

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2010-2015

Submitted to the Academic Senate
May 5, 2010

Submitted to the Board of Trustees
July 23, 2010

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

*Discrimination based on gender identity and expression is prohibited by Illinois State University policy and state law, but is not currently prohibited by federal law.

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2010-2015

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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, and the connections we build between 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, scholarship, public service and the connections we build among them. We devote all our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Adopted by the Academic Senate, May 7, 2008

Board of Trustees
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

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

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to 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

The mission of the College of Business at Illinois State University is to enhance lives, advance organizations, and to strengthen society in Illinois and beyond through our teaching, research and service. We prepare business professionals who will possess high ethical standards and will be productive citizens in our dynamic global environment by offering excellent instruction in our undergraduate and masters' level graduate programs. We will actively engage in knowledge creation through our scholarship and intellectual contributions. Finally, we will actively pursue citizenship and service to our disciplines, to our departments and college, to the university, and to our community.

Mission of the College of Education

The College of Education at Illinois State University will transform 21st century learning.

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.

Through this mission MCN contributes to the pursuit of goals set forth in *Educating Illinois 2008-2014*, especially positioning students to excel, demonstrating excellence in scholarship, teaching and learning, enhancing pride in and allegiance to the University, and promoting well-being.

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

Gladly connecting people and information in the Library and beyond.

ILLINOIS STATE UNIVERSITY PROFILE 2009

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-nine undergraduate programs in 190 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 43 master's programs, ten certificate programs, and nine 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 230 S. LaSalle St., Suite 7-500, Chicago, Illinois 60604, 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 20,856 students from all 50 states and 56 countries. The largest segment of the student body (59 percent) comes from the Chicago area and surrounding collar counties; and an additional 25 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 24.3 in fall 2009.

The University employs approximately 1,180 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.

Curricular Initiatives. In the curricular area, the University will continue to investigate the feasibility of a B.S. in Molecular and Cellular Biology and an off-campus MBA program in Chicago.



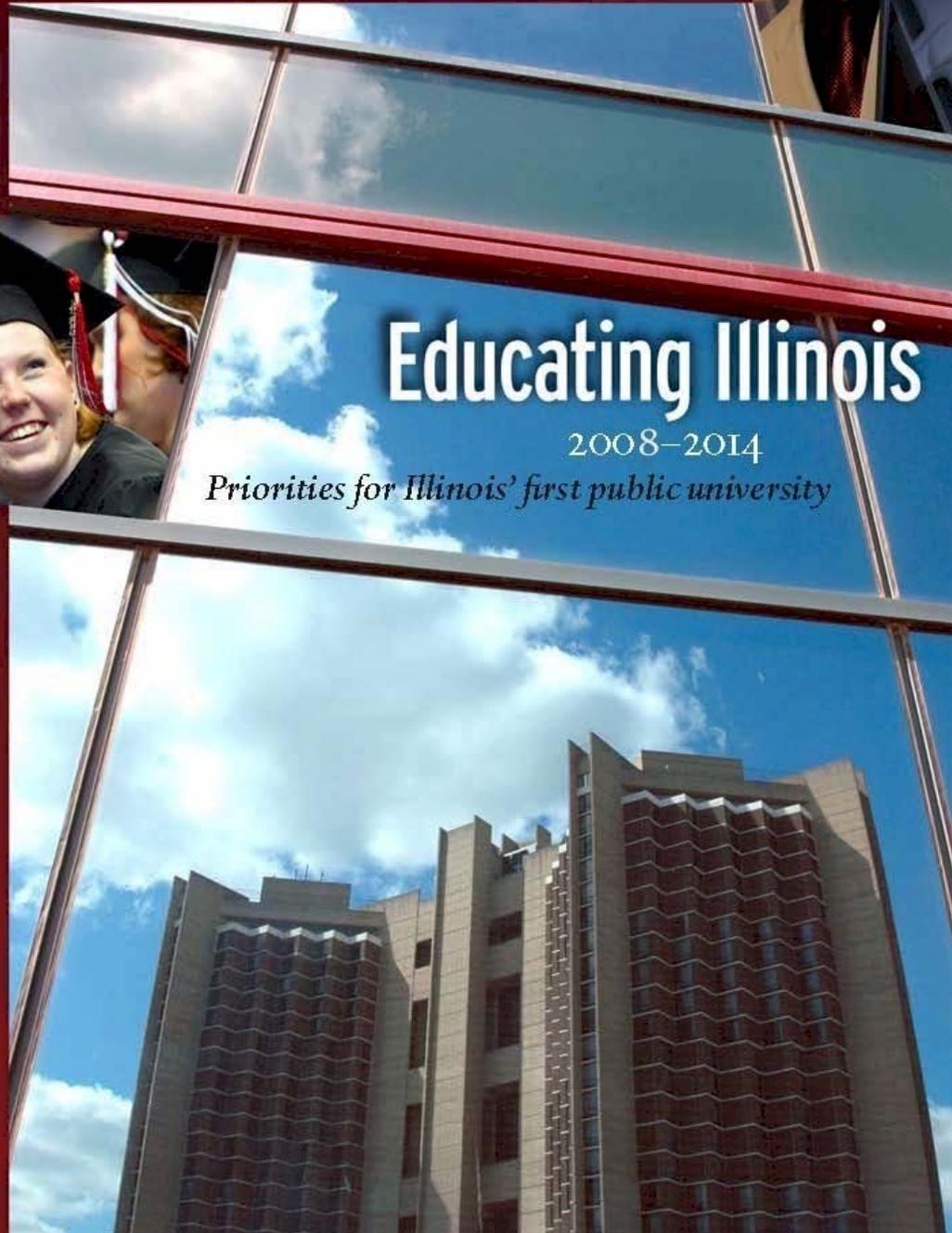
**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university



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

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

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

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 2011

College of Applied Science and Technology Fiscal Year 2011 Objectives

1. CAST provides premier comprehensive undergraduate programs.

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

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

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

Action 1Ba: Establish international/global educational programs in appropriate disciplines.

Action 1Bb: Attract underrepresented faculty throughout the College.

Action 1Bc: Increase enrollment and improve retention and graduation rates of underrepresented students.

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

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

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

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

Action 1Fa: Expand availability of distance education courses to allow for more diverse demographics.

Action 1Fb: Create on-line degree program in disciplines with demonstrated high occupational demand.

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

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

Action 1Ha: Increase ASPT recognition for mentoring undergraduate students.

Action 1Hb: Promote a holistic evaluation of teaching.

Action 1Hc: Support opportunities for faculty to engage in “scholarship of teaching and learning” projects.

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

Strategy 2A: Pursue doctoral degrees building on strengths of selected BS/MS programs.

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

Action 2Ba: Expand availability of distance education courses to allow for more diverse demographics.

Action 2Bb: Create on-line degree program in discipline with demonstrated high occupational demand.

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

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

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

Action 2Ea: Increase number of available graduate assistantships for graduate students.

Action 2Eb: Enhance financial allocation to graduate assistantships to maintain a competitive position within ISU and with other universities.

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

Action 2Fa: Increase ASPT recognition for mentoring graduate students.

Action 2Fb: Promote a holistic evaluation of teaching.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action 4Ba: Continue development of student advisory board.

Action 4Bb: Establish a College Advisory Board to include political, business, and educational members.

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

Strategy 4C: Encourage and recognize civic engagement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action 5Ca: Develop guidelines to protect intellectual properties.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

College of Arts and Sciences Fiscal Year 2011 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 2011 Objectives

Core Values:

- **Balanced Excellence in Teaching, Research, and Service**

We value balanced excellence in the three basic activities of professional life: in the classroom, in our research and intellectual contributions, and in our service to the institution, our disciplines, and to the local, state, national and international communities.

- **Professionalism and High Ethical Standards**

We embrace our internally developed Standards of Professional Behavior and Ethical Standards. As a community of scholars and business professionals, students and faculty strive to embody the characteristics of responsibility, honesty, trust, respect, and fairness in our professional and personal lives.

- **Excellence in Instruction and Enhanced Student Learning**

We endeavor to be the first choice for business education among public universities in Illinois for high-achieving, motivated students who seek an individualized educational experience with the resources of a large university. The College of Business supports the Illinois State University tradition of excellence in teaching. We attempt to provide a holistic approach to learning, relying on excellent classroom teaching but reaching beyond to provide mechanisms for students to engage faculty, industry and each other through experiential learning and individualized attention.

- **Dedication to Knowledge Creation**

Intellectual contributions and the intellectual discipline required of high quality scholarship are directly related to excellence in the classroom and in our service activities. Most of the efforts of the faculty will fall in the area of discipline-based scholarship as currently defined, but we also value

intellectual contributions in the areas of interdisciplinary research, learning and pedagogy, and contributions to practice.

- **Commitment to Citizenship and Service**

Our recognition of a dynamic global business environment demands that we take an active role, both as individuals and as a college of business, in the institutional and public processes related to our disciplines. We value involvement and participation in organizations that strengthen our society and that make meaningful contributions to enhance overall quality of life. We operate in an environment of shared governance and we commit ourselves to an active role in campus life and in the larger community.

Goals:

Our goals, anchored in our mission and the values, are reviewed and implemented through an annual strategic planning process that involves the broad spectrum of constituents served by the College of Business.

Goal 1: Develop professionals who will provide leadership to business and society.

- a) High standards of excellence for student performance and ethical conduct
- b) Graduates prepared for post-graduate programs and/or professional certification
- c) An integrated and responsive curriculum that provides current professional skills
- d) Strong stand alone graduate programs
- e) Niche graduate programs adding value to undergraduate programs

Goal 2: Be a demographically and intellectually diverse community promoting excellence

- a) Excellent faculty and staff
- b) Diverse and motivated students with high standards and high expectations
- c) Individualized educational experience
- d) State of the art facilities and technology
- e) Demonstrate and encourage personal responsibility, trust, honesty, respect, and fairness

Goal 3: Enhance positive recognition of the college

- a) Nationally recognized faculty expertise
- b) Maintenance of AACSB International accreditation
- c) Programs and centers that strengthen partnerships with businesses and alumni
- d) Strong relationships and partnerships with businesses and recruiters
- e) An effective social media and marketing communication strategy
- f) Increased financial support by individuals and organizations
- g) A large, active, and supportive COB Alumni Network (COBAN)
- h) Enhanced overall quality and recognition

College of Education Fiscal Year 2011 Objectives

I. Regenerate the professions of teaching, administration and scholarship

- a. Identify methods to support the staffing and cost of supervision
- b. Engage in comprehensive review of all revenue and expenditure to prioritize needs, including cuts to programming, to maintain effective COE programs.
- c. Prepare materials for SPA review and NCATE accreditation for teacher education majors in the COE

- d. Programs engage in the process of program review as designated by the Provost's Office
- II. Challenge and create solutions to educational equity
 - a. Assure participation in diverse field experiences for all education students
 - b. Promote research that addresses issues of educational inequity
- III. Engage in unique, creative and productive partnerships
 - a. Review existing partnerships
 - b. Investigate potential new K-12 partnerships
- IV. Support cutting edge research and scholarly endeavors
 - a. Increase faculty involvement in grant development and associated training
 - b. Identify resources to support American Education Week speaker and events
 - c. Encourage collaborative research efforts among faculty and with students
- V. Increase diversity at all levels of the organization
 - a. Continue to extend the work of the Chicago Teacher Pipeline with the TEACHER+PLUS initiative
 - b. Recruit and retain a more diverse faculty and student body
- VI. Develop a dynamic, comprehensive technological environment
 - a. Identify resources to upgrade faculty/staff computers and software
 - b. Advance the COE Instructional Technology Integration Plan
 - c. Foster appropriate instructional support to serve core-mission students who are geographically distant, especially at the graduate level
- VII. Increase endowments and alternative resources
 - a. Encourage broader participation of faculty/staff to become donors
 - b. Grow our foundation level
 - c. Increase external grant acquisition

College of Fine Arts Fiscal Year 2011 Objectives

1. Continue efforts to recruit and retain quality students, addressing areas of greatest need, providing quality opportunities and curriculum as they progress toward their degrees. *Educating Illinois*, Goal 1, strategies 1, 3, and 5

Our education majors, in particular, need careful advisement as they progress toward their degrees. We will continue our close working relationship with the College of Education, and we wish to maintain or increase staffing and advisement in our education areas in the College. Music Education is the largest major in the College, and additional staffing in that area is crucial. Working across the College and with COE, we will help our students meet certification requirements in a timely and efficient manner.

Graduate programs in the College have strong enrollments, overall, but there are areas in which we will continue to recruit aggressively. In particular, the MS in Arts Technology and the MA/MS in Visual Studies are having a strong recruitment year, and we need to keep that trend going.

We are continuing to strengthen our relationships with other units on campus, looking for opportunities for curricular collaboration where possible.

Curricular revisions are being explored in Art, Music, and Arts Technology. With all curriculum changes, we want to make sure we are taking into account the needs of transfer students and the particular challenges of our education majors and are not extending the time to degree. This summer, a core Arts Technology class will be offered online. After assessing the success of that course in terms of student preparedness for the next course in the sequence, efficiency of the technologies in use, student satisfaction, and the quality of projects produced, we may expand the courses offered in this manner in the future.

2. Refine budget procedures and oversight, *Educating Illinois* Goal 4, strategy 2

We have reallocated funds and redefined the roles of staff of the Dean's office to create a Business Administrative Associate reporting directly to the Dean. The person in this position will keep the Dean informed on budgetary matters throughout the College.

The Illinois Shakespeare Festival, though showing increased income from increased ticket sales and sponsorships, continues to face economic challenges. Working with the new Managing Director, the new Director of the School of Theatre, and the Business Administrative Associate, we will plan for the longterm flourishing of the Shakespeare Festival.

3. Continue to expand grant and development efforts. *Educating Illinois* Goal 2, strategy 4, Goal 4, strategy 4

We will continue and aggressive strategy regarding external grants. With Assistant Dean Laurie Merriman on board fulltime to assist faculty and staff with seeking external funding, we hope to build significantly on this year's successes. In particular, we are seeking matching and other grants for our new and renovated Fine Arts Complex. This summer, John Walker and Dick Folse will lead the grant-funded Life is a Blank Slate design experience for local youth.

Aided by development director Brian Gawor, we are in the process of educating faculty and staff about the importance of faculty staff giving to external agencies considering donations of grants to the University. A focused effort to involve faculty and staff in development activities where appropriate will be part of this next year's efforts to improve our development posture. Trips to visit alums and other prospects are planned for LA and Chicago. Our first priority in fundraising for FY 2011 is the new facility.

4. Celebrate 40 years of the College of Fine Arts, and celebrate our alumni. *Educating Illinois* Goal 3, strategies 1, 2, and 5

The 40th anniversary of the founding of the College of Fine Arts provides a timely opportunity to reconnect with alumni, express our pride in Illinois State, and network with donors and prospective donors. Our plans for this celebration include the establishment of a CFA "Hall of Fame," which will be displayed in a handcrafted kiosk enclosing a touch screen to access information about the inductees. A reception and dedication will honor the first group of inductees into our "Hall of Fame."

Special performances are being planned throughout the College, including Joseph Jefferson award winning alum and director of Broadway's The Color Purple Gary Griffin's direction Steven Sondheim's Merrily We Roll Along on campus. The School of Art is leading the way in planning a conference on The Creative Process, and University Galleries will feature special alumni exhibits.

Mennonite College of Nursing Fiscal Year 2011 Objectives

Goal 1: Maintain Quality for both Undergraduate and Graduate Programs during Program Expansion

- a. Establish enrollment targets for all undergraduate sequences, prelicensure, RN-BSN, accelerated and graduate sequences, family nurse practitioner, clinical nurse leader master's, nursing administration and PhD in line with the future needs of the State
- b. Implement undergraduate curricular revisions to reflect current innovations in nursing education and align with new national standards
- c. Implement changes in undergraduate accelerated option delivery in summer 2011 from a calendar year to a summer to summer format
- d. Maintain an NCLEX pass rate and FNP certification rate that exceeds state and national norms
- e. Analyze and update Success Plan Testing to assure readiness changes in NCLEX for undergraduate students
- f. Develop streamlined Plan for College Assessment to assess quality and impact of curricular revisions
- g. Create detailed analysis of space and clinical sites needed to support expansion
- h. Outreach to new and existing clinical partners to obtain needed support to expand clinical sites
- i. Engage College in Strategic Planning Process to assure needed prioritization and adequate resources in midst of expansion

Goal 2: Enhance Simulation and Clinical Skills Lab to Achieve State of the Art Learning Environment and Optimal Learning Outcomes for Undergraduate and Graduate Students

- a. Assure needed clinical laboratory space is available during College expansion to achieve quality learning environment and student outcomes
- b. Increase and evaluate learning experiences in advanced clinical simulation within the Family Nurse Practitioner (FNP) and Clinical Nurse Leader (CNL) sequences
- c. Increase the role of advanced clinical simulation and point of care electronic health records in graduate and undergraduate curriculum
- d. Renovate current laboratory space to provide the optimal environment for best practices clinical simulation learning, e.g., observation and debriefing during clinical simulation

Goal 3: Engage in Strategic Planning to Prioritize and Secure the Future Direction of the College

- a. Engage external and internal stakeholders in assessment and identification of strategic direction and strategic attainment and use of resources for the next 5 years
- b. Support diversity initiatives within the College
 1. Refine and expand strategic approaches to recruit and retain nursing students from underrepresented groups
 2. Actively engage students and support faculty in transcultural and international educational experiences
 3. Refine and expand strategic approaches to recruit and retain faculty from underrepresented groups

4. Pursue external support including federal initiative to fund formal strategies to support diversity within the College
- c. Develop plan for implementing the Doctorate of Nursing Practice by 2015 in response to Commission on Collegiate Nursing Education requirements
 1. Further develop financial implications for transition to DNP as terminal practice degree
 2. Establish timeline for curricular approval and implementation of the DNP by accreditation timeline of 2015
 3. Begin initial work to bridge existing master's curriculum to DNP
 4. Conduct needs assessment, recruitment and initial cohort admission prior to implementation
- d. Support Quality Use of Technology
 1. Provide quality distance education to support synchronous learning in graduate program and hybrid courses
 2. Refine and expand the use of technology in clinical simulation lab for undergraduate and graduate students
 3. Support faculty development and expertise in use of all pedagogies using technology
 4. Utilize technology solutions for processes within the college that lead to efficiencies; e.g. faculty and course evaluations; implement multi-user web-based interface for tracking faculty scholarship, teaching, and service productivity
 5. Implement Share-point for internal and external document sharing among faculty and staff
 6. Continue to refine social net-working to engage students, alums and faculty in College activities, such as Facebook and MCN research blog

Goal 4: Support Faculty in development of National and International Recognized Programs of Research and Scholarship

- a. Recruit, develop and align a faculty complement that leverages faculty areas of research strengths finding strategic partners for collaborative research in the community as well as across disciplines
- b. Promote faculty research and scholarship mentoring of undergraduate, master's and doctoral students
- c. Support faculty external grant submissions and research administration through the Office of Student and Faculty Services
- d. Expand existing College statistical services consulting for faculty and students
- e. Expand internal processes for review of external grant submissions
- f. Reinvigorate existing College celebrations to recognize and support faculty and student research and scholarship
- g. Identify potential resources related to grant writing in order to increase grant funding

Goal 5: Cultivate and Expand College and Community Partnerships (Local, National & International)

- a. Develop community partnerships through service learning activities to engage student learners and better serve College constituencies
- b. Explore middle and high school partners for creation of pipeline program through federal initiative
- c. Seek partnerships to develop strategic initiatives that meet the nursing and health needs of the college community, as well as leverage College and community resources
- d. Restructure and reactivate the College advisory board
- e. Leverage existing BroMenn Endowed Professor position to expand opportunities for student and faculty clinical scholarship and education
- f. Seek creative mechanisms to engage community partners in major College events
- g. Assess current direction of Transcultural program and align with strategic plan

Milner Library Fiscal Year 2011 Objectives

In fiscal year 2011 and beyond Milner Library will support Educating Illinois, Academic Affairs priorities, and its own institution mission with the following goals and objectives.

To ensure Milner Library's collections, services, and programs are interwoven with Illinois State University's curriculum, research, and culture, the Library's faculty, staff, and administration will work with the campus community to

- Develop a library program assessment plan tied to Milner's strategic plan 2011-2014 to qualitatively and quantitatively measure the impact of Milner Library on student learning, faculty research, and community support.
- Embark upon a campaign to educate the campus community, legislators, and the surrounding area about the possibilities the renovation/expansion project presents in making Milner Library an educational, cultural, and social destination for Illinois State University.

To safeguard the long-term stability and viability of Milner Library's technological infrastructure and technological capabilities for online service delivery, storage and retrieval, Milner Library's faculty, staff, and administration will

- Participate fully and completely in the total redesign of Milner Library's website and content architecture, which includes the look, feel, and user experience as patrons of all types come to Milner Library's home page and navigate through varying levels of information
- Primarily in support of Milner Library's web redesign and secondarily as a way to better manage Milner's information storage and web content, capitalize fully on the development possibilities of the new content management system which will allow Milner to enhance the delivery of services to patrons via the library web site, including but not limited to electronic resources, electronic reference services, digital collections, an institutional repository, etc.
- Strengthen library technology programs by increasing data storage capacities, systems staffing, routine backups, replacement scheduling, and improve efficiencies through continued participation in University's virtual server program.
 - Investigate even more possibilities for collaborating with campus IT units
 - Ensure that Milner and campus IT staff are confident and satisfied with the virtualized server environment and service level agreement
 - Test, migrate, and monitor specific servers to determine how to proceed
 - Determine possibility of adding other Milner systems to the campus backup system
 - Raise the visibility of the Milner Digitization Center on campus and improve access to the Library's digital collections. Incorporate preservation into the digitization center activities.
- Migrate Milner Library's shared drives to the SharePoint system to improve document sharing
 - Configure SharePoint
 - Migrate current shared drives to the SharePoint system
 - Pilot the system with one or two units
 - Rolling new system out with training and documentation
- Evaluate all systems and services to ensure compatibility with mobile devices patrons are most likely to use in their research and communication

To preserve and safeguard irreplaceable archival materials, Milner Library's faculty and staff will

- Dramatically improve conditions at University Archives, which houses the history and treasures of Illinois State University and the surrounding areas
 - Rebuild the Archives staff
 - Establish a full-time University Archivist position from the half-time archivist position to be vacated July 1, 2010
 - Fill the currently vacant Civil Service position in Archives
 - Eliminate the unacceptable high levels of rodents now eating materials and living among collections in Archives
 - Re-roof the entire Library section of Warehouse Road immediately
 - Double the current size of the Archives Cold Room which houses film, fiche, photo, and negative materials under safer environmental conditions.
 - Rapidly accelerate the creation of accurate locator guides and finding aids
 - Enhance the Illinois State University History Site
 - Build on renewed interest and activity in Special Collections through a variety of activities and continued facility improvements
 - Begin digitizing the slide collection of Sveere Braathen, a 20th century circus historian who realized early the importance of documenting all sides of circus life on film.
 - Integrate Braathen's copious notes into metadata fields
 - Partner in hosting the Circus Historical Society's annual meeting and conference in Bloomington/Normal, July 21-25, 2010
 - Double the size of the Special Collections Storage Vault and create an appropriate environment to store rare and fine materials
 - Install a port in SPC Reading Room to accommodate a microfilm reader/printer
 - Install outlets in SPC Reading Room to support user needs for laptop plug-in's
 - Improve the ceiling and lighting of the SPC Reading Room in accordance with NEH preservation consultant recommendations
 - Complete a preservation needs assessment of Milner Library's collections that will guide preservation planning through 2015
 - Implement university guidelines for state records management of university documents, including staffing the operation, gathering the materials, assigning the metadata, and storing the information in such a way that it can be retrieved.
 - Get back on track toward an appropriate Records Management Program
 - Enhance Milner Library's role as steward of the university's records and intellectual heritage by planning, selecting, purchasing, and implementing a robust digital repository.
 - Study, evaluate, and implement the plan for the repository structure created for the Library in FY10.
 - Establish Preservation's role in the digital repository.
 - Evaluate university needs and gather departmental input in early FY11.
 - Select and purchase appropriate hardware and software in FY11.
 - Implement the digital repository in FY12.

To continue to select, acquire, update, organize, preserve, and provide pathways to discovery and access to materials of the highest quality and greatest interest to our patrons in physical and electronic formats, Milner's faculty will

- Continue to transition information content from traditional or obsolete to digital formats--including journals, monographs, reference resources, and audiovisual media--and enhance delivery options of all content to patrons in both on-campus and distance education programs.
 - Expand the audio-video streaming model piloted in FY2010 after evaluating its successes and deficiencies.
 - Partner with Classroom Technology Support Services to determine protocols for streaming to the classrooms, to develop a user-friendly interface for streaming, and to clarify copyright implications and policies for classroom use of streamed media
- Update the relevance of Milner Library's collections to University curricula through weeding and analysis of current collections, purchases of resources to fill curricular gaps and general informational needs, enhance details on collection holdings, and assessment of the library's inventory.
 - Identify new e-journals and databases to support curricular and research needs at Illinois State University.
 - Evaluate e-journal and database usage to inform retention decisions.
 - Analyze Milner's current materials budget allocations to determine if they meet the changing needs of the University and its curriculum.
 - Implement a systematic collection evaluation process based on the curricular needs of the University.
 - Conduct inventories of high-use reference and teaching materials collections.
 - Expand online reference resources with an emphasis on core sources that support distance education initiatives. Anticipate and integrate appropriate emerging technologies to enhance patron access, including but not limited to alternative catalogs, RFID, audio/video streaming, and the digital repository.

To open innovative gateways for distance education learners and teachers, Milner Library will support an array of enhanced or new services that will

- Provide specialized faculty and staff to serve the unique needs of distance learners.
- Support additional costs of shipping or copyright fees for electronic permissions.
- Research and develop tutorials specific to the needs of distance learners and cutting-edge methods of providing reference service at a distance.
- Select, purchase, and operationalize a federated search product as a replacement for Milner's existing WebFeat Search-It service. A federated search service will enhance the information discovery process for library resources, both electronic and print.
- Evaluate, select, purchase, and implement a discovery system which will further enhance the retrieval of information through a single search starting point. The discovery system will include expanded discovery opportunities for resources such as the library catalog, electronic books, journals and databases, digital collections and other assets.
- Complete re-design of the library channel in iCampus in conjunction with completion by Institutional Web Support Services of the next generation iCampus.
- Develop a set of brief online tutorials that respond to questions commonly asked by researchers and make the videos accessible through the library website and course guides. Examples: how to use the article FindIt service, how to link library subscription content with GoogleScholar, how to incorporate RefWorks into research, and how to request materials from other libraries.

- Create a collection development philosophy and policy that supports distance education in a rational, understandable way and that offers a rubric for future assessment of the quality of the online collections and the expenditures that support them.
- Expand online reference resources with an emphasis on core sources that support distance education initiatives.
- Evaluate electronic reference services available to students and faculty -- including the Instant Messaging and Text reference services -- for potential enhancements in 2010-2011. As part of this evaluation, investigate use of Skype or a similar service to provide remote audio/video links between the reference desk and kiosks on upper floors of the Library.

* new goals preliminary, subject to review during the FY2011 planning process

To improve the quality and experience of Milner Library's working culture and environment, the Library's faculty, staff, and administration will

- Enhance the organizational climate of Milner Library using the ClimateQUAL survey to assess the work environment and act on its finding.
- Clarify, evaluate, and improve the decision-making pathways within Milner's organizational structure.
- Refine faculty tenure-track and non-tenure-track position descriptions, evaluation structure and reporting lines.
- Implement a formal professional development program for Milner Library faculty and staff that includes effective internal communications, orientation, training, and career development efforts.
 - Execute an internal needs assessment study to identify areas of interest and concern
 - Design and implement a faculty mentoring program with a recognition and rewards structure
 - Implement basic preservation training for all staff who handle library materials.
- Create a central repository for library performance and usage data to better inform Milner faculty and staff about Milner's impact on campus, around the state, and among our peer institutions.
- Improve service to patrons by revising, enhancing, and assessing internal policies and workflows.
- Reorganize Bibliographic Services workloads to conform to reduced staff, and explore engaging staff in other areas to assist with workflows.
 - Through the addition of new staff and the use of automated tools for managing updates, Bibliographic Services staff and librarians improved the rate and accuracy of posting information about print and electronic subscription holdings.

To anticipate the subject or type of and respond to patron questions, as well as provide personalized instruction in the methods of identifying, accessing, and retrieving library materials and other information sources, Milner's faculty and staff will

- Enhance delivery of reference services to patrons by modifying existing Instant Messaging services and investigating the inclusion of text messaging, offering increased technical assistance at the reference desk, and improve the library's web presence.
- Investigate and implement technological options for enhancing reference assistance to remote researchers, with an emphasis on freely available hosted services. Example: the free Jing video screen capture service.
- Expand the number of quality online reference resources available to library patrons and provide intuitive, user-friendly means of accessing them via the library website.
- Strengthen personalized reference services through enhancement of the library presence on iCampus and through promotion of the iCampus librarian service to incoming students including transfer students.

- Pilot an on-campus book delivery service from Milner Library to faculty offices.
 - In partnership with the CARLI consortium, investigate technical solutions in providing faculty with an option for selecting on campus delivery when placing requests online
 - Work with Administrative Information Systems to verify current faculty office addresses at regular intervals

To teach with an increasing level of quality the information literacy skills needed for degree programs and lifelong learning, Milner Library's faculty will

- Expand assessment of general education instruction by collaborating with Composition as Critical Inquiry and Communication as Critical Inquiry.
- Explore and develop online information literacy instructional content to better meet the learning styles of undergraduates and provide asynchronous point-of-need assistance to patrons.
 - Create information videos and interactive learning objects for online tutorials, classroom instruction, and reference.
- Investigate tiered information literacy instruction to ensure systematic and continual development of students' information literacy skills from General Education Inner Core through General Education Middle and Outer Core classes to disciplinary and programmatic coursework.
- Provide regular in-service opportunities within Milner to build and share teaching and learning methodologies.

To provide an improved variety of physical and virtual spaces and learning environments, Milner Library's administration will

- Champion all efforts on and off campus that support 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
 - Work with the campus energy audit teams and NORESKO, making sure they understand the long-term needs of the building
- Improve library study spaces for students, including creation of group practice rooms and maximum quiet spaces.
- Enhance the physical environment of Milner Library by upgrading carpeting, upgrading public and office furniture, and displaying art and artifacts from Milner Library Special Collections and University Archives.

To broadcast Milner Library's integral role in teaching, learning, and research at Illinois State University and its increasing leadership in the life and culture of the campus community, Milner's faculty, staff, and administration will

- Raise awareness of Milner's services and collections on and off campus through promotional efforts.
 - Increase use of specific library resources (i.e. Digital Collections, Archives, Special Collections, and more) through the Library's homepage, a newly designed brochure, Facebook, and through contacts with faculty members.
 - Identify services and collections to highlight through seeking input from library faculty & staff.
 - Publicize special events with the involvement of the Public Relations Committee.
 - Seek out opportunities for programming on the campus and in the community to highlight Milner Library's collections and services.
 - Strengthen relationships with the University Library Committee through meeting two times each semester to increase their awareness of library services and collections to share out to the broader university community.

- Sponsor and support speakers, exhibits programs, and special events that highlight Milner’s cultural role on campus and central Illinois.
 - Sponsor events that benefit the campus and local community by seeking recommendations from a variety of groups.
 - Seek out exhibits that align with university initiatives, curriculum and the Library’s mission, “Gladly connecting people and information in the library and beyond.”
 - Create community partnerships to support speakers strengthening relationships between the university and local businesses and not-for-profit organizations (i.e. bookstores, museums and public libraries).
- Enhance Milner Library’s customer service.
 - Provide workshops in customer service throughout the year to Miner Library employees.
- Highlight Milner faculty and staff research and service contributions to the profession.
 - Increase awareness of each Library employee’s contributions by looking for new ways to promote Milner Library’s contributions to the university and the library profession.

Graduate School Fiscal Year 2011 Objectives

Recruitment, retention and timely graduation of well-prepared and diverse graduate students

1. Support departmental/school efforts by funding recruitment proposals consonant with enrollment management targets.
2. Promote targeted recruitment of underrepresented groups and international students, with involvement from graduate departments/schools.
3. Maintain institutional presence on major website consulted by prospective graduate students (GradSchools.com).
4. Provide guidelines and work with the Office of Admissions and web support to encourage departments to make graduate program websites user-friendly and attractive to prospective applicants.
5. Continue efforts to increase graduate-student stipends to competitive national levels, and to subsidize health insurance for graduate assistants.
6. Review programs to recruit and support graduate students from underrepresented groups to assure effectiveness and consonance with federal guidelines and recent case decisions.
7. Preserve purchasing power of tuition waivers, another important tool in recruitment.
8. Continue work with programs and the Academic Planning Committee’s program review process to establish optimal enrollment targets for graduate students through management of application/acceptances
9. Determine if time-to-degree and retention information can be developed for graduate students to determine if a retention plan is needed or barriers to timely completion can be identified.
10. Continue to assist in development, assessment and refinement of on- and off-campus graduate degree and certification programs serving working professionals. As necessary and deemed appropriate by departments and schools, assist in planning for discontinuation of programs that are no longer serving their purpose.
11. Increase the percentage of faculty with graduate faculty status by providing department chairs and school directors with current and accurate information on the full and associate status of their current faculty members and on eligibility requirements for nomination of new and continuing faculty.
12. Increase the number of students and faculty mentors/volunteers involved with the Research Symposia.
13. Continue graduate coordinator support and development through meetings, workshops, communications, development of web-based tools.

14. Continue support for graduate program reviews through participation in Academic Planning meetings.
15. Work with Milner Library staff to develop plans for electronic submission of dissertations, begin work on implementation.
16. Continue to monitor the University of Illinois Global Campus initiative for possible implications for graduate programs at Illinois State.

SECTION IV
PROGRAM REVIEWS

Review of the B.S. in Environmental Health 51.2202

Introduction. Several established review processes contributed to this IBHE program review cycle. One accrediting body for Environmental Health provided feedback of the six-year review cycle in August 2007. As a result, the self-study for accreditation provided valuable data and insight for the IBHE review cycle. To further enhance the Program Review, data from the Environmental Health Assessment Process and the website of Planning and Institutional Research were utilized extensively. The primary author was the Departmental Chairperson with review and feedback from faculty members. All drafts were maintained on a shared drive so that faculty members were able to review at any point during the past year.

Overview of academic unit. The Environmental Health program is one of five degree programs in the Department of Health Science. The department employs a comprehensive assessment program for specific degree programs and engages advisory committees that contribute to developing program goals, curriculum content, instructional resources, student recruitment and program assessment. The Budget Planning Process is inclusive of all degree programs developing a strategic plan. The strategic plan includes program related goals in the categories of teaching research and service. The plan is presented to the Dean of the College of Applied Science and Technology and is considered for College planning objectives. Every three to five years the program director is encouraged to submit a significant capital budget request for upgrading instruction and research resources. The Department of Health Sciences employs a full-time academic advisor who serves the five degree programs in the department.

Overview of degree program. The Environmental Health Program offers both a major and minor and contributes to the General Education Program in the Outer Core. In existence for the past 35 years, the Environmental Health Program has a strong record of producing graduates who are in high demand in the work place. Faculty members provide a challenging lab-based curriculum that includes two Registered Student Organizations and multiple opportunities for undergraduate student research. The Program strives to align itself with the Mission and Values of *Educating Illinois* as well as the Strategic Plan of the College of Applied Science and Technology.

Students are almost evenly split between men and women; the majority are enrolled on a full-time basis. In 2008 the percentage of minority students in the program (13.75%) exceeded the percentage in the University overall (11.14%). Many of the students are transfers, and the curriculum provides the opportunity to graduate in four semesters of coursework and a semester of professional practice. A distinctive feature of the B.S. in Environmental Health is the increasing number of majors since the last program review as well as an ongoing contribution to General Education. Faculty scholarship has been significant in publications, books, and external funding exceeding \$1 million. The B.S. in Environmental Health is the only such degree program in Illinois and one of the 31 accredited programs in the country.

Curriculum of the B.S. in Environmental Health program. Through ongoing review by faculty as well as an extensive accreditation self-study, the curriculum is well designed to prepare graduates for careers in environmental health and related areas. All undergraduates must complete coursework in biology, physics, and chemistry as well as 100- and 300-level foundational courses in algebra and finite mathematics. All majors complete a core curriculum as well as elective courses that complement the student's interests. Two key features of the curriculum are numerous laboratory experiences and field trips. The culminating experience is a nine-hour professional practice, usually in the final semester prior to graduation.

Faculty of the degree program. The Environmental Health Program has four tenure-track lines held by faculty members who teach General Education course, and all professional courses; they also supervise

professional practice. One faculty member began employment in the fall of 2009 but the other three faculty members have excellent records of scholarly productivity, service, and teaching. All three have received college level teaching awards and the number of publications and external funding has increased significantly during this program review period.

Program goals and quality measures. The criteria for accreditation are vigorous and extensive. The Environmental Health Program is fully accredited by the National Environmental Health Science and Protection Accreditation Council; it is one of the oldest of the 31 accredited programs nationally. In addition the Program utilizes a multiple measure approach to assessment that includes students, alumni, and employers. Trends that are identified serve as a basis for ongoing program improvement.

Changes in level of student demand. Student demand for the Environmental Health Program remains strong and has been steadily increasing since the last program review. Approximately 15-20 students graduate each year and the majority find employment within three months of their graduation. Student demand for the B.S. in Environmental Health has steadily increased since the last program review. As of census day in fall 2009, there are 90 majors and an additional seven students who declared Environmental Health as their second major. The ideal enrollment is 100 students and the maximum is 110. The ideal or maximum enrollment should be reached in the next two years.

Major changes in the program's discipline, student demand, societal need, institutional context. Growing concern for the environment now and in the future will necessitate the need for environmental health professionals. Public health, business/industry, and governmental agencies will require graduates to fill positions that address problems of pollution prevention, water, food, and air quality, and industrial hygiene.

Summary of student learning assessment plan. The Department of Health Sciences and each of the five programs work closely with the University Assessment Office to ensure quality program assessment. Student and program outcomes are assessed through a multiple measures approach. Key stakeholders such as students, alumni, and employers provide input on the degree to which outcomes are being achieved. Each program is required to utilize the assessment data and develop a "Change Document" that summarizes any additions, revisions, or deletions to the program. The University Assessment Office reviewed the Environmental Health Plan and found it to be "Exemplary" in three categories and "Developing" in one. Faculty members will continue to utilize assessment data to improve many aspects of the program.

Accreditation from affiliated agency. The Environmental Health Program is fully accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC). In June 2007, EHAC gave the Environmental Health Program full accreditation for six years with no stipulations.

Description of actions taken since the last review including instructional resources and practices and curricular changes. In the last program review three specific recommendations were made. All three were addressed over the last eight years and will continue to be priorities: 1) The Environmental Health Program and Department identified recruitment and retention as its highest priority. Multiple efforts are made each semester and as a result, 90 students are majoring in the program. These efforts will be continued. 2) The diversity of the faculty will be a priority as searches are completed in the next few years. The program is diverse by rank, gender, and ethnicity, and this will continue to be a focus of faculty recruitment as openings emerge. Academic scholarship has increased significantly both in the amount and types of scholarship. This diversity will be emphasized as faculty develop and enhance their research records. 3) Faculty members have established a fruitful collaboration with the Department of Agriculture and Mennonite College of Nursing. Both teaching and research opportunities remain strong

with these related disciplines. The faculty is very interested in furthering these collaborations and identifying others in the upcoming years.

Major findings and recommendations and actions taken as a result of this review. While the Environmental Health Program has been very strong and growing since the last program review, this process has helped identify several program objectives that will be completed to further strengthen program quality. The student recruitment plan will remain a priority until the ideal or maximum enrollment levels are met and maintained. Working closely with the Office of Admissions, the Program will strive to recruit and retain underrepresented students. As the need for external funding increases the Environmental Health faculty will seek relationships with other units across campus to develop collaborative partnerships that are necessary in many federal grants. The faculty will enhance its undergraduate student research program and identify additional sources of funding to support those students.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Environmental Health to be in Good Standing. The Committee commends the program for its thorough and analytical review. The response to the previous review addressed all recommendations as well as self-identified areas for additional attention that were mentioned in the current review. The program has implemented a strong Assessment Plan that utilizes results for program improvement. The Assessment Plan is recognized as an exemplary tool for program analysis. Faculty scholarly productivity and acquisition of external funding have increased since the last review, contributing to the program's quality.

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

- Continue to recruit and retain underrepresented students.
- Continue efforts to acquire external funding and to develop collaborative partnerships across campus.
- Continue to enhance undergraduate student research programs.
- Work to improve student participation in the University's Honors Program.
- Continue student retention efforts to maintain optimum enrollment.
- Look nationally to identify peer benchmark and aspiration institutions.

Review of the B.S. in Health Information Management 51.0706

Introduction. The B.S. in Health Information Management is one of five degree programs in the Department of Health Sciences. The program prepares students to become professionals in the field of health information. The program review self-study process was completed in conjunction with the program's continuous quality assessment program and involved all the faculty members in the program.

Overview of academic unit. The Department of Health Sciences employs a comprehensive assessment program for specific degree programs and engages advisory committees that contribute to developing program goals, curriculum content, instructional resources, student recruitment and program assessment. The Budget Planning Process is inclusive of all degree programs developing a strategic plan. The strategic plan includes program-related goals in the categories of teaching, research and service. Every three to five years the program director is encouraged to submit a significant capital budget request for upgrading instruction and research resources.

Overview of degree program. The mission of the Health Information Management Program is to prepare students to become Registered Health Information Administrators (RHIA). This credential requires a bachelor's degree from an accredited academic institution and successful performance on the RHIA certification exam. Students are prepared with knowledge and skills in the collection, interpretation, classification, analysis and retention of health care data. Additionally, students receive the educational background necessary to assume managerial positions related to these functions.

Curriculum of the B.S. in Health Information Management. The program's curriculum is guided by the list of professional competencies developed by the American Health Information Management Association based on periodic research of current job requirements of its professional members. The Association requires program faculty to perform an annual review and analysis of the curricular content of the program to ensure that the program is addressing professional competencies and that students are learning the material to successfully pass the professional registration examination.

To address the growing demand for HIM professionals educated at the bachelor's degree level, Illinois State University has created the RHIT-HIM Online Sequence. This sequence is targeted to those individuals who possess an associate's degree in Health Information Management and have successfully passed the Registered Health Information Technician examination verifying their professional competence. The North Central Association conducted a site visit in the spring of 2009 to evaluate and subsequently approved the program.

Faculty of the degree program. All program faculty members are required to have a Registered Health Information Administration (RHIA) credential. Faculty members have published in national journals and have made presentations on both the state and regional level. The faculty in the HIM Program have either been awarded or participated in over \$400,000 of internal and external grants on the state and federal level. Currently, one faculty member sits on the Illinois Health Information Management Association (ILHIMA) board as Director of Education. Another faculty member co-chairs the regional committee to implement a Health Information Exchange in central Illinois. Finally, a faculty member was President of ILHIMA from 2004-2005. All faculty members possess excellent university service records from the Senate down to the Department of Health Sciences UTA/URA Committee.

Program goals and quality measures. Health Information Management Program learning objectives are:

- Develop the knowledge and technical background required to be competent Health Information Management Professionals.
- Develop a working knowledge of regulations, standards and current trends in the field of Health Information Management.
- Use effective and efficient methods for collecting and recording health data to meet health information users' needs.
- Develop the knowledge and technical skills to analyze health data.
- Develop the written and verbal communication skills required to be successful in the profession.
- Develop the knowledge and skills required to solve Health Information Management problems within legal and accreditation guidelines.

The best comparative indicator of academic excellence is student performance on the national registration examination administered by the American Health Information Management Association. Over the past five years, graduates of the HIM Program have either met or exceeded the national passing average on this examination.

Changes in level of student demand. Student demand for the HIM degree has been constant at approximately 65 students each year. The most recent 10-Day Count for fall 2009 has seen a significant increase to 84 students, a perceived result of the national agenda to implement an electronic health record for every citizen by 2015. The Illinois State program graduated 48% of the new graduates in the state and is the largest bachelor's degree HIM program in Illinois.

Major changes in the program's discipline, student demand, societal need, institutional context.

Changes to the HIM program are influenced mostly by certification requirements. Student demand may increase in the wake of the national movement toward electronic record keeping. Recent improvements to computer resources makes the Illinois State HIM program very capable of responding to the advent of electronic record keeping systems in the healthcare environment.

Summary of department student learning assessment plan. The HIM Program Assessment Plan utilizes a multiple-measures approach to evaluate program quality on a course, program, departmental, and university level. The assessment plan involves all the faculty members in the program and is designed to facilitate the annual reporting of program outcomes data to the program's accreditation body, the Commission on the Accreditation of Health Informatics and Information Management Education (CAHIIM). This ongoing approach to assessment promotes continuous quality improvement in all aspects of the HIM Program. Thus program faculty members are continuously monitoring student performance and making incremental changes to the curriculum to ensure high quality student performance. The most recent accreditation review commended the Illinois State program for its assessment plan and its attention to program improvement.

Accreditation from affiliated agency. The Illinois State HIM Program has received continuing accreditation since its inception in 1972. Since 2004-2005, the HIM Program is accredited by the CAHIIM.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The program has responded to three recommendations identified in the last review. 1) Revisions to program admission standards and program requirements have contributed to an increase in enrollments from 50 in 2004 to 69 in 2007; 60 students were enrolled in 2008, and the latest 10-day count indicates that 84 were enrolled in the fall of 2009. The development of the RHIT-HIM

Online Sequence, scheduled to begin in the fall of 2010, will increase enrollments, especially for non-traditional students. 2) The program has developed several successful strategies to obtain academic resources as it works with vendors to obtain discounted software and services, especially with the online sequence to be implemented soon. The program is also working with the School of Information Technology to develop an electronic health record to be used in the classroom setting to teach the principles of electronic health records. 3) In conjunction with the Mennonite College of Nursing, Heartland Community College, and Parkland Community College, the HIM program received a \$30,000 bioterrorism curriculum education grant to develop and implement educational modules for existing allied health courses. In 2005 the HIM Program in conjunction with the Mennonite College of Nursing and Parkland Community College received a \$300,000 HSRA grant to develop and implement additional bioterrorism modules for allied health curricula. These collaborative efforts have provided quality opportunities with related disciplines that build stronger intellectual communities for HIM faculty members and students.

Major findings and recommendations and actions taken as a result of this review. The Department has identified several goals and objectives that will be pursued in order to maintain and improve program quality.

- Faculty will continue to work on the RHIT-HIM Online Sequence to ensure its success.
- Faculty will continue to participate in local Health Information Exchange activities in the community.
- Faculty will continue to work with other health and information technology related programs such as the Mennonite College of Nursing, the School of Information Technology, and the Department of Technology to identify collaborative teaching and research opportunities.
- Use the emerging electronic health record initiative to recruit quality students into the HIM profession.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Health Information Management to be in Good Standing. The Committee commends the program for a thorough and analytical review, evident in a quality report. The committee commends the program for its Assessment Plan and its applications for program improvement. Other areas of commendation include the program's response to the previous self-study, use of an engaged Advisory Council, an increase in minority students, and quality internships that lead to employment and faculty and alumni representation in state wide associations.

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

- Continue work to improve Academic Advising and Career Counseling for the program within the structure of the Department's advising system.
- Continue work to improve retention and graduation rates.
- Continue to monitor the passing rate for certification to meet national standards.
- Continue to track graduates' placement.
- Look nationally to identify peer benchmark and aspiration institutions.

Review of the B.S. in Biochemistry/Molecular Biology 26.0202

Introduction. The B.S. in Biochemistry/Molecular Biology degree program (BMB) draws on the strengths of both the Department of Chemistry and the School of Biological Sciences to deliver an academic program in the field of biomedicine centered on the intersection of chemistry and biology. The Illinois State program is the only Biochemistry and Molecular Biology undergraduate degree among the public universities in Illinois. The program provides students a broad range of learning opportunities that prepares them for a career in any sector of biomedicine or other specialization in chemistry or biology. This first program review cycle evaluated the program at its six-year mark and was conducted by program faculty members of the BMB Steering Committee.

Overview of academic unit. The BMB program is supported and coordinated by two academic units: the Department of Chemistry and the School of Biological Sciences. Most students take advantage of pre-professional advising provided by Biological Sciences as well as academic and career advising from Chemistry.

Overview of degree program. The BMB program is overseen by a program director (alternating BSC and CHE faculty members), a Steering Committee, and the chair and director of the department and school, respectively. The program advances the growing body of knowledge through synergistic programs across biology and chemistry in research, teaching and service. The BMB is among the most challenging majors at Illinois State, requiring high-level mathematics and physics as a platform, and reaching several undergraduate/graduate-level courses in biology and chemistry by the senior year. The degree is in high demand in both biomedicine and industry and is a strong asset for students to gain admission to research Ph.D. programs and to medical schools. The BMB is a single Bachelor of Science major with enrollment of 101 students, making it the fourth largest undergraduate major in Illinois featuring Biochemistry and/or Molecular Biology.

Curriculum of the B.S. in Biochemistry/Molecular Biology. The curriculum is designed to educate students in broad fundamentals of chemistry and biology while providing a strong focus on biochemistry, chemistry lab methods, and molecular biology. In addition to delivering the fundamental conceptual framework of the molecular life sciences, the curriculum develops essential skills for a successful professional career, including problem-solving, experimental science, laboratory safety, communication, and team skills. A key feature of the undergraduate curriculum is the extensive laboratory program that combines the best features of small liberal arts colleges and major research universities. Performing original research in an active lab is a critical part of the molecular biology education and all students have the option to do so. Every research lab has a strong undergraduate training component and nearly all courses are taught by a research scientist so that students learn science as a dynamic process.

Faculty of the degree program. Thirty one faculty members from BSC and CHE are associated with the BMB program, though only two were hired under the auspices of the program. Faculty quality is uniformly high across BSC and CHE with nearly all BMB faculty members contributing strongly to research, research-based training of undergraduate and graduate students, teaching, managing labs and scientific service. The BMB faculty members are among the most active researchers at Illinois State, and generated millions of research grant dollars over the period of this review.

Program goals and quality measures. The BMB seeks to raise the national profile of biology and chemistry research at Illinois State. In support of enhancing the high quality and success of the BMB degree, the program will request an added tenure track faculty position from both the Biology and

Chemistry units. The program will bolster its connections with alumni to promote a sense of community and allegiance to Illinois State. Most graduates of the program pursue advanced degrees while others join large companies, law enforcement agencies and the military.

Changes in level of student demand. According to the U.S. Bureau of Labor Statistics the Education and Health Services supersector will add more jobs than any other category. As this trend has become well known, the public is seeking degree programs that will lead to stable, good-paying health and technology jobs. In just seven years, the BMB program has grown to 101 majors with an average of 19 students graduating each year. The program has a slowly increasing trend for transfer students compared to students beginning college at Illinois State.

Major changes in the program's discipline, student demand, societal need, institutional context. The disciplines of biochemistry and molecular biology are central to the goals of maintaining wellness, healing the sick, feeding earth's population, and understanding the origins, nature, and diversity of life, goals that are fully aligned with Illinois State's Strategic Plan, *Educating Illinois*.

Summary of department student learning assessment plan. The program currently utilizes the Department of Chemistry Assessment Plan based upon the American Chemical Society's guidelines. The program will work with the University Assessment Office to develop an Assessment Plan specific to the B.S. in Biochemistry/Molecular Biology.

Accreditation from affiliated agency. There is no standard accreditation for BMB programs. The American Society for Biochemistry and Molecular Biology is considering this possibility and the Illinois State program will participate in this accreditation if a suitable process is established.

Description of actions taken since the last review including instructional resources and practices and curricular changes. This is the first eight-year program review for BMB. The three-year progress report was conducted in 2003. A restructuring of the BMB major allows students to take one of two optional course sequences, choosing the one best suited to their goals and interests. This plan offers flexibility while maintaining BMB's high academic standards. Now, students are beginning to populate the new sequences, and the program will carefully monitor the effects of the new curriculum. The intention is to design a better major for training future doctors and scientists of Illinois.

Major findings and recommendations and actions taken as a result of this review. The self-study process resulted in the BMB Steering Committee to propose a significant change in the curriculum by adding two new sequences, introduced in fall 2009: the Biochemistry Sequence and the Molecular Biology Sequence. The development of specific sequences allows students to select program options with regard to course electives and focus on research.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Biochemistry/Molecular Biology to be in Good Standing. The Committee recognizes the success of the program, especially the student mentorship program, and placement of its graduates and commends the program for the interdisciplinary nature of the degree. The program is a quality preparation for advanced degree work.

Recommendations. The School of Biological Sciences will address the following recommendation and submit a follow-up report to the Provost's Office no later than October 1, 2011.

- Work with the University Assessment Office to develop an Assessment Plan specific to the Biochemistry/Molecular Biology program. The Assessment Plan will include program goals, student learning outcomes, and a feedback loop that leads to program improvement. The development of a small faculty assessment committee may be an effective way to facilitate this task.

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

- Organize an Alumni Advisory Board that will contribute to program assessment and improvement.
- Increase the number of students participating in the Honors Program.

Review of the B.S. in Biological Sciences 26.0101

Introduction. The School of Biological Sciences has a strong commitment to undergraduate research and is a national leader in this area. Participating in independent research projects prepares students for careers and gives them an appreciation for the impact of scientific research on their everyday lives. The diversity of offerings and small size of upper level classes provide students an individualized experience.

Overview of academic unit. The mission of the School of Biological Sciences is to advance the growing body of biological knowledge through synergistic programs in research, teaching, and service. Faculty members conduct basic and applied research to educate, mentor, and train successive generations of scientists and to command national and international recognition. Active instruction in classrooms, laboratories, and field sites promotes a sophisticated understanding of biological principles and methodologies. Professional service and outreach advance the biological sciences by disseminating knowledge widely and applying that knowledge to relevant societal issues. The School of Biological Sciences values scholarship: original research that advances knowledge, teaching, service, and the connections built between them. The School of Biological Sciences plays an especially important role in preparing majors for secondary school teaching.

Overview of degree program. The B.S. in Biological Sciences promotes an understanding of the discipline of biology through the teaching of fundamental concepts that unite fields of biology. Students gain knowledge of biological sciences as a set of related disciplines, build skills for careers in teaching, prepare for further education, and develop research skills for careers associated with biological sciences.

Curriculum of the B.S. in Biological Sciences. The core curriculum for the biology program has recently been revised. Introductory courses are designed to expose students to many different specialties of biology while still providing the depth necessary to master fundamental concepts. Appreciating that students with specific career goals were more interested in specialized courses, the new core includes flexibility at the 200-level. These courses build on the fundamental concepts with more sophistication and detail. A variety of courses encourage students to pursue non-traditional and interdisciplinary areas of study such as evolution and biological investigations. In research labs, undergraduate students are engaged in research questions, coursework, and professional issues with faculty, graduate students and other undergraduate students. The Teacher Education sequence is designed to provide students with the content knowledge and practical experience necessary to become successful teachers as well as meet state standards. The Organismal Biology and Public Outreach sequence curriculum is designed to provide students with pertinent content knowledge and internship experience to pursue educational careers at arboreta, botanical gardens, environmental organizations, museums, nature centers, parks, and zoos.

Faculty of the degree program. The School of Biological Sciences has 26 tenured and tenure-track faculty members all of whom hold a Ph.D. and many with multiple years of postdoctoral experience. Over the past five years faculty members have averaged a total of approximately \$2M per year in external funding. The Biological Sciences programs have gained national recognition with several faculty members serving on NIH/NSF review panels and on editorial boards of national publications. Three faculty members hold the Illinois State University title of Distinguished Professor.

Program goals and quality measures. Faculty members will continue to develop new degree programs that will transform current program sequences into distinct degree programs. This formation of separate degree programs will increase the research component of the degrees. The School of Biological Sciences will increase recruiting activities for quality students and continue to ensure learning opportunities are accessible and affordable for a diverse student population. The School will increase alumni and community relations to foster creative partnerships.

Changes in level of student demand. Enrollment in the program has remained strong since the last review, increasing from 415 students in 2004 to 541 students in 2009. GPA and ACT scores of new students remained at or above University wide averages. In fall 2009, new enrolled first year freshmen averaged 24.2 ACT and 3.53 GPA. The School has attracted eleven Presidential Scholars since 2004 and has graduated five Bone Scholars.

Major changes in the program's discipline, student demand, societal need, institutional context. The name of the academic unit changed from the Department of Biological Sciences to the School of Biological Sciences. Part of the justification for this change was to assist in the recruiting of highly qualified undergraduates and graduate students.

Summary of department student learning assessment plan. The School of Biological Sciences recognizes that an assessment plan for student learning outcomes has not been developed. The program will work to establish an assessment plan and provide for its implementation to effectively utilize a quality assessment plan.

Accreditation from affiliated agency. The B.S. in Biological Sciences is not accredited by a discipline agency. The teacher education sequence is accredited by NCATE.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Since the last program review, changes have been made to the core curriculum of the bachelor's degree. Core course requirements provide students more flexibility including an introductory level research course. A new sequence, Organismal Biology and Public Outreach has been added. Improvements to the program's website are a quality recruiting informational tool.

Major findings and recommendations and actions taken as a result of this review. The review process indicates a need for a formal assessment plan of student learning outcomes. The program will work to increase resources to improve undergraduate student research projects. The School of Biological Sciences with the College of Arts and Sciences will develop a prioritized list of needed equipment and laboratory resources and a plan to secure resources for these acquisitions. The program will investigate the need for developing new degree programs within the resources of existing faculty and hiring new faculty members.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Biology to be in Good Standing. The student research component provides unique learning opportunities for undergraduates but the review report is lacking in evidential data that supports program quality.

Recommendations. The School of Biological Sciences will provide an analytical review of the following components of the B.S. in Biological Sciences due to the Provost's Office by October 1, 2011.

- Develop long-term program goals and objectives that clarify future curricular changes as they relate to the School of Biological Sciences' strategic vision.
- Work with the Office of Enrollment Management and Services to determine an optimum enrollment for each degree program.
- Work with the University Assessment Office to develop an assessment plan of student learning outcomes that leads to program improvement.
- Develop a plan for faculty recruitment especially for new program development.
- Identify benchmark programs to which the Illinois State program in biological sciences can aspire.

The Academic Planning Committee makes the following recommendations for the program to address within the next review cycle:

- Continue to develop and assess an advisement program that responds to students' needs.
- Continue to implement a recruitment plan to enhance ethnic diversity of students and faculty.

Review of the M.S. in Biological Sciences 26.0101

Introduction. The M.S. program in the School of Biological Sciences provides students with the opportunity to develop research knowledge and skills in specialized areas of the broad discipline of the biological sciences. At the same time, the School provides master's students broader training and a more general knowledge of biology than usually occurs in master's programs at most universities. The School encourages students to reach beyond a focus on their research specialty by enrolling in courses and attending seminars in other areas of the discipline.

Overview of academic unit. The program is unique in that the student can specialize in any of the major subdisciplines of the field such as ecology, genetics, or microbiology and still receive a well-rounded awareness of other research specialties. Active instruction in classrooms, laboratories, and field sites promotes a sophisticated understanding of biological principles and methodologies.

Overview of degree program. Qualified students are recruited to the program and are given the opportunity to increase their knowledge in biology and to acquire research skills appropriate to their chosen subdiscipline. Admission to the Illinois State is very competitive. The master's program prepares students for careers in research and teaching in the biological sciences in industry, government organizations and academic institutions as well as preparation for advanced study.

Curriculum of the M.S. in Biological Sciences. Within the master's program are five sequences: 1) Behavior, Ecology, Evolution, and Systematics, 2) Bioenergy Sciences, 3) Biomathematics, 4) Biotechnology, and 5) Conservation Biology. Each sequence has a set of required coursework. The program requires a minimum of 30 credit hours and the completion of a thesis. All graduates complete an original research project that results in a thesis based on independent research carried out in some combination of the laboratory, field, and library. A student's thesis generally results in one (or more) research articles being published in national or international scientific journals.

Faculty of the degree program. Over the past five years, faculty members in the School have averaged a total of approximately \$2,000,000 per year in external funding. In 2008 the faculty published a total of 36 refereed papers in scientific journals. Several faculty members (4 in 2008) serve as members of review panels for grants submitted nationwide to the NIH and the NSF. These granting agencies recruit highly talented and productive scientists from across the U.S. to serve on such panels and further attests to the quality of the faculty. There are also several faculty members (six in 2008) who serve on editorial boards of national/international scientific journals. There are currently three faculty members in the School that hold the title of Distinguished Professor at Illinois State University.

Program goals and quality measures. The program has identified several goals for the next several years: maintain efforts to keep graduate assistantship stipends competitive nationwide; maintain efforts to keep start-up funding of new faculty hires competitive nationwide; and strengthen graduate alumni relations through frequent surveys, newsletters/web-based information, and special events.

Changes in level of student demand. Over the past eight years the master's program has ranged in size from 56 to 36 students with a mean of 39 students. In fall 2009, 49 students were enrolled. Applications for admission into the program far exceed capacity, typically admitting 10% of applicants each year. It is expected that a large number of new jobs in the biological sciences will become available over the next several years. Many of these new positions will require a graduate degree. The U.S. Bureau of Labor Statistics in 2007 published "Occupational employment projections to 2016." Employment in all occupations is expected to increase 10.36% from 2006 to 2016. Employment for life scientists is projected to increase 12.83% over this time period which is 23.8% faster than for all occupations.

Major changes in the program's discipline, student demand, societal need, institutional context.

The primary focus of a graduate degree program in biology is to develop research knowledge and skills in particular areas of the broad discipline of biological sciences and to increase knowledge of biology through formal training in the laboratory, field, and classroom. The School's mission to advance the growing body of biological knowledge is well aligned with the Mission and Values at Illinois State. Above all, the School values scholarship: original research that advances knowledge, teaching, service, and the connections built between them. Research is intrinsically important to the discipline and to the Illinois State program.

Summary of department student learning assessment plan. Assessment of classroom instruction skills of faculty within the School is made every year during the faculty evaluation process. The process provides access to anonymous student evaluations of each faculty member and to any other material submitted by the faculty such as course syllabus and exams. Responses from alumni over the past eight years indicate that 83% are highly satisfied or satisfied with the quality of instruction they received and 100% of the responding alumni are highly satisfied or satisfied with the development of knowledge in biology.

Accreditation from affiliated agency. Biological science programs are not accredited or certified by an accrediting agency.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Three optional sequences in master's program were established 1) Behavior, Ecology, Evolution, and Systematics, 2) Bioenergy Sciences, and 3) Biomathematics. Over the past several decades the breadth of research in the biological sciences has increased tremendously and ranges from studies on individual molecules within a cell to the interaction of several different species populations each of which may consist of millions of individuals. Many graduate students in the biological sciences no longer refer to themselves as a biologist but choose rather to identify themselves on the basis of their subdiscipline such as a molecular biologist or an ecologist.

Just recently, the academic unit changed from a Department of Biological Sciences to a School of Biological Sciences. Part of the justification for this change was to assist in the recruiting of highly qualified undergraduates and graduate students. Many research universities established colleges of biological sciences with individual departments representing a major subdiscipline such as departments of genetics, microbiology, or ecology. By changing to a School, it is anticipated that students considering Illinois State will have a better opportunity to specialize in their area of interest.

In 2004, after much discussion, the faculty decided to eliminate both non-thesis options and required all master's students to write a thesis. Previously offered, the non-thesis option was seldom selected and then, typically as a default degree of lesser academic rigor. The School's graduate certificate in Biology Geographic Information Systems was recently established and made available to graduate students as a program option.

Major findings and recommendations and actions taken as a result of this review. An area where the program can improve is in alumni relations. The results of the survey of graduate alumni indicate that the vast majority graduate alumni are satisfied with the graduate education they received. However, by better understanding the success of program graduates it will be possible to fine-tune the program. The program is making efforts in the area of alumni relations through newsletters, web sites, alumni databases, and inviting alumni to departmental events. These efforts are important, yet time consuming and therefore, the program would benefit from a staff member to coordinate assessment and alumni relations.

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

Recommendations. The School of Biological Sciences will submit a follow-up report addressing the following program components, due to the Provost's Office by October 1, 2011.

- Develop long-term program goals and objectives that connect with the strategic vision of the School of Biological Sciences.
- Develop a plan for faculty recruitment especially for new program development and consideration of the increasing age of the current faculty.
- Identify benchmark programs to which the Illinois State graduate program in biological sciences can aspire.
- Work with the University Assessment Office to develop an assessment plan of student learning outcomes that leads to program improvement.

The Academic Planning Committee makes the following recommendations for the program to address within the next review cycle:

- Continue to develop and assess an advisement program that responds to students' needs.
- Continue to implement a recruitment plan to enhance ethnic diversity of students and faculty.
- Continue efforts to improve alumni tracking for success of program graduates.

Review of the Ph.D. in Biological Sciences 26.0101

Introduction. The Ph.D. program in the School of Biological Sciences provides students with the opportunity to continue developing research knowledge and skills in specialized areas of the broad discipline of the biological sciences. At the same time, the School has committed itself to providing Ph.D. students broader training and a more general knowledge of biology than usually occurs in Ph.D. programs at most universities. The School encourages Ph.D. students to enroll in courses and to attend and participate in seminars that go beyond those that focus on their research specialty.

Overview of academic unit. The program is unique in that the student can specialize in any of the major subdisciplines of the field such as ecology, genetics, or microbiology and still receive a well-rounded awareness of other research specialties. Active instruction in classrooms, laboratories, and field sites promotes a sophisticated understanding of biological principles and methodologies. The program's mission is well aligned with the Mission and Values of the University and College.

Overview of degree program. There has been a deliberate downsizing of the Ph.D. program over the past several years to allow increased financial assistance to each Ph.D. student. The current teaching assistant budget allows for 27-32 students in the program at any given time. Applications for admission into the program far exceed capacity to admit students. Typically the program is able to admit fewer than 10% applicants each year.

The School's Ph.D. program prepares students for careers in research and teaching in the biological sciences in business, government, non-governmental organizations and academic institutions. Recent Ph.D. graduates are now employed in government agencies around the world such as the Salt Lake City Mosquito Control District and the Wetlands Management Center for National Forestry Administration in China. Other program graduates are at academic institutions either as regular faculty or postdoctoral trainees. For the past several decades it has become common for recent Ph.D. graduates in the sciences to go to another academic institution as a postdoctoral trainee before long-term employment. Such postdoctoral training may last 2-5 years and allows the graduate to learn more experimental techniques and be involved in more research projects.

Virtually all students admitted receive financial assistance in the form of a Teaching Assistantship (TA) or Research Assistantship (RA). Both include a monthly stipend (currently \$1755 for TAs) and a waiver of the student's graduate tuition. The National Research Council (affiliated with the National Academy of Sciences) conducts a national review of graduate programs in the life sciences about once every ten years. Using their most recent published data, three of the major subprograms within the Illinois State program (Ecology, Evolution, and Behavior; Molecular and General Genetics; and Cell and Developmental Biology) have a mean national ranking of about 51% (near the bottom of the 2nd quartile nationwide).

Curriculum of the Ph.D. in Biological Sciences. Within the Ph.D. program exist two optional sequences: 1) Behavior, Ecology, Evolution, and Systematics and 2) Molecular and Cellular Biology. The Ph.D. program has no required courses other than a minimum of four graduate seminar courses. Students opting to be in a sequence are required to fulfill specific course requirements for the sequence. All Ph.D. graduates in Biological Sciences complete an original research project that results in a dissertation based on independent research carried out in some combination of the laboratory, field, and library. A student's dissertation generally results in one (or more) research articles being published in national or international scientific journals.

Faculty of the degree program. Over the past five years, the faculty have averaged approximately \$2,000,000 per year in external funding. In 2008 the faculty published a total of 36 refereed papers in scientific journals. Several faculty members (four in 2008) serve as members of review panels for grants submitted nationwide to the NIH and the NSF. These granting agencies recruit highly talented and productive scientists from across the U.S. to serve on such panels and further attests to the quality of the faculty. Six faculty serve on editorial boards of national/international scientific journals, an indication of the high regard other scientists have for Illinois State's biological sciences faculty members. The National Research Council mean ranking of the program's three subprograms is at the 51st percentile nationwide, an indication of the faculty's quality productivity.

Program goals and quality measures. There are four goals proposed for the next several years: 1) maintain efforts to keep the teaching assistant stipend competitive nationwide, 2) maintain efforts to keep start-up funds competitive nationwide, 3) establish new program guidelines that would require Ph.D. students to have submitted for publication at least two manuscripts (based on their dissertation research) prior to holding their dissertation defense, and 4) strengthen the connections with program alumni to better track progress and success in their respective careers.

Changes in level of student demand. The size of the Ph.D. program has been reduced somewhat over the past five years so that the monthly teaching assistant stipends allow more competitive recruiting. The Ph.D. program has decreased from about 40 students in the early part of this decade to 28 students currently. During this same period of time the teaching assistant stipend has increased from \$1100 per month to \$1755 per month, a nearly 60% increase.

Major changes in the program's discipline, student demand, societal need, institutional context. It is expected that a large number of new jobs in the biological sciences will become available over the next several years, requiring a graduate degree. The U.S. Bureau of Labor Statistics in 2007 published "Occupational employment projections to 2016." Employment in all occupations is expected to increase 10.36% from 2006 to 2016. Employment for life scientists is projected to increase 12.83% over this time period which is 23.8% faster than for all occupations.

Summary of department student learning assessment plan. The School of Biological Sciences will work with the University Assessment Office to develop an effective assessment plan for student learning outcomes. This plan will be specific to the Ph.D. in Biological Sciences.

Accreditation from affiliated agency. The Ph.D. in Biological Sciences is not accredited by any discipline agency.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Steps have been taken since the last program review to address the three recommendations made at the time: 1) improve start-up funds for new hires, 2) improve teaching assistant stipends, and 3) provide faculty time to write and submit competitive research grants to external agencies. Start-up funds for recent hires are several times larger now than they were 7-8 years ago. The teaching assistant stipend has been increased 60% from what it was seven years ago. New faculty hires are given low teaching loads their first year on campus to allow them time to establish their research program. Other faculty are occasionally given a semester with a lower teaching load to allow them time to write and submit a competitive grant to an outside agency.

Recently, the academic unit's name changed from the Department of Biological Sciences to the School of Biological Sciences. Part of the justification for this change was to assist in the recruiting of high qualified undergraduates and graduate students. By changing to a School, the program anticipates that

students considering Illinois State will realize they have the opportunity to specialize in their given area of interest.

Major findings and recommendations and actions taken as a result of this review. During the review process, the following goals have been identified: maintain efforts to keep teaching assistant stipends competitive nationwide; maintain efforts to keep start-up funding of new faculty hires competitive nationwide; establish a new guideline that would require students to have a minimum of two manuscripts related to their dissertation research submitted for publication prior to holding the defense of their dissertation; and strengthen graduate alumni relations through more frequent surveys, newsletters/web-based information, and special events.

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Ph.D. in Biological Sciences to be in Good Standing.

Recommendations. The School of Biological Sciences will submit a follow-up report addressing the following program components, due to the Provost's Office by October 1, 2011.

- Develop long-term program goals and objectives that connect with the School's strategic vision.
- Work with the University Assessment Office to develop an assessment plan of student learning outcomes that leads to program improvement.
- Develop a plan for faculty recruitment especially for new program development and consideration of the increasing age of the current faculty.
- Identify benchmark programs to which the Illinois State doctoral graduate program in biological sciences can aspire.

The Academic Planning Committee makes the following recommendations for program improvement within the next review cycle:

- Continue to implement a recruitment plan to enhance ethnic diversity of students and faculty.
- Continue efforts to improve alumni tracking for success of program graduates.

Review of B.S. in Speech Pathology and Audiology 51.0204

Introduction. The Department of Communication Sciences and Disorders (CSD) considers self-study to be a process that is ongoing, active and continuous and is committed to the concept of providing students with a quality educational experience. Faculty and staff in the department are regularly consulted to examine strengths and weaknesses in light of the Department's mission and strategic plan. Preparation for this formal self-study began in September 2008 and included input from faculty planning and assessment committees, faculty and student consultation as well as information obtained from a variety of university offices. Alumni information was gathered specifically from the University Assessment Office. Information was then compiled and consolidated to formulate this report.

The undergraduate program in Speech Pathology and Audiology is one of the largest in Illinois. Among programs at Illinois State, it has one of the highest percentages of students involved in the Honors program which speaks to the quality of students and the involvement of the faculty in assuring excellence of the undergraduate experience.

Overview of academic unit. The mission of the Department of Communication Sciences and Disorders is to provide an integrated sequence of academic and clinical experiences that prepare students to function autonomously as speech language pathologists and audiologists in a wide variety of educational and health-related clinical settings.

Overview of degree program. The department's mission supports the major goals of the University as well as the College of Arts and Sciences. The Department offers a quality undergraduate education in the major while holding students to the highest academic standards. The undergraduate curriculum is pre-professional in nature but serves as a foundation for the skills and knowledge required of the graduate terminal degrees in speech-language pathology and audiology.

Curriculum of the B.S. in Speech Pathology and Audiology. The curriculum has a strong emphasis on science and normal processes of speech, language and hearing, although it also provides an introduction to human communication disorders. The degree also requires coursework in related areas such as physics, biology, mathematics and psychology. Through the department offerings, students are exposed to faculty with a wide range of backgrounds and expertise.

Faculty of the degree program. The faculty encompasses the essence of the teacher-scholar model. They actively support structures and opportunities that promote excellence in teaching and scholarship. Student mentoring has resulted in the department having one of the highest percentages of students involved in the Honors program, presentations at regional and national conferences, and extensive service learning opportunities.

Program goals and quality measures. The department is working with the University Assessment Office to develop an assessment plan to include goals and student outcome measures leading to program improvement for the undergraduate sequences.

Changes in level of student demand. According to the 2009 U.S. Bureau of Labor Statistics, demand for speech pathologist and audiologists will continue to be strong at least through 2016. Age demographics, response to federal mandates, emphasis on early intervention, and expansion of medical and private practice are all cited as reasons for this anticipated growth. Because of this favorable employment outlook, the already strong student demand is expected to continue to grow.

Major changes in the program's discipline, student demand, societal need, institutional context.

Changes in curriculum provide for an increase in one hour labs to allow better experiential learning of course content. In addition, some online courses have been developed. The development of the Doctor of Audiology degree, along with the phasing out (in 2004) of the master's degree in audiology, is a response to new certification standards for audiologists. Working with the BroMenn Regional Medical Center, faculty and students are involved in the operation of a newly formed screening program and in the interpretation of test results for newborns.

Summary of department student learning assessment plan. The Student Learning Outcome Assessment Plan utilized for the bachelor's degree is a bridge to the Knowledge and Skills Acquisition (KASA) requirement mandated by the American Speech Language Hearing Association. Because a post-baccalaureate degree is required for employment in the fields of speech pathology and audiology, these outcomes are introduced in the undergraduate programs and are expected to be met by the completion of the advanced degree.

Accreditation from affiliated agency. While the Council on Academic Accreditation of the American Speech and Hearing Association does not specifically accredit undergraduate programs, the undergraduate program provides the basic foundation for the master's degree in Speech Language Pathology and for the Doctor of Audiology programs, both of which are accredited. Accordingly, specific skills and knowledge that are expected of those planning to pursue these graduate degrees are assigned to the undergraduate curriculum and are assessed in each course.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The department has responded to all of the previous review recommendations. Most of these were accomplished through the development and staffing of a Doctor of Audiology degree program through its subsequent accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The first cohort of students was admitted in 2006 and the first class graduated in December 2009.

An undergraduate curriculum revision was undertaken by the Department in 2005-2006 in response to new graduate program accreditation format based on Knowledge and Skills Acquisition. The review resulted in the addition of experiential laboratories to several courses as a way of improving the assimilation of course content and the development of skills acquisition projects.

Major findings and recommendations and actions taken as a result of this review. This self-study identified three areas needing improvement: 1) the need for more updated space that improves the quality and quantity of clinical experiences; 2) the addition of another faculty member with an emphasis in adult language disorders; and 3) the need for increased external sponsorship and extramural funding to improve faculty development and enhance curricular offerings.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Speech Pathology and Audiology to be in Good Standing. The Committee commends the program for its efforts to secure additional faculty members and encourages the program to pursue additional hires. The program is also recognized for the high number of students participating in the Honors Program.

The program will finalize and implement an Assessment Plan that measures student learning outcomes and leads to program improvement. The Assessment Plan will be submitted to the Provost's Office, October 1, 2011.

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

- Continue to hire additional faculty in critical areas of need to improve student:faculty teaching load.
- Given that the Department has a young faculty cohort, the Department and College together should develop a strong mentoring plan to support scholarly productivity.
- Work with Placement and Career Counseling to develop an advisement process that clearly articulates the transition for students who do not continue into graduate programs in the discipline.
- Work with Milner Library faculty and staff to develop stronger library involvement in student learning.
- Develop a formal equipment maintenance plan.

Review of M.A., M.S. in Speech Pathology and Audiology 51.0204

Introduction. The Department of Communication Sciences and Disorders (CSD) considers self-study to be a process that is ongoing, active and continuous and is committed to the concept of providing students with a quality educational experience. Faculty and staff in the department are regularly consulted to examine strengths and weaknesses in light of the Department's mission and strategic plan. Preparation for this formal self-study began in September 2008 and included input from faculty planning and assessment committees, faculty and student consultations and information obtained from the University Assessment Office, the Office of Planning and Institutional Research, The Office of Research and Sponsored Programs, and Milner Library. Alumni information was gathered specifically from the University Assessment Office. Information was then compiled and consolidated to formulate this report.

The graduate program in Speech Pathology and Audiology is the largest in Illinois and operates one of the most active speech and hearing clinics in the Midwest. Admission is highly selective and leads to a professional degree; graduate employment is virtually 100%. The program is accredited by the Council on Academic Accreditation and is eligible to recommend graduates for the certificate of clinical competence issued by the American Speech-Language-Hearing Association. The faculty are involved in scholarly and clinical activities that engage students with diverse local, regional and national speech-language pathology service providers.

Overview of academic unit. The mission of the Department of Communication Sciences and Disorders is to provide an integrated sequence of academic and clinical experiences that prepare students to function autonomously as speech language pathologists and audiologists in a wide variety of educational and health-related clinical settings.

Overview of degree program. The graduate program in speech pathology and audiology is a balanced curriculum that prepares graduates for practice in educational and health care settings. Clinical experiences are provided with the Eckelmann-Taylor Speech and Hearing Clinic which documents over 12,000 client visits per year. The program also has established partnerships with community agencies allowing graduate clinicians to refine clinical skills.

Curriculum of the M.A., M.S. in Speech Pathology and Audiology. The curriculum is designed to exceed the academic and clinical knowledge and skill standards set forth by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. In the area of speech pathology, a master's degree in speech language pathology is the entry-level credential. Through the department offerings, students are exposed to faculty with a wide range of background and expertise, providing students with broad perspectives of the field and a range of potential professional role models. Nine required courses are supplemented by a growing list of electives allowing students to specialize in the medical, educational, or bilingual aspects of clinical practice.

Faculty of the degree program. The faculty encompasses the essence of the teacher-scholar model. Faculty members actively support structures and opportunities that promote excellence in teaching and scholarship.

Program goals and quality measures. The American Speech-Language-Hearing Association (ASHA) has established program quality indicators that accredited programs must publish. The indicators were determined as part of the development of the current accreditation standards and were validated as part of this process. Programs may incorporate additional measures but must, at a minimum, use those that are prescribed. The Illinois State program provides evidence of a 92% pass rate on the national qualifying

exam, a 96% program completion rate, and a 99% employment rate. A rate falling below 80% in any year mandates that the program provide an explanation and remediation plan in the annual ASHA accreditation report.

Changes in level of student demand. The demand for entry into the graduate program exceeds the number of students the department can accommodate. The department offered admission to about 25% of the qualified applicants during the last graduate admission cycle. According to the 2009 U.S. Bureau of Labor Statistics, demand for speech pathologists and audiologists will continue to be strong at least through 2016. Age demographics, response to federal mandates, emphasis on early intervention, and expansion of medical and private practice are all cited as reasons for this anticipated growth. Because of this favorable employment outlook, the already strong student demand is expected to continue to grow.

Major changes in the program's discipline, student demand, societal need, institutional context. A standards change occurred within the discipline with the introduction of the Knowledge and Skills Acquisition (KASA) format established by the ASHA. While the core content did not change, the manner in which the core content and accreditation standards are linked was made more explicit. Thus, accredited programs were required to reformulate the curriculum in the KASA format. Another change in the Illinois State program is that some online elective courses were introduced.

Summary of department student learning assessment plan. The department is working with the University Assessment Office to develop an assessment plan to include goals and student outcome measures leading to program improvement for the undergraduate sequences.

Accreditation from affiliated agency. The Council on Academic Accreditation of the American Speech and Hearing Association specifically accredits graduate speech-language pathology programs. Specific skills and knowledge are assigned to the graduate curriculum and receive formative and summative assessment by class requirements, including satisfactory completion of Knowledge and Skills Acquisition. Annual accreditation reports are required and changes in program content or composition are reported. When the report is reviewed, concerns are reported to the program and must be responded to in the next annual report.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The department has effectively responded to all of the previous review recommendations. Most of these were accomplished through the development and staffing of a Doctor of Audiology degree program and through subsequent accreditation by the Council on Academic Accreditation of the American Speech-Language-hearing Association. The first cohort of students was admitted in 2006 and graduated in December 2009.

Changes in demographics have resulted in greater demand for bilingual (Spanish) speech pathology services to be rendered in schools and elsewhere. In response to this change the department established a bilingual sequence of courses, which when incorporated into the regular course sequence will better prepare students to serve this population. The sequence is scheduled to begin in the summer of 2010.

Major findings and recommendations and actions taken as a result of this review. As part of the self-study process it was evident that an assessment plan specific to the master's degree in Speech Pathology-Audiology had not been prepared. The department has been working with the University assessment office to develop a plan that includes goals and quality measures for the skills and knowledge taught in the graduate sequences. These goals and measures are articulated with the accreditation standards stipulated for graduate programs. The self-study also identified that department space, faculty resources and funding sources should be enhanced for continued growth and excellence in the master's program.

Review outcome. As a result of this review process, the Academic Planning Committee finds the M.A., M.S. in Speech Pathology and Audiology to be in Good Standing. The Committee commends the program for the development of the Bilingual Speech Pathology Sequence as a response to a critical societal need. The Committee acknowledges the program's high pass rate for the certificate of clinical competence issued by the American Speech-Language-Hearing Association and the employment rates of its graduates.

The program will finalize and implement an Assessment Plan that measures student learning outcomes and leads to program improvement. The Assessment Plan will be submitted to the Provost's Office, October 1, 2011.

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

- Develop a plan to track the program's graduates in terms of how their pass rates on the qualifying exam compare with pass rates of graduates nationally.
- Continue to hire additional faculty in critical areas of need.
- Given that the Department has a young faculty cohort, the Department and College together should develop a strong mentoring plan to support scholarly productivity.
- Work with Milner Library faculty and staff to develop stronger library involvement in student learning.
- Develop a formal equipment maintenance plan.

Review of the Bachelor of Science in Nursing 51.1601

Introduction. Mennonite College of Nursing (MCN) offers an outstanding Bachelor of Science in Nursing (BSN) program as evidenced by high rates of success of its students on the NCLEX exam, the key point of entry for professional nursing practice. This success is the result of a rigorous program of classroom and clinical instruction delivered and overseen by a well-qualified faculty. The BSN program is designed to prepare students in four domains essential to safe generalist nursing practice: caring, critical thinking, professional practice and communication. Student progress and the experiences offered by the program toward those ends are monitored systematically through MCN's Plan for College Assessment. All of MCN's programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE) through 2016.

Overview of academic unit. The College of Nursing's mission is to educate undergraduate and graduate nursing students to serve the citizens of Illinois, the nation, and the global community, especially vulnerable and underserved populations. Its curricula are aligned with the American Association of Colleges of Nursing's *Essentials of Baccalaureate Education for Professional Nursing Practice* and *Essentials of Master's Education for Advanced Practice Nursing*, respectively.

Overview of degree program. Two sequences are offered in the BSN program: The Prelicensure/BSN Sequence and the RN/BSN Sequence. The Prelicensure/BSN Sequence is the traditional program and includes an accelerated option for students who have a bachelor's degree in a discipline other than nursing. The RN/BSN Sequence requires students have graduated from a state-approved diploma school of nursing or have an associate degree in nursing. The Illinois State nursing program attracts highly competitive students. The average ACT score for incoming nursing students is about 25 and the average GPA is 3.7. Based on information from Illinois State's Alumni survey, about 85% of BSN graduates find employment in the nursing profession. While the majority of the students are white and female, MCN has made progress in diversifying its enrollment of underrepresented groups through more aggressive recruitment and securing funds for enrollment incentives.

Curriculum of the Bachelor of Science in Nursing. The prelicensure BSN curriculum involves 65 hours of major courses that build on the foundations established in Illinois State's General Education program. The prelicensure BSN curriculum features a rich array of experiences for learning in clinical environments to complement the nursing theory taught in the classroom. All courses are web-enhanced and some are entirely on-line including all courses for the RN-BSN sequence.

Faculty of the degree program. MCN supports five tenured and ten tenure-track faculty members as well as 14 full-time non-tenure-track faculty members. Full-time faculty members typically have both classroom and clinical responsibilities. With the research focus of the tenure track faculty, the non-tenure-track faculty members play a key role in maintaining clinical expertise to provide quality clinical experiences for the students.

Program goals and quality measures. The two most significant quality measures of the BSN program are CCNE accreditation and its pass rate on the licensure examination, NCLEX. MCN has achieved national accreditation for 10 years, the most that can be awarded at one time. Furthermore, MCN has had consistently high NCLEX pass rates. Since 2000, the NCLEX pass rate has averaged almost 94%, and in 2009 there was a 100% pass rate for the 101 students who took the exam. Overall and annually, MCN's pass rate has consistently surpassed both state and national averages.

The College of Nursing developed annual goals that supported college strategic priorities of student success, teaching excellence, faculty scholarship, service and practice, sound infrastructure, and meeting future demands in the discipline. With the successful appointment of a new dean, MCN looks forward to a rigorous strategic planning process to address continuing academic expansion in the nursing discipline. Given the changes in accreditation requirements specifying that those prepared for advanced nurse practice hold the clinical doctorate (i.e., the Doctor of Nursing Practice), this planning process will 1) study the need for and feasibility of expanding the RN/BSN sequence to an RN/MSN sequence to meet demands of national workforce trends, 2) explore expansion of sites in the Transcultural Nursing Program, and 3) highlight strategies for maintaining NCLEX scores above state and national levels.

Changes in level of student demand. In response to continued student demand that exceeds program capacity, admission seats were nearly doubled for the Traditional Prelicensure Sequence beginning in the fall of 2009. In order to accommodate this increase, the college instituted a fall and spring entry point into the major, in contrast to the previous fall-only admission process. Demand for this sequence has continued to remain high. MCN has also increased its enrollment in the Accelerated BSN option in response to high student demand. These changes have created unintended consequences that the college is presently addressing such as the rapid growth and difficulty with finding clinical sites and clinical faculty.

Major changes in the program's discipline, student demand, societal need, institutional context. In response to AACN changes, MCN formed an Ad Hoc Prelicensure Curriculum Committee to a) evaluate the capacity of the prelicensure curriculum to prepare graduates to practice in the 21st century healthcare system and b) guide the curriculum revision process. Faculty members revised course syllabi during the summer of 2009. These revisions were presented for curriculum approval at the college and university levels in the fall of 2009. All approvals were obtained and the new curriculum will be implemented in the fall of 2010, while finishing the old curriculum by 2011.

Summary of department student learning assessment plan. MCN's assessment plan provides a framework for continuous quality improvement for all college programs by organizing a feedback loop for the annual collection of data, analysis of results, and recommendations for program changes.

Accreditation from affiliated agency. The Commission of Collegiate Nursing Education (CCNE) accredited the baccalaureate and master's degree programs in nursing at Illinois State University in October 2007. The CCNE Board determined that the programs met all four standards and found no compliance concerns. It approved a ten-year accreditation term, the maximum allowed. The programs will be up for CCNE evaluation again in 2017.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The College of Nursing addressed two recommendations from the previous review cycle. 1) MCN has undertaken various efforts to respond to both gender and ethnic representation with both students and faculty through affirmative management of its wait-list, the use of recruiting scholarships, and the Robert Wood Johnson Foundation "New Careers in Nursing" scholarship grant. With regard to gender and ethnic diversity among the faculty, currently 10% of the full-time faculty members are men (3) and almost 14% are people of color (4). The College of Nursing will continue to aggressively recruit students and faculty from under-represented groups. 2) MCN faculty members have sought out appropriate interdisciplinary opportunities to enhance programs and faculty productivity, including participation in the development of a proposal for a multidisciplinary Masters in Public Health; a collaborative service learning project with students in the Speech Pathology program (CAS); a funded lecture series for MCN and Speech Pathology students focusing on older adults with speech disorders; collaboration with the Department of Health Sciences (CAST) in a bioterrorism education initiative that includes modules and a grant application; collaboration with graduate programs in the College of

Education and Milner Library to support synchronous distance learning; and collaborative research with faculty members in Biological Sciences (CAS), Health Sciences (CAST), Information Technology (CAST), Psychology (CAS), and Social Work (CAS).

Major findings and recommendations and actions taken as a result of this review. MCN offers the following six recommendations for program improvement: 1) Implement and evaluate a new BSN curriculum to begin in the fall of 2010. 2) Evaluate implications of revised prelicensure curriculum for the RN-BSN curriculum. 3) Monitor enrollment trends in the prelicensure sequence with established optimum enrollment targets. 4) Engage in deliberate integration of faculty scholarship/research into the curriculum. 5) Recruit and retain underrepresented groups. 6) Refine the assessment process for the RN-BSN sequence.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Bachelor of Science in Nursing to be in Good Standing. The Committee commends the School of Nursing for a report that provides analytical evidence of a quality program. The NCLEX pass rate for Illinois State's nursing students is exceptional and the accelerated program provides a strong response to the state's need for nurses. The Assessment Plan provides a strong measure of student outcomes leading to program improvement.

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

- The College of Nursing should continue its efforts in fiscal planning to address the imbalance between ever growing demands for expanded programming on the one hand and limited resources on the other.
- Work with the Office of Enrollment Management and Academic Services to establish an optimum enrollment.
- In the planning process, the School of Nursing should prioritize program offerings in light of University and School resources and accreditation expectations.
- Continue efforts to address gender and ethnic diversity within the program's student and faculty populations.

Review of the Master of Science in Nursing 51.1601

Introduction. In 2007 the Mennonite College of Nursing (MCN) underwent a site visit for accreditation by the Commission on Collegiate Nursing Education (CCNE). In preparation for its successful accreditation review the faculty and staff of MCN participated in an extensive self-study process. Both the self-study preparation and the program reviews are informed substantially by MCN's Plan for College Assessment which is an ongoing process for data analysis and problem-solving that includes input from faculty, staff and students.

Overview of academic unit. The College of Nursing's mission is to educate undergraduate and graduate nursing students to serve the citizens of Illinois, the nation, and the global community, especially vulnerable and underserved populations. Its curricula are aligned with the American Association of Colleges of Nursing's *Essentials of Baccalaureate Education for Professional Nursing Practice* and *Essentials of Master's Education for Advanced Practice Nursing*, respectively. Assessment, budget planning and strategic planning are all participatory processes to which faculty, staff and students contribute.

Overview of degree program. Of four sequences offered in the MSN program, the Family Nurse Practitioner sequence is in greatest demand, followed by the Nursing Systems Administrator (NSA). The Geriatric Nurse Practitioner (GNP) and the Clinical Nurse Leaders (CNL) sequences are new, established in 2007 and 2008 and student demand is lower for these sequences. MCN has implemented some blending of coursework to increase the efficiency of offering the lower-subscription sequences and will continue to look for options to recruit students more aggressively. About 70% of the students in the MSN program are geographically distant and almost all of them work full- or part-time. Accordingly, the MSN program uses a variety of distance learning technologies to support students' degree progress. MCN awards approximately \$80,000 annually from various sources to support graduate students with stipends and assistantships. The average GPA for students admitted to the MSN program is 3.52.

Curriculum of the Master of Science in Nursing. The four sequences share a common core of four courses (12 hours), which prepares students with essential foundation concepts. Each sequence has specialty courses and one or two capstone courses. The curricular content of all sequences in the master's program meets the standards set by the accrediting agency, CCNE, and follow the AACN *Essentials of Master's Education for Advanced Practice Nursing*. All courses are web-enhanced and some are entirely on-line.

Faculty of the degree program. The College of Nursing supports five tenured and ten tenure-track faculty members as well as 14 full-time non-tenure-track faculty members. Full-time faculty members typically have both classroom and clinical responsibilities, although there are some semesters where non-tenure-track faculty teach exclusively in the clinical settings. With the research focus of the tenure-track faculty, the non-tenure-track faculty members play a key role in maintaining clinical expertise to provide quality clinical experiences for the students. Tenure-track faculty members have a terminal degree in nursing or a related field.

Program goals and quality measures. With the successful appointment of a new dean, the College looks forward to a rigorous strategic planning process to address continuing academic expansion in the nursing discipline. The College of Nursing will propose a Doctor of Nursing Practice (DNP) program in response to new program requirements advanced by AACN in October 2004, establishing the DNP as a requirement for advanced nursing practice.

Changes in level of student demand. The Geriatric Nurse Practitioner (GNP) sequence was developed as a result of the college's excellence in gerontological nursing and at the request of the Illinois Department of Public Health in conjunction with the Teaching Nursing Home grant. The Clinical Nurse Leader (CNL) sequence responds to an AACN initiative to prepare highly skilled clinicians in outcomes-based practice and quality improvement strategies.

Major changes in the program's discipline, student demand, societal need, institutional context. Student demand is increasing for the FNP program given the need for primary care providers with impending health care reform.

Summary of department student learning assessment plan. The College of Nursing's plan for assessment provides a framework for continuous quality improvement by organizing a feedback loop for the annual collection of data, analysis of results, and recommendations for programming changes as needed. MCN has identified intended outcomes for its programs that align with the college's terminal outcome abilities although specific to advanced practice/ graduate study.

Accreditation from affiliated agency. The Commission of Collegiate Nursing Education (CCNE) granted accreditation of the baccalaureate and master's degree programs in nursing at Illinois State University in October 2007. The CCNE Board determined that the programs met all four standards and found no compliance concerns. The accrediting board approved a maximum ten-year accreditation term.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The College of Nursing addressed each of the following recommendations identified in the last program review with progress evident in each of the areas. 1) The College developed a recruitment and marketing plan that includes advertising and participation at graduate school and health career fairs. 2) Sequences were developed in response to area healthcare employers needs and nationally recognized standards and admissions to the Family Nurse Practitioner sequence was increased to meet student demand. 3) The College has made some progress towards increasing the number of men and minority students in the program. 4) The College has developed a sequence of courses leading to a Nurse Educator Certificate, which has recently been streamlined to encourage more participation. 5) MCN faculty members have increased interdisciplinary opportunities to enhance programs and faculty productivity, including participation in the development of a proposal for a multidisciplinary Masters in Public Health; a collaborative service learning project with students in the Speech Pathology program (CAS); a funded lecture series for MCN and Speech Pathology students focusing on older adults with speech disorders; collaboration with the Department of Health Sciences (CAST) in a bioterrorism education initiative (modules and a grant application); collaboration with graduate programs in the College of Education and Milner Library to support synchronous distance learning; and collaborative research with faculty members in Biological Sciences (CAS), Health Sciences (CAST), Information Technology (CAST), Psychology (CAS), and Social Work (CAS).

Major findings and recommendations and actions taken as a result of this review. The college has identified the following recommendations and opportunities: 1) The College will examine the feasibility of transitioning the master's sequences (FNP, GNP, NSA) to a Doctor of Nursing Practice; 2) the College will examine the feasibility of expanding the RN-BSN sequence to an RN-MSN sequence to meet national workforce trends; and 3) the College will examine the feasibility of a BSN-PhD and BSN-DNP option to meet national workforce trends.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Science in Nursing to be in Good Standing. The Committee commends the School of Nursing for a report that provides analytical evidence of a quality program. The Assessment Plan provides a

strong measure of student outcomes leading to program improvement. The College of Nursing is commended for its successful accreditation results for quality programs.

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

- The College of Nursing should continue its efforts in fiscal planning to address the imbalance between ever growing demands for expanded programming on the one hand and limited resources on the other.
- In the planning process, the School of Nursing should prioritize program and sequence offerings in light of University and School resources and accreditation expectations.
- The College is encouraged to review the four sequences and consider the viability of sequences with low enrollments.
- Continue efforts to address gender and ethnic diversity within the program's student and faculty populations.

Review of the Center for Insurance and Financial Services 60.1313

Overview. The Center for Insurance and Financial Services was established in 1991 and is commonly known as the Katie School of Insurance. The Center’s goal is “to create the finest insurance program in the United States.” The Katie School sponsors a number of continuing education industry forums, symposia, workshops, seminars, and professional development programs. In addition, the Katie School conducts and helps facilitate research that provides solutions for the industry. Industry leaders, representing national and regional insurance and financial services organizations, serve on the school's Insurance Advisory Board of Executives and provide guidance for the program.

Demand. The Katie School measures outcomes using both quantitative and qualitative data. Annual outcomes for students, faculty, community, and industry are reported each year to the Dean of the College of Business and to industry partners. A number of collaborative efforts have taken place since the previous review cycle. For example, The Katie School worked with the Professional Sales Institute and the Illinois Association of Independent Agents to develop a two-week program for young insurance agents. The School also worked with faculty from the Department of Health Sciences Safety Program to create modules on loss control that could be used in the risk management courses. Additionally, the Katie School has supported research by MBA students related to the insurance industry.

Quality. Each program offered by the Center is reviewed annually for quality and that quality is measured after each learning event. The outcomes that are measured gauge the Center’s service to students, faculty, community, and industry.

Centrality. In January of 2009, the Katie School received the Illinois State University “Educating Illinois in Action” honor for exemplifying the core values, goals and strategies set forth by *Educating Illinois 2008-2014*.

With respect to the Pursuit of Learning and Scholarship, the Katie School works with students in their educational development. Inside the classroom the Katie School supports faculty as well as industry experts who work with faculty in facilitating interactive learning on “real-life” business cases. The Katie School contributes new knowledge through research, scholarship, and creative activities by providing hundreds of thousands of dollars in financial support for faculty across numerous business disciplines, as well as for faculty in economics and actuarial science. The Katie School acquires and maintains databases, funds the work of graduate students who assist faculty, hosts educational symposia, writes white papers, and provides access to industry experts.

The Katie School provides a supportive environment, with “high touch” Individualized Attention for students. The Katie School provides a host of programs in which students participate on the basis of their interests and skills; these programs include six fully-funded international internships. The School has received awards in teaching innovation from the American Risk and Insurance Association for the development and facilitation of interactive simulations. The Katie School recently funded the development of the first online program for actuarial students and has taken a leadership role in developing online workshops.

Public Outreach for the Center includes programs for high school students, teachers, and guidance counselors, and a program with McLean County that involves insurance majors teaching sixth grade students about insurance. The Katie School is recognized internationally and holds on-campus programs for executives from Lloyd’s of London, various insurance companies in Russia, as well as insurance financial regulators from around the United States, Bermuda, and the Caribbean.

The Katie School affirms and encourages Diversity through its financial and instructional support of the Minority High School Scholars Academy and the Redbird Risk Management Challenge, programs that attracts diverse students from around the country. The Katie School supports students in the International Business program helping them attend educational programs on global challenges.

The Katie School's Civic Engagement includes training students to do risk consulting for local non-profits, and establishing community service projects as part of the scholarship award criteria. In 2009, the Katie School was awarded a grant from the International Labour Organization in Zurich to study microinsurance in Ghana. A multidisciplinary team of faculty and students conducted this research. The Katie School began a training program on business ethics through its "Institute for Insurance Ethics" to develop programs that will educate members of the insurance and financial services industry, as well as the consuming public, about the nature of ethics, social responsibility, and the application of high ethical standards related to insurance and financial services. The Katie School also developed a student version of the program which is now used by faculty and is part of every FIL 250 class.

Resources. The Katie School utilizes resources from the insurance industry which contributes generously in time and money to provide the School with the resources it needs to meet its goals. The Katie School continues to add and diversify its resources and provides stewardship recaps to key donors.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the Center for Insurance and Financial Services to be in Good Standing. The Center provided a thorough review of its activities and is encouraged to expand involvement of the Center's faculty and staff in the review process. The Committee commends the Katie School of Insurance for its outreach to the University and the community. The Committee recognizes the Center for the work done to raise funds, networking, and securing support of agencies external to the University on behalf of students and programs they represent.

Areas recommended for further improvement. The Academic Planning Committee makes the following recommendation to be addressed within the next regularly scheduled four-year review cycle.

- Continue to refine the assessment and evaluation of programs and services.
- Communicate with other academic institutions about the work of the Katie School.