

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2007-2012

Submitted to the Academic Senate
April 25, 2007

Submitted to the Board of Trustees
July 27, 2007

Illinois State University formally reiterates and reaffirms its commitment to the principles of equal opportunity, affirmative action and diversity. Discrimination based upon race, color, religion, sex, national origin, age, disability, or veteran's status is a violation of federal and state law and ISU policy and will not be tolerated. Discrimination based upon sexual orientation is a violation of state law and ISU policy and will not be tolerated. This nondiscrimination policy applies to all programs administered by the University. However, this policy should not be construed to infringe upon the free exchange of ideas essential to the academic environment.

To the extent allowed by law, all employment decisions, including those affecting hiring, promotion, demotion, or transfer; recruitment; advertisement of vacancies; layoff and termination; compensation and benefits; or selection for training will be made consistent with established ISU policy. Responsibility for communicating, interpreting, and monitoring the University's equal opportunity policy has been assigned to the Office for Diversity and Affirmative Action (ODAA).

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2007-2012

SECTION I: MISSION STATEMENTS

University Heritage, Values, and Vision	4
Illinois State University Mission Statement	6
Board of Trustee Vision Statement for the Year 2014	7
College Mission Statements	
Applied Science and Technology	8
Arts and Sciences	8
Business	8
Education	9
Fine Arts	9
Mennonite College of Nursing	9
Graduate School	9
Illinois State University Libraries	10
University Profile 2006	11

SECTION II: INSTITUTIONAL PRIORITIES

Institutional Priorities	13
<i>Educating Illinois 2003-2010</i> Executive Summary	14

SECTION III: ACADEMIC UNIT OBJECTIVES FISCAL YEAR 2008

College of Applied Science and Technology	18
College of Arts and Science	21
College of Business	22
College of Education	23
College of Fine Arts	25
Mennonite College of Nursing	26
Graduate School	27
Milner Library	27

SECTION IV: PROGRAM REVIEWS

College of Applied Science and Technology	
B.A., B.S. in Criminal Justice Sciences	33
M.A., M.S. in Criminal Justice Sciences	36
College of Arts and Sciences	
B.A., B.S. in Anthropology	39
B.A., B.S. in Economics	42
M.A., M.S. in Applied Economics	45
B.A., B.S. in Geography	48
B.A., B.S. in History	52
B.A., B.S. in Political Science	55
M.A., M.S. in Political Science	58
Bachelor of Social Work	61
Master of Social Work	64
B.A., B.S. in Sociology	67
M.A., M.S. in Sociology	70
The Stevenson Center for Community and Economic Development	73

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, 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.

Adopted by the Academic Senate, February 6, 2002

Board of Trustees
of
Illinois State University

Vision Statement for the Year 2014

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

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

Revised February 2007

Mission of the College of Applied Science and Technology

Vision for the College of Applied Science and Technology. The College of Applied Science and Technology, through its teaching, research, and service programs, will be a leader in preparing broadly educated, technologically competent professionals who can solve real-world problems in a workforce that builds economic viability and better communities in the State of Illinois and beyond.

Mission of the College of Applied Science and Technology. The College of Applied Science and Technology has the primary mission to provide high quality educational programs, which emphasize the relationship between theory and practice. It is the intent of the College to:

- A. Relate theory and principles drawn from the basic sciences, the social sciences, and/or the humanities to areas of application within each of the College's academic programs.
- B. Foster development of analytical skills necessary to solve real-world problems through appropriate applications of modern technology.
- C. Provide an appropriate professional orientation to the application of knowledge in each of the respective disciplines and orient students to the importance of ethical practice.
- D. Establish collaborative partnerships with professional communities affiliated with its programs to discover, interpret, and apply knowledge to public policies and professional practices that improve the economy and quality of life.
- E. Provide course offerings and internship experiences that are commensurate with the needs of graduates for professional growth and continuing advancement with the goal of preparing leaders for the future.
- F. Offer courses that stress applications of technology to students in other disciplines throughout the University.

Within the College mission statement is the reflection of the primary advantage, which makes its activities particularly significant to Illinois State's future, i.e., the applied nature of the disciplines within the college. As the larger community increasingly looks to the University for the resolution of its real-world problems, the College is well positioned to respond with education, research, and public service.

Mission of the College of Arts and Sciences

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

Mission of the College of Business

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

Mission of the College of Education

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

Mission of the College of Fine Arts

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

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

Mission of the Mennonite College of Nursing

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

Mission of the Graduate School

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

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

Mission of the Illinois State University Libraries

Who We Are

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

What We Do

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

- Provide access to, and assistance with, a rapidly growing universe of information and creative expression;
- Lead in efforts to integrate information literacy into the University curriculum through teaching and collaboration;
- Nurture the learning of a diverse community of users by maintaining vital spaces for studying, group discussion, and the co-creation of knowledge; and
- Preserve resources important to the University in traditional and digital formats.

How We Do It

The accomplishment of this mission requires that we:

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

ILLINOIS STATE UNIVERSITY PROFILE 2006

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-six undergraduate programs in 184 fields of study are offered through the Colleges of Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. The Graduate School coordinates 42 master's programs, eight certificate programs, and eight doctoral programs. The University's academic programs are supported by the services and collections of Milner Library, which contains over 3,000,000 holdings and special collections.

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

The University enrolls 20,261 students from all 50 states and 67 countries. The largest segment of the student body (55 percent) comes from the Chicago area and surrounding collar counties; and an additional 22 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 23.9 in fall 2006 with 78 percent in the top half of their high school graduating class.

The University employs approximately 1,113 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: An Action Plan for Distinctiveness and Excellence*, and seeks to respond to the Illinois Board of Higher Education's statewide agenda.

Educating Illinois 2000-2007 the University's multi-year strategic plan, was updated by the campus community during year 2003. The resultant *Educating Illinois* was unanimously endorsed by the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association prior to receiving unanimous Illinois State University Board of Trustees approval in February 2004.

Curricular Initiatives. In the curricular area, the University will continue to investigate the feasibility of a B.S. in Enterprising Computing, a Ph.D. in Information Systems, a Ph.D. in Foreign Language Pedagogy, a Ph.D. in Nursing, and a Ph.D. in Global Politics. Milner Library will enhance jointly sponsored programming, educational opportunities, and begin preliminary development of a program in School Media.

Educating Illinois 2003 – 2010

Executive Summary

Illinois State University will remain 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 public university. The University's goals and highest priorities, documented below, continue from the original *Educating Illinois 2000-2007* plan and combine the qualities of a small college with the comprehensiveness, diversity, and national scope of a large public university—Illinois' first public university.

Illinois State University maintains strong, mutually reinforcing commitments to scholarship (research and creative activities) and to undergraduate and graduate education. The integration of these commitments within the context of five core values (individualized attention, public opportunity, active pursuit of learning and scholarship, diversity, and innovation) is the defining characteristic of the University—statewide, nationally, and internationally.

Illinois State University provides exemplary instruction and promotes involvement of undergraduate and graduate students in research and creative activities, leading to the acquisition and dissemination of new knowledge and an invigorated curriculum. *Educating Illinois* supports these activities as well as the provision of exceptional support services and state-of-the-art facilities and technologies.

The goals expressed in this plan are from the Illinois State University Board of Trustees *Vision 2007 Statement*. The campus community defined action statements for each goal statement that are consistent with the core values of the University. Appendices A and B document the constituencies consulted during the development of *Educating Illinois 2003-2010* and how the University's core values relate to the goals and actions in this plan.

Educating Illinois 2003-2010 introduces the use of performance indicators (the bullet points below) to hold the University accountable to documenting progress towards achieving stated goals and actions. Individual schools, departments, units, colleges, and divisions will determine which actions they are best suited to advance. Combined actions of the campus community will continue to advance new levels of University distinctiveness and excellence.

Educating Illinois performance indicators will be updated regularly on the *Educating Illinois* Web site and presented formally to the campus and external communities in fall Results Reports and spring *Educating Illinois* Updates. The following actions will only be accomplished by successfully integrating long-term planning with daily operations.

Goal 1: The university of choice for students, faculty, staff, and Illinois citizens recruits high-achieving, motivated students; enhances instructional capacity, and improves faculty and staff compensation as evidenced by:

- Increasing the percentage of students who indicate Illinois State was their first-choice
- Improving the ratio of student admission to enrollment
- Increasing admissions standards while maintaining University commitments to access and diversity
- Increasing the resource base for graduate student recruitment
- Increasing graduate-student stipends to competitive national levels
- Achieving optimal enrollment targets for new freshmen, transfer, and graduate students in every academic program
- Improving faculty and staff salaries in statewide and national comparisons
- Increasing resources to support academic majors

Goal 2: The national leader known for excellence in undergraduate and graduate education provides the premier undergraduate experience and demonstrates excellence in graduate education and research as evidenced by:

- Increasing retention and graduation rates

- Exceeding measures of involvement on the National Survey of Student Engagement
- Providing off-campus experiential learning and research opportunities for students
- Providing on- and off-campus graduate degree and certification programs serving working professionals
- Increasing support for library collections, course-integrated instruction, and reference services
- Increasing the percentage of faculty with graduate faculty status
- Increasing opportunities for faculty and staff professional development and support
- Delivering a nationally recognized first-year experience
- Increasing the number of students actively engaged in research and creative activities
- Increasing support for student, faculty, and staff publications and presentations

Goal 3: The educational environment that fosters creativity and growth among its students, faculty, staff, and alumni creates new ideas and promotes lasting knowledge through discovery and engagement as evidenced by:

- Providing resources that support student and faculty research and scholarly activity
- Supporting scholarly activity and development
- Increasing library access and support for research-level books, databases, and journals
- Increasing university grants funding and support for faculty seeking extramural funding
- Implementing multi-year tuition planning
- Increasing resources for faculty recruitment and the number of tenured/tenure-track positions
- Decreasing the student-to-faculty ratio
- Implementing partnerships for student learning
- Increasing the percentage of small classes
- Supporting externally funded centers and institutes for discipline-specific and multidisciplinary research

Goal 4: Exceed value expectations of Illinois citizens by facilitating access to a high-quality education that is affordable and maintains stewardship of resources as evidenced by:

- Decreasing the average time to degree
- Increasing the number and value of scholarships
- Reducing student debt load
- Reallocating from lower to higher priorities
- Reviewing/adjusting course scheduling patterns
- Supporting restoration of statewide financial assistance programs
- Enhancing a healthy, safe, and environmentally sustainable campus
- Implementing *Master Plan* recommendations and capital planning priorities, and addressing deferred maintenance needs
- Increasing student awareness of career and advanced educational opportunities

Goal 5: The diverse community fostering teamwork and support among its members increases the participation and achievement of students, faculty, and staff as evidenced by:

- Promoting a campus community that is accommodating and fully accessible
- Increasing minority student, faculty, and staff recruitment, retention, and graduation rates
- Participating in the American Democracy Project and National Network for Educational Renewal to promote a campus climate of inclusion, understanding, and appreciation
- Providing wide-ranging curricular programs and co-curricular events that advance the knowledge, appreciation, and understanding of the challenging and rewarding issues of diversity
- Foster an inclusive environment with ethical behaviors and social justice that prepares students to be engaged in a global society

Goal 6: The first choice of employers in recruiting students who will be successful as entrepreneurs or professionals sets high academic standards as evidenced by:

- Meeting critical needs in the state and region
- Instilling the value of learning as an active and life-long process
- Exceeding statewide and national benchmarks on licensure and certification examinations
- Increasing alumni employment

- Seeking discipline-based accreditations
- Utilizing the expertise of workforce and other professional advisory boards
- Increasing employer satisfaction

Goal 7: The partner fully engaged in outreach with business, industry, government, and education provides leadership in statewide, national, and international initiatives; expands service and outreach activities; and generates increased financial support for instructional, scholarship, and service activities of excellence as evidenced by:

- Supporting workforce training and development
- Providing extended learning and continuing education opportunities
- Increasing attendance at athletic, cultural, and other outreach events
- Expanding service and outreach activities
- Providing leadership in educational initiatives
- Increasing external funding for the University

SECTION III
ACADEMIC UNIT OBJECTIVES
FISCAL YEAR 2008

College of Applied Science and Technology Fiscal Year 2008 Objectives

Implementation of the facility initiatives that follow will accomplish Educating Illinois (EI) Action 11. Completing these projects will continue a long-standing task of keeping the physical infrastructure needed for instructional programs modern and functional. Renovated spaces are configured to facilitate better student-faculty interactions by providing for more hands-on, active learning pedagogies. Up-to-date facilities help recruit both excellent faculty and students.

1. Facility projects are a continuing activity in the College requiring much time and effort to plan and implement. Most activities planned in this area are to implement the College's major strategic facility planning initiative to locate its operations in fewer buildings and to advocate for locating programs in single locations when this is best for program development. A new facility need has emerged which is expanding the laboratory/studio capacities for three programs in Family and Consumer Sciences in order to accommodate demonstrated student demand for these programs.

- The School of Kinesiology and Recreation is located in two buildings, one of which is in West Campus and the other on the Quad. Relocating the entire School to a new Student Wellness Center to be shared with Campus Recreation is a desirable outcome for the program, the College, and the Illinois State campus. Great progress was made in FY06 with the allocation of funds to prepare a study for completing this project. We will continue to advocate for this project because of its critical import to the academic programs in the School of Kinesiology and Recreation. (EI Goal 4, Outcome 11B)

- The Caterpillar Integrated Manufacturing Laboratory, located in 115 Turner Hall, will be equipped and put into service during FY07.

- A number of facility relocations/renovations are being made possible because of the Turner Life-Safety Renovation. Many of the facilities currently in Turner Hall will need to be duplicated temporarily in order to allow programs to continue during renovation. Carefully planning the development of the surge space needed to accommodate this temporary relocation could result in using this space permanently to accomplish many of the relocation/renovation needs of the College.

- The Department of Agriculture is now split between Turner Hall and the Ropp Agriculture Building due to a lack of laboratory and classroom facilities in Ropp. Surge space that will be created in Ropp to accommodate Turner Hall programs during the Turner renovation could be used to permanently house a research/teaching laboratory and classrooms in Ropp once the renovation is complete. This would allow all of Agriculture to remain in Ropp while the rest of the Turner Hall operations return to Turner.

- The Illinois State Child Care operation currently in Turner Hall will need to relocate during the Turner/Stevenson renovation. Future plans are to permanently relocate the Center to allow for expansion in operations to include faculty and staff childcare.

- Graphic Communications is the only unit in the Department of Technology that is not located in Turner Hall. Moving this operation into the space vacated by moving Child Care will result in the unification of all of Technology's operations into Turner Hall.

- Three programs in Family and Consumer Sciences need to have additional studio/laboratory space to expand their capacities for student enrollment. Interior and Environmental Design needs an additional studio to expand the seat capacity of this program. This could be accomplished in the space currently occupied in Turner Hall by the Agriculture program. This redesigned and renovated space could accommodate the two studios needed. Additional FTE to support this instructional program will also be needed and will be requested at the appropriate time. But unless there is sufficient studio space, there is no need for the FTE. The programs in Apparel Manufacturing &

Design and Family and Consumer Sciences Teacher Education currently share a laboratory that restricts the ability of these two programs to enroll the students demanding them. Creating a new studio for this program in the space vacated by moving the IED studio to the space formerly occupied by Agriculture will allow for expansion of these programs as well.

- The Department of Family and Consumer Sciences also has need for a renovated foods laboratory, but this project will not be pursued in FY08 unless a donor can be found to finance the needed renovation and equipping of the lab.
- The School of Information Technology is in need of three additional offices for faculty. They have never had sufficient office space for their allocated number of faculty lines and have only been able to survive because they have never had all of their positions filled at the same time. The desired state of affairs is to have all lines filled concurrently, a situation that cannot be accommodated without offices for all faculty members.
- The Illinois State Horticulture Center will be developed, as funds permit, at its newly sited location south of Raab Road.
- The role the Illinois State Horticulture program can play in helping operate the Genevieve Green Gardens to be installed at Ewing Manor will be explored.

2. Maintaining the quality of undergraduate programs in the College. (EI Action 13). A goal of Educating Illinois is to marshal the resources of the institution to attract “high-achieving, motivated learners” (EI Goal 1 and Goal 2). Sustaining quality has been a continuing activity in CAST for many years. In FY07, the following will be implemented to continue this activity.

2a. Continue developing the College’s undergraduate outcome assessment panels. The data obtained continues to verify that CAST graduates are well prepared and are employed in their areas of preparation soon after graduation (EI Outcomes 13D and 13E). Data collected from different panel cohorts is consistent across time. These data will be used to validate the quality and applicability of our programs and to improve curricula in the College where indicated.

2b. Monitor implementation of Program Review and external accreditation recommendations in the College. One activity will be to implement recommendations of a consultation team who is working with the faculty in the Department of Agriculture. Success will contribute to accomplishing EI Outcomes 13B and 13C.

2c. To better utilize the resources provided by the State, the College will advocate enrollment management strategies that reduce over-enrollment in heavily populated programs as well as directing enrollments to under-subscribed programs (EI Outcomes 2A, 2B, and 2C). In FY07 the College will give increased emphasis to reducing enrollments in three FCS programs, Interior and Environmental Design, Apparel Manufacturing and Design, and Family and Consumer Science Teacher Education to manageable levels. Enrollments in these programs need to match seat capacities when they are relocated to the surge space available while Turner Hall is renovated during FY08. (EI Outcome 2F).

3. Help provide a premier undergraduate experience. (EI Action 4)

3a. The College will implement a number of curricula initiatives to provide the excellent undergraduate programs expected. A new program in renewable energy is being planned with a federal grant and in cooperation with the U.S. Department of Energy. A new program in Enterprise Computing is being initiated by the School of Information Technology. This is in response to documented changes in industry needs and at the request of many

businesses. Curricular changes recommended by the faculty in Agriculture as a result of a consultation visit will be implemented.

4. Improve faculty development, recruitment and retention. Educating Illinois Acknowledges the critical role that faculty play in implementing the plan (EI Action 3).

4a. The College will maintain its faculty Research Mentoring Program. The College anticipates hiring 10-12 new faculty members for FY07, all of whom will need continuing development to become a successful faculty member at Illinois State (EI Outcome 7A). Retention of current enrollees at 80% or greater and enrollment of new faculty employees at the Assistant Professor rank of 90% or greater will be the indicator of goal achievement.

4b. Continue to develop the URG research support supplement program to enhance the long-term research capabilities of faculty members (EI Outcome 7A).

4c. The College will continue to monitor its student per FTE ratio (EI Outcomes 2A, 2B, and 2C and Outcome 6B). In FY07, the College will give additional focus on enrollments in sequences to ensure that the student population is appropriate for the number of faculty employed.

4d. The College will continue implementing Faculty Development Programs with Foundation Funds (EI Outcome 3H).

4e. Evaluate and improve classroom instruction with the results of the IDEA evaluation system. (EI Outcome 14F).

5. Strengthen graduate programs and strengthen research agendas of faculty members in the College to help build graduate education (EI Action 5).

5a. Resources are needed to increase the number of graduate assistants and raise graduate stipends. A funding request to accomplish this is included in section IV. (EI Outcome 1K)

5b. The College will identify a strategy for graduate education in the Department of Health Science including investigating the feasibility and advisability of reopening the M.S. in Environmental Health and Safety or seeking to replace it with a new Master's of Public Health degree. (EI Outcome 5H0.)

5c. The priority for new curriculum development in the College is expanding the graduate program in Information Technology, including enhancing and expanding the master's program, eventually resulting in developing a doctoral program (EI Outcomes 5H and 5I). It is our desire to continue pursuing this program.

5d. The College will continue implementing a faculty grant writing support program begun in FY06. The program provides, on a competitive basis, reassigned time to junior and senior faculty to prepare externally funded grants. (EI Outcomes 7D and 7F).

5e. The College will continue supporting and facilitating multidisciplinary research teams, including administering the University Research Office's Research and Scholarship Development Program to attract funding to develop wind energy, renewable energy, a large animal incinerator, and other emerging opportunities (EI Outcome 7E).

6. Additional, miscellaneous productive activities.

6a. The College will continue its sponsorship of Science and Technology Week in order to provide CAST students, the local community, and the University community with additional intellectual traditions to engender a sense of belonging and community (EI Outcome 15C).

6b. The College will engage in an expanded cultivation program qualifying a significantly larger set of prospects in anticipation of the next Comprehensive Campaign. (EI Outcome 8E)

6c. The College will assist and support Schools and Departments in launching *Recapitalization Partnerships* to attract lab recapitalization funding from industries with focused interest in the preparation of students who are prepared in specific labs.

College of Arts and Sciences Fiscal Year 2008 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 2008 Objectives

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

Critical Success Factors:

1. High expectations for excellence in student performance and ethics.

Implement and begin to assess ethics coverage in both the core curriculum and required major courses.

Complete discussion and plans for integrating the *Standards of Professional Behavior and Ethical Conduct* throughout the curriculum.

Use assessment data to evaluate student achievement of learning objectives in all COB degree programs.

2. Graduates prepared for post-graduate programs and/or professional certifications where applicable.

Identify lifelong learning skills; examine current objectives in our programs and highlight lifelong learning items; bridge any gaps in our programs.

Continue to promote student involvement in professional enrichment activities, such as certifications and competitions

Continue to encourage high-potential accounting majors to select the BS/MPA as the curricular path for CPA exam preparation.

Continue to evaluate options for providing the Certified Financial Planner (CFP) curriculum.

3. An integrative and responsive curriculum that provides current professional skills.

Develop proposal and rationale for a five-year BS/MS program in Human Resource Management.

Coordinators/Chairs/Placement expand internship opportunities.

Encourage qualified students to complete internships.

4. Placement rates that are equal to or higher than our peer institutions.

Continue to increase student awareness of career search skills.

Improve the exit interview process for graduating students to collect better placement, salary, and program satisfaction data.

Strive for placement rates equal to or higher than our peer institutions.

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

Critical Success Factors:

1. Excellent faculty and staff who will meet the needs of the College and its students.

Based on comparative data from peer institutions and AACSB, secure funds to enhance faculty recruitment (i.e. competitive packages including initial salary, summer research support, reduced teaching load for one or two years, etc).

Continue recruiting efforts and progress toward achieving a diverse group of high quality students.

Continue to utilize resources allocated for graduate assistants to enhance the COB research profile.

Seek resources to add instructional capacity that will allow: 1) more faculty to receive reassigned time for research; and 2) reductions in class sizes for both tenure- track and nontenure-track faculty.

2. An individualized educational experience

Identify target class sizes for core classes, major classes, class format, etc. and implement a plan to address the targets considering resources available.

Seek new resources and target existing resources for student enhancement opportunities

Continue to work with the Provost on a strategy for a summer school model with the goal of increased available summer courses, greater stability in offerings, increased summer support for our faculty, and reasonable summer class sizes.

Continue to support community building events.

3. State of the art facilities and technology for students, faculty, and staff.

Continue to explore and implement technologies that enhance classroom instruction

Increase technical support staff

Goal 3: To enhance positive recognition of the college.

Critical Success Factors:

1. A faculty with nationally recognized expertise.

Develop a description of the role and responsibilities of departmental leadership positions and seek budget support

Identify and support faculty capable of leadership roles in national organizations (and journals) for their discipline

Strive to increase the quantity and quality of scholarly output by utilizing increased faculty summer grant opportunities and increased graduate assistant support.

Continue to seek funds and encourage faculty to take advantage of professional development opportunities.

Continue to increase support for faculty presenting research at national and regional conferences.

Allocate the funds to faculty members using a strategic approach involving the Dean, chairs, and associate deans.

Increase number of endowed professorships and endowed chairs (total of 5 within 5 years)

2. AACSB International accreditation for business, accounting, and graduate programs.

By the end of the fiscal year, fully conform with the Assurance of Learning standards.

3. Niche programs that strengthen partnerships with business partners and alumni.

Implement programs for Caterpillar Leadership initiative

Implement newly created partnerships with GROWMARK and Afni, and seek similar opportunities to work with other business partners.

4. Respected business partners who seek to hire our graduates and promote our college.

Continue to encourage opportunities for business partners to interact with students.

5. An effective marketing communications strategy

Develop a media relations plan and an effective communications strategy.

College of Education Fiscal Year 2008 Objectives

I. Provide State and National Leadership in Education

A. Provide campus-wide leadership to monitor NCATE and ISBE policy and maintain continued accreditation.

B. Influence teacher preparation and professional development in Chicago Public Schools, (CPS) through targeted programs (e.g., Chicago Teacher Pipeline, Future Teachers, PDSs, National Board Certification, doctoral programs).

C. Leverage membership in the NNER and Holmes as well as National Association of Professional Development Schools (NAPDS)

D. Plan and support graduate cohorts across the state, including the doctoral cohort working in Chicago and the LBS2 Technology cohort in Peoria.

E. Utilize centers to produce and disseminate nonpartisan research reports and publications to inform policy, legislation, and practice.

II. Increase Diversity Among Faculty, Students, and within Professional Experiences

A. Expand professional development schools in Chicago and Springfield based on the “cluster schools” model.

B. Collaborate with IBHE, ICCB and other universities to develop an Associate of Arts in Teaching.

C. Lead development of the federally funded Chicago Teacher Pipeline, a collaborative effort of Illinois State, Chicago Public Schools, and Chicago City Colleges.

D. Work with Institutional Research and the Council for Teacher Education to create a database to analyze teacher education candidates’ exposure to and experiences with diversity.

E. Staff from the Chicago Pipeline Project will work with SED and C&I to identify potential field placements in Chicago.

- F. EAF will expand Professional Practice opportunities in Chicago, Springfield, Peoria, and in suburban and rural areas.
- G. The SEAT Center will provide passport training in the technology standard in which teacher candidates must demonstrate awareness of assistive technology devices and their applications in the classroom.

III. Provide Excellence in Teacher Education

- A. TEC will continue to work with programs to redefine the field experience descriptions and contents for all teacher education programs.
- B. C&I will revise the elementary education field experiences in collaboration with Metcalf School and other partners.
- C. The college will continue its work with IMPACT, our partnership advisory board.
- D. TEC will enhance and grow the teacher education orientation program.
- E. Continue to grow the Alternative Route to teacher certification program for “high needs” areas.
- F. The College will seek additional external funding for the Chicago Teacher Pipeline.

IV. Serve as a State and National Leader in Graduate and Continuing Education.

- A. Chairs will continue to implement the five-year plan for off-campus graduate cohorts.
- B. The College will serve as a National Resource for NBPTS, providing statewide leadership, with special emphasis on Chicago, Peoria, and the NBPTS rural initiative.
- C. The Laboratory Schools will increase the number of faculty associates achieving National Board Certification.
- D. C&I will complete aligning the C&I master’s with the core National Board standards.

V. Support and extend research endeavors.

- A. Enhance the established self-supported, centralized College office to provide support service for funded research.
- B. Continue to seek grant and campaign resources to provide funding sources for each of the Centers.
- C. Develop capacity for expanding research through workshops, speakers, conferences, or study groups.

VI. Develop technological support of recruitment and instruction

- A. Conduct ongoing needs assessment to provide for the technology needs of faculty, staff, and students.
- B. Develop an enhanced web presence to meet the needs of multiple audiences.

VII Support our College Community Through Governance, Staffing, Facilities and Endowments.

- A. C&I will continue to collaborate with Metcalf to revise elementary education field experiences.
- B. Provide additional professional development and recognition for non-tenure track faculty.

- C. Development Director will continue to work with each administrative area within the college to identify, cultivate, solicit and steward donors for the creation and maintenance of endowed scholarship and other endowed funds.
- D. Continue to improve facilities to meet the needs of faculty, staff, and students.

College of Fine Arts Fiscal Year 2008 Objectives

1. Facilities, Health, and Safety
 - Continue to move the New and Renovated Fine Arts Complex capital project up the IBHE's list of projects.
 - Improve technology in classrooms across the College.
 - Continue to review health and safety issues in various School of Art facilities.
 - Complete the relocation of dance studios prior to the demolition of McCormick Hall in 2008.
2. Curriculum, Collaboration, and Affiliation
 - Complete program reviews for all B.A., B.S., B.F.A., B.M., M.A., M.S., M.F.A., and M.M. programs in the College.
 - Possibly implement the IDEA teaching evaluation program across the College.
 - This year, the College joined the European League of Institutes of the Arts (ELIA.) This affiliation will provide the College with important connections and resources for recruiting, study abroad, and publications.
 - Complete the review and revision of the graduate program in the School of Art.
 - Assess effectiveness of new MFA procedures in the School of Art.
 - Continue to move revisions to the Art History sequence through the curriculum approval process.
 - Begin implementing recommended changes to the Arts Technology, Art, Music, and Theatre curricula to address FY06 review of technology related curricula college-wide.
 - Reinstate the MFA in Theatre: Acting.
 - Develop a sequence in Jazz Studies in the School of Music.
3. Recruitment, Admission, and Retention
 - Increase enrollment in the School of Music to 400 students.
 - Improve the production values of School of Theatre productions.
 - Recruit quality students to the School of Theatre on a regional and national level.
 - Increase enrollment in the Music and Theatre concentrations in the Arts Technology undergraduate degree.
 - Recruit students to the newly reinstated MFA in Acting.
 - Recruit students to the newly created sequences in Dance Performance and Dance Education.
4. Funding, Development, and Advancement
 - Increase General Revenue funding for development support.
 - Stabilize funding for the Center for the Performing Arts.
 - Seek private, state, and federal funding for University Galleries exhibitions.

5. Increase attendance at College events
 - Install CPA lobby video display screens.
 - Add a concessions kiosk to the CPA lobby to make concession sales more professional and patron friendly.
 - Develop a reasonable and simplified ticket pricing structure for the CPA which addresses the needs of our various constituencies
 - Expand the scope of University Galleries to include exhibitions featuring more internationally recognized artists, more artists from foreign countries, and minority artists.
 - Increase the Illinois Shakespeare Festival's outreach to a larger region and increase attendance.

Mennonite College of Nursing Fiscal Year 2008 Objectives

1. Continue to develop state, national and international college presence
 - Successfully achieve re-accreditation by the Commission on Collegiate Nursing Education (4/07)
 - Continue to place college/program advertisements in prominent journals, conference brochures, online venues
 - Continue to work with Media Relations to showcase college activities
 - Strategize about ways to ensure college presence at prominent national nursing conferences/events
 - Seek state, national and international opportunities for college representation
2. Successfully continue to develop collaborative and innovative programming
 - Continue to explore RN/BSN, BSN, Accelerated BSN option integration with graduate program
 - Continue to identify and build community partnerships
 - Continue to develop technological advances that promote and facilitate collaborative endeavors
 - Continue to seek funding opportunities
3. Successfully implement and showcase collaborative and innovative programming
 - Continue activities of collaborative doctoral program with University of Iowa College of Nursing
 - Continue with approval process for PhD program
 - Admit first cohort of Clinical Nurse Leader graduate sequence (8/07)
 - Develop new master's sequence curriculum for Geriatric Nurse Practitioner
 - Graduate the first cohort of Accelerated BSN option (12/07)
 - Admit second, larger cohort of Accelerated BSN option (1/08)
 - Develop plan for manuscript development/conference presentations aimed at showcasing programming
4. Develop new strategies for student outcome success
 - Initiate curriculum review/revision for prelicensure and RN/BSN sequences
 - Support lead faculty to coordinate each master's specialty sequence
 - Strategize ways to increase promotion of student scholarship opportunities
 - Closely monitor student outcomes of Accelerated BSN option
 - Expand Transcultural course site opportunities for students
 - Develop plan to increase engagement of undergraduate and graduate students in faculty research activities
 - Continue to seek strategies for increasing enrollment of diverse student population across all programs
 - Explore facilitation of peer tutoring program for students
 - Continue to seek ways to maintain/exceed statewide and national comparisons on student pass-rates on NCLEX licensure exam and advanced practice certification exams

- Seek ways to continue to exceed benchmarks on EBI Exit survey for overall undergraduate and graduate student satisfaction with nursing program (national benchmarking)
 - Implement new Clinical Practice Coordinator role
5. Continue to develop processes for faculty development aimed at successful recruitment and retention of outstanding faculty
 - Develop strategies of practice opportunities to retain advanced practice nurse faculty
 - Continue to seek technological advances that assist faculty with workload
 - Revise travel request procedure to align with needs identified through self-evaluation and mentoring relationships
 - Continue to seek strategies aimed at recruitment and retention of diverse faculty group
 - Nurture collaborative research team building
 - Continue to seek new faculty with promising and/or established research agendas
 - Continue to support all faculty in development of innovative teaching methods
 - Continue to support all faculty in service endeavors
 - Implement new Clinical Practice Coordinator role
 6. Streamline college processes for enhanced efficiency and effectiveness
 - Develop 5 year plan for college staff/faculty recruitment and hiring
 - Continue to improve orientation and mentoring structures
 - Finalize process for submission of program grants
 - Review and develop college specific policies and procedures congruent with existing ISU policies and procedures
 - Develop new college budgetary processes
 - Coordinate development plan for college executive committee and college committee chairs
 - Implement new Clinical Practice Coordinator role

Graduate School Fiscal Year 2008 Objectives

1. Continue graduate student recruitment efforts with academic programs to attract high quality applicants and encourage diversity of the graduate student body.
2. Implement and continue the program to increase graduate student stipends to competitive national levels.
3. Enhance the Graduate Incentive Program which serves as a financial safety net to assist with student retention and degree completion.
4. Support high quality academic programs through the curricular and program review process.

Milner Library Fiscal Year 2008 Objectives

In support of its Mission, in Fiscal Year 2008 and beyond, Milner Library will

Create safe, vital, welcoming spaces for studying, group discussion, and the co-creation of knowledge that nurture the learning of a diverse community of patrons by maintaining vital spaces. To accomplish this goal, Milner Library will

- Make progress in providing excellent Facilities for the 21st Century
 - Put continuing pressure on Facilities Management to deal with the leaks on the plaza in all possible ways.
 - Relocate the Illinois State University Archives into an environmentally secure, appropriate, yet easily accessible, space on campus by June 30, 2007.
 - Monitor the actions taken to replace the electrical distribution system in Milner based on the 2003 electrical/engineering study of Milner Library and as called for in the Board of Trustees Capital Renewal Project October 22, 2004, page 54.
 - Provide signage for and enforce quiet study areas.

- Champion the campaign both inside and outside the university for renovation and expansion of Milner Library.
- Clean, in accordance with detailed specifications, all public and staff areas of Milner Library.
- Design and build a coffee bar in Milner Library in response to user requests for such a service.

Provide a safe and healthy work environment for the employees and patrons of Milner Library. To accomplish this goal, Milner Library will

- Due to the unsafe and unhealthy conditions in Milner's basement, abandon Floor 1 as a workspace and as a public service operation.
- Create an on-site storage facility on Floor 1 for Milner's lesser-used collections and materials to alleviate Milner's space crises.
- Move offices and operations, insofar as is possible, from Floor 1 to upper floors for health and safety reasons.
- Combine the operations of Milner's reference desks.
- Investigate re-inventing the Milner Computer Lab to replace fixed workstations in a static space with laptop access throughout the building.

Make adjustments, improvements, and changes in Milner's physical, administrative, and service structure as indicated in the most recent university surveys and focus groups, in library-wide discussions, or as dictated by budget, space, and personnel constraints. To accomplish this goal, Milner Library will

- Create more seating alcoves and group study areas on Floors 2-6 to provide a variety of study spaces.
- Provide more online resources as budgets allow.
- Improve lighting in all areas of the Library.
- Provide more technology assistance at Milner service points.
- Examine and realign faculty workloads to level responsibilities more equitably.
- Provide clearer decision-making structures within the organization.
- Modify the Library's administrative configuration to better fit Milner's changing location and divisional structure.
- Review all library committees with a goal of reducing the number of committees that are active in Milner Library.

Provide access to, and assistance with, a rapidly growing universe of information and creative expression. To accomplish this goal, Milner Library will

- Strengthen Milner's reference services in ways that serve users effectively. In support of this objective, Milner library will
 - Examine the effectiveness of reference services in the context of changing use patterns, continuing numerous library faculty and staff vacancies, budget constraints, and existing space limitations.
 - Act on the study of Milner's database of reference statistics for quantitative analysis and implications of the data to revise hours of service, staffing of areas, and opportunities for enhancements that will better serve patron needs.
 - Implement standardized data collection at points of service.
 - Analyze the results of the LibQual study and focus group data for actions that will improve services.
- Investigate new technologies in reference and instruction and incorporating them into Public Service operations. In support of this objective, Milner Library will
 - Fully implement email and IM reference by embedding responsibilities into the work of appropriately trained and skilled reference librarians; examine statistics on hours of use and number of requests redirected; and adjust the service to best serve patron needs.
 - Assess the utility of the federated search engine, WebFeat, through usability testing.
 - Integrate the resources of the American Memory project of Library of Congress into regular reference routines in partnership with the Adventure of the American Mind (AAM) project, offering patrons inside and outside the ISU community a vast array of primary digital resources.
 - Expand and develop more skills in the use of classroom control software for full implementation to improve the learning experience for students, including existing clicker technologies.

- Enhance the reliability of and uniform coverage of wireless access support, including training, public relations, printing from wireless, laptop checkout for building use.
- Acquire and support campus implementation of an online citation management service like RefWorks or EndNote.
- Evaluate existing collections and new acquisitions for their usefulness, relevance to curriculum, and desirability for an academic teaching library. This will include acquiring, weeding, and/or preserving materials. In support of this objective, Milner Library will
 - Complete 100% of Williams Hall relocation by June 30, 2007.
 - Put continuing pressure on the University to increase the Library's materials budget to cover the cost of inflation in the prices of books and journals.
 - Compare 1st, 2nd, and 3rd year outcomes of the new program review framework and developing an accepted pilot model of library program review.
- As funding allows, move aggressively from print to electronic access while still developing excellent monographic collections focused on curricular needs. In support of this objective, Milner Library will
 - Shift the majority of Milner's periodical titles to electronic formats only.
 - Focus on any time/any where access
 - Establish target benchmarks for the project as
 - 500 additional print titles discontinued between January 1 and December 31, 2007
 - 750 additional print titles discontinued by December 31, 2008
 - Move consistently toward the end goal that no more than 500 print titles in core collection to be retained.
 - Develop support mechanisms and workflow for electronic journals, including acquiring and implementing electronic resources management systems.
 - Migrate to primarily electronic reference resources over the next three years.
 - Assess the impact of the shift to electronic access on patron satisfaction, use, and cost.
- Ensure intellectual and functional access to the library's collections. In support of this objective, Milner Library will
 - Begin automated verification of URLs that display in the online catalog through retrospective maintenance
 - Explore use of new techniques or tools for the discovery and delivery of information
 - Develop and implement 24/7 technology support for Milner's online collections (online journals, books, and databases) and systems (Milner's website, online catalog, proxy server, Find It, WebFeat)
 - Enhance search capabilities in the online catalog by improving collocation of resources by subject or author through new methods of utilizing emerging technical tools for replacing outdated headings.
 - Implement plans to completely catalog those collections in Milner Library that remain uncataloged, especially Special Collections, Maps, Documents, and Archives
 - Improve the quality of the library catalog user experience by exploring the acquisition and implementation of software that enables the user to navigate by facets, makes suggestions related to spelling (i.e., Did you mean . . .) and so forth.
- Guarantee timely shelving and re-shelving of all materials to meet user needs
 - Adhere to standards and expectations for timely shelving, such as
 - All reference materials and current periodicals must be shelved within four hours
 - All stacks materials must be shelved within 24 hours
 - Review and refine centralized shelving crews to streamline and speed up the shelving process with limited resources
 - Perform simple accuracy checks regularly in all areas to be sure materials are being shelved properly for patron use
 - Maintain a schedule of shelf-reading the entire collection to be sure patrons can find materials easily
 - Clean stacks areas
- Implement more library elements on the iCampus portal. In support of this objective, Milner Library will
 - Add a messaging area to the subject librarian channel that would allow librarians to communicate directly with targeted patrons

- Implement a subject librarian (i.e., liaison) channel for faculty
- Find ways to automatically display information from the library account (like books borrowed, fines and fees) without having to click through links
- Explore the expansion of library features to an entire page on the portal, adding elements such as a federated search box, catalog search box, library hours box, and library announcements box
- Solicit feedback from ISU students on existing and proposed library features
- Implement recommendations of the Dean's Technology Advisory Committee's annual Technology Plan. In support of this objective, Milner Library will
 - Provide expertise and guidance to develop metadata appropriate to the intended users of digitized resources, enabling information discovery within and across digital collections
 - Implement Milner's newly acquired electronic resources management system
 - Optimize the use of digital collections and integrate instruction in their use into classroom sessions
 - Provide resources and support for successful implementation of the Illinois State University 150th anniversary grant project to digitize historical ISU materials
 - Recruit and hire a Digital Collections Librarian
 - Continue the partnership between the School of Art and Milner Library to digitize appropriate parts of the School's Slide Collection and make them available through ILSTUDIA
 - Consider entrepreneurial options for funding digital projects and establishing charge-back services for campus projects as outlined in a proposal submitted to the Dean of University Libraries
 - Assess the value and effectiveness of new and continuing technology initiatives
- Strategically communicate Milner Library's message. In support of this objective, Milner Library will
 - Celebrate the 60th anniversary of the founding of the Friends of Milner in 2007
 - Brand library services to make patrons aware that they are using library services even though they may not be physically in the library
 - Increase collaborative relationships and outreach with other libraries, museums, and agencies locally and statewide highlighting Milner Library as a community cultural center
 - Prepare to host the NEH Lincoln Exhibit in FY08
 - Prepare to host the NEW Alexander Hamilton Exhibit in FY09
 - Participate fully in Illinois State University's 150th celebration through displays, web sites, traveling exhibits, and other appropriate opportunities
 - Establishing an archive for all 150th materials
 - Continuing as a site for Presidential Scholar service learning projects
 - Highlight all services offered by Milner Library
 - Evaluate the effectiveness of Milner's marketing efforts

Lead in efforts to integrate information literacy into the University curriculum through teaching and collaboration. to accomplish this goal, Milner Library will

- Continue active participation in General Education reform on campus. In support of this objective, Milner Library will
 - Continue the development, testing, and refinement of the integration of information literacy competencies into the curriculum of the redesigned inner core and assess their effectiveness
 - Actively participate in the dissemination of tiered information literacy skills into Middle and Outer Core classes that further develop the introductory skills from the Inner Core classes
 - Investigate tutorials as an alternative method of delivering instruction
- Enhance collaborative relationships between librarians and faculty that permit teaching of library and information literacy skills. In support of this objective, Milner Library will
 - Create a comprehensive information literacy plan
 - Include instruction not only for students beginning their academic careers at ISU, but also for transfer students
 - Conduct a survey of information literacy instruction (provided by Milner and others) and articulate different elements across the curriculum

- Offer professional development opportunities for library faculty on information literacy-related outreach strategies, classroom pedagogy and management, and other areas
- Explore the use of innovative instructional technologies.
- Design and implement two classrooms without walls
- Expand podcasting for delivery of instruction, reserves, images, and other functions
- Refurbish existing classrooms to maximize flexibility in adapting to varying pedagogical styles, including wireless computer access and movable workstations.
- Promote the K12 School Media Specialist Endorsement Program with College of Education
- Secure approvals from the Academic Senate, department, graduate, and university curriculum committees

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

- Create an archive of 150th celebration materials
- Actively seek external sources of funding for projects to preserve, stabilize and conserve materials from Special Collections and University Archives.
- Publicize and raise awareness of preservation activities among library users.
- Continuously monitor environment of all areas storing library and University Archives materials and work with appropriate campus departments to address issues.
- Expand repertoire of treatments performed by Conservation staff by taking advantage of continuing education opportunities.
- Increase number of items receiving preservation treatment by realigning and re-examining procedures and methods.
- Investigate methods of preserving electronic publications, such as Portico and LOCKKS.

SECTION IV
PROGRAM REVIEWS

Review of the B.A., B.S. in Criminal Justice Sciences 43.0104

Introduction. The Department of Criminal Justice Sciences is committed to offering a premier undergraduate degree program in criminal justice. Faculty have designed curricular and learning outcomes to reflect the values of a liberal arts education so that graduates of the program are able to think critically about issues in criminal justice, act independently, communicate effectively with diverse populations, and function globally. Recognizing the value of the co-curriculum, a multitude of experiential activities enhance the classroom learning of students. As such, the quality of students attracted to this program has increased, making this the largest criminal justice program in Illinois with an explicit liberal arts and social science orientation.

Overview of Academic Unit. The mission of the Department of Criminal Justice Sciences is to provide an interdisciplinary study of policing, courts, and corrections by integrating related social and behavioral science perspectives and theories. Departmental goals are established and are aligned with the goals and objectives of Illinois State's strategic plan, *Educating Illinois*. In addition, curricular offerings are consistent with the recommended guidelines of the Academy of Criminal Justice Sciences.

Overview of Degree Program. The criminal justice sciences major has consistently admitted and enrolled high quality students as demonstrated by the average ACT composite scores (22.9) of entering freshmen and the average cumulative grade point average (3.11) of new transfer students. The student demographic profile suggests the Department has been successful in attracting minority students to the program and to the University. Unique features of this program include its interdisciplinary approach to the study of criminal justice. Providing students with diverse theories, perspectives, and applications, faculty members hold degrees in criminal justice, sociology, history, law, American studies, and education. Faculty members are actively involved in scholarly productivity, including publications and grantsmanship.

Curriculum of the Criminal Justice Sciences Undergraduate Program. There is no accreditation body for criminal justice sciences programs; however, the curriculum is reflective of the standards set forth by the Academy of Criminal Justice Sciences. The Academy suggests that programs of study contain issues of diversity, communication skills, critical thinking aspects, and quantitative reasoning. These elements can be found within each of the core and elective requirements for the major. In addition, students are required to complete a 480 clock-hour professional practice experience with an agency or department affiliated with the criminal justice system. Students are encouraged to study abroad or pursue independent or group research opportunities either through independent studies or research symposiums. Several classes also require students to participate in service-learning projects in the local community.

Faculty of the degree program. The interdisciplinary nature of faculty in terms of composition and pedagogy, as well as research orientation, reflect the multi-disciplinary nature of the discipline of criminal justice. A commitment to attract diverse members has resulted in a faculty which is 14% Asian/Pacific Islander and 50% female. Since the last program review, criminal justice faculty have authored seven books, thirteen book chapters, seven government research reports, eleven encyclopedia articles, and one dictionary. Over 118 presentations were given at regional, national, and international scholarly and professional societies, while seven external grants were attained and twenty-six internal grants were secured.

Program goals and quality measures. In establishing goals and quality measures, the Department considers the curriculums, professional practice opportunities, and philosophies of benchmark and comparator institutions offering criminal justice majors, as well as the standards established by the Academy of Criminal Justice Sciences. Continuing investigation into the curricular and program goals of other institutions will assist the Department in developing changes in those areas, identifying quality indices and directing future budget planning processes.

Changes in level of student demand. Similar to the popularity of the criminal justice major nationwide, student enrollment in the program at Illinois State has increased from 426 (2002) to 443 (2005), representing a two percent increase. The Department works in conjunction with the Office of Enrollment Management and Academic Services and the Office of Admissions to ensure compliance with established enrollment targets for new freshmen and transfer students.

Major changes in the program's discipline, student demand, societal need, institutional context. Since 1998, the field of criminal justice has had to address both domestic and international issues. On the domestic front, besides dealing with traditional crimes, attention has been focused on violent and sexual offenders. In addition, the field has to address an increased prison population which has grown to over 1.5 million. On the international level, criminal justice scholars, as well as practitioners, have to address terrorism, border security, and the role of various state and federal agencies. In response to these needs, the curriculum has been revised to include courses on sex offenders, victimology, career criminals, and crime trends. The United States Department of Labor (USDOL) indicates that most occupations in or associated with criminal justice are expected to grow as fast as the average of all other occupations through 2014.

Summary of the department student learning outcome assessment plan. As part of the Student Learning Outcomes Assessment Plan, the Department examined the curriculum and its relevance to the occupational field. The Department Curriculum Committee developed goals to measure student learning outcomes in the following areas: administrative skills; communication/writing skills; diversity/community skills; ethics/social issues; human behavior; and reasoning skills. In addition to faculty input, the Department utilizes data collected from surveys conducted by the University Assessment Office, University Advancement Services, and the College of Applied Science and Technology to consider program revisions and modifications.

Accreditation from affiliated agency. There is no criminal justice accreditation body; however, the curriculum, admission standards, faculty preparation, faculty scholarship, service to society, and other aspects of the undergraduate degree program meet the model standards set by the Academy of Criminal Justice Sciences.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The Department thoroughly addressed recommendations from the last program review. Schroeder Hall was renovated addressing the shortage of space, a secure work area for office staff, and outdated technology. The student to faculty ratio decreased from 50:1 to 27:1. Faculty members are actively involved in various student organizations and work closely with students engaged in collaborative research projects and conference presentations. Criminal justice students come from diverse racial and ethnic backgrounds, representing the demographic characteristics of the state. The Department has developed effective strategies to maintain contact with criminal justice graduates.

Major findings and recommendations and actions taken as a result of this review. This review suggests that the development of new partnerships with other departments on campus can enhance curricular offerings on terrorism and Homeland Security. These partnerships could lead to formal concentrations or minors for students interested in pursuing additional credentials. In addition, national trends and curricular offerings at other institutions can lead to new curricular offerings at Illinois State. Another finding is the continuing need to examine the enrollment of new students into the program. The Department's undergraduate enrollment is at an optimal level, and it is necessary to carefully monitor enrollment figures to ensure the Department continues to support its commitment to maintain appropriate class size.

Review outcome. The review process finds the B.A., B.S. in Criminal Justice Sciences to be in Good Standing. Members of the Academic Planning Committee appreciated the well-written review report

which responded to concerns in the last program review and showed evidence of a thoughtful review process. Of particular note are the student and faculty use and interaction with Milner Library resources. The curriculum offers professional practice and international study abroad components. The Department also has strong academic and career advisement. The Academic Planning Committee commends the Department for an effective budget process.

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

- Consult with the University Assessment Office to clarify campus-wide assessment initiatives to refine the B.A., B.S. in Criminal Justice Sciences Academic Assessment Plan so that data collected are clearly linked to Student Learning Outcomes.
- Identify benchmark programs and program qualities to be used as models for the Illinois State program in Criminal Justice Sciences.
- Follow through on contacts made with other units to develop innovative curriculum in areas such as terrorism and homeland security on the model of the already established forensic concentration with the Department of Chemistry.
- Follow through on plans to reestablish the program's Advisory Board, especially with representation from alumni, community members, and criminal justice sciences professionals.
- Continue to work with Enrollment Management and Academic Services to identify an optimum enrollment.
- Given the increasing quality of criminal justice sciences students, the department should encourage additional participation in the University Honors Program.

Review of the M.A., M.S. in Criminal Justice Sciences 43.0104

Introduction. The M.A., M.S. in Criminal Justice Sciences is based on the Model Curriculum of the Academy of Criminal Justice Sciences requiring policing, corrections, and management courses. Offering the Master of Art degree recognizes the value of language skills in the criminal justice system and the world at large. Graduates of the program are able to think critically, act independently, communicate effectively with diverse populations, and function globally.

Overview of the academic unit. Graduates of the criminal justice program serve in positions with local, state, and national policing, correctional, and social service agencies, as well as with private security, insurance firms, and the armed forces. Other graduates have gone on to law schools and doctoral programs. The Illinois State program is recruiting and graduating students from around the world – Canada, China, Russia, and Ghana in the review period. Graduate students have co-authored articles with faculty, presented at disciplinary national/international academic conferences, and participated in local academic or professional conferences by sharing research. Graduate students have graduate assistantships within the Department, serve in professional practica with local criminal justice agencies, participate in co-curricular activities including the American Democracy Project, and have two opportunities for study abroad.

Overview of the degree program. During the review period, admission requirements rose while enrollments also increased. While internal graduate assistantships and professional practica have supported as many as ten full-time students, the Department is already reaching out to other agencies for additional external support.

Curriculum of the degree program. The master's program dropped a course in response to changing academic standards and job market demands, added a second required research component to benefit both practitioners and future doctoral students, and has expanded its course offerings. In place are three 300-level elective courses on victimology, cross-cultural perspectives on family violence, and experiences in international justice. Already in the curriculum process are three more courses on race and crime, sex offenders, and career criminals. All six courses focus on emerging topics in the field.

Faculty of the degree program. The Department has fourteen full-time, tenured or tenure-track lines; the faculty's composition, pedagogy, and research reflect the multi-disciplinary nature of criminal justice. A commitment to attract diverse members has resulted in a faculty which is 14% Asian/Pacific Islander and 50% female. Since the last program review, criminal justice faculty have authored seven books, thirteen book chapters, seven government research reports, eleven encyclopedia articles, and one dictionary, as well as numerous peer-reviewed articles. Over 118 presentations were given at regional, national, and international scholarly and professional societies, while seven external and twenty-six internal grants were secured.

Program goals and quality measures. The Master's program in Criminal Justice Sciences anticipates curricular revisions that include a 400-level course on qualitative research and 300-level courses on crime mapping, computer crime, and national security. The Department has already established communication with the Department of Politics and Government to develop a homeland security concentration. The program will seek to increase the number of master's degrees granted, minority students admitted, and graduate faculty. A special focus will be on increasing faculty-student research.

Changes in level of student demand. Enrollment for fall 2005 represents a 44% increase over that for fall 2000. A comparison of fall 2004 with fall 2005 figures shows an increase of 29%. The increases represent the greatest enrollment capacity test since the master's program began in 1978. The increases were achieved without sacrificing the quality of the students admitted.

Institutional context for offering the degree. Illinois State University's mission, "to serve the citizens of Illinois and beyond." and several goals in the University's Strategic Plan, *Educating Illinois* provide the context for the graduate program in criminal justice sciences. The degree prepares students for service occupations which are at the forefront of protecting the society locally, nationally, and globally. Part of the University's mission is to work "as a diverse community of scholars" who "promote the highest academic standards" and exemplifies the quality of the Department's faculty. Faculty members are actively involved in achieving the goals of the University's American Democracy Project.

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

There have been several curricular and course changes since the last program review including course deletions and new course offerings. Changes in course offerings respond to changes in the discipline and current trends in the criminal justice system. A statistics course was added as a requirement so that graduates are informed consumers of increasing available quantitative data in the discipline. One course, Sociology of Law, is an elective course, but it is recommended by the ACJS Model curriculum; staffing for the course is a department priority.

Summary of the department student learning outcome assessment plan. Data for assessment is used from alumni surveys, panel feedback, faculty meetings or surveys, discussions with prospective employers and professional practice site supervisors, catalog and web site searches, and student focus groups. That information has led to a number of curricular changes, the development of cutting-edge courses, expanded enrollments, more stringent admission standards, a greater emphasis on writing, and more cooperative research. The Department will reconstitute its Advisory Board.

Accreditation from affiliated agency. There is no accrediting agency for the criminal science discipline. The curriculum, admission standards, faculty preparation, faculty research productivity, co-curricular opportunities, service to society and other aspects match the Academy of Criminal Justice Sciences model.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The program has benefited from introduction of a 400-level required statistics course, the regular teaching of 400-level electives, and the development several 300-level elective courses on cutting-edge topics. In 1998 there was some criticism concerning faculty diversity which then stood at 30% female and 10% non-white. Those figures for this program review are 50% female and 14% non-white. Concerns about course scheduling have been addressed by the provision for 400-level electives offered as evening courses to accommodate in-service, part-time students. Enrollment has risen, thereby reflecting societal demand to fill positions vacated by retirees. Increasingly the entry-level academic requirement is the master's degree, especially for federal employment.

Actions taken as a result of this review. This program review process shows that the Illinois State Master's program has built on existing strengths. In keeping with degree preparation, graduates have found employment or advancement in criminal justice fields, as well as admission to law schools and doctoral programs. Graduate students and faculty are engaged in joint research and co-author publications and/or scholarly presentations. Summer study abroad or exchange programs, new international/comparative studies courses, and the admission of students from several other countries has broadened the program's perspectives. The Department has sponsored state and national conferences, an annual career fair begun since the last program review, and co-curricular opportunities such as the criminal justice honorary and the campus branch of the Innocence Project. The graduate program in criminal justice sciences will, however, continue to recruit minorities, encourage acquisition of the Master of Arts degree, seek funding for additional graduate assistantships or practica, and bolster student research participation through theses, research symposia presentations, and collaboration with faculty.

Review Outcome. The review process finds the M.A., M.S. in Criminal Justice Sciences to be in Good Standing. The Academic Planning Committee acknowledges the program's response to the previous

review, especially the Department's efforts in faculty recruitment for diversity. The Committee especially commends the Department for its increased student and faculty interaction with Milner Library resources. The program has a strong internship and an international study abroad component as well as strong academic and career advisement. The Department is encouraged to review the curriculum for creative and innovative ways to respond to current trends in the discipline. The Academic Planning Committee commends the Department for an effective budget and planning process.

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

- Consult with the University Assessment Office to clarify campus-wide assessment initiatives to refine the assessment plan so that data collected are clearly linked to Student Learning Outcomes.
- Continue efforts on faculty and student minority recruitment.
- Increase efforts to gain external funding to improve graduate assistant stipends.
- Follow through on plans to reestablish the program's Advisory Board, especially with representation from alumni, community members and criminal justice sciences professionals.
- Identify benchmark programs and program qualities to which the Illinois State program in Criminal Justice Sciences can aspire.
- Develop a strategy that encourages grantsmanship and scholarly productivity to provide a culture of professional development and faculty mentoring with junior faculty members.

Review of the B.A., B.S. in Anthropology 45.0201

Introduction. The B.A., B.S. in Anthropology at Illinois State is a unique program that offers students an independent approach to research. The program offers small, professor-taught courses, low professor-to-student ratios, internationally recognized faculty, undergraduate involvement in research, archaeological fieldwork for students, hands-on instruction in archaeological, biological, and ethnographic materials, numerous extra-curricular activities that include its own graduation ceremony, and an active anthropology club. The program is the only University program and statewide program that requires its students to write a senior thesis and participate in the Undergraduate Research Symposium.

Overview of academic unit. The Department of Sociology & Anthropology offers two baccalaureate degree programs, three minor programs, and two master's degree programs. The academic programs of the department are closely aligned with and advance the mission and values of the University, and many of the goals of *Educating Illinois 2003-2010*. The department's faculty, staff, and programs contribute to and advance centrality to the mission of the University in a number of important respects. One of the most significant of these contributions is the department's substantial General Education commitment.

Overview of degree program. The department's anthropology courses experience strong and consistent enrollments. The program's commitment to quality undergraduate education and creating a small college atmosphere is accomplished while having the second lowest cost per credit hour and the second lowest mean cost among the comparator institutions in Illinois.

Curriculum of the anthropology program. The curriculum is a four-field approach in anthropology (archaeology, cultural anthropology, linguistics, and physical anthropology), and its focus is on independent learning and research in many of the courses, but especially in senior thesis. Here students acquire a specialized knowledge of a particular area and develop critical thinking and problem solving skills that contributes to oral and written communication skill development. The program's assessment plan dovetails with the curriculum as the senior thesis is the primary means whereby faculty can make a "global" assessment of a student's achievement of learning goals. In addition, there is a variety of embedded assessment measures within courses whereby students have to demonstrate competence in various secondary goals such as knowledge of evolution of humans and the importance of cultural relativity. One of the distinctions of the Illinois State department is the number of out-of-classroom experiences that provide opportunities for hands-on experiences.

Faculty of the degree program. The anthropology program has six tenured and tenure-track faculty members, all of whom have terminal degrees (Ph.D.) from major research institutions. Three international journals are edited by faculty members, and have been recognized by the college and university with numerous awards and distinctions.

Program goals and quality measures. Like small liberal arts colleges that have a similar size program, the Illinois State program is committed to four-field anthropology that is a holistic approach to the study of humans. These programs, like Illinois State's, also put independent research opportunities at the center of their education as well as the reliance on hands-on teaching methods and a variety of out-of-classroom experiences.

Changes in level of student demand. The demand for anthropology majors rose dramatically about eight years ago and has remained steady at that level.

Major changes in the program's discipline, student demand, societal need, institutional context. Anthropologists have long been interested in globalization especially as it impacts non-Western people, but over the past eight years since the last program review there have been significant world changes that have been matched by the discipline. Four current faculty members (Bessa, Orser, Stanlaw, and Scott)

deal with issues related to globalization, making it one of the program's strengths. Anthropology, at its core, is a discipline that celebrates diversity, so program graduates are properly placed for preparation for the job market in this new millennium. The many out-of-classroom experiences in field schools, internships, and professional practice are the type of large university opportunities offered to Illinois State students.

Summary of department student learning assessment plan. The nature of the curriculum and the small number of faculty, students, and courses permits the program to provide constant assessment of the students and make fine adjustments when necessary. The program can do this because all core courses have embedded assessment measures that can easily be evaluated and communicated to other faculty. Currently the most important assessment tool is the capstone experience that concludes with the senior thesis and presentation at the Undergraduate Research Symposium. The successful completion of a senior thesis signals that students, regardless of where they started, have acquired important abilities that will serve them well in the workplace or in the pursuit of a higher degree.

Accreditation from affiliated agency. The B.A., B.S. in Anthropology is not subject to any accreditation.

Description of actions taken since the last review including instructional resources and practices and curricular changes. A new, unique and distinctive master's in historical archaeology was established in 2000, which is one of only a handful of such programs nationally. The anthropology faculty substantially revised its approach to assessment in recent years, having replaced student portfolios with the senior thesis as the primary assessment strategy. In addition, alumni surveys and exit interviews are conducted annually, and the anthropology faculty meets on a weekly basis to advance and pursue the assessment of anthropology majors. Finally, a new anthropology faculty position was created and filled in 2002 to support the department's new M.A., M.S. in Historical Archaeology.

Major findings and recommendations and actions taken as a result of this review. The anthropology faculty have identified a number of opportunities to further advance excellence in the program. These include successful completion of a search for a new physical anthropologist; the development of a new, cutting-edge, concentration in forensic anthropology in partnership with the State Forensic Science Laboratory in Morton, Illinois; and the establishment of unique professional practice internships for anthropology students. The program and its faculty and students would be further supported by an increase in library resources devoted to anthropology. Finally, in response to the identification of a few underperforming students, the anthropology faculty will devote serious attention to a range of possible adjustments to the program and its admissions requirements over the next two years.

Review outcome. The review process finds the B.A., B.S. in Anthropology to be in Good Standing. Members of the Academic Planning Committee acknowledged that the written report responded to the last review and showed evidence of a thoughtful program analysis. Committee members recognize the program for the Archeological Field Schools and the two-semester capstone experience as commendable components of the curriculum.

The program review report did not fully differentiate between the BA/BS in Anthropology and other degree programs in the department. The committee asks the program to address this concern by identifying unique characteristics, strengths and areas for further development, short- and long-range planning goals and quality indicators for the Anthropology degree program. This follow-up report should be submitted to the Provost's office by October 1, 2007.

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

- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the degree program.
- Develop a plan to encourage greater participation in the Honors program for both students and faculty.
- Continue to identify qualities that are indicators of the program's uniqueness and ways to continually improve. This may include analysis of other aspiration programs at the national and/or international level.
- Continue to work with the University Assessment Office to develop an assessment plan that identifies and analyzes student learning outcomes and leads to program improvement.

Review of the B.A., B.S. in Economics 45.0601

Description and Analysis of Program. The Economics Department offers B.A. and B.S. degrees in economics, as well as a minor in economics. The main objective of the program is to provide the premier undergraduate economics education in Illinois. This is accomplished by providing students with a solid foundation in economic theory and quantitative methods as well as access to a diverse range of applied courses. The undergraduate program supports several of the goals of *Educating Illinois*, specifically, enhancement of instructional capacity, providing the premier undergraduate experience in Illinois, promoting student achievement, maintaining high academic standards, and increasing financial support from external sources.

Students. Student demand for the Economics major has been rising steadily over the past several years. In 2001, there were 72 first majors and 32 second majors in Economics. Those numbers rose to 127 first majors and 35 second majors in 2005; a 56 percent increase. The majority of Economics majors are juniors or seniors who transferred into the major either internally or from a junior college. In spring 2006, the typical first major was a white male senior with a 2.62 GPA, an ACT score of 22.1, and 46 hours of transfer credit. Blacks and Hispanics account for approximately 11 percent and 3 percent respectively, while Whites account for 82 percent of majors. Women account for 22 percent of majors. These numbers have remained fairly steady over time. The undergraduate program in Economics compares favorably with IBHE comparator schools with respect to enrollments, degrees granted, costs per credit hour and credit hour production, ranking third (degrees granted) or fourth in each of the other three areas in 2004. The Department has produced a steady stream of outstanding graduates, successfully nominating a Bone Scholar in four of the last five years. In addition, the Department has served a significant number of students enrolled in the Honors Program over time and several students have graduated with Honors in Economics in the past few years.

Curriculum. The undergraduate major provides students with a solid foundation in economic theory and quantitative methods and offers students a wide range of elective courses. In addition, class sizes are relatively small; enrollment in almost all intermediate-level courses is capped at 35 students and senior-level courses are generally limited to 15 students. ECO 300 serves as the undergraduate major's capstone experience and must be taken in conjunction with a 300-level elective of the student's choice. To complete the capstone requirement the student must complete a significant research project.

Faculty. The Department has 13 tenured and tenure track Ph.D. qualified and 3 non-tenure track faculty. Faculty members are committed to excellence in the classroom and producing high-quality research. All the tenured and tenure track faculty members have active research agendas with their work published in peer-reviewed academic journals. Senior faculty members are nationally recognized in their respective areas of expertise based on their publication record, journal refereeing, and requests to organize sessions at professional conferences. The research efforts of the junior faculty are quickly being recognized in the profession as well. In addition, several faculty members have received university research grants and numerous external grants from such government agencies as the U.S. Department of Energy, U.S. Department of Labor, and the U.S. Department of Agriculture. Faculty members are actively engaged in outreach through contract projects with the Institute for Regulatory Policy Studies and the Stevenson Center for Community and Economic Development.

Quality Indicators. The quality of the Department's undergraduate program can be most meaningfully measured along three dimensions: development of students' critical thinking skills, faculty engagement in scholarship focused on teaching and learning within the discipline, and the ability of the Department's undergraduates to compete successfully in their chosen careers after graduation. The Department's undergraduate curriculum is designed to develop students' critical thinking skills by requiring them to complete a core of theory and tool courses and by offering a wide range of applied courses. The Department has also established a scholarly reputation in the field of Economics Education. According to

a recent study, the Department was ranked 6th in the nation for teacher quality. Finally, student placement rates are very high, exceeding 90 percent of the graduates.

Major Changes in the Program since the Last Program Review. Since the last program review, there have been minor changes in the overall discipline. In regards to the undergraduate program at Illinois State, significant changes include a substantial increase in the total number of first and second majors, the implementation of more rigorous performance standards for majors and the addition of new courses.

Response to Previous Program Review Recommendations. The recommendations that followed from the previous program review focused on enrollment in the major, gender balance in the faculty, student awareness of career opportunities, and assessment of student achievement. The Department has worked to increase student enrollments, increase the number of women on the faculty, and improve the quality of assessment of its majors. An aggressive recruiting campaign was undertaken which has resulted in a significant increase in the number of undergraduate majors. The Department has also succeeded in attracting a small group of highly qualified women to join the faculty over the past several years. The program developed and implemented a comprehensive strategy for assessing student performance built around the senior capstone project. The Department responded well to the previous review by developing program goals for a three to five-year outlook. Student perception of advisement has improved and there has been increased effort to reintroduce program majors to student organizations.

Program Goals and Planning Processes. The Department plans to focus on three specific areas of the Undergraduate Program over the next three to five years. First, the Department is going to work on improving the quality of the students enrolled in the Economics major. Second, the program will expand the range of course offerings available to economics majors. Third, the program will improve the quality of extracurricular activities available to its majors and minors.

Summary of Department's Student Learning Outcome Assessment Plan. The Department of Economics has initiated development of an assessment plan that is connected to the undergraduate capstone requirement. There has also been an ongoing effort to create a more homogenous capstone experience for seniors by sharing approaches to implementing the capstone and carefully mentoring new faculty members. The Committee asks that the Department consult with the University Assessment Office to refine the academic assessment plan so that it has an established timeline for the incorporation of both internal and external measures of assessment and is realistic in its expectations for data collection.

Accreditation. There is no formal accrediting agency specifically for bachelor's programs in Economics.

Major Findings, Recommendations, and Opportunities for Program Improvement. Overall, the Department is pleased with the progress that has been made over the past several years to improve the quality and attractiveness of the undergraduate major. Enrollments are up and the Department has recruited a diversified faculty committed to excellence in teaching and scholarship. That being said, there is much work to be done. Over the next few years, efforts will be concentrated on improving the quality of undergraduate majors, the range of course offerings and the quality of the academic experience. These goals will be achieved by increasing admission standards, holding majors to high performance standards, and providing more intellectually satisfying extra-curricular experiences. In addition, the program will continue to recruit high quality faculty who can offer students an array of challenging, timely courses and learning experiences.

Review Outcome. The review process finds the B.A., B.S. in Economics to be in Good Standing. The Academic Planning Committee acknowledges the excellent faculty scholarship and the Department's efforts to expand gender diversity in both student and faculty composition. The Committee commends the Department for the program's curricular changes and improvements, especially noting the cohesiveness of the program and the influx of writing into the curriculum.

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

Recommendations:

- Assess the newly established progress-toward-degree requirements to ensure appropriateness and work closely with Enrollment Management and Academic Services to determine optimum enrollments linked to program planning processes.
- Continue efforts to recruit a more diverse student population.
- When hiring new faculty members, continue efforts to enhance the cultural and gender diversity of the faculty.
- Continue to develop strategic planning processes that are tied to mission and goals and that allow for involvement by all faculty members.
- The program should work closely with the economics library subject specialist to develop a plan for infusion of library education in the degree program.
- Continue efforts to identify benchmark programs and program qualities to which the program can aspire, beyond curricular comparisons.

**Review of the M.A., M.S. in Applied Economics
45.0601**

Description and Analysis of Program. The master's program in Applied Economics is built on three nationally recognized principles: (1) solid training in economic theory and its application to real world problems; (2) strong emphasis on quantitative and statistical methods and their applications to economics; and (3) strong and effective verbal and written communication skills. Students can choose a concentration or one of the two specially designed sequences. The sequence in Electricity, Natural Gas, and Telecommunication (ENGT) is unique to Illinois State University and is associated with the Institute for Regulatory Policy Studies. The sequence in Applied Community and Economic Development (ACED) is associated with the Stevenson Center for Community and Economic Development and is offered in selected universities nationwide. In 2002, at the meeting of the Council of Graduate Schools in conjunction with the Ford Foundation on professional master's degrees in the social sciences, the Illinois State master's program in Applied Economics was recognized as a program of distinction.

Students. Overall student demand has remained strong. However, enrollment has been constrained by limited financial support due to budget cuts. The current student population is diverse by gender and nationality, with 32 percent female, 68 percent male, 51 percent domestic and 49 percent international. International students have represented more than 23 countries, some receiving funding from their government, employer, the Fulbright Association, or other international organizations.

Faculty. The Department has 13 tenured and tenure track and 3 non-tenure track faculty. All tenured and tenure track faculty have active research agendas with their work published in peer-reviewed academic journals. Senior faculty members are nationally recognized in their respective areas of expertise based on their publication record, journal refereeing, and requests to organize sessions at professional conferences. In addition, several faculty members have received external grants from such government agencies as the U.S. Department of Energy, U.S. Department of Labor, and the U.S. Department of Agriculture. Faculty members are actively engaged in outreach through contract projects with the Institute for Regulatory Policy Studies and the Stevenson Center for Community Economic Development.

Response to Previous Program Review Recommendations. The previous program review recommendations commended the program for responding to particular economic occupational needs in its curricular revisions. It also raised three issues to be addressed in future program reviews. First, while it recognized significant program improvements, it was somewhat concerned with the number of neutral responses on other program assessment items. While the concern over neutral responses is noted, there is also the issue of sample selectivity bias, which due to the small sample size, the results of the survey should be read with great care. Second, the review recommends that the Department address multicultural perspectives and areas of diversity in its curriculum and the recruitment of both students and faculty. The Department has taken a number of steps to address this issue though. First, multicultural perspectives are introduced into four of the graduate courses (economic development, international trade, international finance, and international economics). The Department has made sincere efforts to have a diverse student body and to encourage social and cultural interactions between domestic and international students. In addition, the Department has collaborated closely with the Office of International Studies to increase multicultural awareness campus-wide. The final recommendation that Applied Community and Economic Development be formalized as an additional program sequence has been undertaken.

Program Goals and Planning Process. The Department is in the second year of implementing a comprehensive curriculum change in the graduate program which was approved in 2004. The Department is exploring the possibility of developing a sequence in financial economics in collaboration with the Actuarial Science program in the Department of Mathematics. The future success of the Master's in Applied Economics program will depend on its ability to attract quality domestic and international students. Therefore, the Department will explore the possibility of developing alternative sources of funds for graduate assistantships over the next three to five years.

Major Changes in the Program since the Last Program Review. The discipline has moved towards more emphasis on quantitative methods and communication skills. These changes were also reflected in an internal evaluation of the program in 2003, and resulted in the following changes in the curriculum:

- Reduced credit hours from 39 to 34 by eliminating two electives in order to improve the program's competitiveness with other institutions in terms of costs and time to graduation.
- Increased the number of core quantitative courses from two to three in order to strengthen the program's quantitative basis.
- Created a new required course entitled "Graduate Research in Applied Economics" to replace Technical Writing (ENG 349) in order to emphasize the writing component of the program, and to provide a more comprehensive supervisory role for students during the thesis/capstone phase.

Summary of the Program's Student Learning Outcome Assessment Plan.

Assessment data on student achievements are collected by faculty through course specific examinations and projects, a semester long capstone or thesis project, employer satisfaction of students on an internship, as well as an exit interview and survey of alumni and students. The results of these assessments are integrated into future program revisions. The most recent curriculum revision was partly in response to data collected on previous program assessments. The Committee asks that the Department consult with the University Assessment Office to refine the academic assessment plan so that it has an established timeline for the incorporation of both internal and external measures of assessment and is realistic in its expectations for data collection.

Accreditation. There is no accreditation for the master's program.

Major Findings, Recommendations, and Opportunities for Program Improvement. The latest survey of students and alumni suggests overall satisfaction with course offerings, quality of instruction, course requirements, intellectual challenge, development of writing skills, quantitative skills, speaking skills, technological skills, understanding of other cultures, decision-making and communication skills, preparation for graduate study and employment, and overall satisfaction with the program. There is, however, some dissatisfaction with career awareness and employment opportunities as well as extracurricular opportunities. In response, the Department has taken some initiatives to establish closer relationships with industry inviting industry representatives to provide advice on career and employment opportunities.

Review Outcome. The review process finds the M.A., M.S. in Applied Economics to be in Good Standing. The Academic Planning Committee acknowledges the excellent faculty scholarship and the Department's efforts to expand gender and cultural diversity in the faculty's composition. Recent curricular changes have strengthened the program and the program has initiated efforts to develop a five-year plan.

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

Recommendations.

- Continue efforts to recruit a more diverse student population.
- When hiring new faculty members, continue efforts to enhance the cultural and gender diversity of the faculty.
- Continue to develop strategic planning processes that are tied to mission and goals and that allow for involvement by all faculty members.
- Continue efforts to identify benchmark programs and program qualities to which the M.A., M.S. program can aspire, beyond curricular comparisons.

- Continue efforts to establish closer relationships with industry to enhance awareness of career opportunities by students.

Review of the B.A., B.S. in Geography 45.0701

Introduction. The B.A., B.S. in Geography, with nearly 60 majors and averaging 20 graduates per year, is among the largest undergraduate Geography programs in the state. The program provides a quality undergraduate experience that contributes to the University's General Education program and prepares professional practitioners of the spatial arts and sciences.

Overview of academic unit. The geography program is housed in the Department of Geography-Geology. Geography has been part of the Illinois State program offerings since the University was founded in 1857 and the Illinois State department was the first stand-alone geography department in Illinois.

Overview of degree program. The B.A., B.S. in Geography at Illinois State achieves a crucial balance among the environmental, human, physical, and applied pathways of the discipline. The program offers both teaching and nonteaching options, a minor in geography, and contributes to nonteaching minors in Environmental Studies, Tourism Studies, and Urban Studies.

Curriculum of the geography program. The current curriculum for the Geography major, in effect since 2002-2003, takes a liberal arts approach to graduation requirements. Teacher education majors must complete student teaching for their capstone experience. Since the late 1980s, nonteaching majors in Geography, also had an off-campus capstone: the required internship. Few Geography programs in the country take this step of making the internship a requirement. Changes are forthcoming for the classroom portion of the Geography major, and a proposal for revisions and several new courses will be going forward in FY 2007. Assessment of the undergraduate major remains a work in progress. A set of 11 goals currently serve as the Student Learning Outcome Assessment Plan and faculty assess learning outcomes using three main tools: course grades, the Senior Field Problem, and capstone grade recommendations from outside supervisors. Reduction in the number of goals, refining the wording of goals, and introduction of in-course assessment tools are in the planning stage. Geography Club and Alpha Chapter of Gamma Theta Upsilon provide numerous out-of-class opportunities for Geography majors.

Faculty of the degree program. Illinois State's geographers, like their counterparts in Geography elsewhere, focus their efforts on the conception of social and natural phenomena and the interactions among them, by underscoring the spatial and environmental perspectives at various scales. Expected retirements and unanticipated resignations hit hard in 2004 and 2005, leaving behind only five tenured or tenure-track faculty in FY 2006. Adjunct and emeritus faculty, working part-time, and the program's advisor (who teaches four classes annually) have helped and will continue to assist with programmatic needs. Despite the turnover, the current faculty of the Geography Program can point to numerous accomplishments in the realm of international and national scholarship, to grants and contracts received, to awards won, and to important disciplinary posts filled. More than half the tenured and tenure-track are female and 1 faculty member is African-American. Faculty with active research agendas typically teach two courses one semester and three the next.

Program goals and quality measures. The principal programmatic goals include the following:

- Continue to revise and strengthen the undergraduate Geography curriculum
- Refine and expand curricular assessment procedures
- Continue to develop instructional and research foci in Planning/Development and Physical Geography with Human-environment interactions as a common theme amongst the Physical and Social Sciences.
- Increase the research profile of faculty including external funding levels
- Enhance capabilities in spatial analysis including GIS, cartography, and Remote Sensing through curricular, research, and outreach initiatives

- Develop more field and research experiences for majors
- Explore the possibility of developing a focused MS program that would fall under the broad umbrella of Environmental Sustainability.

The program currently assesses student learning outcomes using three principal tools: student teaching or internship, the Senior Field Problem, and in-course grades. The program also focuses on several career oriented activities that successfully bring program graduates together with other professionals. Another indicator of programmatic quality is the fact that currently pledged donations exceed \$1,000,000, to support scholarships, lectureships and other programmatic needs.

Changes in level of student demand. The geography program typically has 50-60 students enrolled. The ratio of nonteaching majors to teacher education is 3:2. Geography education has seen a subtle increase in demand over the past ten years, in part, because of the efforts of the Illinois Geographic Alliance and the availability of more coursework in Geography in the public schools.

Major changes in the program's discipline, student demand, societal need, institutional context. In the discipline of Geography, compared to 1998, there is now more emphasis on the study of interactions between human and natural systems with discussions centered on environmental management and sustainability. The increasing need to understand such complexities through scientific inquiry has created a social and academic demand for specialized training related to the establishment, maintenance, visualization, and analysis of complex multi-dimensional geographic databases through Geographic Information Systems (GIS) and Remote Sensing technologies. Women are more common among the professorate today than in the 1990s. At Illinois State, student demand for Geography has remained fairly consistent over the past eight years. The majority of majors come, as before, via transfer from other colleges and changes in major by native students who have been in residence for one or more years. Geography graduates are typically well trained for further academic studies in geography or related disciplines. Those who choose to enter the professional world right after graduation find their undergraduate training helpful in securing positions that require the ability to understand conceptually and solve multi-disciplinary problems, often through the use of the technical skills acquired in the program.

Summary of department student learning assessment plan. The Student Learning Outcome Assessment Plan continues to evolve and improve. Following the introduction of a new assessment tool in 2003, the Senior Field Problem, faculty have identified a number of issues that have either been since addressed or will be addressed with imminent curricular changes. Among the issues uncovered were insufficient ability on the part of some students to organize their field research coherently, tie their field study topic to the geographical literature, provide appropriate supporting information (e.g., tables, graphs, maps, photographs) or follow through on the citing of source material. Once faculty became aware of these and other problems, they set about the task of incorporating training modules in existing courses and will do likewise as new courses come into the Geography curriculum.

Accreditation from affiliated agency. Geography, as a discipline, does not have an outside accreditation process. The teacher education component, however, does regularly undergo evaluation by NCATE (National Council for Accreditation of Teacher Education) and did so with no significant concerns cited.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Faculty have addressed recommendations from the last program review. Although credit hours generated by Geography faculty declined by 11 percent during the period, the number of Geography majors has increased by 12 percent. The Department has dealt with technology needs for students, in part, by equipping and regularly upgrading two computer labs and by setting up a smaller, higher-end lab that both faculty and students can use. Third, assessment of learning outcomes has received much faculty attention, and will continue to be addressed in the upcoming year. Finally, informing students about careers and further educational training (e.g. graduate school) continues to be a top priority, as demonstrated by the Geography Career Fair, which is approaching its 20th anniversary; classroom visits by alumni; the annual Geography newsletter; the department yearbook *Glacial Deposits*, the department listserv, and Geography Club activities. As a follow up to the on-campus aspect of career enhancement for majors, faculty keep close tabs on recent graduates via a variety of means.

Major findings and recommendations and actions taken as a result of this review. Initiatives and plans for Geography include these main items: strengthen the faculty through recruitment, hiring, setting reasonable standards, and maintaining collegial atmosphere; strengthen the student experience by attracting high quality students; and continue to expand Geography's Illinois State roles through the GIS and Cartographic Services Laboratory, General Education, community outreach, better connections to international studies, and closer ties to alumni.

Review outcome. The review process finds the B.A., B.S. in Geography to be in Good Standing. Members of the Academic Planning Committee appreciated the well-written report, which responded to the last review and showed evidence of a thoughtful program analysis. Of particular note is that a process is in place for curricular analysis and implementation of changes. The capstone course and Senior Field Problem provides excellent opportunities for students.

The program should continue its efforts to detail and implement an assessment plan that identifies and analyzes student learning outcomes. The committee asks the program to address this concern and submit a follow-up report by October 1, 2007.

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

- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the degree program.
- Develop a plan that brings the tenured and tenure-track faculty teaching loads more in line with the university norms
- As a new advisement model is planned, carefully consider its potential effectiveness and overall efficiency.
- Identify qualities that are indicators of the program's uniqueness and identify ways to continually improve. This process may include expanded analysis of other aspiration programs.
- Develop a plan to encourage greater participation in the Honors Program for both students and faculty.
- Continue plans to modify the curriculum by adding new courses and identifying resources that will help expand field experiences.
- Develop a plan to address recurring funding needs to support and expand technological commitments of a competitive geography program with a strong focus on spatial analysis (e.g. maintenance of advanced computer hardware; annual license renewal for specialized GIS, Remote Sensing,

Cartography, and spatial statistics software; professional GPS units; plotters; scanners, color laser printers; and proprietary data, and in-service upgrading of faculty training related to technology).

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

Introduction. The mission of the History Department is to teach history at both the undergraduate and graduate levels; to engage in research in the discipline of history or in the teaching of history and the social sciences; and to serve the university and the broader community by the discovery and dissemination of new knowledge. The History Department bears a special responsibility in training teachers and in helping currently employed teachers to increase their knowledge of the subject matter and to improve their pedagogical skills. The bachelor's degree programs are central to that mission.

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

Overview of degree program. The B.A., B.S. in History at Illinois State University is a large program, second in the state only to the University of Illinois at Urbana-Champaign in terms of majors and degrees granted. Over two-thirds of the students majoring in history are enrolled in the teacher education curriculum, which is the largest such program in Illinois and among the top three nationally. In terms of freshman ACT scores and cumulative grade point average, history majors rank higher than overall Illinois State averages. The quality of the students participating in the departmental honors program is exceptional, but the number of students is modest.

Curriculum of the history program. The curriculum prepares history students with depth and breadth in the field of both content and methodology. Courses are required in United States, European, and Non-Western history, as well as in methodology. Students are encouraged to complete a minor and learn a foreign language. Student performance in HIS 200 and HIS 300 are compared to assess performance. Co-curricular and out-of-classroom experiences are available, and internships offer students public history experiences.

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

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

Changes in level of student demand. Despite the persistence of a stagnant job market for secondary school teachers specifically and historians generally, course enrollments and the number of majors have continued to rise. To stem the tide of the growing number of majors, the department raised admission standards several years ago -- including the minimum grade point average for history education students from 2.50 to 2.75 - but without success. The B.A., B.S. degree programs continue to be among the largest in the College of Arts and Sciences at Illinois State.

Major changes in the program's discipline, student demand, societal need, institutional context. With so many of its young faculty members having recently completed their graduate training, the Illinois

State History Department has already been affected by the intellectual trends influencing the discipline of history. For example, historical research is increasingly driven by a stronger grounding in theory and interdisciplinarity; social and cultural themes have replaced politics as the primary subjects of inquiry. A greater interest in the histories of non-western nations has given rise to expanded course offerings and more scholarship concerning Africa, Asia, and Latin America. Finally, historians have increased their efforts to reach a variety of publics so that academicians have interacted more frequently with secondary schools as well as with a number of other non-specialist audiences. The result has been a widening of the scope of historical scholarship, with the scholarly products being disseminated more widely as well.

Summary of department student learning assessment plan. The department assesses student competence by comparing research and writing skills in HIS 200 Doing History: An Introduction with those skills demonstrated in the curriculum's capstone course, HIS 300 Senior Seminar in History. Having begun to collect these data for only a short time, the department has not modified programs based upon assessment findings.

Accreditation from affiliated agency. With the exception of NCATE's review of teacher training, the history programs are not subject to accreditation by any national organizations or boards of review.

Description of actions taken since the last review including instructional resources and practices and curricular changes. At the time that the last program review was being written, the History Department was in the process of implementing a thorough curriculum revision. Since the completion of that process in 2000, students have benefited from the existence of a more coherent degree program that offers unprecedented depth and breadth in the field of content and methodology. An infusion of new resources, principally in the form of computer technology and the introduction of "smart classrooms," has improved the quality of instruction. The department hired new faculty as outlined in the last program review, but personnel losses and financial exigencies have reduced personnel and kept the unit from realizing its potential.

Major findings and recommendations and actions taken as a result of this review. The history department struggles to marshal adequate resources because of the size of the B.A., B.S programs. As a consequence, it is essential that the program replenish vacant faculty lines and provide additional advising aid for students. Teacher training can be made more efficient by merging the history education and social science education programs. Students can be served better by expansion of the department's internship and honors programs. Finally, research productivity can be enhanced through a series of faculty development programs especially for tenure-track faculty.

Review outcome. The review process finds the B.A., B.S. in History to be in Good Standing. The Committee commends the program for its efforts to address concerns in the last review especially with faculty hires from underrepresented groups. The Committee also recognizes the program's thoughtful strategic plan.

Members of the Academic Planning Committee request the program work with the University Assessment Office to refine the program's assessment plan and demonstrate program improvement efforts based on this plan. A full revision of the assessment plan should be completed by the start of the fall semester with a follow-up report due to the Academic Planning Committee on September 1, 2007.

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

- Given the number of new faculty hires, the department should conduct an analysis of factors affecting faculty retention and develop a plan to retain new faculty members.
- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the degree program.
- Identify qualities that are indicators of the program's uniqueness and identify ways to continually improve. This should include analysis of other aspiration programs at the national and/or international level.
- Continue efforts to allocate instructional resources to encourage greater participation in the Honors program for both students and faculty.

**Review of the B.A., B.S. in Political Science
45.1001**

Introduction. The undergraduate degree program in the Department of Politics and Government is committed to providing a premier learning experience for students. The program fulfills this commitment by: having faculty, rather than graduate students, instruct introductory as well as advanced courses both for majors and the general student population; fostering an atmosphere conducive to high levels of scholarship and service by faculty; supporting an array of co-curricular and out-of-classroom educational opportunities for students; and, pursuing a course of action, such as actively supporting the instruction of Middle and Outer Core classes in the General Education program.

Overview of Academic Unit. The overall mission of the undergraduate program is to provide an affordable, high quality liberal arts educational experience for students. In so doing, the program strives to prepare students to be engaged citizens able to achieve positions of leadership in the private, public, and nonprofit sectors. The program clearly has pursued actions and achieved results that reflect its strong commitment to the University's Mission Statement and to the Goals of *Educating Illinois*.

Overview of Degree Program. For the review period the program experienced sizable increases in the number of majors and the number of degrees conferred. Program majors enter the University with slightly higher average ACT scores when compared to all entering first-year students. The diversity represented among program majors is quite similar to the general student population except in regard to gender. Faculty and students have consistently been among the leaders at the University in regard to participation in the University Honors Program.

Curriculum of the Politics and Government Undergraduate Program. The program is designed so that majors will comprehend the complexities of methodologies and subject matter that are inherent to the political science discipline. The required credit hours to graduate as a major have been intentionally kept at a level so that students have ample flexibility to involve themselves in other academic pursuits at the University. Students not only are encouraged to take advantage of these pursuits but to also become involved in numerous out-of-classroom educational opportunities, such as Mock Trial, Model U.N. and Study Abroad, available through the Department.

Faculty of the degree program. Faculty members have achieved national and international reputations for scholarship, teaching, and service activities. Faculty members have been invited to give lectures at many universities both in and outside the country and have been recognized for their teaching excellence by the College, University, and external academic organizations. Faculty have also enthusiastically accepted calls to serve by the College, the University, and many community groups. The faculty reflects the diversity of the University, and the Department will strive to enhance this diversity in future hiring decisions.

Program goals and quality measures. The primary goal of the program is to provide a premier undergraduate experience in political science. Related to the pursuit of this goal is the desire of the program to: provide a comprehensive, rigorous, and diverse curriculum; foster an environment for faculty to produce quality scholarship and incorporate students into their research; encourage faculty and staff to actively participate in a wide assortment of service activities; and ensure the recruitment and retention of a highly qualified, diverse faculty.

Changes in level of student demand. The number of majors and degrees conferred has increased since the last review period. The increase in student demand may be due to improved attractiveness to legal careers, a perception of greater availability of governmental jobs, increased attention to the forces of globalization, and resurgence in interest in civic engagement. The Illinois State program awards the second highest number of degrees in Illinois Public Institutions.

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

The Illinois State program in Political Science has added new sequences to the major that respond to increasing globalization of the discipline. Each of the sequences requires courses that provide opportunities for increased awareness and participation in global studies, leadership and social justice and public service. A renewed interest in civic engagement and service has led to the program's strong participation in the American Democracy Project and Political Engagement Project since their inception at the University.

Summary of department student learning assessment plan. During the program review period, the Department employed two specific assessment strategies in regard to measuring student learning outcomes. One strategy was based on a quasi "pre- and post-test" model that used two surveys administered to first-year and fourth-year majors in select courses. The second assessment strategy was a web-based survey that was completed by majors during the semester immediately prior to graduation. The Department is further refining its assessment procedures to more clearly tie student learning outcomes to assessment measures.

Accreditation from affiliated agency. There is no accrediting body for the discipline of political science.

Description of actions taken since the last review including instructional resources and practices and curricular changes.

The amount of emphasis given to particular foci of teaching and research efforts in the political science discipline has changed to some degree since the last review. More attention is being devoted to: multi-culturalism, globalism, methodological diversity, and resurgence in the commitment to civic education. To reflect disciplinary changes, the Department has made a variety of curricular changes such as creating several sequences, adding nine courses, deleting eight courses, and smoothing the process of students taking courses to fulfill major and General Education requirements. Further, the Department altered the prerequisites of several courses to make them more consistent with curricular goals. The Department has clearly acclimated itself to playing an integral role in the University's successful achievement of the *Goals of Educating Illinois*.

The Department has generated a higher level of scholarly productivity while instructing more majors with more sophisticated instructional technologies and granting more degrees. The Department continues to work on improving its efforts at student vocational preparation, alumni networking, and learning assessment.

Major findings and recommendations and actions taken as a result of this review. To continue and enhance the Department's record of accomplishment, success has to be found in: hiring highly-qualified faculty representing diversity for several tenure-track positions; seeking accreditation by the ABA for the Legal Studies minor; hiring highly-qualified A/P staff to handle the demands of an increased number of majors and other Departmental responsibilities such as enhanced vocational training, assessment efforts, and alumni networking; and, seeking new opportunities to enable faculty scholarship and enrich student educational opportunities.

Review outcome. The review process finds the B.A., B.S. in Political Science to be in Good Standing. Members of the Academic Planning Committee appreciated the well-written report which responded to the last review and showed evidence of a thoughtful program analysis. Of particular note are the

numerous curriculum updates since the last self-study including the addition of three sequences. The Committee commends the faculty and students' participation in many international activities including several interdisciplinary minors and an active study abroad program. The faculty is also commended for leadership in university-level governance and service activities.

The Academic Planning Committee requests that the program work with the University Assessment Office to refine the program's assessment plan so that it is clearly tied to student learning outcomes and illustrates a process for program improvement based upon evidence gathered for the defined outcomes for the program. A full revision of the assessment plan should be completed by the start of the fall semester with a follow-up report due to the Academic Planning Committee on September 1, 2007.

The Committee also asks the department to conduct an analysis of factors affecting faculty recruitment and retention. The analysis should provide a plan to enhance faculty longevity and be submitted to the Academic Planning Committee by September 1, 2008.

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

- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the degree program.
- Provide evidence that the Department's strategic plan drives priority setting and decision-making. Utilize this planning process to conduct a thorough self-analysis of the program's strengths and weaknesses.
- Identify qualities that are indicators of the program's uniqueness and identify ways to continually improve. This may include analysis of other aspiration programs at the national and/or international level.
- Continue plans to enhance advisement staff and career counseling and develop a model to assess these efforts.
- Identify external funding sources and support grantsmanship and scholarly productivity opportunities to maintain a national reputation.

Review of the M.A., M.S. in Political Science 45.1001

Introduction. The master's program in the Department of Politics and Government is similar to master's programs offered in comparable universities in the state in regards to admission requirements, courses, and graduation requirements. However, what distinguishes Illinois State University is the offering of sequences. In comparison with IBHE comparator programs, Illinois State University had the highest degree completion level in 2003-2005.

Overview of Academic Unit. The Department is unique in its development and offering of three specialized sequences within the Master's degree in addition to providing an opportunity for a general degree in the discipline. Two particular features should be highlighted that make the Master's program unique: the Student Conference and the electronic journal *Critique*.

Overview of Degree Program. The Department of Politics and Government offers both Master of Arts and Master of Science degrees at the graduate level. The Department offers three specialized sequences: Public Service, Global Politics and Culture, and Community Development. It is also a participant in the joint degree in Applied Community and Economic Development.

Curriculum of the Politics and Government graduate program. The curriculum is designed to offer flexibility to the students to tailor a program that best meets their needs. The academic content of the Master's program is basically organized around the traditional subfields of the discipline. Parallel to the subfield structure, the Department also has three sequences: Global Politics and Culture, Public Service, and Community Development. "Methodology" is the only required seminar for all graduate students. However, to satisfy the methodology requirement, students have an option between Political Theory and Research Methodology. The Department is engaged in a process of implementation of the principle of methodological pluralism.

Faculty of the degree program. The Department of Politics and Government has assembled a highly qualified and dedicated faculty to teach in this program including one distinguished professor, seven full professors, five associate professors, and three assistant professors. A major asset of the Department's faculty is its diversity in terms of methodology, substance, gender, and national origin. The student evaluations provide strong evidence that students are quite satisfied with the quality of the instruction they are receiving.

The members of the graduate faculty have served on multiple thesis and comprehensive exam committees during this program review period as reported in the annual faculty productivity reports. Most of them have taught graduate seminars at least once per year and have engaged in considerable scholarship. Several members of the graduate faculty serve on national or international boards and are directly selected by their peers. Between 1998 and 2006, four faculty members have received research awards, and one a service award. Three faculty received grants. Between 1998 and 2006, the faculty published 31 books and edited books, 92 book chapters and articles, and 45 book reviews. In the same period, the faculty attended more than 150 professional conferences.

Program goals and quality measures. In March 2004 the American Political Science Association (APSA) published the Report from the Task Force on Graduate Education. The Report contains "principles" and "organizational suggestions" that could help as a guide for the future development of the Master's program. The Department of Politics and Government also maintains admission and completion standards at least as high as its IBHE comparator programs as well as its Carnegie benchmark programs.

Changes in level of student demand. Enrollments in the program have declined steadily since the last program review. The Department will work closely with Enrollment Management and Academic Services to monitor enrollment and recruiting strategies and confirm student demand for this program.

Summary of department student learning assessment plan. For the past several years, the Politics and Government Department has employed a systematic research design to measure student learning outcomes. The design involves a pre- and post-test measurement of student knowledge about politics and government employing a multiple choice and essay examination. The test has been administered six times, in the spring semester of the 1998, 2000, 2001 2002, 2003 and 2004 academic years. Graduate students have consistently scored better than freshmen and seniors in the four evaluations and in both the multiple choice and essay portions of the evaluation.

Accreditation from affiliated agency. There is no formal accreditation for the Political Science discipline.

Description of actions taken since the last review including instructional resources and practices and curricular changes. In the previous program review, the Department was criticized for lacking a coherent focus for its students. The Department determined that tracking students through sequences would best meet programmatic needs. The program is currently working towards a full implementation of a sequence structure. The 1998 Program Review recommended that “the department establishes and communicates through its publications a clearer programmatic focus for all aspects of the degree program.” In response to this recommendation, the Department developed and published a “Graduate Handbook.” The Department also provides on-going information on the Departmental website and through electronic communications with graduate students. Methodologically, departments of politics are adapting to demands for new approaches.

Major findings and recommendations and actions taken as a result of this review. Based on the program review process, the Department is undertaking the following initiatives and plans for the next three to five years: implementation of the principle of methodological pluralism, a combination of substantive breadth and depth through the full implementation of sequences, structured evaluation through changes in graduation requirements, and advising through the establishment of orientation sessions. The Department is considering the feasibility of developing a unique doctoral program.

Review outcome. The review process finds the M.A., M.S. in Political Science to be in Good Standing. Members of the Academic Planning Committee appreciated the well-written review report which responded to the last review and showed evidence of a thoughtful review process. The Committee commends the program for faculty and student participation in many international activities including several interdisciplinary minors and an active study abroad program. It is noted that program faculty are leaders in university-level governance and service activities.

The Academic Planning Committee requests the program work with the University Assessment Office to refine the program’s assessment plan and demonstrate program improvement efforts based on this plan. A full revision of the assessment plan should be completed by the start of the fall semester with a follow-up report due to the Academic Planning Committee on September 1, 2007.

The Committee also asks the department to conduct an analysis of factors affecting faculty recruitment and retention. The analysis should provide a plan to enhance faculty longevity and be submitted to the Academic Planning Committee by September 1, 2008.

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

- Develop a short- and long-term plan that establishes academic goals and strategic direction for the program. Utilize this planning process to conduct a thorough self-analysis of the program’s strengths and weaknesses and determine a more cohesive curriculum. This is a critical component when progressing toward development of a PhD program in Global Politics.

- Given changes in enrollment, work with the Graduate School and EMAS to determine an optimum enrollment and develop a recruitment plan.
- Identify qualities that are indicators of the program's uniqueness and identify ways to continually improve. This may include analysis of other aspiration programs at the national and/or international level.
- Assess current advisement staffing model to determine effectiveness of advisement.
- Identify external funding sources and support grantsmanship and scholarly productivity opportunities to maintain a national reputation.

Review of the Bachelor's of Social Work 44.0701

Introduction. The School of Social Work is both an academic unit and a professional school to prepare students for professional practice in social work. The baccalaureate social work degree program prepares generalist practitioners for entry-level professional positions in social service agencies. The degree program requires student learning in both the classroom and in the field. Students enter the major in the fall of the junior year and during the senior year, students are placed in community social service agencies three days a week for two consecutive semesters of practicum.

Overview of academic unit. An undergraduate program, graduate program and the Center for Adoption Studies are administered in the School of Social Work. The School also offers a Continuing Education Program that assists community professionals in meeting state licensure continuing education requirements. To conduct the business of the school, the School of Social Work has eleven faculty, three academic professionals, and two secretaries.

Overview of degree program. The BSW Program is a post-general education major and students enter the major in the fall of the junior year. Over the fall and spring semesters of the senior year, students complete a minimum of 600 hours of concurrent practicum in a social service agency and a concurrent seminar. Students also complete an Integrative Papers Assignment during the spring semester of the senior year that constitutes the exit requirement for the program. The BSW program employs a cohort design that fosters student collaboration and socialization into the profession. Small practice classes permit extensive individual attention to student learning.

Curriculum of the social work program. The Baccalaureate Social Work curriculum at Illinois State University is based in the professional foundation and liberal arts preparation as outlined by the Council on Social Work Education (CSWE) in the *Educational Policy and Accreditation Standards*. The entire curriculum is conceptualized, operationalized, and taught as an integrated curriculum rather than as distinct curriculum areas.

Faculty of the degree program. The program's faculty is committed to scholarship and makes a strong contribution to research and leadership in the profession. The faculty highly values teaching and is well-prepared educationally and professionally. Instructional excellence and extensive faculty involvement in student learning are particular strengths within the School. As required by CSWE for faculty teaching "practice" courses, all but one faculty member has an MSW degree from a CSWE-accredited program and a minimum of two years post-master's practice experience, and the Director of Field Education, and the two Advisement Coordinators (Director of Student Services and Director of Admissions and Recruitment as of July 1, 2006) also have MSW degrees and teach courses in both the BSW and MSW programs. The majority of the faculty has advanced clinical credentials and the Director of Field Education, and one of the Advisement Coordinators is licensed as a clinical social workers (LCSW) in Illinois.

Program goals and quality measures. A major and necessary indicator of the quality of a social work program is its record of successful accreditation by the Council on Social Work Education (CSWE). Peer social work programs in the mid-West, that is, public universities with schools of social work offering both accredited MSW and BSW programs, include Eastern Michigan and Wichita State. The overarching purpose of the undergraduate program is to prepare students for beginning professional practice. In keeping with this purpose, goals and objectives have been developed for the program. In addition, five indicators of quality have been identified to evaluate program success. 1) sustained accreditation, 2) graduation rate, 3) student satisfaction with the education received, 4) social work employment following graduation, and 5) social work licensure (includes continuing education requirement).

Changes in level of student demand. There is a growing demand nationally for professional social work degrees. The program has determined that 60 students is the maximum number of students for program capacity. In 2001 the BSW had 215 undergraduate students; the number dropped to 93 in 2005. The drop corresponds to changes in the undergraduate program and the loss of four faculty members. The number of degrees granted over the five year review period fluctuated from a high of 83 in 2002 to a low of 55 in 2005.

Major changes in the program's discipline, student demand, societal need, institutional context. According to the Bureau of Labor Statistics of the U.S. Department of Labor, "Employment of social workers is expected to increase faster than the average for all occupations through 2014" (*Occupational Handbook, 2006-07 Edition*). Employment opportunities in school social work and gerontology will be generated particularly in response to rising student enrollments in primary and secondary schools, emphasis on integrating students with disabilities into the general school population, and the increasing population of elderly. Demand is also increasing for substance abuse social workers as the courts are increasingly requiring treatment as a condition of sentencing or probation.

Summary of department student learning assessment plan. The plan for assessing the undergraduate student learning and the BSW Program consists of formative and summative measures of assessment. The summative measures are measures of the attainment of course and program objectives and the formative measures are informal and formal means of receiving feedback on initiatives launched or gathering preliminary data to determine future directions. Student outcomes are reported to the five sequence committees that are responsible for maintenance and development of the sequence curricula. Recommendations for change are then submitted to the School Curriculum Committee and forwarded to the Faculty of the Whole for ratification. Program recommendations also are presented by the Director of the School and the Director of the BSW Program to the faculty for consideration and action.

Accreditation from affiliated agency. The bachelor's program has been accredited by the Council on Social Work Education (CSWE) since 1979. The School of Social Work completed a self-study for reaffirmation accreditation in July 2006, hosted a site visit in fall 2006 and in January 2007 received a letter of continued accreditation until February 2015. Accreditation is essential for baccalaureate and master's social work programs. To be employable as a social worker, a potential employee must be licensed or license-eligible. Only graduates of CSWE accredited programs are eligible for licensure and other credentials.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The master's program has been established and accredited while at the same time the baccalaureate program was revised and strengthened. A new course, SWK 125: Building Healthier Communities through Community Involvement was developed and is offered as a General Education course. A number of changes with social agencies have taken place such as the Family Support Initiative was implemented with The Baby Fold, the relationship between DCFS and the Center for Adoption Studies continued productively until 2004, the Community Advisory Board was established, and faculty filled leadership positions in professional organizations and state and agency boards and committees. No decision has been made about a community clinic to date. Enhanced faculty mentoring and development through CAT was successful, however, the number of program faculty decreased by four in May 2004. The program recruited nine minority faculty members but only six have been retained. Both the undergraduate and graduate programs were accredited in 2007. The Continuing Education offerings have been very successful and further development is a priority for the next years. The School of Social Work has not explored reopening a field unit in Chicago.

Major findings and recommendations and actions taken as a result of this review. The program made several modifications as a result of the formative evaluations. Major revisions included becoming a post-general education major and admitting students in cohorts in the fall semester only, changing from a BA degree to a BSW, offering classes in a once-a-week, 3 hour block format, changing from a block to a

concurrent practicum format and increasing in-agency hours from 420 to 600, adding 3 new required major courses, and offering a new general education course.

Review outcome. The review process finds the Bachelor's of Social Work to be in Good Standing. Members of the Academic Planning Committee commend the program for a successful self-study for accreditation. While the program's self-study did a successful accreditation review, the program review and analysis did not provide evidence of an adequate response to the previous review report. Thus, the committee asks the program to address the nine concerns from the previous review and resubmit a report by October 1, 2007.

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

- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the degree program.
- Identify qualities that are indicators of the program's uniqueness and identify ways to continually improve. This may include analysis of other aspiration programs at the national level.
- Conduct an analysis of factors affecting faculty recruitment and retention. The analysis should provide a plan to enhance faculty retention and professional development opportunities as faculty move toward more senior ranks.

Review of the Master's of Social Work 44.0701

Introduction. The School of Social Work is both an academic unit and a professional school to prepare students for professional practice. The Master of Social Work Program was inaugurated in 2000 and, therefore, is being reviewed by the University for the first time.

Overview of academic unit. The School of Social Work offers both undergraduate and graduate programs in social work and houses the Center for Adoption Studies. The graduate program prepares students for advanced, specialized professional practice. Both programs prepare practitioners to act as agents of social change who promote individual and societal well being. The School also offers a Continuing Education Program that assists community professionals in meeting state licensure continuing education requirements.

Overview of degree program. The current Master's degree program offers one sequence, Child and Family Practice, that prepares graduates for advanced professional practice with at-risk children and families. The program is currently seeking approval for a second sequence, School Social Work.

Curriculum of the social work program. The Master's of Social Work curriculum at Illinois State University is based in the professional foundation and liberal arts preparation as outlined by the Council on Social Work Education (CSWE) in its *Educational Policy and Accreditation Standards*. The 60 semester hour curriculum is conceptualized, operationalized, and taught as an integrated curriculum, both vertically and horizontally, rather than as distinct curriculum areas. The exit requirement for the MSW program is a research project and report. Students design their agency-based research in the first advanced research course. Students then enroll in the second advanced research course and conduct their research under faculty mentorship during their advanced, agency-based practica. They also present their research at the Graduate Research Symposium in the spring semester.

Faculty of the degree program. The faculty is committed to scholarship and makes a strong contribution to research and leadership in the profession. Faculty highly values teaching and is well-prepared educationally and professionally. Instructional excellence and extensive faculty involvement in student learning are particular strengths within the School. As required by CSWE for faculty teaching "practice" courses, all but one faculty member has an MSW degree from a CSWE-accredited program and a minimum of two years post-master's practice experience, and the Director of Field Education, and the two Advisement Coordinators (Director of Student Services and Director of Admissions and Recruitment as of July 1, 2006) also have MSW degrees and teach courses in both the BSW and MSW programs.

Program goals and quality measures. A major and necessary indicator of the quality of a social work program is its record of successful accreditation by the Council on Social Work Education (CSWE). The Illinois State program received its Initial Accreditation in February 2003 after graduating its first cohort of students in May 2002 and was granted continuing accreditation in January 2007. The stringent and comprehensive requirements of the CSWE Educational Policy and Accreditation Standards (EPAS) result in a high level of quality assurance across MSW programs. According to the Carnegie Foundation classifications, East Carolina University in Greenville, NC is a comparable institution offering an accredited MSW program. Peer social work programs in the mid-West, that is, public universities with schools of social work offering both accredited MSW and BSW programs, include Eastern Michigan and Wichita State.

In addition five indicators of quality have been identified to evaluate program success. (1) sustained accreditation, (2) graduation rate, (3) student satisfaction with the education received, 4) social work employment following graduation, and 5) social work licensure (includes continuing education requirement).

Changes in level of student demand. The demand for professional social workers is growing nationally. Demand for the MSW Program has remained steady and is expected to increase. The program has admitted approximately 30 new students annually since fall 2000 with the exception of AY 2004-2005 when the program's faculty decreased by four and reduced admissions to comply with the 12:1 faculty-student ratio required by CSWE for master's programs. Presently, there are 73 graduate students enrolled in the program. Demand has remained steady and is expected to increase when we complete the approval process for a School Social Work sequence. The student profile is predominantly white/non-Hispanic, female, and 25 years of age or older. In 2005, 78% of our students were classified white/non-Hispanic and 74% were 25 years of age or older.

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

According to the Bureau of Labor Statistics of the US Department of Labor, "Employment of social workers is expected to increase faster than the average for all occupations through 2014" (*Occupational Handbook, 2006-07 Edition*). Employment opportunities in school social work and gerontology will be generated particularly in response to rising student enrollments in primary and secondary schools, emphasis on integrating students with disabilities into the general school population, and the increasing population of elderly. Demand is also increasing for substance abuse social workers as the courts are increasingly requiring treatment as a condition of sentencing or probation.

Summary of department student learning assessment plan. The plan for assessing student learning in the MSW program consists of summative measures seeking to assess the attainment of course and program objectives. Student outcomes are reported to the sequence committees that are responsible for maintenance and development of the sequence curricula. Recommendations for change are then submitted to the School Curriculum Committee and forwarded to the Faculty of the Whole for ratification. Program recommendations also are presented by the Director of the School and the Director of the MSW Program to the faculty for consideration and action. Student evaluations of classes and survey data have been primary sources of information on program success. Students and alumni are surveyed for their satisfaction with the program. Students also report their level of achievement on the course objectives for each course taken. Graduates of the program are surveyed about their satisfaction, employment, and licensure. Agency-based field instructors evaluate the competence of practicum students placed in their agencies. Employers are surveyed about their satisfaction with graduates of the Illinois State program.

Accreditation from affiliated agency. Both the bachelor's and master's programs in social work are accredited by the Council on Social Work Education (CSWE). The bachelor's program (accredited since 1979) and the master's program (initiated in 2000), hosted a site visit in fall 2006 and in January 2007 received a letter of continued accreditation until February 2015. Accreditation is essential for baccalaureate and master's social work programs. To be employable as a social worker, a potential employee must be licensed or license-eligible. Only graduates of CSWE accredited programs are eligible for licensure and other credentials

Description of actions taken since the last review including instructional resources and practices and curricular changes. Because the program was initiated in 2000 this is the first University and IBHE review cycle for the program.

Major findings and recommendations and actions taken as a result of this review. The School of Social Work is currently engaged in the development of a new strategic plan that includes revision and expansion of the MSW to meet the continuing and changing societal needs for the profession.

Review outcome. The review process finds the Master's of Social Work to be in Good Standing. Members of the Academic Planning Committee commend the program for a successful self-study for accreditation.

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

- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the degree program.
- Identify qualities that are indicators of the program's uniqueness and identify ways to continually improve. This may include analysis of other aspiration programs at the national level.
- Conduct an analysis of factors affecting faculty recruitment and retention. The analysis should provide a plan to enhance faculty retention and professional development opportunities as faculty move toward more senior ranks.

Review of the B.A., B.S. in Sociology 45.1101

Introduction. A comparison of Illinois State University's program to other Illinois sociology programs demonstrates that the Illinois State program is among the most productive in the state. The program has consistently enrolled one of the highest numbers of majors in the state. Moreover, fall 2006 data reveal an increase of nearly 30% in the number of majors over the prior academic year. Not surprisingly, the Illinois State program has also been one of the highest in terms of degrees granted every year. Furthermore, the program has consistently had the lowest disciplinary costs per credit hour produced, and has been one of the top three programs in the state for the production of credit hours (per staff year).

Overview of academic unit. Among the many outstanding characteristics of the Department of Sociology & Anthropology is a commitment to excellence in undergraduate education, a highly productive and accomplished faculty, and unique and distinctive graduate programs. The department offers two baccalaureate degree programs, three minor programs, and two master's degree programs. The academic programs of the department are closely aligned with and advance the mission and values of the University, and many of the goals of *Educating Illinois 2003-2010*. The department's faculty, staff, and programs contribute to and advance centrality to the mission of the University in a number of important respects. One of the most significant of these contributions is the department's substantial General Education commitments.

Overview of degree program. The department's sociology courses experience strong and consistent enrollment. Over the past five academic years, the department has consistently produced approximately 20,000 credit hours annually. This productivity has remained stable despite a period during which a number of permanent faculty lines remained vacant. The number of majors enrolled in the sociology program has fluctuated in recent years, in part due to a strategic effort by the sociology faculty to increase the requirements and standards necessary for admission to the major program. Despite the more rigorous admissions requirements, the number of sociology majors has increased by more than 30% over the last year. Sociology majors are among the most diverse group of students on campus. Graduating seniors and alumni indicate strong satisfaction with the program's curriculum, the quality of instruction, and their acquisition of research skills.

Curriculum of the sociology program. Among the unique and distinctive features of the core sociology curriculum are an advanced introductory/bridge course that serves as a prerequisite to subsequent upper-division core courses, a one credit hour "careers" course that prepares students for their post-graduation job search, and a capstone seminar in which students complete an empirical research project, write a significant paper reporting their results, and make a public presentation of their projects. Over the past five years, professional practice internship placements have increased by over 60%. The department has devoted considerable attention to the assessment of student learning over the course of the major program of study. Over the past eight years, a significant number of assessment strategies have been employed and tested. Currently, the sociology program relies on student portfolios, focus group discussions with students, and exit interviews with graduating seniors as its primary assessment strategies. Assessment results have been used to modify various aspects of the program.

Faculty of the degree program. The sociology faculty is quite diverse—their gender composition is evenly split, and they include one African-American and one Latina. The substantive areas of specialization of the sociology faculty represent a broad range of interests. In its recent hires, the department has added young scholars whose areas of specialization represent cutting-edge substantive areas of the discipline. The sociology faculty have established a reputation for quality teaching; apparent not only in student and alumni comments about their experiences, but also in the fact that the sociology faculty were recently identified as one of the top twenty departments nationally for excellence in teaching publications.

Program goals and quality measures. The Illinois State sociology program is one of very few nationally that realize the recommendations of the American Sociological Association's Task Force on the Undergraduate Major. The recent publication of a national study of graduating seniors by the American Sociological Association (*National Survey of Seniors Majoring in Sociology*), which included participation by Illinois State sociology students, indicates that the students reported higher levels of satisfaction with their major program of study and the quality of instruction they experienced than virtually any of the other (nearly) 100 programs whose students participated in the study.

Changes in level of student demand. The Sociology Bachelor's Program has experienced fluctuations in the number of majors enrolled in the program over recent years. The decline in enrollments (which began in FY02 and began to recover in FY04) was a function of a strategic decision to increase admissions requirements to the major. Over the past year, the number of majors enrolled in the sociology major program has experienced significant growth (over 30%), such that the major count is now higher than at any time since the last program review.

Major changes in the program's discipline, student demand, societal need, institutional context. Vital areas of research and scholarship in the discipline of sociology in the last decade include globalization, economic sociology, social movements, and environmental sociology. The three most recent hires of assistant professors of sociology in the Department are scholars in these areas of research. The department also has added faculty since 1998 who have bolstered cultural sociology, family policy, qualitative methods, as well as political, global, economic, and environmental sociology. The program's connections to the Stevenson Center and the addition of the Applied Community and Economic Development Sequence also fit in well with increasing calls in the discipline for more "public sociology."

Summary of department student learning assessment plan. The sociology faculty approved a change in the department's approach to the assessment of the Sociology Bachelor's Program in 2003 which narrowed assessment efforts to student portfolios of their work, focus groups, and exit interviews. The analyses of student portfolios conducted over the past year reveal substantial growth of knowledge and development of skills vis-à-vis the learning outcomes/goals adopted for the program. Findings from the assessment strategies have been used to inform program revisions and modifications in a number of important respects over recent years.

Accreditation from affiliated agency. The sociology discipline does not have an outside accreditation process. The Illinois State program does participate in activities sponsored by The American Sociological Association, to maintain a quality academic program.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The Department has devoted extensive attention to increasing and improving career counselling for its students. One of the most significant actions has been the institution of Careers for Sociology Majors course, established in 2000. The program's efforts to promote professional practice internship placements have been quite successful, resulting in more than a 60% increase in placements over the previous five years. A number of curricular changes have been implemented that have increased student's writing, speaking, mathematical, and problem-solving skills.

Major findings and recommendations and actions taken as a result of this review. The program faculty has identified several initiatives to advance the quality of the program. For example, increasing the required 37 hours to 40 hours will provide students with a greater breadth of the substantive knowledge in the field. Another initiative to be studied will be to require students to take a minimum of nine credit hours at the 300-level which would advance the American Sociological Association's overarching interest of providing study in-depth in the discipline. The faculty continues to assess the quality and currency of the program's curriculum.

Review outcome. The review process finds the B.A., B.S. in Sociology to be in Good Standing. Members of the Academic Planning Committee appreciated the well-written report which responded to the last review and showed evidence of a thoughtful program analysis. The committee commends the program for a strong strategic plan and a strong connection and interaction to the Milner Library resources especially in the development of research instruction.

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

- Continue efforts to increase the program's quality with curriculum analysis and appropriate changes to the major.
- Work with the University Assessment office to help facilitate the anticipated updates to the assessment plan for the degree program.
- Work with the Office of Enrollment Management and Academic Services to determine optimum enrollment for the degree program.
- Continue efforts to allocate greater instructional resources to Honors courses.

Review of the M.A., M.S. in Sociology 45.1101

Introduction. The Illinois State University Master's Degree Program in Sociology emphasizes in-depth study in sociological theory and research methods for graduate students, while also offering advanced seminars in substantive areas in sociology as a foundation for the students' original research projects. Students are prepared to enter doctoral programs or embark upon a career in which they will use the knowledge, advanced research skills, and enhanced writing, critical thinking, and oral communication abilities gained in the program.

Overview of academic unit. The Department of Sociology & Anthropology is committed to excellence in undergraduate and graduate education, and offers B.A., B.S., M.A., and M.S. degrees in sociology, as well as B.A. and B.S. degrees in anthropology, and M.A. and M.S. degrees in historical archaeology. The department also offers a master's degree in sociology with an Applied Community and Economic Development Sequence in conjunction with the Adlai E. Stevenson Center for Community and Economic Development. The department has significant General Education commitments and provides important support and centrality functions to other programs on campus.

Overview of degree program. Illinois State University is one of four public universities in Illinois that offer a master's degree as the terminal degree in sociology. It is the only program that requires a master's thesis from every student.

Curriculum of the Master's in Sociology program. Students develop a foundation in research methods and theory that they employ in their second year in the program when working on their theses. Students also complete three substantive graduate seminars in sociology, four credit hours for work on their master's theses, and twelve elective credit hours in graduate courses that may include up to six credit hours in independent study and directed readings courses, and up to six credit hours in graduate courses from other departments with the approval of the Sociology Graduate Coordinator.

Faculty of the degree program. The faculty is very productive in research and scholarship, publishing work in many of the top journals in the discipline. Many have national and international reputations for their work. The sociology faculty has established a national reputation for their teaching excellence, having been recently identified as among the top twenty nationally for teaching publications. Students and alumni consistently cite the faculty and their teaching as the major strength of the department and its academic programs. Many have been recognized with awards for teaching excellence.

Program goals and quality measures. The American Sociological Association's Ad Hoc Committee on Graduate Education chose thirteen departments as exemplars of programs that take "master's level education seriously and have achieved some success that others may be able to emulate." The Illinois State University Master's Degree in Sociology program compares very favorably to the graduate programs at these institutions, but there remains room for improvement in several measures.

Changes in level of student demand. Applications to the Master's Degree in Sociology program increased from 2001-2006, although enrollments declined below thirty students for fall 2004 and fall 2005. Women have comprised approximately 60% or more of enrolled sociology graduate students since at least the fall of 1992 (1998 program review data). The *ISU Fall 2005 Factbook* indicates that among graduate students at Illinois State, the percentage of minority students averaged 8.7% for the years 2001-2005. During this same period, the percentage of minority students in the sociology graduate program averaged 18.4%.

Major changes in the program's discipline, student demand, societal need, institutional context. Vital areas of research and scholarship in the discipline of sociology in the last decade include globalization, economic sociology, social movements, and environmental sociology. The three most

recent hires of assistant professors of sociology in the Department of Sociology & Anthropology are scholars in these areas of research, and their presence in the department has enriched the graduate program. The Department's connections to the Stevenson Center and the addition of the Applied Community and Economic Development sequence also fit in well with increasing calls in the discipline for more "public sociology."

The changes predicted by *The Occupational Outlook Handbook* through 2014 point to an increased demand for job-seekers who hold a master's degree in sociology at minimum. A master's degree in sociology prepares students to compete effectively for the occupations of social scientist, community college teacher, and survey and market researchers. In addition, a master's degree in sociology gives students the skills to compete for diverse careers such as advisors and counselors, policy analysts, consultants, human resource managers, program managers, gerontologists, statisticians, urban planners, community developers, demographers, directors in social service agencies and nonprofit organizations, colleges and university administrators, and positions in social advocacy organizations.

Summary of department student learning assessment plan. The Sociology Graduate Faculty approved the Student Learning Outcome Assessment Plan in 2001-2002 for the Master's Degree in Sociology program, along with learning goals for its graduate students. Assessment tools have been refined since that time to include a survey mailed to the 74 most recent alumni of the program and the 40 most recent students who have not completed the program. Respondents reported high levels of satisfaction with the overall quality of the program, the quality of instruction, the theoretical and substantive knowledge gained, the research skills developed, and the level of graduate advisement. Some respondents, however, reported dissatisfaction with the level of career counseling. Sociology graduate faculty members also completed an open-ended questionnaire about the sociology graduate program, and thesis chairs were asked to assess the students' theses in terms of sociological knowledge, research skills, and their use of the sociological perspective.

Accreditation from affiliated agency. The Master's Degree in Sociology program at Illinois State is not subject to outside accreditation.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The 1998 program review commended the Master's Degree in Sociology program for a high level of diversity of program majors and for its program rigor and teaching effectiveness. The only 1998 program review recommendation was to assess ways to "strengthen the program focus related to the career aspirations and occupations of its graduates." The sociology graduate faculty participated in a retreat in April 1999 to completely review the graduate curriculum. During the retreat and in several subsequent graduate faculty meetings, SOC 471 was redefined as "Quantitative Research Design and Analysis," and SOC 472 was redefined from a thesis design course to "Qualitative Research Design and Analysis" in order to train graduate students in qualitative research methods. This course has added to the methodological skills of sociology graduate students. For example, students learn interviewing and observational skills in the course that make them more marketable when securing employment in the applied realm.

Major findings and recommendations and actions taken as a result of this review. The program has set forth a series of recommended actions to guide the sociology faculty to improve the graduate program over future years: 1) upgrade the department's website to recruit a greater number of high quality students; 2) with an increase in the number of applicants to the program, attention should be focused on becoming more selective in the identification of students admitted to the program, and increasing the show rate among applicants admitted to the program; 3) develop ways to decrease the median time to completion of the master's degree for students enrolled in the program (which would include devoting greater attention to helping students develop thesis topics and proposals during their first year, and decreasing the number of students who do not complete the academic program); 4) develop greater career counseling information and opportunities for our students (which might include, for example, increasing professional practice opportunities, having students interact with successful alumni, develop career fairs and provide contacts with potential employers); 5) increase the number of graduate students who participate in the Illinois State Graduate Research Symposium each spring; 6) consider imposing a requirement of a grade of "B" or better for required courses in the curriculum; and 7) increase the GPA requirement for students to be in good standing.

Review outcome. The review process finds the M.A., M.S. in Sociology to be in Good Standing. The program submitted a well-written report that responded to the last review and showed evidence of a thoughtful program analysis providing evidence of specific program goals and a well-defined planning process. The committee commends the program for a strong strategic plan and a strong connection and interaction to the Milner Library resources especially in the development of research instruction. The Academic Planning Committee acknowledges the program's strong connection to the Adlai E. Stevenson Center for Community and Economic Development.

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

- Continue to implement and refine the program's planning process and identified program goals.
- Work with University Assessment Office to track program alumni especially students who do not finish the program and to provide assistance in maintaining a current assessment plan that is clearly tied to student learning outcomes.

**Review of The Stevenson Center for Community and
Economic Development
60.4506**

Overview. The Stevenson Center at Illinois State University promotes community and economic development in the United States and abroad. The Center sets the pace for public service and scholarship through a unique combination of coursework, research, professional practice, and collaboration with communities. In the spirit of its namesake, Adlai E. Stevenson II, the Stevenson Center is dedicated to public service and global understanding, service to communities and organizations around the world, service to students as they seek the tools for careers in community and economic development, service to that field of study domestically and abroad, and service to Illinois State University. The Center was established in 1994 as a Peace Corps Fellows Program and is administered as an interdisciplinary graduate sequence in three collaborating academic departments: the Departments of Economics, Politics and Government, and Sociology-Anthropology.

Demand. The recruitment season for fall 2006 semester yielded 26 applicants, a 62 percent increase over the prior two years. The Center has a balanced cohort of Fellows and Master's International students and enrollments from each of the participating departments.

There are now more organizations applying to host student interns than there are interns to place. Newly offered applied services are drawing requests for service from towns of 500 to internationally known healthcare organizations. The brownfields redevelopment work has directly affected nine communities, and the Center has made contact with many more. The Center conducted three economic impact analyses, measured the state and future of the local economy, and is playing a role in the development of a locally-based business incubator. In some cases these contracts are the result of referrals.

Quality. The Stevenson Center facilitates a quality educational program for students and simultaneously serves communities. Students praise the Center and their respective departments for the interdisciplinary curriculum and the hands-on professional practice placements arranged and managed by the Center. Capstone projects, theses, and papers are often presented at conferences and students regularly receive recognition for their work; there are at least 12 specific instances of such work and honor. Community agencies for which the students work praise them and frequently request another student. There are at least 15 organizations for which this is true. Alumni of the Applied Community/Economic Development Sequence employ the skills acquired in the program. Graduates of the program work for not-for-profit agencies, Fulbright fellowships, non-governmental organizations, the Foreign Service, Ph.D. programs in development, and law schools. Some become village administrators or local economic development coordinators.

The leaders of this curriculum are the faculty from three departments, Economics, Politics and Government, and Sociology-Anthropology. Faculty members bring practical experiences into the classroom and involve students in their applied projects and research. Faculty members have been successful in scholarly research and are frequently presenters at conferences.

The Center continues to improve the experience offered to students and services provided to communities and organizations. In the last four years the Stevenson Center has advanced on everything from reforming the curriculum to improving the internship placement and reporting process to the broadening of the applied work (economic impact analyses, grant-writing training, and brownfields redevelopment).

The Stevenson Center is developing an assessment plan to analyze the services provided for program improvement.

Centrality. It is clear in *Educating Illinois 2003-2010* and the *College of Arts and Sciences Strategic Plan 2005-2010*, that Illinois State wants to serve Bloomington-Normal, McLean County, the state, and

beyond. The Stevenson Center is already advancing this portion of the respective plans by focusing on such service. The Center is a “. . . partner fully engaged in outreach with business, industry, government, and education” and it dedicates “. . . resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.”

In terms of civic engagement, something this campus rightly values, students in the Applied Community/Economic Development (ACED/ACD) sequence and Center staff are increasingly working with undergraduates in and out of the classroom. Also, the voluntary ACED Students Association is facilitating essential conversations on social issues facing McLean County. The Center is also tied to Peace Corps via the Fellows/USA and Master’s International Programs.

Resources. Through contracts with community partners for graduate assistants and interns alone the revenue has increased from \$105,000 in Fiscal Year 2002 to \$177,000 in Fiscal Year 2006. This is a 69% increase and the conservative estimate for fiscal Year 2007 is that such contracts will generate \$244,000. The success of acquiring outside revenue has facilitated a decrease in the inherited debt the Center owes the University. From a high of \$114,000 during Fiscal Year 2005, by the end of Fiscal Year 2006 the debt was just above \$53,000.

Changes in the recruitment and placement processes have increased the number of students in the field. After two years with no general revenue funding, some non-recurring dollars and end-of-the-year monies were provided to the Center. The Center has made the overhead and general revenue funding dollars stretch farther by reducing staff resources from 2.75 FTE in fiscal year 2004 to 2.00 subsequently. As the Center grows, it will responsibly explore the possibility of a larger staff.

Productivity. The Center’s administration has made some positive changes by establishing new partnerships (at least 59), offering new services on a regular basis (currently 5 services provided to numerous communities and organizations), recruiting students (stable at 10-12 per cohort), reducing debt (by over \$63,000), and doing so with fewer staff. Additionally, more students have graduated from Stevenson Center programs in the last 5 years (41) than in the seven years prior. Since 2002 the Center has partnered with, provided services to, and had contracts with 75 different agencies around the globe. The Stevenson Center has also trained 10 future Peace Corps Volunteers who have served in nations from East Timor to Senegal.

Staff have successfully addressed structural issues central to the debt. The Center has advanced a research focus, provided more direct service to communities, and facilitated curricular reform of the interdisciplinary sequence that crosses three departments. The Center’s relationships with alumni and the Advisory Board are improved and partnerships with other institutions (Western Illinois University and AmeriCorps) are growing.

Review outcome. The review process finds the Stevenson Center for Community and Economic Development to be in Good Standing. The Committee commends the Center for a thoughtful self-analysis and well written review report. Members of the Academic Planning Committee make the following recommendations to be addressed during the next regularly scheduled program review cycle.

- Work with the University Assessment Office to develop an assessment plan for the curriculum and the work done with communities and other collaborations.
- Continue to strengthen relations with alumni and the new Stevenson Center Advisory Board.
- Investigate the need for formalizing relationships among the Center and the three participating academic units to ensure that collaboration continues.
- Continue efforts to secure external funding for Center programs.