

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2009-2014

Submitted to the Academic Senate
May 6, 2009

Submitted to the Illinois State University
Board of Trustees
July 31, 2009

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

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

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2009-2014

SECTION I: MISSION STATEMENTS

University Heritage, Values, and Vision	4
Illinois State University Mission Statement	5
Board of Trustee Vision Statement for the Year 2014.....	6
College Mission Statements	
Applied Science and Technology	7
Arts and Sciences	7
Business.....	7
Education.....	7
Fine Arts.....	7
Mennonite College of Nursing	8
Graduate School	8
Illinois State University Libraries	8
University Profile 2008	9

SECTION II: INSTITUTIONAL PRIORITIES

Institutional Priorities	11
<i>Educating Illinois 2008 – 2014 Priorities for Illinois’ First Public University</i>	12

SECTION III: ACADEMIC UNIT OBJECTIVES FISCAL YEAR 2010

College of Applied Science and Technology.....	23
College of Arts and Science	26
College of Business	26
College of Education	28
College of Fine Arts	28
Mennonite College of Nursing	30
Graduate School	32
Milner Library	33

SECTION IV: PROGRAM REVIEWS

College of Arts and Sciences	
B.S. in Chemistry	37
M.S. in Chemistry	40
B.S. in Geology	43
M.S. in Hydrogeology.....	46
B.S. in Physics.....	50
College of Fine Arts	
B.A., B.S. in Art	63
M.A., M.S. in Art	56
Bachelor of Fine Arts in Art.....	59
Master of Fine Arts in Art	62

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

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

Mission of the College of Arts and Sciences

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

Mission of the College of Business

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 at Illinois State University will transform 21st century learning.

Mission of the College of Fine Arts

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

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

Mission of the Mennonite College of Nursing

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

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

Mission of the Graduate School

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

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

Mission of the Illinois State University Libraries

Gladly connecting people and information in the Library and beyond.

ILLINOIS STATE UNIVERSITY PROFILE 2008

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

The University is one of 12 public universities in Illinois. On January 3, 1996, the inaugural meeting of the Board of Trustees of Illinois State University was convened as the governing body for the University. Sixty-seven undergraduate programs in 189 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 41 master's programs, ten certificate programs, and nine doctoral programs. The University's academic programs are supported by the services and collections of Milner Library, which contains over 3,000,000 holdings and special collections.

Illinois State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. For further information regarding this accreditation contact NCA-HLC at 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 20,450 students from 43 states and 56 countries. The largest segment of the student body (53 percent) comes from the Chicago area and surrounding collar counties; and an additional 24 percent are from McLean and central Illinois counties. Approximately 88 percent are undergraduate students and 12 percent are graduate students. The enrollment includes a significant number of minority students, students with disabilities, and adult learners. The mean ACT score for new beginning freshmen was 23.9 in fall 2008.

The University employs approximately 1,183 departmental faculty members. The faculty is dedicated to the provision of superior teaching and includes numerous scholars who are recognized at national and international levels.

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

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

SECTION II
INSTITUTIONAL PRIORITIES

Institutional Priorities

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

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

Curricular Initiatives. In the curricular area, the University will continue to investigate the feasibility of an integrated B.S./M.S. in Human Resource Management.



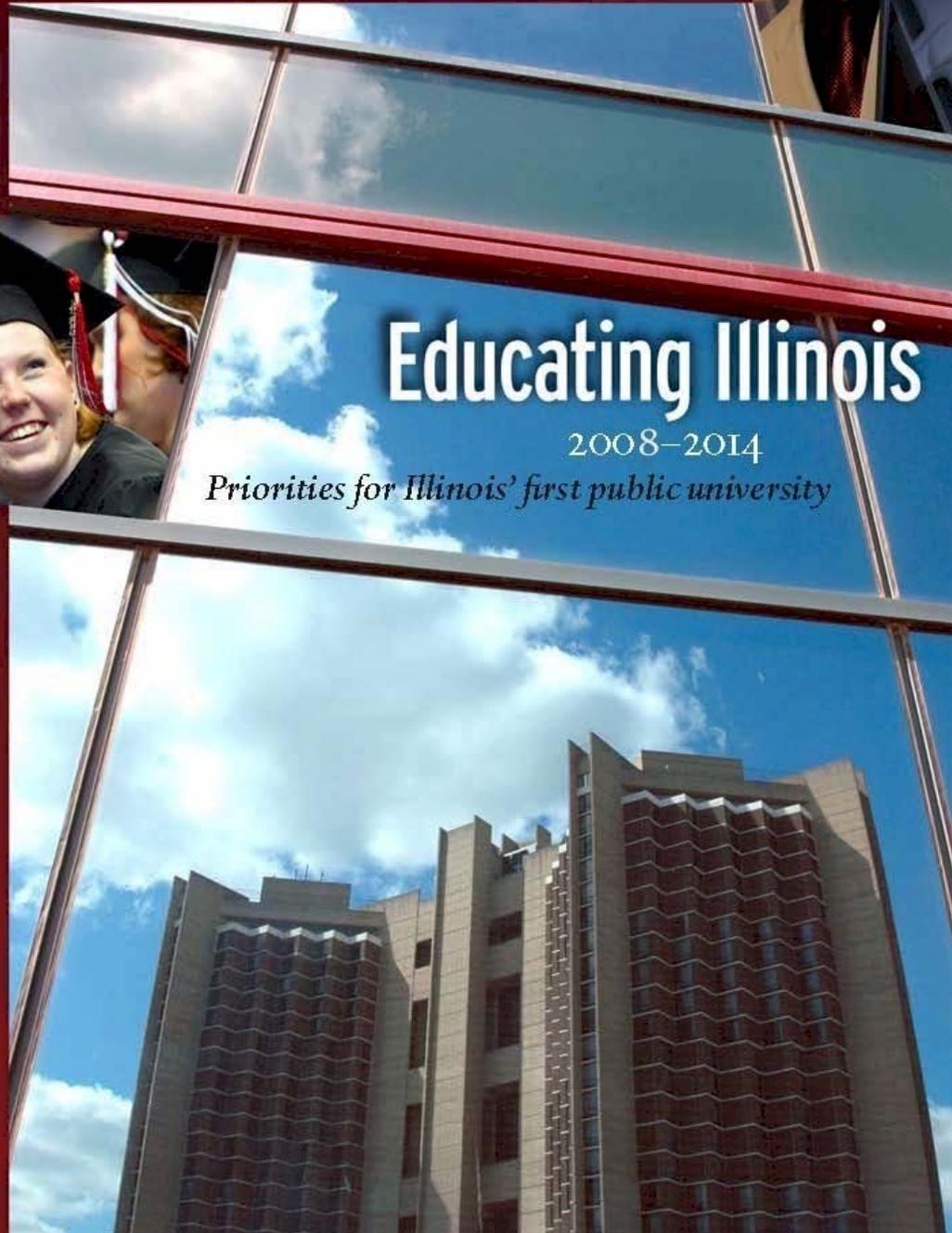
**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university



Educating Illinois

2008–2014

Priorities for Illinois' first public university



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

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

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

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

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

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

HERITAGE

Illinois State University – the first public university in Illinois – was founded in 1857 as a normal university to prepare the state's teachers. The University consequently has a rich heritage as the state's leader in all facets of teacher education, from classroom instruction to educational administration and national policy setting. Its early

emphasis on teacher preparation is reflected in a values-based commitment to creating an optimal learning environment for all Illinois State University students.

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

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

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

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

MISSION

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.¹

VISION

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

CORE VALUES

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

Pursuit of Learning and Scholarship: Illinois State University works with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and

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

lifelong process. The University contributes new knowledge through research, scholarship, and creative activities, as well as other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

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

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

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

Civic Engagement: Illinois State University prepares students to be informed and engaged citizens who will promote and further the collective goals of society. The University promotes active learning experiences through which students will gain an awareness and understanding of civic engagement as a lifelong responsibility. Furthermore, the University encourages faculty and staff to serve as engaged civic leaders and role models promoting the quality of life for all citizens through collaborative and individual action.

GOALS

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

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

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

As an institution of first-choice for high-achieving and motivated students, Illinois State provides students with transformational learning experiences. Students are educated to become active citizens. The University recognizes its responsibility to provide a welcoming, safe, and supportive environment in which each individual can learn and excel, is treated with respect, and offered a wide range of opportunities. Students recognize their ability to influence social change and must be given the knowledge and skills necessary to do so. They should be given opportunities for service learning and experiential learning in multicultural settings. Faculty and staff must challenge students in ways that prepare them to become global leaders in this time of technological change and workforce diversification.

Strategy 1: Ensure learning opportunities are accessible and affordable for a diverse pool of students.
Implementation will include activities such as:

- a) Reviewing and revising enrollment targets in each major to accommodate enrolled students;

- b) Enhancing financial aid and scholarship assistance for undergraduate students, including support for Monetary Award Program recipients whose maximum awards are not sufficient to cover tuition and fees at the University and recruitment incentives for new students; and
- c) Increasing support for graduate assistantships.

- Strategy 2: Develop and implement stronger transfer student orientation and transition programs.
- Strategy 3: Coordinate, support, and evaluate student services and advisement systems to facilitate improvements in all student graduation and retention rates.
- Strategy 4: Increase enrollment and improve retention and graduation rates of underrepresented students.
- Strategy 5: Ensure that the University's curricula and teaching reflect the best educational practices and create enduring learning experiences that prepare students for success in their personal and professional lives. Implementation will include activities such as:
- a) Having a campus dialog on increasing the role of research, scholarship and creative activity in the undergraduate experience;
 - b) Exploring opportunities for furthering the involvement of the Honors Program;
 - c) Expanding international linkages to provide more opportunities for students to study abroad and to complete international internships;
 - d) Providing the information technology environment necessary to prepare students for a rapidly changing workforce; and
 - e) Partnering with other institutions for course sharing opportunities.
- Strategy 6: Infuse multiculturalism and civic engagement throughout the curriculum in general education and all degree programs, as well as with co-curricular activities.

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

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

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

- Strategy 1: Recruit, retain, and promote outstanding faculty and staff committed to the values of the University. Implementation will include activities such as:
- a) Increasing salaries to allow more competitive recruitment and retention of faculty and staff in all units; and
 - b) Initiatives to recruit and retain a more diversified faculty and staff.
- Strategy 2: Ensure that academic support structures promote excellence in teaching, scholarship, and creative activities. Implementation will include activities such as:
- a) Enhancing Milner Library collections, services and resources to support instruction, scholarship and creative activities; and

- b) Updating *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design* to take into consideration other plans such as The Redbird Renaissance and the continued development of the Gregory Street property.

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

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

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

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

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

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

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

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

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

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

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

Strategy 4: Ensure coordinated and consistent promotion of the University's contributions, services, and successes to external constituencies.

Strategy 5: Increase the recognition of, and appreciation for, faculty, staff, and student service to individuals, committees, and organizations internal and external to the Illinois State community.

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

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

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

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

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

- Strategy 1: Develop and implement programs and activities designed to promote the mental and physical health of students, faculty, and staff. Implementation will include activities such as:
 - a) Completing the Student Fitness and Kinesiology Recreation Center and promoting the facility's utilization; and
 - b) Maintaining staffing for the University's counseling services at levels recommended by related professional organizations.
- Strategy 2: Develop and implement programs and activities to promote the safety of students, faculty, and staff. Implementation will include activities such as:
 - a) Coordinating existing safety plans; and
 - b) Developing new plans where gaps exist and ensure readiness for communicating with the University community in the event of an emergency.
- Strategy 3: Complete capital improvement projects that address health and safety issues as well as adequate and efficient utility support. Implementation will include activities such as:
 - a) Remodeling and rehabilitation of the Fine Arts Complex, Milner Library, Stevenson Hall and Turner Halls;
 - b) Addressing the deferred maintenance priorities identified in *Facilities Condition Assessment*; and
 - c) Completing new power plant and related infrastructure improvements.
- Strategy 4: Develop and implement a University policy on environmental sustainability.

ACCOUNTABILITY

Illinois State University is committed to advancing the goals and strategies set forth in *Educating Illinois*. Upon the University's endorsement of the plan, a team will be convened with the purpose of coordinating the processes

necessary for implementation. The team's charge will be to work with each division, unit, and office of the University to identify: the divisions, units, and offices that will assume leadership in advancing each strategy, the specific actions and activities needed to complete each strategy, a time-frame for doing so, and the indicators/metrics that will be considered in determining success.

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

Appendix A

Educating Illinois Task Force Membership

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

Educating Illinois Task Force Staff

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

Appendix B

Campus Consultation

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

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

SECTION III
ACADEMIC UNIT OBJECTIVES
FISCAL YEAR 2010

1. CAST provides premier comprehensive undergraduate programs.

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

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

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

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

Action 1Bb: Attract underrepresented faculty throughout the College.

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

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

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

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

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

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

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

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

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

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

Action 1Hb: Promote a holistic evaluation of teaching.

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

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

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

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

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

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

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

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

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

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

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

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

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

Action 2Fb: Promote a holistic evaluation of teaching.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action 4Ba: Continue development of student advisory board.

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

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

Strategy 4C: Encourage and recognize civic engagement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action 5Ca: Develop guidelines to protect intellectual properties.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

College of Arts and Sciences Fiscal Year 2010 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 2010 Objectives

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

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

Critical Success Factors:

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

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

Critical Success Factors:

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

Goal 3: To enhance positive recognition of the college.

Critical Success Factors:

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

College of Education Fiscal Year 2010 Objectives

- A. Regenerate the professions of teaching, administration, and scholarship
 - 1. Continue and expand graduate off-campus cohorts
 - 2. Develop a teacher leader certification
 - 3. Staff and support supervision personnel
 - 4. Rehab College of Education facilities

- B. Challenge and create solutions to educational inequity
 - 1. Supplement advisor/coordinator staffing
 - 2. Implement diverse field experiences for EAF students
 - 3. Acquire a C&I Chicago lease space

- C. Engage in unique, creative, and productive partnerships
 - 1. Provide Early Childhood Education evening and weekend program for working adults
 - 2. Place Chicago Pipeline essential personnel on permanent dollars to sustain this work

- D. Support cutting edge research and scholarly endeavors
 - 1. Grow number of graduate assistants to support new faculty numbers
 - 2. Augment number of support personnel for initiatives in need of sustainability
 - 3. College of Education Program Support Initiatives
 - a) American Education Week speaker and events
 - b) South Africa urban international experience for students

- E. Increase diversity at all levels of the organization
 - 1. Sustain the work of the Chicago Teacher Education Pipeline
 - 2. Recruit/retain students from the Chicago partnerships

- F. Develop a dynamic, comprehensive technological environment
 - 1. Seek funding for SED computer upgrades faculty/staff
 - 2. Move forward plan for College of Education Instructional Technology Integration

- G. Increase endowments and alternative resources
 - 1. Support departmental and college advisory boards
 - 2. Encourage broader participation of faculty/staff to become donors

College of Fine Arts Fiscal Year 2010 Objectives

- 1. **Improve the state of the College's facilities, equipment, health, and safety**
Facilities continue to be the focus of long-range planning and short-term problem solving. It is crucial that a working environment is created that is safe and appropriate for the diverse and specialized work of the College. Specific strategies to address this goal include:
 - a. Continue to plan towards the realization of the New and Renovated Fine Arts Complex and investigate the possibility of relocating select fine arts facilities in Uptown Normal.
 - b. Improve instructional capability by updating classrooms with modern technology and adequate equipment in classrooms across the College.
 - c. Upgrade deteriorating work spaces in the School of Art.

2. **Continue to review curriculum and instruction in all areas**
Curriculum and instruction is where the fundamental core of our mission lies. Curriculum review and revitalization is ongoing in the College. Specific strategies to improve curriculum and instruction in FY10 include:
 - a. Reform the Arts Technology curriculum.
 - b. Review the use of IDEA student evaluations and determine its long term viability.
 - c. Continue to implement recommended changes to the Arts Technology, Art, Music, and Theatre curricula to address FY06 review of technology related curricula college-wide.

3. **Improve student recruitment, admission, and retention**
Recruitment and admissions needs are unique to the College. The College recruits in a very competitive environment yet it is imperative that we attract and retain students of exceptional talent. The College seeks to increase the quality of students by focusing on these areas:
 - a. Increase enrollment in areas of critical need.
 - b. Increase merit-based scholarships.
 - c. Increase the quality of admitted freshmen, transfer and, graduate students.
 - d. Increase effective advisement practices across the College.
 - e. Increase enrollment in the Music and Theatre concentrations in the Arts Technology undergraduate degree.

4. **Increase support for faculty research and professional travel.**
The College recognizes that support of professional activities is crucial to retaining its highest achieving faculty.

5. **Improve operational efficiency in the School of Theatre and the Illinois Shakespeare Festival through reallocations and reorganization.**
The School of Theatre is about to enter a transitional phase with the retirement of several key staff members and the hiring of a permanent Director.

6. **Increase development activities**
The College is currently working without a Director of Development which creates a strain on our fundraising infrastructure; yet our goal of increasing external support remains; in particular, strengthening support for fundraising and grant writing.
 - a. Work with University Advancement to hire a Director of Development.
 - b. Increase general revenue funding for development support.
 - c. Increase external funding throughout the College to support initiatives and projects on a national and international level.
 - d. Increase travel funding for College administrators to pursue advancement and external granting opportunities.

7. **Increase attendance at College events**
The College recognizes its unique role as the cultural “front door” to the University. We must continually examine the ways in which we and our programs interact with our many constituents and seek improvements in efficiency and customer service.
 - a. Provide patrons with a professional atmosphere and present an inviting space to enhance performance experience.

- b. Increase engagement of the general public in University Galleries' activities.
- c. Increase the accessibility of University Galleries' permanent collection.
- d. Increase the Illinois Shakespeare Festival's outreach to a larger region and increase attendance.
- e. Increase promotion and marketing activities of College events.

Mennonite College of Nursing Fiscal Year 2010 Objectives

Goal 1: Enhance undergraduate and graduate programs to ensure student success

- a. Maintain an NCLEX pass rate that exceeds state and national norms
- b. Maintain graduate program certification pass rates that exceed national norms
- c. Respond to current trends for professional credentials
 - Adapt appropriate MSN sequences to Doctor of Nursing Practice, according to new accreditation requirements
 - Examine needs and feasibility of expanding RN-BSN to RN-MSN sequence to meet demands of national workforce trends
- d. Examine enrollment trends in all programs and establish new enrollment targets where appropriate
- e. Engage in deliberate integration of faculty scholarship/research into the curriculum at all levels
- f. Develop plan to systematically publicize student scholarships and awards
- g. Refine the assessment process of the accelerated option and the RN-BSN sequence
- h. Finalize prelicensure curriculum revisions in light of new Essentials document and evaluate implications for change in RN-BSN program
- i. Develop a systematic plan for ensuring that delivery of courses/programs via distance education technology meets the needs of students and faculty and is in line with university priorities

Goal 2: Promote nursing research and scholarship

- a. Develop individualized start-up packages for new faculty as a foundation for enhancing scholarly productivity
- b. Adopt an effective system to track faculty productivity accurately and efficiently
 - Track the number of publication submissions for FY10 to develop a baseline number from which to measure progress
 - Increase the number of published manuscripts above FY09 baseline number
 - Increase the number of external grant submissions above FY09 baseline number
- c. Mentor student scholarship through College Research Committee
- d. Plan events that promote networking between honors students and PhD faculty
- e. Increase faculty engagement in interdisciplinary collaborative research teams
- f. Develop a plan for student engagement in scholarship/research at all curricular levels
- g. Develop a structured plan for tenure-line faculty that focuses on individualized development, including mentoring, regular assessment and evaluation of progress in scholarly productivity
- h. Develop strategies for faculty engagement in programs of research supportive of the new PhD program

Goal 3: Sustain a dynamic college community

- a. Create a work and practice environment in the Professional Development Building supportive of students, staff, and faculty
 - Equip two additional Health Assessment labs
 - Equip new office work stations
 - Equip classroom/conferencing spaces
- b. Recruit and retain underrepresented nursing students

- Develop a leadership cohort program for underrepresented students in nursing
 - Increase the number of applications from and admissions for under-represented students in all programs
 - Offer scholarships as incentives for underrepresented student enrollment
 - Implement outreach initiative with Little Village High School
 - Establish mentoring partnerships for non-traditional/under-represented nursing students
- c. Develop formal strategies to recruit and retain faculty from underrepresented groups
 - d. Formalize and incorporate specialty nursing practice in faculty workload formula and ASPT processes
 - e. Create undergraduate community of inquiry to promote undergraduate student issues
 - f. Expand the recognition and influence of MCN through increased faculty, staff, and student representation in professional and community organizations
 - g. Create NTT retention/promotion system that demonstrates recognition of the value of clinical/teaching expertise in nursing education
 - h. Maintain college sense of community in the midst of expansion
 - i. Continue to refine the new faculty orientation process to best meet the needs of new faculty
 - j. Continue to seek ways for the college to remain integrated and a significant contributor to the larger Illinois State campus community
 - k. Plan a strategy to consistently publicize college activities that support vulnerable and underserved populations

Goal 4: Create the context to support 21st century nursing education and practice

- a. Increase the role of clinical simulation and scenarios across the curricula
 - Provide adequate specialized technology support
 - Acquire additional equipment
 - Provide adequate professional development for faculty
- b. Reconfigure the administrative structure of MCN to better accommodate recent growth and match other Illinois State college configurations and national colleges/schools of nursing configurations
- c. Reconfigure current MCN advisory board structure and function to meet college needs for the future and ensure high quality programs in nursing education
- d. Expand and specialize technology support staff
- e. Continue to expand transcultural opportunities locally, nationally, and internationally, for all students
- f. Identify deliberate and select community engagement opportunities in the Bloomington-Normal area
- g. Seek creative ways to meet the demands of 21st century nursing education and practice needs
- h. Demonstrate attention to and participate in global “green” initiatives that will better ensure a healthy environment for all
- i. Address technology support mobility issues for faculty based elsewhere

Goal 5: Secure appropriate resources

- a. Develop a strategic five-year plan that will focus and center the college with a shared vision for the future
- b. Develop strategies for ensuring staff with necessary preparation and experience levels to adequately support all key college areas
- c. Increase the number of external grant dollars received above the current baseline number
- d. Develop strategic plans for seeking external grant dollars to support needed and ongoing program initiatives
- e. Continue to seek funding opportunities that address all college needs, including space, equipment, clinical sites, faculty, and staff
- f. Continue to engage in strategic partnerships that benefit all partners

Graduate School Fiscal Year 2010 Objectives

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

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

16. Continue to monitor the University of Illinois Global Campus initiative for possible implications for graduate programs at Illinois State.

Milner Library Fiscal Year 2010 Objectives

In fiscal year 2010 and beyond, Milner Library will support *Educating Illinois*, Academic Affairs priorities, and its own institution mission with the following goals and objectives.

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

- Develop a strategic plan for Milner Library as a 21st Century library after a thorough study of the strategic plans of all six Illinois State University colleges, *Educating Illinois*, and the priorities of the Academic Affairs Division.
- Develop a library program assessment plan tied to Milner's strategic plan to qualitatively and quantitatively measure the impact of Milner Library on student learning, faculty research, and community support.
- Revise and update the 2004 building renovation program statement supporting Milner's Library's capital projects request to better reflect the needs of a 21st century library serving Illinois State University's information and research needs.

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

- Stabilize library technology programs by increasing data storage capacities, systems staffing, routine backups, replacement scheduling, and improve efficiencies through participation in University's virtual server program.
- Select, purchase, and implement a content management system which will allow us to enhance the delivery of services to patrons via the library web site, including but not limited to electronic resources, electronic reference services, digital collections, an institutional repository, etc.
- Re-envision the institutional mission and organizational position and staffing of the library's digitization program.

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

- Implement university guidelines for state records management of university documents, including staffing the operation, gathering the materials, assigning the metadata, and storing the information in such a way that it can be retrieved.
- Enhance Milner Library's role as steward of the university's records and intellectual heritage by planning, selecting, purchasing, and implementing a robust digital repository.
 - Plan for Library and university needs in FY10.
 - Select and purchase appropriate hardware and software in FY11.
 - Implement the digital repository in FY12.

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

- Continue to transition information content from traditional or obsolete to digital formats--including journals, monographs, reference resources, and audiovisual media--and enhance delivery options of all content to patrons in both on-campus and distance education programs.
- Update the relevance of Milner Library's collections to University curricula through weeding and analysis of current collections, purchases of resources to fill curricular gaps and general informational needs, enhance details on collection holdings, and assessment of the library's inventory.

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

- Provide specialized faculty and staff to serve the unique needs of distance learners.
- Develop online request forms for more direct access to remotely requested items.
- Support additional costs of shipping or copyright fees for electronic permissions.
- Research and development of tutorials specific to the needs of distance learners and cutting-edge methods of providing reference service at a distance.
- Create a collection development philosophy and policy that supports distance education in a rational, understandable way and that offers a rubric for future assessment of the quality of the online collections and the expenditures that support them.

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

- Enhance the organizational climate of Milner Library using the ClimateQUAL survey to assess the work environment and act on its finding.
- Clarify, evaluate, and improve the decision-making pathways within Milner's organizational structure.
- Refine faculty tenure-track and non-tenure-track position descriptions, evaluation structure and reporting lines.
- Implement a formal professional development program for Milner Library faculty and staff that includes effective internal communications, orientation, training, and career development efforts.
 - Execute an internal needs assessment study to identify areas of interest and concern
 - Design and implement a faculty mentoring program with a recognition and rewards structure
- Create a central repository for library performance and usage data to better inform Milner faculty and staff about Milner's impact on campus, around the state, and among our peer institutions.
- Improve service to patrons by revising, enhancing, and assessing internal policies and workflows.

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

- Enhance delivery of reference services to patrons by modifying existing Instant Messaging services and investigating the inclusion of text messaging, offering increased technical assistance at the reference desk, and improve the library's web presence.
- Expand the number of quality online reference resources available to library patrons and provide intuitive, user-friendly means of accessing them via the library website.
- Strengthen personalized reference services through enhancement of the library presence on iCampus and through promotion of the iCampus librarian service to incoming students including transfer students.
- Pilot an on-campus book delivery service from Milner Library to faculty offices.

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

- Expand and improve interactions with students in library instruction program by reviewing COM-110 and ENG-101 end-of-semester portfolios and engaging with transfer students as they arrive.
- Explore and develop online information literacy instructional content to better meet the learning styles of undergraduates and provide asynchronous point-of-need assistance to patrons.
- Investigate tiered information literacy instruction to ensure systematic and continual development of students' information literacy skills from General Education Inner Core through General Education Middle and Outer Core classes to disciplinary and programmatic coursework.

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

- Champion all efforts on and off campus that support the long term viability of Milner's facility
 - Move Milner's renovation/expansion project forward with all speed
 - Lobby for replacement of Milner's electrical distribution system
- Improve library study spaces for students, including creation of group practice rooms and maximum quiet spaces.
- Enhance the physical environment of Milner Library by upgrading carpeting, upgrading public and office furniture, and displaying art and artifacts from Milner Library Special Collections and University Archives.

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

- Highlight Milner's services and collections on and off campus
- Support speakers, exhibits, programs, and special events that highlight Milner's active role on campus and throughout the area.
- Market the post-baccalaureate School Library Certification Program throughout the state of Illinois.
- Promote Milner faculty and staff research and service contributions to the profession.

SECTION IV
PROGRAM REVIEWS

Review of the B.S. in Chemistry 40.0501

Introduction. The process for this self-study report began with the five-year accreditation process for the American Chemical Society. The self-study for accreditation provided information and analysis for the IBHE program review cycle. Program faculty and administrators worked to gather data and provided analytical findings as a result of the review. Following faculty review of the draft of the report and discussion, there was further input of ideas. Revisions were made by the Program Review Group and the Chair of the Department, and an updated version of the Program Review was posted. Final comments were collected by the Program Review Group and used in completing the final version of this report.

Overview of academic unit. The Department of Chemistry is a highly visible producer of B.S. chemists and chemistry teachers in Illinois and in the nation. The Department offers strong undergraduate courses and degree opportunities which feature hands-on, cutting-edge research experiences. The faculty comprises a strong group of teacher-scholars who together publish around 35 refereed reports on original research each year. The faculty has been very effective at securing external research grants, and equipment including state-of-the-art instruments. The Department's vision is to be a national leader in unifying teaching, learning and research in chemistry so as to provide students with thorough knowledge of the field of chemistry and the most wide-ranging career opportunities. The Teacher Education program strives to be the state's leading institution for training high school chemistry teachers.

Overview of degree program. The curriculum contains content-specific courses that establish a foundation at the 100-level in General Chemistry and then builds upon that foundation in the 200- and 300-level core courses within the subdisciplines of organic chemistry, analytical chemistry, physical chemistry, inorganic chemistry, biochemistry, and chemical education. In addition, approximately fifteen advanced elective undergraduate courses, taught by faculty with expertise within a specific subdiscipline, are offered on a rotating basis to provide material that applies the fundamental knowledge obtained in core courses.

Curriculum of the B.S. in Chemistry program. The undergraduate curriculum is designed to broadly educate students in the fundamentals of chemistry while providing sufficient flexibility for tailoring the coursework to meet each student's career goals. All undergraduate majors, including those in Chemistry Teacher Education, take the same set of core chemistry courses. In addition to delivering the fundamental conceptual framework of the chemical sciences, these core courses develop essential skills for a successful professional career, namely problem-solving, chemical literature, laboratory safety, communication, and team skills. Outside of the core curriculum, students take elective courses that vary depending on their projected career path. A key feature of the undergraduate curriculum is the extensive laboratory program. This program combines the best features of small liberal arts colleges and major research universities. Similar to a liberal arts college, all Chemistry majors at Illinois State University have intensive one-on-one contact with the faculty, since all lecture and advanced laboratory courses are taught by tenure-track faculty members. Furthermore, students have hands-on access to sophisticated chemical instrumentation that is generally common only at large research universities.

Faculty of the degree program. The Department of Chemistry maintains 23 tenure-track lines. Currently it is comprised of 20 tenure-track faculty members, most of whom have distinguished themselves as leaders in their respective fields of specialization both in terms of scholarly activities and in teaching. The Department has one Distinguished Professor currently and a second Distinguished Professor who retired in 2007. Many faculty have received University Research Grants and frequently leverage this internal funding to obtain external research grants. Seventeen of the faculty in the Department have received external funding during some period of the past five years. Additionally, the Department hosts investigators from other institutions and many faculty engage in collaborative research projects with individuals from other units at Illinois State as well as faculty at many other institutions both nationally and internationally. During the program review period, the Department has included five female faculty members and they have served well as role models for our chemistry majors, which includes 40% females. Another faculty member is an African American male and another Hispanic. In

the past five years, the Department has hosted a range of workshops and summer research programs that promote diversity in the sciences.

The faculty of the Department of Chemistry has established an impressive national reputation, as evidenced by many significant individual and overall accomplishments. As a whole, the faculty typically produces about 35 peer-reviewed publications per year in top chemistry journals, most with undergraduate and/or graduate student co-authors. In addition, faculty members have garnered over one million dollars in annual support in recent years, from highly competitive agencies such as the National Science Foundation, National Institutes of Health, Research Corporation, ACS-Petroleum Research Fund, and the Dreyfus Foundation. During FY'08, Chemistry faculty members were principal investigators or co-principal investigators on 13 different active National Science Foundation grants alone.

Program goals and quality measures. There are two guiding notions for the Department's goals and objectives in the next five years. The first is that chemistry continually brings new information to courses. The second is that chemistry is expanding into new subfields and is connecting with other fields in new ways. Both of these notions have to be recognized and considered in developing effective program goals. The two ideas form the chemistry backdrop for the institutional goals embodied in *Educating Illinois*.

Changes in level of student demand. Student demand for the Chemistry program remains very strong. Over the past three years, enrollment in the major has grown by 7-8% each year. An average of 41 students graduate each year with a B.S. in Chemistry; over the period 2001-2006 the Department produced the third highest number of B.S. graduates in the State of Illinois. Most students complete an optional sequence and earn a B.S. degree that is certified by the American Chemical Society (ACS). Illinois State University consistently ranks in the top 30 producers of ACS-certified B.S. degrees and continues to be a leader in producing chemists that eventually earn the Ph.D. degree. The success of the students is further evidenced by the two Barry M. Goldwater Scholars and six Bone Scholars over the past eight years.

Major changes in the program's discipline, student demand, societal need, institutional context. The demand for chemists is expected to be very strong in the foreseeable future, as chemists will play central roles in the solving of the nation's most pressing needs: alternative energy, nanotechnology, counterterrorism, and health care. Over the next five years, the curriculum will need to be adapted to meet the changing needs of society and to meet the revised requirements of the American Chemical Society.

Summary of department student learning assessment plan. The Department's Chemistry program and its assessment is based upon the American Chemical Society's guidelines for professional training for chemists. These guidelines include mastering the concepts of chemistry, learning communication skills, problem-formulating and problem-solving, learning laboratory skills, and translating theory into practice. The Department has developed and begun implementing an assessment plan to better ensure that the program's five goals with respect to student learning are being met. Student learning will now be compared from year to year across a wide range of courses and throughout the first through fourth years of the program.

Accreditation from affiliated agency. The Illinois State University B.S. in Chemistry has long held formal approval from the American Chemical Society through its Committee on Professional Training (CPT). This means that the B.S. degree program meets standards that insure high quality and up-to-date coursework coverage in the discipline. Fewer than half the chemistry programs in the United States are ACS-approved programs. Every five years, the ACS-CPT conducts a full review of approved B.S. programs. ACS certification is widely regarded as ensuring very strong technical training in chemistry, and the annual ACS salary surveys consistently show significantly higher entry-level salaries for ACS-certified chemists than for B.S. chemists lacking ACS certification. This gives students an employment advantage that effectively places them in the top quartile or so of those seeking industrial positions as B.S. chemists.

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

In the last review, specific recommendations were made for program improvement: 1) Revisions have been made to address student and alumni dissatisfaction with advising. A lead undergraduate advisor was hired and a committee of faculty members now oversees the advising process. 2) The cooperative education program continues to be maintained and strengthened. New contacts have been made to enhance the number of corporate connections. 3) A plan to improve optimum enrollment has been initiated and enrollment has been strong the past four years. 4) Efforts to increase the recruitment of ethnic minorities have been somewhat successful. The program is engaged in several recruiting activities (NIH Bridges, STEM ENGINES) to further improve diverse representation in both faculty and student populations. 5) Curricular changes have been made that emphasize basic skills earlier in the program than previously experienced. 6) Changes in co-curricular courses and changes in chemistry courses have improved majors' preparation in mathematics, physics and biology courses. 7) In spring 2008, a revised assessment plan for the undergraduate program in chemistry was approved by the University Assessment Office and implemented beginning fall 2008. 8) New lab fees and other resources have contributed to maintenance of lab costs. Funding for future equipment maintenance needs will be budgeted through established processes.

Major findings and recommendations and actions taken as a result of this review. While the program has been exceptionally strong and has been growing over the past eight years, the Department has identified several goals and objectives that will be pursued in order to maintain and grow the program quality. Over the next five years, the curriculum will be adapted to meet the revised requirements of the American Chemical Society. Significant investments will be made in the scientific instrumentation infrastructure. New types of training that parallel these societal needs will be established. Finally, the range of course offerings for non-science majors at the 100-level will be expanded to establish a more scientifically literate society that can make informed decisions about these societal needs.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Chemistry to be in Good Standing. The Committee commends the program for a thorough and analytical self study. The program provided a strong response to the previous review and its recommendations for program improvement. Among notable qualities is the program's summer initiative of bringing student researchers, mostly from underrepresented groups, to Illinois State. Student involvement in laboratory hands-on activities and outstanding inclusion of student research in symposiums also contribute to the program's quality. In addition, the program's faculty members have high expectations of scholarly work and show evidence of quality teaching. The Committee also commends the program for the development of a thoughtful plan for assessment that allows for evidence-based decision making and a quality description of the program's link to core values of *Educating Illinois*.

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

- Continue to refine the assessment plan to include an assessment of advisement.
- Continue commitment to the cooperative educational activities with participating corporations.
- Continue recruiting efforts with high schools and community colleges to diversify the student body.
- Continue to look nationally to identify peer benchmark and aspiration institutions.
- Adapt curriculum to new ACS guidelines for accredited programs.

Review of the M.S. in Chemistry 40.0501

Introduction. The process for this self-study report began with the five-year accreditation process for the undergraduate degree with the American Chemical Society. The self-study for accreditation provided information and analysis for the IBHE program review cycle and coincided with the review process for the graduate degree. Program faculty and administrators worked to gather data and provided analytical findings as a result of the review. A new assessment plan and revisions to the department's strategic plan were formed. Following faculty review of the draft of the report and discussion, there was further input of ideas. Revisions were made by the Program Review Group and the Chair of the Department, and an updated version of the Program Review was posted. Final comments were collected by the Program Review Group and used in completing the final version of this report.

Overview of academic unit. The Department of Chemistry is consistently a nationally-ranked producer of graduate chemistry degrees. A sizable number of graduates from both the undergraduate and graduate programs go on for doctoral or professional degrees. The Illinois State master's program offers a wide range of advanced graduate courses and the high level of faculty research activity insures strong graduate thesis work. The Department faces challenges to its graduate program in library resources, in instrumentation, and in graduate assistantships.

Overview of degree program. The M.S. degree program in the Department of Chemistry is one of the leading terminal master's degree programs in the nation. The program typically enrolls 40-50 students and produces on average eleven graduate degrees per year. The program excels in offering courses and research experiences relevant to career opportunities in industry, teaching, professional school, and advanced study. Graduate students in the program are trained and work side-by-side on research projects with faculty members in the traditional subdisciplines of chemistry, including analytical chemistry, chemical education, inorganic chemistry, biochemistry, organic chemistry, and physical chemistry.

Curriculum of the M.S. in Chemistry program. The graduate curriculum focuses on providing students with a breadth of advanced knowledge through coursework in the various subdisciplines, excellent communication skills through seminar requirements as well as opportunities for other research presentations, and a research-focused thesis requirement. Approximately fifteen 300-level and seventeen 400-level advanced courses taught on a rotating basis by faculty with expertise within a specific subdiscipline are offered. Graduate students are required to prepare and present two seminars to the Department and are afforded many opportunities to present their research findings at local, regional, and national conferences. Student research projects are enhanced by access to state-of-the-art chemical instrumentation and active externally-funded faculty research programs. Research programs in the Department are supported by about \$1 million annually in grants from sources such as the National Science Foundation, National Institutes of Health, Dreyfus Foundation, Research Corporation, and the Petroleum Research Fund (administered by the American Chemical Society).

Faculty of the degree program. Chemistry faculty have distinguished themselves as leaders in their respective field of specialization in scholarly activity and in teaching. The faculty and their pursuits epitomize the five *Educating Illinois* core values and exemplify a high standard of quality. Nineteen of the tenured and tenure track faculty maintain active research programs and regularly publish their scientific findings in peer-reviewed scientific journals. Several emeritus members continue to remain active in research and service to the community. The Department has one Distinguished Professor and a second Distinguished Professor who retired in 2007. Many of the faculty have received University Research Grants and frequently leverage this internal funding to obtain external research grants. Seventeen faculty members have received external funding during some period of the past five years. At least 13 are currently principal or co-principal investigators on external grants from agencies including the National Science Foundation, Research Corporation, Illinois Board of Higher Education, Dreyfus Foundation, and American Chemical Society – Petroleum Research Fund. All faculty members tenured

during the past 20 years received external funding prior to being awarded tenure. In the past five years faculty have won four regional and national awards in recognition of their outstanding research, and they have won numerous additional internal awards for scholarly and research productivity. The Department periodically hosts investigators from other institutions and many faculty members engage in collaborative research projects with individuals from other units at Illinois State.

Program goals and quality measures. The program has identified two goals for the next five years. The first is that chemistry continually brings new information to courses. The second is that chemistry is expanding into new subfields and is connecting with other fields in new ways. Both of these components have to be recognized and considered in developing effective program goals. Three specific needs are identified to achieve these goals: 1) replace and/or upgrade approximately \$500,000 of major laboratory instrumentation, 2) develop chemical training approaches that reflect the newest extensions and applications of the science of chemistry, and 3) provide for formal graduate program opportunities that involve training in outside laboratories. The goals are intrinsically connected to *Educating Illinois* in that students will be positioned to a) excel in a globally competitive, culturally diverse, technological, and changing environment and b) the program will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.

Changes in level of student demand. Over the last four years an average of 45 students have been enrolled in the graduate program. Approximately 11 majors graduate annually with an increase in the 2007-2008 academic year when 22 master's degrees were awarded. The graduate program at Illinois State is consistently among the top producers of master's degrees for departments that do not offer a doctoral degree. Illinois State ranked third in the State in the number of master's degrees in chemistry awarded from 2001 to 2006.

Major changes in the program's discipline, student demand, societal need, institutional context. Student demand for the program remains strong with an average of 45 students enrolled annually over the past four years. The department is pursuing additional resources for increased graduate stipends to address increasing competition across the discipline. Chemical instrumentation technology advances rapidly, and since the dedication of the Science Building in 1997, much of the instrumentation has become nearly obsolete. It is critical that the department replaces equipment to bring the program's objectives up to date on an ongoing basis.

Summary of department student learning assessment plan. Assessment of the graduate program is focused on five central goals. The first is to facilitate mastery of advanced concepts in chemistry by completing graduate level coursework in at least four of the six subdisciplines of chemistry (analytical, biochemistry, chemical education, inorganic, organic, and physical). Another major goal is for students to master the oral dissemination of research data and chemical literature through two public seminar presentations. Central to the thesis-based M.S. degree is chemical research, which facilitates hypothesis-driven problem-solving skills, a third goal. While conducting thesis research, a student will learn practical laboratory skills that are critical to future success as a practicing chemist. The fifth goal of the M.S. in Chemistry program is to foster translation of the chemical knowledge gained while obtaining the degree into practice in the chemical workforce.

Accreditation from affiliated agency. The research-based Master's in chemistry offered by the Department of Chemistry does not fall under accrediting authority of any professional organization in chemistry. The Illinois State program, though, is included in the biennial publication of the American Chemical Society "ACS Directory of Graduate Research." The Directory is compiled by the ACS Committee on Professional Training as part of its efforts to maintain and improve quality of graduate education in chemistry. As such, the Directory is a carefully compiled record of faculty training, experience, and research publications.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Since the last program review, there has been considerable change and turnover. There have been four Department Chairs, seven faculty retirements and nine new faculty hires. Four

recommendations for program improvement were identified in the previous self-study and addressed as follows:

- A faculty member serves as the director of Graduate Admissions and Recruiting.
- A plan was developed and initiated for funding for additional technical support staff.
- The program has successfully increased investigators for additional external grants.
- A newly structured assessment plan was recently submitted to the University Assessment Office.

Major findings and recommendations and actions taken as a result of this review. A 2006 Chemistry Faculty Library Survey found that fiscal restraints imposed on the resources provided by Milner Library have jeopardized the program's ability to access needed resources especially when electronic subscriptions are cancelled and past volumes are inaccessible. The Chemistry Department continues to work with library personnel to address this concern. The Department will continue to look at emerging training areas, especially since the value of the chemical sciences in society and the world continues to evolve.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.S. in Chemistry to be in Good Standing. The program conducted a thorough review and submitted an excellent report describing the review and outcomes. The Committee commends the program's participation in student research presentations and publications. The program's faculty has made significant increases in securing external funding supported by research activities. The Committee also commends the program for the development of a thoughtful plan for assessment that allows for evidence-based decision making and a quality description of the program's link to core values of Educating Illinois.

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

- Continue efforts to develop a diverse and highly qualified applicant pool.
- Work with Milner Library to enhance the library resources for the graduate program.
- Continue to investigate options to improve the program's resources for securing up-to-date instrumentation.

Review of the B.S. in Geology 40.0601

Introduction. The B.S. in Geology at Illinois State University provides a curriculum for students who wish to pursue entry-level employment following completion of the degree and a program of breadth of academic background for those who will pursue graduate studies in the discipline. Self-study and program assessment is ongoing for the faculty in Geology as part of regular departmental retreats, called meetings, or informal conversations among faculty. Each year formal meetings of the Department Chairperson with the core faculty (consisting of five T/TT faculty members, the Chair, and an A/P [who also teaches at least one class per semester] were held. For this program review cycle, the faculty held a day-long retreat in January to discuss the process. Each faculty member was assigned a certain aspect (curriculum review, assessment, alumni relations, facilities assessment, library assessment) of program review. These aspects were discussed during regular spring meetings and the data was analyzed collectively into this report.

Overview of academic unit. The Department of Geography-Geology offers several programs of study: a B.S., B.A. in Geography, with both teaching and non-teaching sequences; a B.S. in Geology with sequences in traditional Geology (which is the primary focus of this review) and Earth and Space Science Education (which enjoyed its first graduates in 2007), and a M.S. in Hydrogeology. Geology also is an important contributor to the University's General Education program. Academic advisement in Geology has been handled by two tenure line faculty during the program review period.

Overview of degree program. The Illinois State Geology program is one of seven in public institutions in Illinois. The Department of Geography-Geology is one of the eight charter departments that began at Illinois State Normal in 1867. The B.S. in Geology was established in 1969 and the first class graduated in 1972. Geology is a field-based science that integrates the principles of chemistry, physics, biology, and mathematics in the study of earth processes and history. The mission of the geology program is to promote a scientific understanding of earth systems -- an awareness essential to an environmentally sound and sustainable future for the human race.

Curriculum of the B.S. in Geology program. The Geology program, which averaged 40 majors and 10 graduates per year during the review period, is among the largest undergraduate Geology programs in the state. The Geology major requires 66 hours in coursework in Geology, Physics, Chemistry and Calculus. The core courses provide a balance of theory, instruction, and field studies. The capstone experience, while not unique, is one of a declining number of field courses nationwide that emphasizes geologic mapping, which is essential for advanced study or a career in the Geosciences. A new, popular sequence in Earth and Space Science Education nicely complements the traditional major. The B.S. in Geology degree program is served by a dedicated faculty.

Faculty of the degree program. The single most significant concern in the previous review eight years ago was faculty turnover. The Geology program faculty was essentially the same during the 1970s and 1980s. The late 1980s brought a faculty transition that would dominate department planning for the next 15 years. During the 1990s, the Department evolved from a focus of high quality teaching to one that involved a more balanced approach to research and instruction. The increase in scholarly expectations did not also involve a reduction in teaching load, or the investment of start-up funding for new faculty. Consequently, two Geology hires that began residence in the 1990s failed to earn tenure. A third resigned for a better position elsewhere. Two additional retirements occurred in 2000 and 2001. At the time of the last program review, Geology was at a crossroads. At that time, the Department and Central Administration agreed to make appropriate investments in Geology in the form of enhancement monies to construct the well field and start up monies for new faculty in the amount of \$50,000 each. The Department also hired a technician/general education coordinator. This is the first support staff position that Geology has ever had. Teaching loads were reduced across the board for active scholars in terms of number of preps, but the department was able to simultaneously increase credit hour production by increasing class size.

Faculty scholarly output is at or near what should be reasonably expected for a faculty of this size and support. The publication rate of 1.5 publications per year exceeds what is listed in the Department's Strategic Plan, as does an external funding rate that averages \$200,000 per year. The Department hopes to at least maintain this level of scholarship and external funding generation in the coming years.

During the period of this program review, the program has worked to increase the number of majors and student quality. This year, the optimal major capacity in Geology was exceeded by about 20%, while slightly increasing credit hour production. In order for the program to maintain its strength in training marketable students and student participation in research, filling vacant faculty lines with appropriate specialties is essential.

Program goals and quality measures. Each Department faculty member's participation in hiring practices for tenure-track positions is a critical component of program quality. Often candidates will ask about the strengths of the program into which they, if successful, would be stepping. When candidates ask any professor, geographer, or geologist in this Department about the strengths of the Geology Program, field experiences for the undergraduates in Geology should be among the first mentioned—especially the capstone Field Geology course, a course of paramount importance to the continued operations of the program. Undergraduate research has enabled students to publish their work and many pursue graduate study. The program offers support for students to attend professional society meetings and other extra-curricular field activities. Faculty members publish in quality peer related outlets and secure external funding.

Changes in level of student demand. Increased participation in geology majors is the norm at most Illinois public institutions in the last few years. Statewide, geology enrollments have increased by 49% since 2004. Much of this is market driven. When prices for oil, gold copper and other commodities are high the market for qualified geologists increases. The Illinois State geology program had a 135% increase between 2000 and 2008. The most important component in this increase was the development of the Earth and Space Science Education sequence that now serves 22 majors. The increase in the number of traditional majors can be attributed to the extra attention that has been given to recruiting freshmen and transfer students. Student ACT numbers are among the highest ever, as is participation in the Honors program and student involvement in research.

Major changes in the program's discipline, student demand, societal need, institutional context. Career opportunities in Geology are currently the best that they have been in decades. Commodities prices are high, so job opportunities are strong in the oil industry and minerals exploration. Environmental issues are also important, so such jobs are also plentiful. Opportunities in business and industry have stabilized in recent years. The demand for geology graduates is higher than colleges and universities are producing. Consequently, student demand is increasing, which is reflected in significant growth to the number of geology majors at Illinois State.

Summary of department student learning assessment plan. The Student Learning Outcome Assessment Plan continues to evolve and improve. The new assessment tool, developed in 2004, indicates that the curriculum is meeting and exceeding each of its nine identified goals. Alumni data supports program modifications during the review cycle.

Accreditation from affiliated agency. Geology, as a discipline, does not have an outside accreditation process. The Illinois State curriculum meets the standards set by the American Institute of Professional Geologists and what is required for licensing as a professional geologist in Illinois. The teacher education component, however, does regularly undergo evaluation by NCATE (National Council for Accreditation of Teacher Education). The Earth and Space Science Education program will participate in its first NCATE review in 2011.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The single most significant concern eight years ago was faculty turnover. Two

faculty members, including one female, and one support staff position joined the Department in 2001. A third faculty member was hired in 2002. These new faculty members were supported by significant start up monies and a reduction in teaching load which enabled them to develop suitable and productive research agendas. Each of these individuals recently earned tenure, are award winning teachers, notable scholars, and provide important service to the University and Geology profession.

Significant improvements have been made to Geology's technology and equipment inventory. Geology has developed laboratories for research instruction, including chemical analysis, microscopy, rock preparation, and field data collection. Geology also has an instructional well field that is the envy of other programs in the region.

Major findings and recommendations and actions taken as a result of this review. The Geology program has made significant improvements since the last program review. The Geology faculty is happy with the current trajectory of the program. The principal challenge in upcoming years will be to maintain and enhance the current level of scholarship, number of majors, and quality of student experience. An increase in student research published in peer reviewed or edited outlets will be indicative of exceptional quality of geology majors. An increase in the diversity of faculty expertise in geology will expand student opportunities for careers, research, and advanced study. The program will develop a stable funding model for field experiences in geology, including the capstone summer field course. When recruiting students and hiring faculty members, the program will increase efforts to expand the cultural diversity of the student and faculty population.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Geology to be in Good Standing. The Committee commends the program for a thorough and analytical self-study and review report that reflects participation by program faculty and administration. A strategic plan was developed that provides direction and identifies attainable priorities. The program is commended for its identification of benchmark and aspirational programs at other institutions, for development of a quality capstone experience, and for the program's continuing connection to its alumni. The Committee recognizes the program's contribution to the University's general education program.

The program will work with the University Assessment Office to refine the Assessment Plan to include student learning outcomes that link to the program goals and includes a defined feedback loop. The program will submit this Plan to the Academic Planning Committee in a follow-up report due to the Provost's Office December 1, 2009.

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

- Continue efforts to increase cultural diversity when recruiting students.
- When hiring new faculty members, continue efforts to enhance the cultural and gender diversity of the faculty.
- Given the quality of program majors, the department should continue its efforts to increase student and faculty participation in the University Honors program.
- Given strong student research participation, investigate possibility of encouraging greater student and faculty participation in the Illinois State Undergraduate Research Symposium.

Review of the M.S. in Hydrogeology 40.0699

Introduction. The Hydrogeology Program is the only graduate degree program offered by the Department of Geography-Geology and is the only master's in hydrogeology program in the State of Illinois. This program is highly specialized, involving the assessment and solving of societally relevant, scientifically important problems through applied and theoretical research in the broad field of groundwater science. The program averages 15 students in residence and graduates on average five students annually. Program graduates are regularly finding employment in discipline-related jobs immediately upon graduation. Research and teaching productivity by the program's faculty has been substantial since the 1999 program review, as evidenced by the number of publications and the research and teaching awards earned by the faculty. Self-study and program assessment is ongoing for the department as part of regular departmental retreats, meetings, or informal conversations among faculty. Each year, formal meetings of the Department Chairperson with core faculty members are held. As a result of the previous review cycle, the department engaged an external consultant to work with the program in a thorough and analytical assessment of the program.

Overview of academic unit. The Department of Geography-Geology offers several programs of study: a B.A., B.S. in Geography, with both teaching and non-teaching sequences; a B.S. in Geology with sequences in traditional Geology and Earth and Space Science Education; and a M.S. in Hydrogeology. The Department also administers the Minor in Tourism Studies and the Minor in Environmental Studies and contributes significantly to the University's General Education Program.

Overview of degree program. The M.S. in Hydrogeology is the only program of its kind in Illinois. While other universities offer graduate degrees in geology, none offer a degree specifically in Hydrogeology. The highly specialized program encompasses the geologic and hydrologic aspects of Earth's most precious resource, water in both the surface and subsurface, with emphasis on environmental protection of the water supply. The goal of the program is to deliver a balanced set of core courses which, when combined with other elective courses, will enable students to become knowledgeable in applied environmental and resource hydrogeology. Graduates enter the job market capable and ready to perform professional responsibilities from a solid academic base needed for career growth. The program prepares graduates for careers in the areas of groundwater resources, the environmental protection of those resources, and environmental problems of a hydrogeologic nature, or for advanced study.

Curriculum of the M.S. in Hydrogeology program. The program offers a thesis and non-thesis option. Each option requires 32 credit hours or coursework, with the non-thesis option requiring a comprehensive exam. Each year the program offers eight different hydrogeology related courses including two groundwater modeling courses, a geochemistry field and lab methods course, or an in-house engineering geology course. A specialized field course offered jointly with Northern Illinois University is especially essential as it is the only course in the state with a dedicated instructional/research well field for the discipline. The curriculum also does extensive applied hydrogeologic research in Illinois compared to other programs that focus more on theoretical research mostly outside of Illinois. Following recommendations by the external consultant, modifications were made to the curriculum that increased experiences either in the field or in the laboratory.

Faculty of the degree program. All geology faculty members are broadly trained and have a wide variety of research and teaching interests. The faculty consists of seven faculty members, six of who are tenure line professors. All hold doctoral degrees from major research institutions. One faculty line is vacant with a search to begin in FY10. The faculty has a national visibility to which members can point with pride and with the knowledge that programmatic reputation will be growing, especially as recent hires come into their academic majority. Among professional activities faculty members have conducted scholarly reviews of manuscripts and grant proposals, published field guides and geologic maps published

by geological surveys, chaired sessions at professional society meetings, and managed field trips. All current members have chaired at least one session at a professional meeting during the program review cycle. In 2001, the Illinois State University geology faculty hosted the meetings of the North Central Section of the Geological Society of America. Enhancing the diversity of the faculty is a priority for the department, as indicated in the Strategic Plan.

Program goals and quality measures. The quality of the program is highly dependent on the strength of its faculty. As new hires are made, each faculty member significantly participates in the selection process. A reason for the successful placement of graduates is the relevant and solid curriculum. Employers specifically mention the field experiences, the applied modeling course, and the geochemistry course. Although perhaps less obvious than the long-running emphasis on sending our majors immediately into hydrogeology-intensive jobs, there are other indicators of quality including program faculty active in research and that the research programs are nationally recognized.

Since the 2004 external review the program has seen an increase in the number of applicants per year from 5 to 14. Faculty members have improved recruiting efforts through formal and informal means at scientific meetings. Additionally, the research conducted within the program has led to a number of students applying to work on specific projects. The quality of those admitted has also improved. Both GPAs and GREs have increased. Overall, the Illinois State program is attracting better students and more of them. The program has been able to be more selective in its admission process due to the increased number of applications.

Changes in level of student demand. Career opportunities in geology and hydrogeology are currently the best that they have been in decades. Commodities prices are high, so numerous good jobs are available in the oil industry and minerals exploration. Environmental issues are also important, so such jobs are still plentiful. Opportunities in business and industry have stabilized in recent years. The demand for geology graduates is higher than colleges and universities are producing. Consequently, student demand is increasing.

Major changes in the program's discipline, student demand, societal need, institutional context. As a graduate program, the Master's in Hydrogeology has a well-defined niche within the University's instructional mission with a unique educational focus. As a small graduate program, the master's degree offers students and faculty quality opportunities for research and field experiences with individualized attention. As the only master's hydrogeology program in Illinois, the program positions students to excel in a globally competitive, culturally diverse, technological, and changing environment. The Department works towards ensuring an affordable and accessible education with efforts to increase graduate stipends.

By design, the master's program in hydrogeology at Illinois State is small in number. Ideally, six students begin the program each year and 15 students are in residence at one time. The small size ensures that each student receives the individual attention necessary in an applied research program. The program has an excellent record of placing its graduates in discipline-related careers.

Summary of department student learning assessment plan. The Student Learning Outcome Assessment Plan continues to evolve and improve. The new assessment tool, developed in 2004, indicates that the curriculum is meeting and exceeding each of its ten identified goals. While alumni data supports what we conclude through assessment, changes to the program curriculum and minor changes to course content have been made in response to the exit interviews and the GEO 456 report to better serve the students.

Accreditation from affiliated agency. Hydrogeology does not have an outside accreditation process. The curriculum is designed to provide a foundational base in both theoretical and applied hydrogeology, which allows students the opportunity to transition into a professional career or into a doctoral program.

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

The faculty has worked to fulfill the recommendation of the previous review. Specific actions by the department include an increase in travel funds to assist graduate faculty travel to scientific conferences and to field locations to conduct research. Departmental funds have also been used for equipment purchases. Faculty members are encouraging students to publish their research. While five papers with student authors have been published during the review period, an additional five have been submitted and are in the review process. Program enrollment has been steady and will remain steady as dictated by the number of assistantships available. Cooperative work with the Illinois State Geologic Survey, the Illinois Environmental Protection Agency, Bloomington-Normal Wastewater Reclamation District, NICOR Gas Inc., The Nature Conservancy, and the Mackinaw River Ecosystem Partnership will continue to grow. These partnerships have provided funding for students and have increased the scholarly output of the Master's in Hydrogeology program.

The College of Arts and Sciences has invested resources in the program during the past few years for enhancement, start-up, and grant matching monies, leading to improvements in the program. The program now has a modern instructional well field with the necessary equipment for high quality research and instruction. Additional equipment needs will be met through external grants from public and private funding organizations, following a development plan for these endeavors.

One recommendation that has not been satisfied is the hiring of an additional faculty member with expertise in hydrogeology. Resignations and retirements in the geography program required a shift in hiring priorities. Open faculty positions have been used to hire geographers, which were needed to fill programmatic holes. The inability to search, and thus hire, a third faculty member has led to higher teaching and advising loads for the graduate faculty.

Major findings and recommendations and actions taken as a result of this review. Initiatives and plans for the M.S. in Hydrogeology focus on ensuring a strong faculty and enhancing students' experiences. First, the program will strengthen and enhance the quality, capability, and commitment of the faculty. Priorities under this first goal are to attract and retain quality faculty; set appropriate and unambiguous faculty productivity standards—and enable faculty to meet or exceed these standards; ensure that faculty have the tools and time they need in order to balance teaching with scholarship and service; enhance research support; and maintain a climate that values collegiality, diversity, and shared governance.

Second is to strengthen and enhance students' experiences. The following three priorities will help achieve that goal: 1) attract a greater number of capable and motivated students, 2) enhance and expand research opportunities to encourage more participation in research, and 3) improve curricular and co-curricular activities.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.S. in Hydrogeology to be in Good Standing. The Committee commends the program for a thorough and analytical self-study and review report that reflects participation by program faculty and administration. The program faculty provided a quality response to previous review recommendations and follow-up requirements. A Strategic Plan for the program has been developed that provides direction and attainable priorities. The program is commended for its identification of benchmark and aspirational programs at other institutions and for the program's continuing connection to its alumni. The Committee acknowledges the faculty's increased scholarly work.

The program will work with the University Assessment Office to develop an Assessment Plan that includes program goals, student learning outcomes, and a feedback loop that leads to program improvement. The program will submit this Plan to the Academic Planning Committee in a follow-up report due to the Provost's Office, December 1, 2009.

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

- Continue efforts for diverse faculty as new hires are made.
- Develop and implement a recruitment plan for diverse student population.
- Given strong student research participation, investigate possibility of encouraging greater student and faculty participation in the Illinois State Graduate Research Symposium.

Review of the B.S. in Physics 40.0801

Introduction. The Physics Department began a significant self-study process in 2006. Several department meetings and a departmental retreat were devoted to the process of generating a new mission statement, a statement of shared values, and a strategic plan. This process was promoted by the Dean of the College of Arts and Sciences, who encouraged departments to review their strategic plans. Physics faculty and staff knew program review was coming in 2007-2008, and decided to make it a major self-study involving all department personnel as well as questioning students and alumni. In the following years leading up to the program review, the department revisited this plan and decided not to modify it, although some of the goals and objectives have been further elaborated as action items in the FY 2008 and FY 2009 budget request documents. Also since 2006, the department has revisited its assessment plan and made a minor update. The program has continuously monitored student, faculty, and peer department comments and ideas regarding potential course, curriculum, and program improvements. Finally, several department meetings in spring 2008 have included clarifying discussions of program review topics, and several faculty and staff have been instrumental in the development of this report.

Overview of academic unit. The Physics Department's teacher/scholar model and its student-centered teaching, advising, and extracurricular programs all support the University's "*small-college atmosphere with large-university opportunities*" philosophy and its "*supportive and productive community*" ethic. The department enjoys good facilities and has a well designed governance structure to assure that resources are distributed both fairly and efficiently, and a planning process that involves all departmental stakeholders. The department is in the top five of undergraduate departments nationally in number of graduates produced.

Overview of degree program. The department's enrollment has averaged about 120 students, across all four degree programs, with student demand remaining relatively constant despite a significant downturn in undergraduate physics enrollment nationally in the first half of the review period. The major in Physics sequence offers a maximum of flexibility for graduates, allowing them to seek post-graduate study in a variety of technical fields and to market themselves to a wide array of technical jobs. The Computer Physics Sequence curriculum gives a computer simulation slant to its graduates, giving them entrée into a variety of computationally-oriented careers. The Engineering Physics Program produces engineers with a solid foundation in the physics underlying engineering, and also gives graduates a competitive edge in the job market. The Physics Teacher Education program is focused on developing certified high school physics teachers with experience in active engagement teaching and good content depth. Closely integrated with the degree sequences are the department's extracurricular programs, offering students forefront research experiences, hands-on design/build/compete projects, and a growing public education and outreach program.

Curriculum of the B.S. in Physics program. The department offers four major programs: Physics, Computer Physics, Engineering Physics, and Physics Teacher Education. Each of the major sequences requires a combination of course work distributed from the departments of physics, chemistry, mathematics and information technology. Since physics graduates may obtain employment or pursue advanced educational opportunities in law, medicine, engineering, or many other fields outside of physics, these students must be able to apply the analysis and problem-solving skills that they have developed as undergraduates to a diverse set of problems. All four sequences provide opportunities for students to develop their written and oral communication skills through regular writing assignments in the form of theoretical homework problems, computational projects, and laboratory reports and oral presentations of their results. Many students also present research work at the Illinois State Undergraduate Symposium at least once and often two or three times before graduation. Additionally, many students present their research results at external venues before they graduate.

Faculty of the degree program. The department has twelve faculty members, one of the smallest departments in the College of Arts and Sciences. Nonetheless, department faculty members are visible on

campus as teachers and researchers and in a variety of service roles. Department faculty and staff, with active collaboration of students, have brought the department into national recognition with the physics teacher education and computer physics programs, the undergraduate research extracurricular program, and the Illinois State Solar Car Team.

Program goals and quality measures. The physics department's general quality goals are straightforward: research that adds to the world's understanding of the physical universe, innovative courses and curricula, and exciting student-centered extracurricular programs. Measures of the degree of achievement of these goals include many traditional measures of faculty productivity, including publications, citations, successful grant proposals, invitations, and awards, as well as measures of departmental productivity such as student numbers and quality, graduation rates, achievement and employment. In addition, teaching and educational measures include both formal and informal student evaluation of faculty, courses, and curricula, alumni surveys, and the kinds of evidence of innovative teaching compiled in faculty teaching portfolios. External recognition of teaching, including awards, invitations, publications, and grants are also valuable measures.

Departmental goals for the next five years have been developed as a result of analyzing these quality measures, assessment, and whole-department debate and discussion. These goals include improvement of the physics teacher education program, development of more expertise and educational opportunities in applied physics, growth and improvement in public outreach especially as a long-term recruitment accessory, and a thorough investigation of a potential graduate program.

Changes in level of student demand. The Department of Physics is dedicated to its undergraduate program and students. Enrollment has increased slightly from 102 in fall 2003 to 132 in 2008 and, while these numbers fluctuate somewhat, this represents a slightly greater percentage increase than the statewide enrollment increase from 532 to 563 students in the same period at Illinois public universities. The number of degrees granted has fluctuated between 15 and 25 per year with the low in 2005. To put these numbers in perspective, the department's three year average of 19 graduates per year places it in "4th place" nationally, tied with Williams College and SUNY Geneseo [AIP].

Major changes in the program's discipline, student demand, societal need, institutional context. Undergraduate physics enrollment reached a minimum nationally in 2000 and has progressed into a weak upswing since then. The department has continued to remain strong in this era, at least in part due to implementing best practices as studied in the physics education field, including offering flexible curricula, proactive advising, and exciting and relevant extracurricular activities. The physics community is only now recognizing the necessity for undergraduate computational physics education, which the Illinois State physics department pioneered in the 1990's. Regarding a potential graduate program, this idea has been in the background in departmental planning for many years, even before the previous program review. While some in the department think that now is a good time to move in this direction, in the context of the field and the expected need for scientists, budgetary constraints limit this to a planning goal at this time.

Summary of department student learning assessment plan The teacher education program assessment plan follows the national model set by NSTA, the National Science Teaching Association. The program regularly makes adjustments to its curriculum based on assessment results. Major adjustments are occasionally required by changes in state certification standards, such as the change from certifying the sciences individually to certifying in physical science. The teacher education curriculum changed by adding course requirements consistent with this broader requirement.

The other three degree programs are assessed in two ways: by milestones reached by students as they progress through the curricula, and by less formal surveys and discussion between faculty and students on specifics of courses and program requirements. Examples of changes precipitated by such assessment include relatively minor changes at the introductory level in all three curricula, improvement and expansion of requirements for advance laboratory experience, and the realization of the Computer Physics sequence's role as a retention tool.

Accreditation from affiliated agency. Of the department's four degree tracks only the teacher education program is subject to accreditation. The education program is fully accredited by both NCATE/NSTA and by ISBE.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Three areas were identified as needing improvement: career advisement, student diversity, and assessment. The department has enhanced its offerings to educate students of the spectrum of career opportunities. More discussion has been added to the introduction to the discipline course for majors, and a concerted effort has been made to bring successful alumni to campus to tell their stories and give current students a feel for how physicists can contribute in the post-graduation world. Women are historically underrepresented in physics along with minorities. The department has enhanced outreach toward minorities and women and developed new recruitment techniques focused on personal contact with these underrepresented groups. Finally, improvements have been made to make the department more attractive to these students, in order to help in retention. Finally, regarding assessment, the department has developed a formal assessment plan and has improved its less formal assessment approach.

Major findings and recommendations and actions taken as a result of this review. The program review process has clarified the department's accomplishments and goals, and helped prioritize the latter. On the one hand the faculty and staff are justifiably proud of their achievements in the past eight years, despite an adverse budgetary climate, while on the other hand the limits of improvement without budgetary recovery also became clearer. Maintenance of the department's strong programs thus becomes primary and the new initiatives described in this report are, perhaps, tempered with this realization.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.S. in Physics to be in Good Standing. The Committee commends the program for a pro-active thorough and analytical self study resulting in a quality report and recommendations for program improvement. The program provided a strong response to the previous review and its recommendations for program improvement.

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

- Refine the program's Assessment Plan to include a feedback loop where assessment results will be discussed and acted upon for program improvement.
- Continue efforts with high schools and community colleges to increase minority recruitment.
- Develop a plan to keep better track of alumni.
- Continue to look nationally to identify peer benchmark and aspiration institutions.
- Continue to work with Milner Library to determine and ensure adequate resources.

Review of the B.A., B.S. in Art 50.0701

Introduction. The faculty and staff of the school reviewed and revised the mission statement and strategic plan in response to an accreditation visit from the National Association of Schools of Art and Design (NASAD) in 2006. Following this general exercise, members of the faculty broke into smaller groups and examined specific goals for related concentrations. They discussed the strengths and weaknesses of various programs and developed recommendations for building on strengths and improving weaknesses. A similar exercise considered each of the sequences in the broader context of the degree program. The issues identified and addressed in this retreat became the foundation for the self-study.

Overview of academic unit. The School of Art is composed of four degree programs, two at the undergraduate level (B.F.A., B.A./B.S.) and two at the graduate level (M.F.A., M.A./M.S.). An average of 46 individuals teach courses in studio art, art history, and art education in any given semester with over 30 of those instructors holding tenured or tenure-track positions. The school is distinguished from similar institutions through course offerings in glass, integrated media, and visual culture, the New Editions Workshop (a professional contract shop in printmaking), and Design Streak (an internship program for students in Graphic Design). The School's mission resonates with that of the university in several ways, particularly a commitment to provide superior educational opportunities for residents of Illinois. Two full-time advisers help to keep students focused on the completion of their degrees in a timely and meaningful fashion. Supporting their educational experience is a variety of unique resources in the Milner Library such as the collection of child art. To insure the smooth operation of the school in the larger context of the College of Fine Arts, the director works in concert with colleagues and participates fully in the strategic planning process and budgetary discussions.

Overview of degree program. The B.A., B.S. options meet the needs of students seeking a liberal arts experience. They afford students the opportunity to gain depth in their chosen subject area while gaining broad exposure to additional subjects of interest to them. The number of applications for admission to the programs remains high. The admission procedure includes the submission folios of work (images for studio and education students, writing samples for history students), written recommendations from faculty, and statements of interest. Enrollment has been steady with minor fluctuations in the total number of students from year to year. In the period from 2003 to 2006, enrollments averaged 376, which is consistent with the enrollment goals set by the School of Art. The average ACT score for students in these programs is 23.6, and the average GPA is 3.04. The Bachelor of Arts and Bachelor of Sciences degrees provide students with opportunities to pursue advanced study in both traditional and emerging artistic practices, and evolving methods in art history and art education.

Curriculum of the B.A., B.S. in Art program. These degrees are designed for the liberal arts student, consequently the studio components of the degrees are less demanding than the Bachelor of Fine Arts degree. Within the art history and art education sequences, the curricula reflect the specific demands of those disciplines. All students share a common art history foundation. The education and studio students take the same visual foundation courses. As students move to the intermediate level, they explore a range of courses covering a variety of subjects and techniques. Finally, students concentrate in one area at the upper level. Course offerings are consistent with the expectations of the National Association of Schools of Art and Design (NASAD), and the total number of hours required of the students falls within the 124-credit limit set by the university. The Art Education program requires 131 credit hours, a program granted exception to the University's 124-credit limit and reaffirmed in the review process.

Faculty of the degree program. There are thirteen women and eighteen men on the faculty who are tenured or on the tenure-track. While this is approaching a satisfactory gender balance, the faculty is not ethnically diverse as only one of its members is a member of a protected group. All faculty members who participate in the Bachelor of Arts and Bachelor of Sciences programs hold the terminal degree in their respective fields and are active scholars and artists who present their work at regional, national, and/or international levels. This faculty is an accomplished and highly regarded group. Art history professors

publish in scholarly journals, and contribute essays and chapters to edited books. Not only do the faculty members in the art education area exhibit original works of art and publish articles related to their research, they also conduct methods workshops at elementary, middle, and high schools throughout the area. Studio faculty members exhibit in some of the most prestigious art galleries and museums in the country.

Program goals and quality measures. The School of Art uses the standards established by NASAD as a guide when determining program goals and assessing them. Most goals address the development of articulate artists who are familiar with the history of art and contemporary theoretical issues. The aim is giving them the skills needed to be successful, independent critical thinkers. Comparing the Illinois State program with peer institutions that also have NASAD accreditation helps to monitor progress and assess program status.

Changes in level of student demand. Student demand remains constant. Due to ongoing demand for the art programs at Illinois State, particularly the B.F.A. program, the School of Art has been able to maintain target enrollments of approximately 375 majors.

Major changes in the program's discipline, student demand, societal need, institutional context. The greatest change in the field is the rapidly expanding use of digital processes in the creation of imagery. Not only has the computer become a useful tool in virtually every medium, it has evolved into a medium of its own. In response, the School of Art has dramatically expanded the use of computers in art education, graphic design, photography, and other concentrations. The program is developing a new discipline within the Studio Sequence in Integrated Media to explore the use of several different digital resources to create works of art in two, three, and four dimensions. The use of digitized images in art history is expanding as well, so the school has invested in two classrooms, purchasing the equipment and making the structural changes to make them digitally capable. University investments have made similar improvements in the major lecture halls in the building.

Summary of department student learning assessment plan. The School of Art developed clear learning objectives for the program in keeping with the expectations of the university and NASAD. Students must complete the appropriate foundation program, consistently meeting minimum requirements. Students are expected to maintain high quality work at the advanced level. Assessment of the degree to which the student meets these expectations comes in the forms of portfolio reviews and transcript reviews.

Accreditation from affiliated agency. In April 2005, NASAD voted to continue accreditation for Illinois State University's art programs in good standing. Their report also stated that the school met NASAD standards in curriculum and operation, but not in facilities, indicating that the Illinois State art facilities are below the standard in virtually every area. They have also held the school responsible for a program over which the School of Art has no authority, namely, the programs in Arts Technology.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The School of Art initiated a biennial survey of program alumni to monitor their post-graduate activities in the discipline. The survey has been revised for 2008. A system for tracking equipment/facility improvement needs is revisited and updated annually. Needs are regularly incorporated into budget planning discussions. In response to changes in the discipline the school expanded the role of technology in coursework and is building a concentration in Integrated Media to capitalize on new directions in creative work.

Major findings and recommendations and actions taken as a result of this review. Recent internal and external reviews found the programs in the School of Art to be of high quality, sound design, competitive with peer institutions, reasonable in cost, peopled by a strong faculty, and serving a capable student body. Recommendations include significant improvement in the teaching facilities, closer monitoring of alumni and the ways in which they use their degrees after graduation, and the need to improve diversity in the faculty and the student body. The school's membership has taken steps to

respond to the recommendations. The School of Art supports the efforts of the University to secure funding for a new facility, uses school resources to address infrastructure and classroom issues when possible, monitors alumni through surveys and sustained relationships, and employs a variety of strategies to attract and retain a diverse faculty and student body.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Art to be in Good Standing. The Committee commends the program for a thorough and analytical self study. The report provided a well written review especially noteworthy in the peer comparison and library resource sections. It is obvious that the program faculty provide an outstanding academic degree program in substandard space and facilities.

The program will work with the University Assessment Office to develop an Assessment Plan that includes program goals, student learning outcomes, and a feedback loop that leads to program improvement. The development of a small faculty assessment committee may be an effective way to facilitate this task. The program will submit the Assessment Plan to the Academic Planning Committee in a follow-up report due to the Provost's Office, December 1, 2009.

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

- Work with the director of University Honors program to ensure that students participating in the School's Honors program are also participating in University Honors.
- Continue efforts to diversify student and faculty.

Review of the M.A., M.S. in Art 50.0701

Introduction. The Master of Arts and Master of Science degree programs provide students with opportunities to pursue graduate study in the theories and methods associated with art history and art education. The most distinctive aspect of the master-level programs is the new sequence in visual culture, the only one in the state of Illinois. Other elements that distinguish the School of Art's M.A., M.S. programs are the visiting artists program and the visual culture lecture series through which students encounter the artists and scholars who are most directly involved with contemporary art issues.

Overview of academic unit. The School of Art is composed of four degree programs, two at the undergraduate level (B.F.A., and B.A., B.S.) and two at the graduate level (M.F.A., and M.A., M.S.). An average of 46 individuals teach courses in studio art, art history, and art education in any given semester with over 30 instructors holding tenured or tenure-track positions. The school is distinguished from similar institutions through coursework in glass and visual culture, a developing program in integrated digital arts, the New Editions Workshop (a professional contract shop in printmaking), and Design Streak (an internship program for students in Graphic Design).

Overview of degree program. The M.A. and M.S. degree options meet the needs of students seeking graduate work in art education. Complementing this program is a new sequence in visual culture. The admission procedure includes the submission of folios of work (artwork and writing samples for education students, writing samples for history students), written recommendations, and statements of interest. Faculty members review these folios and recommend admitting the best students. Enrollment has been steady in the education program.

Curriculum of the M.A., M.S. in Art program. In addition to the core requirements (seminar in art history, research methods, critical theory), art education students all study three subject areas: foundations of art education, issues in art education, and curriculum in art education. There are additional specified requirements and students may select courses from a variety of courses related to art and/or education. Students without teacher certification may pursue the M.A. or M.S. while earning certification. The curriculum is designed so that students can complete the degree as full-time students or part-time students who are also teaching at the elementary, middle, or high school levels. A final thesis is required.

Students seeking the M.A. in the visual culture sequence must complete the core and graduate level courses in visual culture and critical theory. They must complete nine credits in art history and/or visual culture beyond those listed above, and nine graduate credits outside of the School of Art in a related subject area such as literature or anthropology. A final thesis is required.

Faculty of the degree program. There are thirteen women and eighteen men on the faculty who are tenured or on the tenure-track. While this is approaching a satisfactory gender balance, the faculty is not ethnically diverse as only one of its members is in a protected group. All faculty members who participate in the Master of Arts and Master of Science programs hold the terminal degree in their respective fields and are active scholars and artists who present their work at regional, national, and/or international levels. This faculty is an accomplished and highly regarded group. Art history professors publish in scholarly journals, and contribute essays and chapters to edited books. Not only do the faculty members in the art education area exhibit original works of art and publish articles related to their research, they also conduct methods workshops at elementary, middle, and high schools throughout the area. Studio faculty members exhibit in some of the most prestigious art galleries and museums in the country.

Program goals and quality measures. The School of Art uses the standards established by the National Association of Schools of Art and Design (NASAD) as a guide when determining goals and assessing them. Most goals address the development of articulate artists who are familiar with the history of art and contemporary theoretical issues as well as their chosen specialty. The aim is giving them the skills

needed to be successful, independent critical thinkers. Comparing the Illinois State program with peer institutions that also have NASAD accreditation helps to monitor progress and assess their status.

Changes in level of student demand. Generally speaking, student demand remains constant. Due to ongoing demand for the Illinois State degree programs, the optimum enrollment of 20 students for graduate programs has been sustainable.

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

The School of Art has dramatically expanded the use of computers in art education, graphic design, photography, and other concentrations, and is developing a new discipline within the Studio Sequence in integrated media to explore the use of several different digital resources to create works of art in two, three, and four dimensions. The use of digitized images in art history is expanding as well, so the school has invested in two classrooms, purchasing the equipment and making the structural changes to make them digitally capable. University investments have made similar improvements in the major lecture halls in the building.

There are no significant changes in the societal needs for graduates from the degree program. The graduates are the individuals who will go on to earn the terminal degree and teach at the college and university level. They will go on to take positions in art-related industries (foundries, galleries and museums, design firms, teaching art at various levels), and they are the artists who will create and present works that move and inform us.

Summary of department student learning assessment plan. The School of Art developed clear learning objectives for the program in keeping with the expectations of the university and NASAD. Students must complete the appropriate foundation program, consistently meeting minimum requirements. Students are expected to maintain high quality work at the advanced level. Assessment of the degree to which the student meets these expectations comes in the forms of portfolio reviews and transcript reviews.

Accreditation from affiliated agency. In April 2005, NASAD voted to continue accreditation in good standing for the art programs at Illinois State. Their report stated that the school met NASAD standards in curriculum and operation, but not in facilities, indicating that the facilities are below the standard in virtually every area.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The School of Art initiated a biennial survey of M.A., M.S. Alumni to monitor their post-graduate activities in the discipline. The survey has been revised for 2008. A system for tracking equipment/facility improvement needs is revisited and updated annually. Needs are regularly incorporated into budget planning discussions. In response to changes in the discipline and student demand, the school expanded the role of technology in courses and is developing a discipline within the Studio Sequence in integrated media to capitalize on new directions in creative work.

Major findings and recommendations and actions taken as a result of this review. Recent internal and external reviews found the programs in the School of Art to be of high quality, sound design, competitive with peer institutions, reasonable in cost, peopled by a strong faculty, and serving a capable student body. Recommendations include significant improvement in the teaching facilities, closer monitoring of alumni and the ways in which they use their degrees after graduation, and the need to achieve a more diverse faculty and student body. The school's membership has taken steps to respond to the recommendations. The School supports the efforts of the university to secure funding for a new facility, uses school resources to address infrastructure and classroom issues when possible, monitors alumni through surveys and sustained relationships, and employs a variety of strategies to attract and retain a diverse faculty and student body.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Art to be in Good Standing. The Committee commends the program for a thorough and

analytical review that resulted in a quality summative report. The Committee notes the program's complete response to the previous review cycle and the quality planning and execution of curricular changes evident in the proposal for the newly designed visual culture sequence. The visiting artist program that connects students to national and international programs is a quality component of the Master's program. Synergies among the graduate and undergraduate programs are strengths of the School.

The program will work with the University Assessment Office to develop an Assessment Plan specifically for the M.A., M.S. program that includes program goals, student learning outcomes, and a feedback loop that leads to program improvement. The development of a small faculty assessment committee may be an effective way to facilitate this task. The program will submit the Assessment Plan to the Academic Planning Committee in a follow-up report due to the Provost's Office, December 1, 2009.

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

- Encourage eligible faculty members to apply for full graduate faculty status.
- 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.

Review of the Bachelor of Fine Arts in Art 50.0702

Introduction. In spring 2007, the faculty and staff of the school reviewed and revised the mission statement and strategic plan in response to an accreditation visit from the National Association of Schools of Art and Design (NASAD) in 2006. Following this general exercise, members of the faculty broke into smaller groups and examined specific goals for related concentrations (printmaking, drawing, painting, focusing on the two-dimensional arts; sculpture, glass, ceramics, focusing on the three-dimensional arts). They discussed the strengths and weaknesses of various programs and developed recommendations for building on strengths and improving weaknesses. A similar exercise considered each of the sequences in the broader context of the degree program. The issues identified and addressed in this retreat became the foundation for the self-study.

Overview of academic unit. The School of Art is composed of four degree programs, two at the undergraduate level (B.F.A., and B.A., B.S.) and two at the graduate level (M.F.A., and M.A., M.S.). An average of 46 individuals teach courses in studio art, art history, and art education in any given semester with over 30 instructors holding tenured or tenure-track positions. The school is distinguished from similar institutions through sequences in glass, integrated media, and visual culture, the New Editions Workshop (a professional contract shop in printmaking), and Design Streak (an internship program for students in Graphic Design).

Overview of degree program. The Bachelor of Fine Arts degree is the premiere professional degree for undergraduate students in studio art. The B.F.A. degree program at Illinois State University is distinctive because of its rigorous and highly selective nature. Few peer institutions employ the three levels of assessment at various stages of the students' careers that are utilized in the Illinois State program. In addition, the program offers clearly defined media choices for the students with recognized experts in the field as their instructors. This affords students the opportunity to develop significant skills in various disciplines in preparation for advanced study and careers as professional artists.

Curriculum of the B.F.A. in Art program. This degree is designed for the studio artist, consequently; traditional and emerging studio practices are the foci of the program. Students share a common foundation, sample a variety of media at the intermediate level, and then concentrate in one medium at the upper level. The capstone experience in the degree program involves three elements: the development, installation, and promotion of a solo exhibition, an extensive written thesis statement summarizing artistic direction, expressive content, and theoretical influences, and a formal oral examination. Course offerings are consistent with the expectations of the National Association of Schools of Art and Design (NASAD). The Illinois State B.F.A. program requires 128 credit hours and has obtained an exception to University policies that limits programs to 124 credit hours. Extracurricular activities associated with the program include participation in group shows at the Transpace Gallery in uptown Normal, a variety of opportunities to interact with visiting artists, and several field trips to art-related venues.

Faculty of the degree program. All faculty members teaching in the B.F.A. program are practicing artists. The group includes one distinguished professor, five professors, seven associate professors, and six assistant professors. Venues in which they have recently exhibited include the Museum of Contemporary Art in Chicago, Lemburg Gallery in Detroit, Meadows Gallery in Aspen, the Kentucky Museum of Art and Craft in Louisville, the Forum Gallery in New York City, the Des Moines Art Center, The Lab in New York City, the Kimura Gallery in Anchorage, the Chelsea Art Museum in New York City, the Archie Bray Foundation in Helena, and the London Institute of Education in Great Britain, among many others. There are thirteen women and eighteen men on the faculty who are tenured or on the tenure-track. While this is approaching a satisfactory gender balance, the faculty is not ethnically diverse as only one of its members is in a protected group.

Program goals and quality measures. The School of Art uses the standards established by NASAD as a guide when determining goals and assessing them. Most goals are focused on the development of

articulate artists who are familiar with the history of art and contemporary theoretical issues. The aim is to give the students the skills they need to be successful, independent critical thinkers. Comparing the Illinois State B.F.A. program with peer institutions that also have NASAD accreditation helps to monitor progress and assess program status.

Changes in level of student demand. The School of Art maintains an enrollment of twenty to twenty-five students in the B.F.A. program. Enrollments are limited to ensure the quality of the program. Students must have a cumulative GPA of 3.0 or higher, be nominated by a member of the school's faculty with an additional reference from a second faculty member, and pass a review of a portfolio of artworks produced in courses taken after admission to the School.

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

The greatest change in the field is the rapidly expanding use of digital processes in the creation of imagery. Not only has the computer become a useful tool in virtually every medium, it has evolved into a medium of its own. In response, the School of Art has dramatically expanded the use of computers in graphic design, photography, and other concentrations, and is developing a new discipline within the Studio Sequence called Integrated Media that explores the use of several different digital resources to create works of art in two, three, and four dimensions.

Summary of department student learning assessment plan. The School of Art developed clear learning objectives for the program in keeping with the expectations of the university and NASAD. There are two sets of expectations for the students in the B.F.A. program; the first is the completion of the foundation program with superior work, and the second is creating the highest quality work they can at the advanced level. Assessment of the degree to which the student meets these expectations comes in the form of two portfolio reviews and the successful completion of the capstone experience.

Accreditation from affiliated agency. In April 2005, NASAD voted to continue accreditation of good standing for the Illinois State University art programs. The reviewers lauded the B.F.A. program for what the team called its "honors quality." Their report stated that the school met NASAD standards in curriculum and operation, but not in facilities, stating that the facilities are below the standard in virtually every area.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The School of Art initiated a biennial survey of Bachelor of Fine Arts Alumni to monitor their post-graduate activities in the discipline. The survey has been revised for 2008. A system for tracking equipment/facility improvement needs is revisited and updated annually. Needs are regularly incorporated into budget planning discussions. In response to changes in the discipline and student demand, the school expanded the role of technology in courses and is developing an Integrated Media concentration to capitalize on new directions in creative work.

Major findings and recommendations and actions taken as a result of this review. Recent internal and external reviews found the programs in the School of Art to be of high quality, sound design, competitive with peer institutions, reasonable in cost, peopled by a strong faculty, and serving a capable student body. Recommendations include significant improvement in the facilities, closer monitoring of alumni and the ways in which graduates use their degree, and the need to achieve a more diverse faculty and student body. The school's membership has taken steps to respond to the recommendations. The School of Art supports the efforts of the university to secure funding for a new facility, uses school resources to address infrastructure and classroom issues when possible, monitors alumni through survey and sustained relationships, and employs a variety of strategies to attract and retain a diverse faculty and student body.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the B.F.A. in Art to be in Good Standing. The Committee commends the program for a thorough and analytical review, evident in a quality report. The committee notes the highly selective program is characterized by

a well designed Honors program for B.F.A. students. It is obvious that the faculty provides an outstanding academic degree program in substandard space and facility.

The program will work with the University Assessment Office to develop an Assessment Plan that includes program goals, student learning outcomes, and a feedback loop that leads to program improvement. The development of a small faculty assessment committee may be an effective way to facilitate this task. The program will submit the Assessment Plan to the Academic Planning Committee in a follow-up report due to the Provost's Office, December 1, 2009.

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

- Work with the director of University Honors program to ensure that students in the School's Honors program are participating in University Honors.
- Continue efforts to diversify the program's student body and faculty.

Review of the Master of Fine Arts in Art 50.0702

Introduction. The Master of Fine Arts in Art is the school's only terminal degree program. It provides students with the opportunity to pursue advanced study in the processes and theories associated with the production of visual imagery, and its dissemination in society. Other elements that distinguish the School of Art's M.F.A. program are the visual culture lecture series and the visiting artists program through which students encounter the artists and scholars who are most actively engaged with contemporary art issues.

Overview of academic unit. The School of Art is composed of four degree programs, two at the undergraduate level (B.F.A. and B.A., B.S.) and two at the graduate level (M.F.A. and M.A., M.S.). An average of 46 individuals teach courses in studio art, art history, and art education in any given semester with over 30 instructors holding tenured or tenure-track positions. To ensure the smooth operation of the school in the larger context of the College of Fine Arts, the director works in concert with colleagues and participates fully in the strategic planning process and budgetary discussions.

Overview of degree program. This degree option meets the needs of students with an abiding commitment to the creative process and the production of visual imagery. As the terminal degree in the field, it is required for anyone interested in teaching at the college and university level. Students enter the program with in-depth experience in one or more of the media that mark the discipline, but build on their conceptual knowledge and technical expertise while exploring cutting-edge issues, concepts, and methods.

Curriculum of the M.F.A. in Art program. In addition to the core requirements (seminar in art history, research methods, critical theory or aesthetics), M.F.A. students are required to take nine to twelve credits of art history at the graduate level. There are additional specified requirements depending on the medium in which the student works. A final thesis exhibition, a comprehensive oral examination and an extensive written statement are required to complete degree requirements.

Faculty of the degree program. There are thirteen women and eighteen men on the faculty who are tenured or on the tenure-track. While this is approaching a satisfactory gender balance, the faculty is not ethnically diverse as only one is a member of a protected group. All faculty members who participate in the Master of Fine Arts program hold the terminal degree in their respective fields and are active scholars and artists who present their work at regional, national, and/or international levels. Art history professors publish in scholarly journals, and contribute essays and chapters to edited books. Studio faculty members exhibit in some of the most prestigious art galleries and museums in the country.

Program goals and quality measures. The School of Art uses the standards established by the National Association of Schools of Art and Design (NASAD) as a guide when determining our goals and assessing them. Most goals address the development of articulate artists who are familiar with the history of art and contemporary theoretical issues as well as their chosen specialty. The aim is giving them the skills needed to be successful, independent critical thinkers. Comparisons with peer institutions that also have NASAD accreditation helps monitor progress and assess status.

Changes in level of student demand. Generally speaking, student demand remains constant. The Illinois State program maintains target enrollments of approximately 400 undergraduate and 20 graduate majors.

Major changes in the program's discipline, student demand, societal need, institutional context. The greatest change in the field is the rapidly expanding use of digital processes in the creation of imagery. Not only has the computer become a useful tool in virtually every medium, it has evolved into a medium of its own. In response, the School of Art has dramatically expanded the use of computers in art education, graphic design, photography, and other concentrations, and is developing an integrated media

discipline within the Studio Sequence to explore the use of several different digital resources to create works of art in two, three, and four dimensions. The use of digitized images in art history is expanding as well, so the school has invested in two classrooms, purchasing the equipment and making the structural changes to make them digitally capable. University investments have made similar improvements in the major lecture halls in the building.

Summary of department student learning assessment plan. The School of Art developed clear learning objectives for the program in keeping with University expectations and NASAD. Students must complete the appropriate foundation program, consistently meeting minimum requirements. Students are expected to maintain high quality work at the advanced level. Assessment of the degree to which the student meets these expectations comes in the forms of portfolio reviews and transcript reviews.

Accreditation from affiliated agency. In April 2005, NASAD voted to continue accreditation for the degree programs in the School of Art. Their report stated that the school met NASAD standards in curriculum and operation, but not in facilities, indicating that the Illinois State facilities for the arts are below the standard in virtually every area.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The School of Art initiated a biennial survey of its alumni to monitor their post-graduate activities in the discipline. A system for tracking equipment/facility improvement needs is revisited and updated annually. Needs are regularly incorporated into budget planning discussions. In response to changes in the discipline and student demand, the school expanded the role of technology in courses and is developing a concentration in integrated media to capitalize on new directions in creative work.

Major findings and recommendations and actions taken as a result of this review. Recent internal and external reviews found the programs in the School of Art to be of high quality, sound design, competitive with peer institutions, reasonable in cost, peopled by a strong faculty, and serving a capable student body. Recommendations include significant improvement in the teaching facilities, closer monitoring of alumni and the ways in which they use their degrees after graduation, and the need to achieve a more diverse student body and faculty. The school's membership has taken steps to respond to the recommendations. The School of Art supports the efforts of the University to secure funding for a new facility, uses school resources to address infrastructure and classroom issues when possible, monitors alumni through surveys and sustained relationships, and employs a variety of strategies to attract and retain a diverse faculty and student body.

Review outcome. The Academic Planning Committee, as a result of this review process, finds the M.F.A. in Art to be in Good Standing. The Committee commends the program for a thorough review that is evidenced in a quality summative report. The Committee also commends the School of Art for the delivery of quality programs especially with substandard space and facilities. Synergies among the undergraduate and graduate program are strengths of the School.

The program will work with the University Assessment Office to develop an Assessment Plan specifically for the M.F.A. program that includes program goals, student learning outcomes, and a feedback loop that leads to program improvement. To achieve this, the program should organize a small faculty committee to address this goal. The program will submit the Assessment Plan to the Academic Planning Committee in a follow-up report due to the Provost's Office, December 1, 2009.

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

- Encourage eligible faculty members to apply for full graduate faculty status.
- Continue efforts to recruit quality students to maintain an optimum enrollment of 25 students.

- Identify qualities that are indicators of the program's uniqueness as well as ways to continually improve. This should include analysis of other aspiration programs at the national and/or international level.