plan. The program's student learning outcomes have been developed by the faculty and are congruent with the ideas articulated by NASM. The assessment procedures employed are consistent the discipline, though certainly open for reconsideration. For example, the program has a selective admission process where all students desiring to pursue the Bachelor of Music – Performance degree must first be admitted to the School in a specific performing medium. In fact, the performance requirements for incoming students in Performance is quite high, often limiting the number of students in that particular degree sequence. Furthermore, students in the performance sequence are required to pass a 200-level jury in which their skills are assessed to be sure they are making sufficient progress. Finally, students are required to complete appropriate capstone experiences: recitals for performers, a final composition for composers, and a clinical internship for music therapists.

Accreditation from affiliated agency. In January 2004, the School received accreditation results from the National Association of Schools of Music and continued membership in this organization was received. The visitor's report was very positive, and the suggestions for improvement were duly noted. Specific to the Bachelor of Music degree program, the sequence in Theory/Composition was officially changed to a Composition Sequence.

Major findings, recommendations, and opportunities for program improvement. Recommendations for program improvement are divided into four areas: facilities, operational support, undergraduate scholarships, and faculty/staff positions. The School of Music is in need of new facilities that would consolidate all operations into a single, state-of-the-art structure. Currently, the School lacks adequate funding to properly support operational needs. In an effort to support higher enrollments, faculty activity, and equipment replacement, an increased operational budget is warranted. The need for substantial funding of undergraduate scholarships becomes critical with increased enrollments. Talented high school seniors expect substantial scholarships from university music programs. As the enrollment targets increase, the need for additional faculty lines and support staff becomes more apparent. Currently, a tenure track position in Theory/Composition remains in the Academic Impact Fund (AIF), forcing the School to hire part-time faculty members to teach majors in the core of the music curriculum. A non-tenure track position in jazz piano is also needed to teach in the growing jazz area and serve as pianist in the Faculty Jazz Ensemble. Both of these positions have been requested as part of the College's FY09 budget process, and are necessary for the success of the School of Music.

Review outcome. The Academic Planning Committee finds the Bachelor of Music in performance to be in **Good Standing**. The Committee acknowledges the School's successful accreditation review of music programs by the National Association of Schools of Music in 2004. The Committee commends the School of Music for a thorough analysis and report on the program's strong connection and interaction with Milner Library resources and the programs' student participation in the University's Honors program. For clarity, the School of Music should be mindful of its use of program titles such as a B.M. in Music Therapy when the program is a Bachelor of Music with a Music Therapy Sequence.

Recommendations. The Academic Planning Committee requests the School of Music address the following recommendations and file a follow-up report by October 1, 2008.

- Provide an analysis of how the Bachelor of Music program differs from the other undergraduate programs in the School.
- Consult with the University Assessment Office to develop an assessment plan that identifies and analyzes student learning outcomes and leads to program improvement for the Bachelor of Music program.

- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for this degree program as it is influenced by static resources.
- Identify benchmark programs and program qualities to be used as models to which the Illinois State program in music performance can aspire.
- Develop a plan to enhance the ethnic diversity of the School's faculty.
- Provide a complete inventory of faculty grantsmanship and productivity accomplished for the program review cycle.

Review of the Master of Music 50.0901

Introduction. The School of Music is one of three schools within the College of Fine Arts, the other two being the School of Art and School of Theatre. The College provides a cultural environment through the performing and visual arts for the campus, community, and region. The School of Music enriches cultural life by offering musical performances by students, faculty and guest artists.

The School of Music offers the following programs: the B.A., B.S. in Music (Liberal Arts), the Bachelor of Music (Performance), the Bachelor of Music Education, the Master of Music, the Master of Music Education, a minor in music education and contributes to the undergraduate and graduate degrees in Arts Technology. The undergraduate and graduate education degree programs will be reviewed in the next regularly scheduled review for all University education programs. This self-study report is for the Master of Music program.

The self-study process for the music programs engaged several faculty members who developed a Strategic Plan for the School. In 2004 the School received continuing accreditation from the National Association of Schools of Music (NASM) following an intensive self study and site visit from the accrediting agency.

Overview of academic unit. The Mission of the School of Music is to provide the best baccalaureate and graduate music programs in Illinois, balancing specific career training with the attainment of general knowledge, in a supportive environment. It offers a comprehensive array of bachelor and master degree programs and sequences in Education, Performance, Conducting, Therapy and Composition. The School has worked to align its mission with that of the University's by promoting diversity, providing individualized attention, offering innovative General Education courses, and through strong student-faculty connections and superior student services. A team of five faculty advisors, plus one part-time administrative personnel staff member, advises music majors and minors. The School of Music is housed in seven different buildings across campus, most of which are in poor condition and not originally designed for music study. Current library holdings are held on the sixth floor of Milner Library, across campus from the main music facilities. The School of Music participates in the College of Fine Arts budgetary planning process.

Overview of degree program. The Master of Music program has four sequences: Applied Performance in voice or instrument, Composition, Conducting, and Music Therapy. The specialization of Performance provides students intensive study with a highly qualified and professionally accomplished artist-teacher. The specialization of Music Therapy prepares students for a future career in that profession. Another specialization within the degree is Composition which prepares students for careers in composition and for further graduate study. Within the Conducting sequence, students are mentored by faculty and are given extensive podium time to develop the skills required to effectively communicate from the podium.

Curriculum of degree program. The degree meets common competencies set forth by the National Association of Schools of Music (NASM). Within the 35-36 required hours for this degree, the curriculum follows NASM guidelines with one-third of course work in the major field of specialization, an additional one-third to one-half of course work in supportive studies, and the remaining hours in appropriate electives. Students engage in a variety of formal and informal learning activities. In addition to traditional classroom experiences, graduate students spend a great deal of time in large and small musical ensemble rehearsals, establishing creative alliances that last throughout their college careers. Graduate students are active as participants in conferences in their major field.

Faculty of the degree program. NASM outlines specific standards for a quality music faculty, and the Illinois State music faculty meets these requirements by maintaining a national reputation as performers, conductors, therapists, and scholars. They present recitals and concerts of every type; write books, book

chapters and articles; present at state, national and international conferences; tour throughout the region, the United States and abroad; and review and adjudicate at every level. Faculty members are also excellent teachers, with their students frequently accepted into excellent doctoral programs. Master students' achievement is further validated by numerous juried and invited performances at competitions, festivals, and summer institutes. There are currently 46 full- and part-time faculty members in the School. Of that number, 25 are male and 21 are female. The ethnicity of the faculty is not diverse (1 Black; 2 Asian; 1 Hispanic; 42 White).

Program goals and quality measures. The School of Music adheres to the NASM goals and standards for quality measurement. As the accrediting body, it sets standards for the graduate degree, which varies depending on the area of specialization. All peer comparison programs are also accredited members of NASM, and therefore are subject to the same standards of quality measurement. All NASM member institutions must undergo a self-study and an onsite visitation every ten (10) years to be reaccredited.

Actions taken since the last review including instructional resources and practices and curricular changes. As a result of the previous program review, the School of Music's Equipment Committee now annually develops a detailed plan to purchase equipment. The plan contains both short- and long-range prioritized lists that are ready to be used should additional equipment funds become available. In cooperation with the University, the School and the College of Fine Arts have also undergone a detailed study of its facilities and produced an extensive document to assist in the design of a new home for the School of Music.

In the 1999-2000 academic year, there were 30 tenured or tenure track faculty members and 10 non-tenure track faculty members in the School of Music. In the 2003-2004 academic year, there were 37 tenured or tenure track faculty members and 4 non-tenure track faculty members. For the 2008-2009 academic year, it is anticipated there will be 37 tenured or tenure track faculty members, 3 full-time non-tenure track faculty members, and at least 5 part-time faculty members. The part-time personnel are compensating for a position currently in the Academic Impact Fund (AIF), administrative reassignments, sabbatical replacement, or overload in the Music Therapy area.

Major changes in the program's discipline, societal need, institutional context. Since the last Program Review, the American Music Therapy Association (AMTA) revised standards for the Music Therapy Sequence in the Master of Music. The Illinois State program modified its course offerings to comply with AMTA requirements.

Changes in level of student demand. Demand for the program is strong, with enrollment growing from 40 students in FY 2002 to 69 in FY 2006. These students are talented individuals who have been accepted to the program by a performance or conducting audition, evaluation of a composition, or in the case of music therapy hold an undergraduate music therapy degree and wish to pursue advanced study. The majority receives financial aid, either in the form of a graduate assistantship or a tuition waiver.

Summary of school's student learning outcome assessment plan. The student learning outcomes for the degree are: demonstration of specialized skills at the highest possible levels; development of musical, theoretical, historical, and aesthetic perspectives relating to the discipline; the pursuit of careers as performers, conductors, music technologists, and teachers; and the continuation of study at the doctoral level. In the case of music therapy, outcomes include: obtaining board certification in music therapy; demonstration of expanded knowledge and skills for therapists already holding board certification; development of musical, theoretical, historical, and aesthetic perspectives relating to the discipline; communication with professional colleagues through presentations and publications; achievement of supervisory or coordinator positions in music therapy or pursue collegiate teaching; and the continuation of study at the doctoral level.

Accreditation from affiliated agency. The Master of Music program meets common competencies set forth by the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA). In January 2004, the Illinois State School of Music received accreditation results from the National Association of Schools of Music and continued membership in this organization was received. The visitors' report was generally positive, and the suggestions for improvement were duly noted. Specific to the Master of Music degree program, the accreditation team raised questions about how vocal performance students demonstrated proficiency in foreign languages, and a concern that there was significant overlap between the undergraduate and graduate programs in music therapy. The Music Therapy Sequence curriculum was revised and approved. The Composition Sequence was endorsed favorably, and the School of Music was encouraged to take steps to include a conducting emphasis as a unique sequence and this revision to the program has been made.

Major findings, recommendations, and opportunities for program improvement. Recommendations for program improvement are divided into four areas: facilities, operational support, undergraduate scholarships, and faculty/staff positions. The School of Music is in need of new facilities that would consolidate all operations into a single, state-of-the-art structure. Currently, the School lacks adequate funding to properly support operational needs. In an effort to support higher enrollments, faculty activity, and equipment replacement, an increased operational budget is warranted. The need for substantial funding of undergraduate scholarships becomes critical with increased enrollments. Talented high school seniors expect substantial scholarships from university music programs. As the enrollment targets increase, the need for additional faculty lines and support staff becomes more apparent. Currently, a tenure track position in Theory/Composition remains in the Academic Impact Fund (AIF), forcing the School to hire part-time faculty members to teach majors in the core of the music curriculum. A non-tenure track position in jazz piano is also needed to teach in the growing jazz area and serve as pianist in the Faculty Jazz Ensemble. Both of these positions have been requested as part of the College's FY09 budget process, and are necessary for the success of the School of Music.

Review outcome. The Academic Planning Committee finds the Master of Music program to be in Good Standing. The Committee acknowledges the School's successful accreditation review of music programs by the National Association of Schools of Music in 2004 and the graduate program's response to NASM recommended changes to the curriculum. The Committee commends the School of Music for a thorough analysis and report on the program's strong connection and interaction with Milner Library resources. The Committee cautions the program about its use of program titles such as the Master's Degree in Performance when it is a Performance Sequence within the Master of Music program.

Recommendations. The Academic Planning Committee requests the School of Music address the following recommendations and file a follow-up report by October 1, 2008.

- Consult with the University Assessment Office to develop an assessment plan that identifies and analyzes student learning outcomes and leads to program improvement for the Master of Music.
- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for this degree program as it is influenced by static resources.
- Identify benchmark programs and program qualities as models to which the Master of Music program can aspire.
- Develop a plan to enhance the ethnic diversity of the School's faculty.
- Provide a complete inventory of faculty grantsmanship and productivity accomplished for the entire review cycle.

Review of the B.A., B.S. in Theatre 50.0501

Introduction. The School of Theatre is one of three schools within the College of Fine Arts, the other two being the School of Art and School of Music. The College of Fine Arts provides professional education in the Arts for students desiring professional careers in select areas of the arts and for students preparing to be elementary, secondary, and college teachers. The College provides a cultural environment through the performing and visual arts for the campus, community, and region. The School has an ongoing commitment as a host of the Illinois High School Theatre Festival, a three-year commitment as a host of this region's American College Theatre Festival, and faculty involvement in all of the major professional organizations for theatre in higher education. These commitments to the theatre arts make the Illinois State's School of Theatre one of the most visible theatre programs in the country.

The School of Theatre's self-study process included four faculty retreats during the 2006-2007 and 2007-2008 academic years. One retreat was devoted to Assessment and three others were generally focused on the mission of the School of Theatre. For the latter three retreats, the School contracted an outside facilitator and a committee of three faculty members was charged with guiding the program review self-study. The review process has led to several short-term and long-term action items and a more clarified direction in which the School of Theatre is moving.

Overview of academic unit. The School offers the B.A., B.S. in Theatre, the M.A., M.S. in Theatre, the M.F.A. in Theatre and minors in Cinema Studies and Dance. In the School of Theatre, administrative and curricular tasks are handled by areas that are defined by curricular sequences: Undergraduate Acting, Graduate Acting, Dance, Design/Production, Directing, Theatre Education and Theatre Studies. There have been administrative changes at both the School and College levels during this review cycle with an interim college dean and interim school director.

Overview of degree program. The B.A., B.S. in Theatre has six sequences: Acting, Design/Production, Teacher Education, Theatre Studies, Dance Performance, and Dance Education. The dance performance and dance education sequence were introduced in 2006-2007. Prior to that, the dance major had been one of two options (with acting as the other) in a sequence called, simply, "Performance." The program contributes extensively to the University's General Education program.

Curriculum of degree program. The curriculum for theatre programs has recently been thoroughly reviewed. The course work for all sequences is based on developmental, intellectual and artistic expectations and goals. The objectives for each curricular area are aligned and congruent with the School's accrediting bodies, National Association of Schools of Theatre (NAST) and National Council for Accreditation of Teacher Education (NCATE). Theatre majors are encouraged to participate in at least one Illinois State Theatre production each semester with credit earned for participation. Students are also encouraged to earn practicum credit in at least four different areas of theatre experience such as costume, technical, management, acting, lighting, and makeup. All students may audition for productions after they have achieved second semester freshman status.

Faculty of the degree program. The national profile of the School of Theatre's faculty provides students the opportunities to network with professional artists and faculty from other institutions, opportunities that would not be available in most "small-college atmospheres." Since the last program review, the School of Theatre has increased its number of tenured and tenure-track faculty to 29 faculty members. Faculty members have published two books and numerous book chapters and articles in peer-reviewed journals. Faculty members have received several hundred thousand dollars in grants for specific production initiatives and have also actively pursued professional partnerships that enhance students' education across the arts.

Program goals and quality measures. The key that distinguishes Illinois State's B.A., B.S. degree from B.F.A. programs is that the undergraduate program retains the flexibility and breadth of a liberal arts degree – a distinction valued highly by the program faculty. The faculty developed and articulated Educational and Artistic goals for all theatre majors that are consistent with accrediting measures, the University's mission and the School's objectives. Each area of study (Acting, Dance, Design Production, Theatre Studies, Dance Education, and Theatre Education) has specific program objectives, and faculty members are engaged in developing measures by which they can be assessed. The national profile of the School of Theatre's faculty provides students the opportunities to network with professional artists and faculty from other institutions and the School is exploring the development of a Study Abroad program in theatre and dance history.

Actions taken since the last review including instructional resources and practices and curricular changes. There were five recommendations from the previous program review and most have been effectively addressed, if not fully remedied. These include: advisement regarding curriculum and career; developing and implementing curricular, student, and faculty assessment strategies; and hiring faculty with the appropriate credentials. Developing a concerted effort to track program alumni, for employment rates as well as for alumni development purposes, has yet to be fully addressed due to the transient nature of the profession. With the hire of a Director of Development the School of Theatre hopes to develop more comprehensive and effective strategies for reaching and assessing the success of alumni. The Theatre programs have effectively transitioned the dance and dance education programs to the School of Theatre.

Production budgets have seriously eroded since the last program review. Erosion of facilities to support the curriculum continues to increase especially in Centennial East and West with flooding, space limitation and other issues, even though performance issues have been relieved with two new facilities, the Center for the Performing Arts and the Theatre at Ewing, which is the production home for the Illinois Shakespeare Festival.

Major changes in the program's discipline, societal need, institutional context. The School of Theatre's alignment to the mission of the University is notable in five key areas of *Educating Illinois*: building a diverse community; the small-college atmosphere with large-university opportunities; high academic standards in teaching and scholarship; the recognition of a symbiotic relationship between teaching and scholarship; and service to the state of Illinois and beyond.

Changes in level of student demand. The School of Theatre at Illinois State has the largest theatre degree-granting program in Illinois with over 300 undergraduate majors each year. Students are attracted to the School of Theatre by numerous factors: reputation and visibility of alumni, continued contact with undergraduate teaching alumni, a large and committed faculty of teaching artists with extensive connections to professional/regional theatre in Chicago and throughout the country, a strong theatre education program and an active production program which affords actors, directors, designers, dancers and technicians numerous production experiences.

Since the last program review the undergraduate enrollment has grown from 258 to 330 (Fall 2007). A majority of students in the School come from the state of Illinois. The School is very much aware of the importance of the contributions minority artists make to the art of theatre and has committed itself to recruiting the most talented minority students in all sequences. Since fall 2004, the ACT composite score of the freshmen entering the program has risen from 24.8 to 25.2, above the University average of 23.9. Although the number of entering freshmen has declined slightly, (the university experienced a similar decline in freshmen enrollment from 2006 to 2007). The number of freshmen theatre students in the top 10% of their class has increased from 12% to 25%. The School of Theatre has reached its point of maximum efficiency. Both space and faculty requirements are already challenged. As the School brings all programs on line and into

the available physical spaces, many philosophical, spatial and financial matters will be reviewed and analyzed.

The School offers in-course honors work for students enrolled in the Honors program; currently, freshmen, sophomores, juniors and seniors have the opportunity to devise and implement honors projects. The honors work is offered at the discretion of the individual instructor and is arranged and developed with the input of the honors student.

Summary of school's student learning outcome assessment plan. In fall 2007, two theatre faculty members attended the University sponsored assessment workshop. It was decided that the School's Curriculum Committee will oversee the development of an assessment plan that will refine student learning objectives and develop instruments to assess the outcomes. All areas of study have a core with stated goals by which to evaluate and develop curriculum and assess students' learning outcomes. The School of Theatre, along with other schools in the college, has adopted the Individual Development and Educational Assessment (IDEA) program and this has provided a benchmark for curriculum assessment.

Accreditation from affiliated agency. The School's programs are accredited by the National Association of Schools of Theatre (NAST) which is the only American association that accredits schools of theatre at the collegiate level. The Illinois State theatre programs went through the continuing accreditation process in 2004. All undergraduate programs were found to be in compliance with the NAST guidelines at that time. The theatre education program was reviewed through the College of Education (NCATE) and the Illinois State Board of Education (ISBE) in spring 2004 and received approval from both agencies at that time.

Major findings, recommendations, and opportunities for program improvement. The recent accreditation process (NAST, 2004), the contribution of an external consultant, and participation in University-sponsored assessment programs gave the School of Theatre a broad view of what is needed for program improvement. A study of the area goals for common threads resulted in a common body of educational and artistic goal statements. The challenges that face the School are daunting, but attainable. Greatest of these, the School must deal with inadequate facilities to meet expanding programmatic demands. Deteriorating and limited space hinders curricular delivery to students. Robust assessment and a reinvigorated recruiting program reflective of the School's culture to attract the highest quality students are now in place.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Theatre to be in Good Standing. The Committee commends the program for a thorough and analytical self-study and review report that reflects participation by program faculty and administration of a quality program. The Committee recognizes the program's contribution to the University's general education program, the successful infusion of the dance education programs, and improvements made to programs as a response to the previous review. The review report provides a good example of how programs can identify benchmark programs to which it can aspire.

Recommendations. The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle.

- Continue to refine the Assessment Plan and implement the plan for program development and improvement.
- Work with the Office of Enrollment Management and Services to determine optimum enrollments for the major degree and minors.
- Continue efforts for a diverse faculty as new hires are made.
- Continue to evaluate the impact of the minors on other degree programs in the School.

Review of the MA., M.S. in Theatre 50.0501

Introduction. The School of Theatre is one of three schools within the College of Fine Arts, the other two being the School of Art and School of Music. The College of Fine Arts provides professional education in the arts for students desiring professional careers in select areas of the arts and for students preparing to be elementary, secondary, and college teachers. The College provides a cultural environment through the performing and visual arts for the campus, community, and region. The School has an ongoing commitment as a host of the Illinois High School Theatre Festival, a three-year commitment as a host of this region's American College Theatre Festival, and faculty involvement in all of the major professional organizations for theatre in higher education. These commitments to the theatre arts make the Illinois State's School of Theatre one of the most visible theatre programs in the country.

The School of Theatre's self-study process included four faculty retreats during the 2006-2007 and 2007-2008 academic years. One retreat was devoted to assessment and three others were generally focused on the mission of the School of Theatre. For the latter three retreats, the School contracted an outside facilitator and a committee of three faculty members was charged with guiding the program review self-study. The review process has led to several short-term and long-term action items and a more clarified direction to which the School of Theatre is moving.

Overview of academic unit. The School offers the B.A., B.S. in Theatre, the M.A., M.S. in Theatre, the M.F.A. in Theatre and minors in Cinema Studies and Dance. In the School of Theatre, administrative and curricular tasks are handled by areas that are defined by curricular sequences: Undergraduate Acting, Graduate Acting, Dance, Design/Production, Directing, Theatre Education and Theatre Studies. There have been administrative changes at both the School and College levels during this review cycle with an interim college dean and interim school director.

Overview of degree program. The M.A., M.S. in Theatre focuses on preparing students to enter competitive Ph.D. programs, while still retaining the flexibility to meet the needs of students who need a more exploratory degree. As one of only two M.A. programs in Illinois (the other being the University of Illinois at Urbana-Champaign) which exists within a combined M.A., Ph.D. curriculum, the Illinois State M.A., M.S. is able to offer students strong mentoring relationships with faculty and constructive teaching opportunities while also offering competitive training in research skills and broad knowledge of theatre history, literature, and criticism.

Curriculum of degree program. The curriculum meets accreditation standards set forth by the National Association of Schools of Theatre (NAST) and balances a broad survey of history and literature of the theatre. Both degrees are 36-hour programs that can be completed in two academic years. Students have the option of writing a thesis or taking a comprehensive examination as a capstone requirement. Generally, students moving on to Ph.D. programs choose to write a thesis.

Faculty of the degree program. Program faculty all have appropriate degrees and are members of the graduate faculty. The program currently has two tenure-track and one non-tenure-track position, although the School is pursuing reinstatement of a third tenure line. Faculty members are active in major theatre academic organizations, both as regular presenters and as officers, including as officers in ASTR (The American Society for Theatre Research) the only theatre organization that is a member of the American Council of Learned Societies. Since the last program review, faculty members have published two books and several articles and book chapters.

Program goals and quality measures. Indicators of quality include: faculty with a strong research profile, who provide an example of scholarly best practices; faculty who are active in

professional organizations and the professional face of the discipline; a majority of students enrolling in terminal degree programs; and a curriculum that provides a thorough grounding in the history, literature, and criticism of the theatre, in a global context.

Actions taken since the last review including instructional resources and practices and curricular changes. As a result of the last program review (mid-cycle, in 2003), the program has identified an optimal enrollment number (six total, or three per class), investigated high-quality benchmark programs that are similar in size, and solidified a dependable recruitment process that includes targeted mailings and conference involvement to meet large numbers of undergraduates in theatre.

Major changes in the program's discipline, societal need, institutional context. Little change in the discipline itself has occurred since the last program review. The School of Theatre's program has witnessed a slight rise in student demand, and when factoring in optimal enrollment of three students per class, the caliber of students is beginning to exceed that of classes graduating between 2000 and 2005, when about half of the students would advance on to terminal degree programs. Of the six students currently enrolled in the program, all plan to pursue a terminal degree, with four of them certain that they plan to apply to Ph.D. programs and two still deciding between specialized and competitive M.F.A. programs that are not offered in the Illinois State M.F.A. (puppetry and playwriting).

Changes in level of student demand. Student demand in the program has increased slightly over the program review period, particularly from international students. In this period, the program has also enrolled a Fulbright Scholar. Roughly half of graduating students will apply to a terminal degree program. Most students who enter the program are funded through full-time assistantships that offer teaching opportunities, training in research skills, or experience in theatre marketing and publicity.

Summary of school's student learning outcome assessment plan. While the program does not have a fully developed assessment plan, one is underway. Significant changes to the program over the last ten years have occurred as a result of informal assessments of the program's effectiveness such as instituting the Professional Seminar course to address advising and career counseling needs and increasing support for student travel to professional conference and for archival research. Plans to better solidify the study of dramaturgy in the curriculum are also a response to program assessment, even if not conducted in a formal way.

Accreditation from affiliated agency. The program is accredited by the National Association of Schools of Theatre (NAST). In the last accreditation review (2004), all aspects of the program were found satisfactory, and accreditation was renewed.

Major findings, recommendations, and opportunities for program improvement. None of the current initiatives for program improvement come directly as a result of the program review, although the program review process certainly confirmed the need for some of the changes. Proposed changes or initiatives include curriculum development in the area of dramaturgy and in cooperation with the directing and acting M.F.A. programs, development of a structure to support internship and study abroad opportunities, continued emphasis on recruitment of international students, and renewal of a third tenure line.

Review Outcome. As a result of the program review process, the Academic Planning Committee finds the M.A., M.S. in Theatre to be in Good Standing. The Committee commends the program for a thorough and analytical review process that involved program faculty members and administrators. The review report provides a good example of how programs can identify benchmark programs to which it can aspire. The Committee acknowledges the strength of the program's faculty with its strong record of

scholarly and diverse productivity, and assesses the program to be a good preparation for doctoral studies. The Academic Planning Committee also commends the program for its contributions to the undergraduate general education program.

The program will work with the University Assessment Office to develop an assessment plan that tracks program alumni, identifies and analyzes student learning outcomes, and leads to program improvement. This assessment plan will be submitted to the Provost's Office by October 1, 2008.

Recommendations. The Academic Planning Committee makes the following recommendations for program improvement to be addressed during the next regularly scheduled review cycle.

- Work with the Graduate School Office to determine an optimum enrollment for this program.
- Continue efforts to identify benchmark programs and program qualities to which the program can aspire, beyond curricular comparisons.
- Consider limitations of the program's accessibility for part-time students.

Review of the M.F.A. in Theatre 50.0501

Introduction. The School of Theatre is one of three schools within the College of Fine Arts, the other two being the School of Art and School of Music. The College of Fine Arts provides professional education in the arts for students desiring professional careers in select areas of the arts and for students preparing to be elementary, secondary, and college teachers. The College provides a cultural environment through the performing and visual arts for the campus, community, and region. The School has an ongoing commitment as a host of the Illinois High School Theatre Festival, a three-year commitment as a host of this region's American College Theatre Festival, and faculty involvement in all of the major professional organizations for theatre in higher education. These commitments to the theatre arts make the Illinois State's School of Theatre one of the most visible theatre programs in the country.

The School of Theatre's self-study process included four faculty retreats during the 2006-2007 and 2007-2008 academic years. One retreat was devoted to assessment and three others were generally focused on the mission of the School of Theatre. For the latter three retreats, the School contracted an outside facilitator and a committee of three faculty members was charged with guiding the program review self-study. The review process has led to several short-term and long-term action items and a more clarified direction to which the School of Theatre is moving.

Overview of academic unit. The School offers the B.A., B.S. in Theatre, the M.A., M.S. in Theatre, the M.F.A. in Theatre and minors in Cinema Studies and Dance. In the School of Theatre, administrative and curricular tasks are handled by areas that are defined by curricular sequences: Undergraduate Acting, Graduate Acting, Dance, Design/Production, Directing, Theatre Education and Theatre Studies. There have been administrative changes at both the School and College levels during this review cycle with an interim college dean and interim school director.

Overview of degree program. The Master of Fine Arts in Theatre is a comprehensive, professionally oriented degree to train students in the production of theatre. Graduates from the program can be expected to work as actors, designers, and directors in the entertainment industry or as teachers in other university professional theatre training programs. In order to ensure that students are prepared for an academic career, the program requires a teaching component. This is distinctive from other M.F.A. programs, which tend to emphasize preparation for working professionally.

The program also strives to provide students with numerous opportunities for live performance. In some fields of study, students are involved in one production every semester. Many other M.F.A. programs (including those included in the benchmark program section) have larger numbers of students, and cannot guarantee as much laboratory experience. The School of Theatre is committed to recruiting lower numbers of students to maintain a smaller student-to-faculty ratio and to provide more opportunities for students to practice what they learn in the classroom.

Curriculum of degree program. The rationale for the curriculum in the three concentrations is based on NAST's standards and guidelines for M.F.A. programs. The School of Theatre's continued accreditation by NAST is proof of its success. The three concentrations in the M.F.A. program (Acting, Design, Directing) are very disparate in their coursework, but all are committed to gaining skills and knowledge through text analysis, technique, presentation of skills in a live performance venue, and post-production evaluation. Students are also encouraged to pursue professional employment in the summers to increase networking, polish skills, and learn new techniques.

Faculty of the degree program. The M.F.A. is a professional theatre degree; the faculty teaching in the program remains active in their fields of expertise. They are professional directors, designers, actors, and consultants. The faculty is committed to providing students with an understanding of the industry by bringing current practice into the classroom. Exposing the students to innovative theatre companies,

changing technologies, and new techniques give them the knowledge and skills to make them better able to compete after graduation.

School faculty holds memberships in national unions devoted to professional theatre; one cannot become a member without a proven record of achievement in these areas. Professional venues in which the faculty has worked have national and international reputations. This level of accomplishment is used to determine graduate faculty status.

The M.F.A. program is in a unique position to assess quality teaching, as the primary method of demonstrating learned proficiencies in acting, design, and directing is in the public presentation of a production. All shows are reviewed by the local newspaper, and in some cases, an adjudicator from the American College Theatre Festival is invited to come and provide feedback to the director, designers, and actors in the show. The faculty is acutely aware of this authentic assessment, and strives to instill high standards of quality in the classroom, and its translation to the stage.

Since the last review, School of Theatre faculty members have been awarded the College of Fine Arts Outstanding Teacher Award (2000, 2004, 2006) and one has been awarded the University Outstanding Teacher Award (2005).

Despite national recruitment of new faculty in the M.F.A. program, the current faculty continues to lack diversity. In most applicant pools, minorities and women are typically underrepresented, which is also true of the theatre profession in general. The School of Theatre is committed to hiring the best-qualified artists in the M.F.A. program, and maintains diversity awareness in all recruitment efforts.

Program goals and quality measures. The most important goals for the M.F.A. program include the successful implementation of the new curriculum in the Acting concentration, attracting high-quality students through better recruitment efforts, and increased resources for stipends to compete with peer institutions.

Each concentration within the M.F.A. program has unique characteristics; other programs with distinctive aspects for the Acting concentration may not have the same qualities for the Directing concentration. Therefore, there are a large number of programs that the M.F.A. program looks to as benchmarks. They are reputable schools from all over the country, from research institutions to conservatories. For the Acting concentration, NYU, Julliard, and Yale University were cited. The Directing concentration looked to Northwestern, the University of Wisconsin, Ohio University, and Indiana University. The Design concentration was interested in the programs at Penn State, Ohio State, and the University of Washington. Of note is that the University of California – Irvine, a strong M.F.A. program with a large faculty and student population, was listed by all three concentrations, based on their emphasis on rigorous academic coursework along with consistent opportunities for practical application of skills. The number and type of facilities coupled with greater numbers of faculty/staff to teach a more intensive curriculum is attractive.

Actions taken since the last review including instructional resources and practices and curricular changes. The previous review noted four items: faculty did not hold appropriate degrees, the two master's programs should have more interaction, the low number of assistantships and the lower than average funding for them should be addressed to meet with peer institutions, and the lack of diversity within the students and faculty should be addressed in recruitment efforts. The first two issues have been remedied, and the last two are more difficult to control and are under constant consideration. A concern of the previous review was faculty not holding appropriate degrees. Recent hires within the M.F.A. program hold terminal degrees in their fields, as well as professional reputations.

Graduate student stipends continue to be a recruiting issue, but recently, steps have been taken to consolidate positions to increase the level of stipends, and application for work study funding is pending

approval. It is an ongoing concern as tuition costs increase and Illinois State funding falls below peer institutions.

A higher level of interaction has been encouraged between the master's programs. Students are in more classes and on production teams together, and M.A., M.S. faculty serves on M.F.A. portfolio committees.

Major changes in the program's discipline, societal need, institutional context. The rigor of professional theatre study and level of student demand has remained the same since the last program review. The major change to the M.F.A. program is the newly approved curriculum in the Acting concentration. It is anticipated that this change may impact other aspects of the School of Theatre, from production season to co-curricular experiences, but its effects will not be apparent for a number of years.

The Design concentration added coursework in the lighting area to align it with the other design fields, which has contributed to a better co-curricular experience for graduate designers and scholars.

Changes in level of student demand. As a member of NAST and U/RTA, the School of Theatre is invited to recruit graduate students at the national level. This results in auditioning/interviewing a large number of potential candidates for a small number of open positions. The total number of graduate students is kept at a minimum to ensure numerous opportunities for performance experiences within the School's production program. Due to the number of recruiting sites around the country, candidates in the M.F.A. program come from very different locations and backgrounds.

Summary of school's student learning outcome assessment plan. The M.F.A. Portfolio Committee is integral to student evaluation. A student is assessed at every stage of his/her process, and does not move on to another level without satisfactory completion. Retention in the program is determined at the end of every semester, and all members of the graduate faculty weigh in on a student's progress. The M.F.A. faculty does not have a formal assessment plan, but is in the beginning stages of developing one. Due to the extreme differences in concentrations within the M.F.A. program, student assessments are conducted within the areas and M.F.A. Portfolio Committees and are currently very informal. Recent School retreats have begun to address the issue, and a more formal method of data gathering is a priority.

Accreditation from affiliated agency. The National Association of Schools of Theatre (NAST) and the University/Resident Theatre Association (U/RTA) last reviewed the School of Theatre in 2004. They took note of undergraduate enrollment management issues, the lack of a consensual mission statement, the state of disrepair of the classrooms and non-performance spaces, and most importantly, the non-compliance of the M.F.A. Acting concentration to meet minimum standards. The Acting concentration was put on hiatus, and a restructuring of the curriculum to meet NAST guidelines was undertaken. At the date of this writing, the Graduate School has approved the new curriculum and a new class of acting students will be recruited for fall 2009.

Major findings, recommendations, and opportunities for program improvement. The self-study process has identified areas to address and has also confirmed issues that remain unchanged since the previous review and the accreditation evaluation. Most of the findings may be tackled immediately within the School and program faculty, but one is part of overall university planning.

It is apparent that a formal system of assessment must be implemented in order to track the success of the M.F.A. program. Currently, area faculty, M.F.A. Portfolio Committees, and supervising professors monitor an individual student through the program, but have no measure of how the process works for all students. There is also no way of tracking students after graduation as to preparation for employment or gaining employment in their fields. The School of Theatre's Curriculum Committee has agreed to take on the development of assessment tools for the School.

Examining other M.F.A. programs around the country has led the faculty in the Acting, Design, and Directing concentrations to consider new methodologies and techniques in the teaching of professional theatre. The new curriculum in the Acting concentration has put a magnifying glass on the other concentrations, and discussions have begun regarding streamlining coursework, investigating internship possibilities, and integrating new technologies into the classroom/laboratory experience.

The most pressing need for the M.F.A. program and the School is the renovation of aging facilities. Unfortunately, while the need for new School of Theatre facilities is a university priority, the timeline is vague. It is becoming increasingly difficult to recruit students when they see the state of the classrooms and rehearsal spaces in which they will be working.

Review Outcome. The Academic Planning Committee finds the M.F.A. in Theatre to be in Good Standing. The Committee commends the program for a thorough and analytical review process and report that involved program faculty members and administrators. The review report provides a good example of how programs can identify benchmark programs to which it can aspire. The Committee acknowledges the program's efforts to integrate the M.A., M.S. students to elements of the M.F.A. program.

The program will work with the University Assessment Office to develop an assessment plan that tracks program alumni, identifies and analyzes student learning outcomes, and leads to program improvement. This assessment plan will be submitted to the Provost's Office by October 1, 2008.

Recommendations. Within the next regularly scheduled program review cycle, the program will address the following recommendations for program improvement.

- Continue to monitor the curricular initiatives in the Acting concentration following the recommendations of NAST-U/RTA.
- Continue efforts to recruit high-quality students and a more diverse student population.
- Continue efforts to address the pressing need for renovation of aging facilities.

