

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN

2006-2011

Submitted to the Academic Senate
April 26, 2006

Submitted to the Board of Trustees
July 21, 2006

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

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

ILLINOIS STATE UNIVERSITY
ACADEMIC PLAN 2006-2011

SECTION I: MISSION STATEMENTS

University Heritage, Values, and Vision	3
Illinois State University Mission Statement	4
Board of Trustee Vision Statement for the Year 2007	5
College Mission Statements	
Applied Science and Technology.....	6
Arts and Sciences	6
Business.....	6
Education.....	7
Fine Arts.....	7
Mennonite College of Nursing.....	7
Graduate School	7
Illinois State University Libraries	8
University Profile 2005	9

SECTION II: INSTITUTIONAL PRIORITIES

Institutional Priorities	12
<i>Educating Illinois 2003-2010</i> Executive Summary.....	14

SECTION III: ACADEMIC UNIT OBJECTIVES FISCAL YEAR 2007

College of Applied Science and Technology	19
College of Arts and Science	22
College of Business	23
College of Education	25
College of Fine Arts	26
Mennonite College of Nursing	27
Graduate School	28
Milner Library	29

SECTION IV: PROGRAM REVIEWS

College of Applied Science and Technology	
B.S. in Computer Science	37
B.S. in Information Systems.....	42
M.S. in Information Systems.....	46
B.S. in Telecommunications Management.....	50
College of Arts and Sciences	
B.A. in French.....	54
B.A. in German	58
B.A. in Spanish	62
M.A. in Foreign Languages	66
Center for Information Systems Technology	70
Center for Insurance and Financial Services	72
Center for Mathematics, Science, and Technology	73

SECTION I
MISSION STATEMENTS

Illinois State University . . .

A small-college experience with large-university opportunities

OUR HERITAGE

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

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

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

OUR MISSION

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

OUR VISION AND VALUES

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

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

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

Active Pursuit of Learning and Scholarship: Working with students as partners in their educational development inside and outside of the classroom, so that students come to appreciate learning as an active and lifelong process; contributing new knowledge through research, creative artistry, and other forms of individual scholarship in which all students, faculty, and staff are encouraged to participate.

Diversity: Encouraging community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society; a diverse faculty and staff mentoring a diverse student population, enhancing pedagogy, 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 2007

Through the Goals and the Action Items of Illinois State University's Strategic Plan titled *Educating Illinois: A Plan for Distinctiveness and Excellence at Illinois State University*, Illinois State University will be recognized as:

- The university of choice in selected academic fields by students, faculty, and Illinois citizens
- A national leader known for its excellence in education and research
- A leader in providing access and services for traditional and non-traditional students, maintaining and enhancing a high quality, cost effective educational experience
- An institution with an educational environment that fosters creativity and growth among its faculty, staff and students
- A diverse community that fosters teamwork and support among its members
- The first choice of employers as they recruit university graduates
- A university that graduates individuals who are prepared to be successful, engaged and independent citizens
- A partner engaged in outreach with business, industry, government and education

Revised February 17, 2006

Mission of the College of Applied Science and Technology

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

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

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

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

Mission of the College of Arts and Sciences

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

Mission of the College of Business

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

Mission of the College of Education

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

Mission of the College of Fine Arts

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

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

Mission of the Mennonite College of Nursing

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

Mission of the Graduate School

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

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

Mission of the Illinois State University Libraries

Who We Are

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

What We Do

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

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

How We Do It

The accomplishment of this mission requires that we:

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

ILLINOIS STATE UNIVERSITY PROFILE 2005

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 182 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 40 master's programs, eight certificate programs, and eight doctoral programs. The University's academic programs are supported by the services and collections of Milner Library, which contains over 3,000,000 holdings and special collections.

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

The University enrolls 20,265 students from 49 states and 77 countries. The largest segment of the student body (54 percent) comes from the Chicago area and surrounding collar counties; and an additional 23 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 23.8 in fall 2005 with 83 percent in the top half of their high school graduating class.

The University employs approximately 1,103 departmental faculty members. The faculty is dedicated to the provision of superior teaching and includes numerous scholars who are recognized at national and international levels.

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

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

SECTION II
INSTITUTIONAL PRIORITIES

Institutional Priorities

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

Educating Illinois 2000-2007 the University's multi-year strategic plan, was updated by the campus community during year 2003. The resultant *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2003-2010* was unanimously endorsed by the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association prior to receiving unanimous Illinois State University Board of Trustees approval in February 2004.

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

Educating Illinois 2003 – 2010

Executive Summary

Illinois State University will remain the first choice public university in Illinois for high-achieving, motivated students who seek an individualized educational experience combined with the resources of a large public university. The University's goals and highest priorities, documented below, continue from the original *Educating Illinois 2000-2007* plan and combine the qualities of a small college with the comprehensiveness, diversity, and national scope of a large public university—Illinois' first public university.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Meeting critical needs in the state and region

- Instilling the value of learning as an active and life-long process
- Exceeding statewide and national benchmarks on licensure and certification examinations
- Increasing alumni employment
- Seeking discipline-based accreditations
- Utilizing the expertise of workforce and other professional advisory boards
- Increasing employer satisfaction

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

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

SECTION III
ACADEMIC UNIT OBJECTIVES
FISCAL YEAR 2007

College of Applied Science and Technology Fiscal Year 2007 Objectives

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

1. Facility projects are a continuing activity in the College requiring much time and effort to plan and implement. Most activities planned in this area are to implement the College's major strategic facility planning initiative to locate its operations in fewer buildings and to advocate for locating programs in single locations when this is best for program development. A new facility need has emerged which is expanding the laboratory/studio capacities for three programs in Family and Consumer Sciences in order to accommodate demonstrated student demand for these programs.
 - The School of Kinesiology and Recreation is located in two buildings, one of which is in West Campus and the other on the Quad. Relocating the entire School to a new Student Wellness Center to be shared with Campus Recreation is a desirable outcome for the program, the College, and the Illinois State campus. Great progress was made in FY06 with the allocation of funds to prepare a study for completing this project. We will continue to advocate for this project because of its critical import to the academic programs in the School of Kinesiology and Recreation. (EI Goal 4, Outcome 11B)
 - The Caterpillar Integrated Manufacturing Laboratory, located in 115 Turner Hall, will be equipped and put into service during FY07.
 - A number of facility relocations/renovations are being made possible because of the Turner Life-Safety Renovation. Many of the facilities currently in Turner Hall will need to be duplicated temporarily in order to allow programs to continue during renovation. Carefully planning the development of the surge space needed to accommodate this temporary relocation could result in using this space permanently to accomplish many of the relocation/renovation needs of the College.
 - The Department of Agriculture is now split between Turner Hall and the Ropp Agriculture Building due to a lack of laboratory and classroom facilities in Ropp. Surge space that will be created in Ropp to accommodate Turner Hall programs during the Turner renovation could be used to permanently house a research/teaching laboratory and classrooms in Ropp once the renovation is complete. This would allow all of Agriculture to remain in Ropp while the rest of the Turner Hall operations return to Turner.
 - The Illinois State Child Care operation currently in Turner Hall will need to relocate during the Turner/Stevenson renovation. Future plans are to permanently relocate the Center to allow for expansion in operations to include faculty and staff childcare.
 - Graphic Communications is the only unit in the Department of Technology that is not located in Turner Hall. Moving this operation into the space vacated by moving Child Care will result in the unification of all of Technology's operations into Turner Hall.
 - Three programs in Family and Consumer Sciences need to have additional studio/laboratory space to expand their capacities for student enrollment. Interior and Environmental Design needs an additional studio to expand the seat capacity of this program. This could be accomplished in the space currently occupied in Turner Hall by the Agriculture program. This redesigned and renovated space could accommodate the two studios needed. Additional FTE to support this instructional program will also be needed and will be requested at the appropriate time. But unless there is sufficient studio space, there is no need for the FTE. The programs in Apparel Manufacturing & Design and Family and Consumer Sciences Teacher Education currently share a laboratory that restricts the ability of these two programs to enroll the students demanding them. Creating a new studio for this program in the space vacated by moving the IED studio to the space formerly occupied by Agriculture will allow for expansion of these programs as well.

- The Department of Family and Consumer Sciences also has need for a renovated foods laboratory, but this project will not be pursued in FY07 unless a donor can be found to finance the needed renovation and equipping of the lab.
 - The School of Information Technology is in need of three additional offices for faculty. They have never had sufficient office space for their allocated number of faculty lines and have only been able to survive because they have never had all of their positions filled at the same time. The desired state of affairs is to have all lines filled concurrently, a situation that cannot be accommodated without offices for all faculty members.
 - The Illinois State Horticulture Center will be developed, as funds permit, at its newly sited location south of Raab Road.
 - The role the Illinois State Horticulture program can play in helping operate the Genevieve Green Gardens to be installed at Ewing Manor will be explored.
2. Maintaining the quality of undergraduate programs in the College. (EI Action 13). A goal of Educating Illinois is to marshal the resources of the institution to attract “high-achieving, motivated learners” (EI Goal 1 and Goal 2). Sustaining quality has been a continuing activity in CAST for many years. In FY07, the following will be implemented to continue this activity.
 - 2a. Continue developing the College’s undergraduate outcome assessment panels. The data obtained continues to verify that CAST graduates are well prepared and are employed in their areas of preparation soon after graduation (EI Outcomes 13D and 13E). Data collected from different panel cohorts is consistent across time. These data will be used to validate the quality and applicability of our programs and to improve curricula in the College where indicated.
 - 2b. Monitor implementation of Program Review and external accreditation recommendations in the College. One activity will be to implement recommendations of a consultation team who is working with the faculty in the Department of Agriculture. Success will contribute to accomplishing EI Outcomes 13B and 13C.
 - 2c. To better utilize the resources provided by the State, the College will advocate enrollment management strategies that reduce over-enrollment in heavily populated programs as well as directing enrollments to under-subscribed programs (EI Outcomes 2A, 2B, and 2C). In FY07 the College will give increased emphasis to reducing enrollments in three FCS programs, Interior and Environmental Design, Apparel Manufacturing and Design, and Family and Consumer Science Teacher Education to manageable levels. Enrollments in these programs need to match seat capacities when they are relocated to the surge space available while Turner Hall is renovated during FY08. (EI Outcome 2F).
 3. Help provide a premier undergraduate experience. (EI Action 4)
 - 3a. The College will implement a number of curricula initiatives to provide the excellent undergraduate programs expected. A new program in renewable energy is being planned with a federal grant and in cooperation with the U.S. Department of Energy. A new program in Enterprise Computing is being initiated by the School of Information Technology. This is in response to documented changes in industry needs and at the request of many businesses. Curricular changes recommended by the faculty in Agriculture as a result of a consultation visit will be implemented.
 4. Improve faculty development, recruitment and retention. Educating Illinois Acknowledges the critical role that faculty play in implementing the plan (EI Action 3).
 - 4a. The College will maintain its faculty Research Mentoring Program. The College anticipates hiring 10-12 new faculty members for FY07, all of whom will need continuing development to become a successful faculty member at Illinois State (EI Outcome 7A). Retention of current enrollees at 80% or greater and

enrollment of new faculty employees at the Assistant Professor rank of 90% or greater will be the indicator of goal achievement.

- 4b. Continue to develop the URG research support supplement program to enhance the long-term research capabilities of faculty members (EI Outcome 7A).
- 4c. The College will continue to monitor its student per FTE ratio (EI Outcomes 2A, 2B, and 2C and Outcome 6B). In FY07, the College will give additional focus on enrollments in sequences to ensure that the student population is appropriate for the number of faculty employed.
- 4d. The College will continue implementing Faculty Development Programs with Foundation Funds (EI Outcome 3H).
- 4e. Evaluate and improve classroom instruction with the results of the IDEA evaluation system. (EI Outcome 14F).
5. Strengthen graduate programs and strengthen research agendas of faculty members in the College to help build graduate education (EI Action 5).
 - 5a. Resources are needed to increase the number of graduate assistants and raise graduate stipends. A funding request to accomplish this is included in section IV. (EI Outcome 1K)
 - 5b. The College will identify a strategy for graduate education in the Department of Health Science including investigating the feasibility and advisability of reopening the M.S. in Environmental Health and Safety or seeking to replace it with a new Master's of Public Health degree. (EI Outcome 5H0).
 - 5c. The priority for new curriculum development in the College is expanding the graduate program in Information Technology, including enhancing and expanding the master's program, eventually resulting in developing a doctoral program (EI Outcomes 5H and 5I). It is our desire to continue pursuing this program.
 - 5d. The College will continue implementing a faculty grant writing support program begun in FY06. The program provides, on a competitive basis, reassigned time to junior and senior faculty to prepare externally funded grants. (EI Outcomes 7D and 7F).
 - 5e. The College will continue supporting and facilitating multidisciplinary research teams, including administering the University Research Office's Research and Scholarship Development Program to attract funding to develop wind energy, renewable energy, a large animal incinerator, and other emerging opportunities (EI Outcome 7E).
6. Additional, miscellaneous productive activities.
 - 6a. The College will continue its sponsorship of Science and Technology Week in order to provide CAST students, the local community, and the University community with additional intellectual traditions to engender a sense of belonging and community (EI Outcome 15C).
 - 6b. The College will engage in an expanded cultivation program qualifying a significantly larger set of prospects in anticipation of the next Comprehensive Campaign. (EI Outcome 8E)

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

College of Arts and Sciences Fiscal Year 2007 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 2007 Objectives

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

Critical Success Factors:

1. High expectations for excellence in student performance and ethics.
Conclude faculty dialogue on rigor and performance expectations for students in core and major business courses.
Conclude evaluation of ethics coverage and decision frameworks in core and major courses and reach consensus on revisions;
Complete communications plan and implementation of the Standards of Professional Behavior and Ethical Conduct.
2. Graduates prepared to be independent lifelong learners.
Complete analysis of lifelong learning skills and decide how to bridge any existing gaps.
3. An integrative and responsive curriculum that provides current professional skills.
Explore new curricular initiatives in Human Resource Management and the MBA program, and continue initiatives to expand international options for students and faculty.
4. Graduates prepared for post-graduate programs and/or professional certifications where applicable.
Support for the graduate portion of the innovative BS/MPA integrated program which prepares select accounting majors to sit for the CPA exam.
Benchmark job placement and graduate school data for our graduates against peer schools.
Develop strategies to support faculty and student involvement in programs leading to professional certifications.

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.
 - Define desired attributes and opportunities for current and future faculty and staff: diversity and distinctiveness.
 - Explore budget options to increase graduate assistant support for faculty teaching and research and to restore opportunities to offer faculty reassigned time for research.
 - Continue to seek new resources to support professional development opportunities for faculty and staff. Identify enhancement opportunities as options for the next university comprehensive campaign.
2. Social and intellectual traditions that engender a sense of community.
 - Continue planning for a “Sophomore Experience” to orient students to the College of Business during their second year.
 - Target resources for student enhancement opportunities, including the COB Junior Experience; the proposed Sophomore Experience; student participation in regional and national competitions; and student preparation for certification exams.
 - Benchmark and develop strategies to increase student participation in COB and ISU student organizations.
3. State of the art facilities and technology for students, faculty, and staff.
 - Increase technology staff to service the requirements of the new building.
 - Support faculty, students, and staff efforts to make full use of new building technology.
 - Continue fund raising for future technology and other needs in the new building.
4. A diverse group of high quality students.
 - Monitor recruiting efforts and progress toward achieving a diverse group of high quality students.
 - Raise funds for additional recruiting scholarships and awards and recognitions for outstanding juniors, seniors and graduate students.
5. An individualized educational experience.
 - Add instructional capacity to reduce class sizes in our programs with particular attention to our core courses and selected major required and elective courses.
 - Continue to seek financial resources or reductions in enrollment required to achieve appropriate class sizes.
 - Participate in the entrepreneurial summer school pilot with the goal of increasing available summer courses and reducing summer class sizes.

Goal 3: To enhance positive recognition of the college.

Critical Success Factors:

1. A faculty with nationally recognized expertise.
 - Seek funds to increase faculty summer grant and other professional development opportunities for topics of broad interest (teaching, research and development)
 - Seek funds to support faculty data and software needs for research.
 - Seek funds to expand endowed professorships and endowed chairs.
2. AACSB International accreditation for business, accounting, and graduate programs.
 - Confirm policies that assure college conformance with AACSB Participant Standards, particularly those of faculty sufficiency and faculty qualifications.
 - Refine assurance of learning and continuous improvement processes in all programs.
3. Placement rates equal to or higher than our peer institutions.
 - Benchmark and evaluate the level of student involvement in internships and the number of firms where students are placed.
 - Continue to increase student awareness of job search needs and skills.
4. Respected business partners who seek to hire our graduates and promote our college.

Continue current programs such as Alumni Hall of Fame, Business Week, Advisory boards and councils, college and department alumni newsletters, etc.

Increase outreach activities to increase the number and quality of firms that interview and hire our graduates; create target list of firms for chairs to visit and work with Career Services to expand placement options.

Encourage more opportunities for business partners to interact with students.

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

Complete identification of department areas of excellence to improve recognition and fundraising.

Implement initial programs for the Caterpillar-funded leadership initiative.

Continue to expand and refine programs offered by “Centers that Matter”: the Katie School of Insurance and Financial Services, the Professional Sales Institute, the Institute for Entrepreneurial Studies, and the Small Business Development Center.

Identify enhancement opportunities as priorities for the next university comprehensive campaign.

6. An effective marketing communications strategy.

Continue to use the COB website as a communication and promotional strategy.

Develop a long-range media relations plan for publicizing student, faculty and staff accomplishments.

College of Education Fiscal Year 2007 Objectives

- I. Provide State and National Leadership in Education
 - A. Provide campus-wide leadership to monitor NCATE and ISBE policy and maintain continued accreditation.
 - B. Influence teacher preparation and professional development in Chicago Public Schools, (CPS) through targeted programs (e.g., Chicago Teacher Pipeline, Future Teachers, PDSs, National Board Certification, doctoral programs).
 - C. Leverage membership in the NNER and Holmes as well as National Association of Professional Development Schools (NAPDS)
 - D. Plan and support graduate cohorts across the state, including the doctoral cohort working in Chicago and the LBS2 Technology cohort in Peoria.
 - E. Utilize centers to produce and disseminate nonpartisan research reports and publications to inform policy, legislation, and practice.

- II. Increase Diversity Among Faculty, Students, and within Professional Experiences
 - A. Expand professional development schools in Chicago and Springfield based on the “cluster schools” model.
 - B. Collaborate with IBHE, ICCB and other universities to develop an Associate of Arts in Teaching.
 - C. Lead development of the federally funded Chicago Teacher Pipeline, a collaborative effort of Illinois State, Chicago Public Schools, and Chicago City Colleges.
 - D. Work with Institutional Research and the Council for Teacher Education to create a database to analyze teacher education candidates’ exposure to and experiences with diversity.
 - E. Staff from the Chicago Pipeline Project will work with SED and C&I to identify potential field placements in Chicago.
 - F. EAF will expand Professional Practice opportunities in Chicago, Springfield, Peoria, and in suburban and rural areas.
 - G. The SEAT Center will provide passport training in the technology standard in which teacher candidates must demonstrate awareness of assistive technology devices and their applications in the classroom.

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

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

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

- VI. Develop technological support of recruitment and instruction
 - A. Conduct ongoing needs assessment to provide for the technology needs of faculty, staff, and students.
 - B. Develop an enhanced web presence to meet the needs of multiple audiences.
- VII Support our College Community Through Governance, Staffing, Facilities and Endowments.
 - A. C&I will continue to collaborate with Metcalf to revise elementary education field experiences.
 - B. Provide additional professional development and recognition for non-tenure track faculty.
 - C. Development Director will continue to work with each administrative area within the college to identify, cultivate, solicit and steward donors for the creation and maintenance of endowed scholarship and other endowed funds.
 - D. Continue to improve facilities to meet the needs of faculty, staff, and students.

College of Fine Arts Fiscal Year 2007 Objectives

1. Facilities, Health, and Safety

- a. Continue to move the New and Renovated Fine Arts Complex capital project up the IBHE's list of projects.
- b. Correct the most urgent of the list of ventilation problems in the College

2. Curriculum, Collaboration, and Affiliation

- a. Pilot IDEA course and instruction assessment program
- b. Possible adjustments to the Arts Technology, Art, Music, and Theatre curricula to address FY06 review of technology related curricula college-wide.
- c. Clarify expectations for admission, assistantship support, and candidacy to graduate programs in the School of Art.
- d. Revise the Master's in Art History to become a graduate program in visual culture.

3. Recruitment, Admission, and Retention

- a. Increase graduate assistantship stipends in all programs.
- b. Increase financial support for School of Theatre productions.
- c. Attain an enrollment of 400 music majors while working to balance studio sizes and major enrollments.

4. Funding, Development, and Advancement

- a. Retire the Shakespeare Festival's debt within three years.
- b. Increase funding from foundations and also seek funding from corporations and private donors to underwrite new exhibitions in University Galleries.
- c. Enhance CPA operations with general revenue funding.

5. Increase attendance at College events.

- a. Organize the first invitation Alumni Biennial for exhibition in the summer of 2006 as part of plan to strengthen University Galleries' ties to School of Art graduates and increase attendance.
- b. Add a concessions kiosk to the CPA lobby to make concession sales more professional and patron friendly.

6. Conduct an international search for a Director for the School of Art based upon an assessment of School activities, needs, priorities, and vision.

- 1. Successfully continue collaborative and innovative programming.**
 - A. Graduate Programming.
 1. Develop PhD program policies and procedures, course syllabi.
 2. Implement the Clinical Nurse Leader sequence (CNL).
 3. Strategize about alignment of PhD, DNP (Doctor of Nursing Practice), CNL, MSN with geriatric focus.
 4. Explore level of geriatric content and competencies within graduate programs.
 5. Continue to seek funding for program support.
 6. Continue to recruit and retain quality faculty to support the graduate program.
 - B. Undergraduate Programming
 1. Successfully implement Accelerated BSN program.
 2. Explore RN/BSN, BSN, and Accelerated BSN program integration with graduate program.
 3. Continue to seek funding for program support.
 4. Continue to recruit and retain quality faculty to support the undergraduate program.
- 2. Continue to develop efforts aimed at maintaining diversity in all programs.**
 - A. Increase/maintain enrollment of diverse student population.
 - B. Continue to recruit and retain a diverse faculty group.
- 3. Continue to develop MCN's edge in Technology**
 - A. Seek collaborative and efficient approaches to advancing technology within the college.
 1. Work with technology partners on campus (CISS, CTLT, TSS) to determine appropriate technologies for support of teaching and strategic college goals.
 - B. Use increased capacity in computer lab to improve Success Plan operations.
 - C. Create mobile capability for faculty and staff to access critical college resources and communications through technology.
 - D. Continue to seek funding for "Baby Sim"
 - E. Continue to seek funding for phased-in implementation of College Technology Strategic Plan.
- 4. Enhance and support collaborative research opportunities for faculty.**
 - A. Establish Center for Health Research in Vulnerable Populations.
 - B. Continue to seek funding that will support College research endeavors.
 - C. Nurture collaborative research team building.
 - D. Continue to recruit and retain quality faculty with promising and/or established research agendas.
- 5. Increase and enhance collaborative partnerships that will allow the college to pursue innovations in nursing education, practice, and scholarship.**
 - A. Continue to seek funding for the Joe Warner Teaching Nursing Home key activities.
 - B. Successfully implement and showcase activities of the Illinois Department of Public Health project.
 - C. Successfully implement and showcase activities of the collaborative doctoral program with University of Iowa College of Nursing.
 - D. Successfully implement and showcase the Clinical Nurse Leader program.
 - E. Successfully implement and showcase the BSN Accelerated program.
 - F. Continue to seek funding to continue all currently funded partnerships.
 - G. Continue to seek funding for new partnership projects.
 - H. Continue to recruit and retain quality faculty who have experience and/or interest in developing/maintaining collaborative partnerships.
- 6. Continue to produce the Preferred Graduate.**
 - A. Effectively use media as way to showcase College programmatic and project innovations.
 1. Use theme/color weaves for College events/announcements
 2. Planned manuscript/presentations related to College programs/projects.

3. Seek ways to gain exposure local, regional, national, international levels.
4. Maintain an active, updated and interesting College website.
5. Engage students in media exposure.
- B. Continue to exceed benchmarks on EBI Exit survey for overall undergraduate student satisfaction with nursing program (national benchmarking).
- C. Maintain/exceed statewide and national comparisons on student pass-rates on NCLEX licensure exam.
- D. Maintain outstanding pass rate on nurse practitioner certification exam.
- E. Continue to recruit and retain quality faculty who are supportive of producing the *Preferred Graduate*.
- F. Seek opportunity to benchmark in graduate program.

Graduate School Fiscal Year 2007 Objectives

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

In support of its Mission, in Fiscal Year 2007 and beyond, Milner Library will

Provide access to, and assistance with, a rapidly growing universe of information and creative expression by

- Conducting assessment of Milner's reference services and taking appropriate actions
 - Examining the effectiveness of reference services in the context of changing use patterns, library faculty and staff vacancies, and existing space limitations
 - Acting on the study of Milner's database of reference statistics for quantitative analysis and implications of the data to revise hours of service, staffing of areas, and opportunities for enhancements that will better serve patron needs
 - Conducting a qualitative study of reference questions that includes topic and length of time required to answer questions

- Investigating new technologies in reference and instruction and incorporating them into Public Service operations
 - Fully implementing chat reference by embedding responsibilities into the work of all reference librarians; examining statistics on hours of use and number of requests redirected; looking into other technologies such as Chat IM; and adjusting the service to best serve patron needs
 - Customizing and implementing the CARLI-recommended federated search engine, WebFeat by Fall 2006. A federated search simultaneously scans several databases with a single search. This saves time and makes research easier for the patron.
 - Integrating the resources of the American Memory project of Library of Congress into regular reference routines in partnership with the Adventure of the American Mind (AAM) project, offering patrons inside and outside the ISU community a vast array of primary digital resources
 - Expanding and developing more skills in the use of classroom control software for full implementation to improve the learning experience for students, including existing clicker technologies
 - Expanding wireless access support, including training, public relations, printing from wireless, laptop checkout for building use

- Conducting assessment of collections and taking appropriate actions. This might include acquiring, weeding, and/or preserving materials.
 - Completing 100% of Williams Hall relocation by October 1, 2006
 - Assessing age and usage of Milner's on-site collections for aggressive de-selection to make room for new materials
 - Comparing 1st and 2nd year outcomes of the new program review framework and developing an accepted pilot model of library program review

- Moving aggressively from print to electronic access while still developing excellent monographic collections focused on curricular needs
 - Shifting the majority of Milner's periodical titles to electronic formats only
 - Focusing on any time/any where access
 - Establishing target benchmarks for the project as

- 500 print titles discontinued by December 31, 2006
 - 750 print titles discontinued by December 31, 2007
 - 1,000 print titles discontinued by December 31, 2008
 - Establishing that the end goal is no more than 500 print titles in core collection to be retained
 - Developing support mechanisms and workflow for electronic journals
- Ensuring intellectual and functional access to the library's collections
 - Beginning automated verification of URLs that display in the online catalog through retrospective maintenance
 - Exploring use of new techniques or tools for the discovery and delivery of information
 - Developing and implementing 24/7 technology support for Milner's online collections (online journals, books, and databases) and systems (Milner's website, online catalog, proxy server, Find It, WebFeat)
- Guaranteeing timely shelving and re-shelving of all materials to meet user needs
 - Adhering to standards and expectations for timely shelving, such as
 - All reference materials and current periodicals must be shelved within four hours
 - All stacks materials must be shelved within 24 hours
 - Reviewing and refining centralized shelving crews to streamline and speed up the shelving process with limited resources
 - Performing simple accuracy checks regularly in all areas to be sure materials are being shelved properly for patron use
 - Maintaining a schedule of shelf-reading the entire collection to be sure patrons can find materials easily
 - Investigating a comprehensive cleaning of stacks areas and developing a proposal for implementation in 2007-2008
- Implementing more library elements on the iCampus portal by
 - adding a messaging area to the subject librarian channel that would allow librarians to communicate directly with targeted patrons
 - implementing a subject librarian (i.e., liaison) channel for faculty
 - finding ways to automatically display information from the library account (like books borrowed, fines and fees) without having to click through links
 - exploring the expansion of library features to an entire page on the portal, adding elements such as a federated search box, catalog search box, library hours box, and library announcements box
 - soliciting feedback from ISU students on existing and proposed library features
- Reviewing, refining, and enhancing library web pages for effective access to information and ease of use
 - Recruiting and hiring Web Services librarians

- Implementing recommendations of the Milner Digital Resources Management Team
 - Providing expertise and guidance to develop metadata appropriate to the intended users of digitized resources, enabling information discovery within and across digital collections
 - Supporting the ILSTUDIA collections with appropriate digitization and metadata
 - Providing resources and support for successful implementation of the Illinois State University 150th anniversary grant project to digitize historical ISU materials
 - Recruiting and hiring a Digital Services Librarian
 - Considering entrepreneurial options for funding digital projects and establishing charge-back services for campus projects as outlined in a proposal submitted to the Dean of University Libraries

- Strategically communicating Milner Library's message.
 - Preparing a celebration of the 60th anniversary of the founding of the Friends of Milner in 2007
 - Branding library services to make patrons aware that they are using library services even though they may not be physically in the library
 - Increasing collaborative relationships and outreach with other libraries, museums, and agencies locally and statewide
 - Supporting Illinois State University's 150th celebration through displays, web sites, traveling exhibits, and other appropriate opportunities
 - Continuing as a site for Presidential Scholar service learning projects
 - Highlighting all reference services offered by Milner Library

- Increasing collaborative programs and projects with Dalkey Archive Press and the Center for Book Culture (CBC)
 - Continuing joint projects with the CBC Liaison Committee

Lead in efforts to integrate information literacy into the University curriculum through teaching and collaboration by

- Continuing active participation in General Education reform on campus
 - Continuing the development, testing, and refinement of the integration of information literacy competencies into curriculum of the redesigned inner core courses in English and Communication and assessing their effectiveness
 - Actively participating in the dissemination of tiered information literacy skills into Middle and Outer Core classes that further develop the introductory skills from the Inner Core classes
 - Investigating tutorials as an alternative method of delivering instruction

- Enhancing collaborative relationships between librarians and faculty that permit teaching of library and information literacy skills
 - Creating a comprehensive information literacy plan
 - Including instruction not only for students beginning their academic careers at ISU, but also for transfer students
 - Conducting a survey of information literacy instruction (provided by Milner and others) and articulating different elements across the curriculum
 - Offering professional development opportunities for library faculty on information literacy-related outreach strategies, classroom pedagogy and management, and other areas
 - Exploring the use of innovative instructional technologies.
 - Designing and implementing two classrooms without walls
 - Investigating podcasting for delivery of instruction, reserves, images, and other functions

- Assessing the full range of services and relationships between the laboratory school libraries and Milner Library with the aim of improving services to all types of users

- Determining standards for services, personnel, and collections
- Identifying ideal future staffing configurations
- Brainstorming how the school media certification program should interact with the laboratory school libraries
- Inventorying the Metcalf Zimmerman Library collection
- Optimizing the use of digital collections and integrating instruction in their use into classroom sessions
 - Expanding students' knowledge of the Adventure of the American Mind project and its contributions to information literacy in teacher education curricula across disciplines
 - Preparing to host the Lincoln and Alexander traveling exhibits through Fall 2007 and 2008
 - Promoting the Annenberg collection from Milner's mirror site to both the campus and community as a unique, valuable, and cost-effective resource for teaching and learning
- Establishing the K12 School Media Specialist Endorsement Program with College of Education
 - Finalizing all course offerings
 - Securing approvals from the Academic Senate, department, graduate, and university curriculum committees
 - Continuing course offerings begun in Spring 2006

Nurture the learning of a diverse community of patrons by maintaining vital spaces for studying, group discussion, and the co-creation of knowledge by

- Making progress in providing excellent Facilities for the 21st Century
 - Putting continuing pressure on Facilities Management to deal with the leaks on the plaza in all possible ways, especially by installing a second interior roof for water removal over all of Floor 1
 - Relocating the Illinois State University Archives into an environmentally secure, appropriate, yet easily accessible, space on campus by December 31, 2006
 - Monitoring the actions taken to replace the electrical distribution system in Milner based on the 2003 electrical/engineering study of Milner Library and as called for in the Board of Trustees Capital Renewal Project October 22, 2004, page 54.
 - Continuing the campaign both inside and outside the university for renovation and expansion of Milner Library
 - Creating spaces for the Adventure of the American Mind Project in accordance with Milner's existing space plan
 - Installing second phase of library signage

Preserve resources important to the University in traditional and digital formats

SECTION IV
PROGRAM REVIEWS

Review of the B.S. in Computer Science 11.0701

Introduction. The B.S. in Computer Science program of the School of Information Technology provides a curriculum intended to prepare students for either the workforce or further study in the field. Most of the curriculum decisions specifically follow national standards such as the accreditation standards of ABET and the Computing Curriculum standards developed by ACM and IEEE. The Computer Science program sought accreditation only five years after the program was created as a sequence of the then B.S. in Applied Computer Science degree, and has been accredited since. It is one of five accredited computer science degree programs in the state, and was only the second to be accredited.

Overview of Academic Unit. The mission of the School of Information Technology is to provide premier undergraduate and distinguished graduate programs for the education of computing and telecommunications professionals, to support other academic units through courses in information technology, and to maintain, through education and research, a leadership position in the application of information technology. The School offers undergraduate programs in Computer Science, Information Systems and Telecommunications Management. The School works to support the goals of the Illinois State strategic plan *Educating Illinois*. It attracts strong students and provides them with opportunities for intellectual growth, through challenging courses, real-world professional practice experiences, and opportunities for research

Graduates of the School of Information Technology make strong contributions to the workforce both in Illinois and across the nation. The School has excellent laboratory facilities to support its programs, funded partially through generous gifts from local industries. Thoughtful strategic planning efforts have resulted in solid plans for laboratory and equipment upgrade and maintenance.

Overview of the degree program. The B.S. in Computer Science program attracts strong students with freshman ACT scores averaging above 24, and an average cumulative GPA of 2.98 in fall 2004, compared to 2.87 for CAST and 2.95 for Illinois State. Enrollment in the program has decreased somewhat in recent years, due in part to deliberate decisions to curtail enrollment in an over-subscribed department and partly to national trends of decreased enrollment in information technology fields. Class sizes are kept small, and most are taught by tenure-line faculty. The program also has a strong focus on practice in addition to theory, with a required professional practice component and an emphasis on practice in the classroom. The School is to be commended on the quality of the career counseling and academic advisement provided to majors.

Curriculum of the degree program. The computer science curriculum is consistent with the national professional standards as evidenced by the program's accreditation by the Accreditation Board for Engineering and Technology (ABET). The curriculum fosters a blend of theoretical knowledge and practical skill in the students. The curriculum requires all students to participate in a Professional Practice experience and provides students with ample opportunity to participate in co-curricular experiences of several kinds. There are three different student groups supported by the department, including a chapter of Upsilon Pi Epsilon, the Computer Science honor society. Several students also choose to participate in informal research and learning groups led by various computer science faculty members. A number of computer science students also participate in the Honors Program.

Faculty of the degree program. Although 5 of the 17 tenure-line faculty in the School of Information Technology are considered the primary computer science faculty, all faculty members have an impact on the experience of the undergraduate student. All tenure track faculty have .25 FTE assigned to research and other scholarly activities. Faculty members teach a wide variety of courses, from general education and service courses, to courses that meet the needs of majors in computer science and the other departmental programs. Since 1998, one faculty member has served as treasurer of the International Academy for Information Management. Another has served on the Executive Board of ABET/CAC, the accrediting body for computing disciplines and chaired the Accreditation Standards Committee of CITC, the initial meeting to develop accreditation for information technology programs other than computer science.

The faculty's ethnic diversity is in line with national averages however, of the 17 tenure-line faculty, 2 are women, only 12%. Nationally, 15% of tenure-line faculty is female. The school has seen a definite decline in the presence of women on the ITK faculty due to two retirements over the review period.

Program goals and quality measures. The Computer Science faculty selected Rice University's computer science program as a benchmark. The indicators of quality noted included more extensive curriculum, a better faculty-student ratio, partnerships with industry, and facilities. Further exploration of this benchmark program will provide direction to the computer science faculty as they seek to improve the degree program. This will also serve as input to the budget planning process.

Changes in level of student demand. For the review period 1999-2001 the program had oversubscribed high enrollment. A newly developed degree program (Information Systems) and implementation of an enrollment plan helped to contain enrollment. Enrollment in computer science programs are decline throughout the state and nationwide even though labor statistics indicate the sustained need for computer professionals.

Institutional context for offering the degree. In addition to addressing several specific goals of Educating Illinois, the School of Information Technology programs support the University's mission by contributing to general studies instructional capacity and by providing service courses to other degree programs.

Summary of the department student learning outcome assessment plan. The School of Information Technology has developed student learning outcomes for the Computer Science program. These outcomes support the degree objectives, and they have helped guide recent curricular changes. The outcomes are assessed using a variety of measures including student and alumni data. The School will continue to implement this assessment plan and document program improvements.

Accreditation from affiliated agency. The Computer Science B.S. degree program at Illinois State is accredited by Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) until the year 2009. In the last accreditation visit, the degree received a full 6-year accreditation (the maximum possible) with no required interim reports.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The school is committed to the process of continuous improvement. The School addressed the problem of over-subscription in the school. The School has sought to improve diversity in both faculty and students, hiring faculty to bring the faculty more in line with national averages in terms of ethnicity. The school has also chosen to participate in a multi-institution grant seeking to promote the recruitment and retention of underrepresented groups.

Major findings and recommendations. The Computer Science degree of the School of Information Technology provides a strong curriculum that prepares students well. The program needs to enhance efforts to recruit and retain students from under-represented groups, both ethnic groups and women. The program should continue efforts to increase utilization of library resources and coordinate instruction with the library liaison. Degree program faculty members need to increase efforts to obtain external funding. Finding and retaining an additional faculty member for the Computer Science degree program is another priority for the program. Continuing to maintain excellent laboratory facilities should also be a priority for the program

Review outcome. The review process finds the B.S. in Computer Science program to be in Good Standing. Committee members appreciated the well-written review report which responded to concerns in the last program review and showed evidence of a thoughtful review process. Of particular note was the identification of a national benchmark program and areas for program improvement. The School is also to be commended for the quality of the students enrolled in its degree programs.

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

- Continue efforts to document program improvements through assessment.

- Reassess enrollment management efforts to clearly identify optimal enrollments for each degree program.
- Continue recruitment efforts to complement the enrollment management plan and to enhance diversity.
- Increase faculty efforts to obtain external grants and contracts.

Review of B.S. in Information Systems

11.0103

Introduction. The Information Systems program of the School of Information Technology is designed to prepare students to be successful information systems professionals. It provides two tracks, the Systems Development/Analyst sequence, a more traditional preparation, and the Web Application Development sequence which prepares students to work in the growing area of development for the World Wide Web. The School of Information Technology is the only department in Illinois to have accredited programs in both Computer Science and Information Systems, and was one of the first in the nation to receive both accreditations.

Overview of Academic Unit. The mission of the School is to provide premier undergraduate and distinguished graduate programs for the education of computing and telecommunications professionals, to support other academic units through courses in information technology, and to maintain, through education and research, a leadership position in the application of information technology. The School offers undergraduate programs in Computer Science, Information Systems and Telecommunications Management. The School works to support the goals of the Illinois State strategic plan *Educating Illinois*. It attracts strong students and provides them with opportunities for intellectual growth, through challenging courses, real-world professional practice experiences, and opportunities for research.

Graduates of the School of Information Technology make strong contributions to the workforce in Illinois and across the nation. The School has excellent laboratory facilities to support its programs, funded partially through generous gifts from local industries. Thoughtful strategic planning efforts have resulted in solid plans for laboratory and equipment upgrade and maintenance.

Overview of the degree program. The Information Systems degree program attracts relatively strong students with freshman ACT scores averaging above 24, and an average cumulative GPA of 2.94 in fall 2004 compared to 2.87 for CAST and 2.95 for the university. Enrollment in the program has decreased in recent years due in part to deliberate decisions to curtail enrollment in an over-subscribed department and also to national trends of decreased enrollment in information technology fields. The School is to be commended on the quality of the career counseling and academic advisement provided to majors.

Curriculum of the degree program. The curriculum is consistent with the national professional standards of Information Systems curricula as evidenced by the program's accreditation by ABET. The curriculum provides technical knowledge and practical skill to the students along with the business knowledge to understand the contexts of the information processing systems on which they will work. The curriculum requires all students to participate in a Professional Practice experience and provides students with ample opportunity to participate in co-curricular experiences of several kinds. There are three different student groups supported by the department. Students successfully participate in programming contests organized by the computing professional societies. A number of information systems students also participate in the Honors Program.

Faculty of the degree program. Although 9 of the 17 tenure-line faculty in the School of Information Technology are considered the primary information systems faculty, all faculty members have an impact on the experience of the undergraduate student. All tenure track faculty have .25 FTE assigned to research and other scholarly activities. Faculty members teach a wide variety of courses, from general education and service courses, to courses that meet the needs of majors in Information Systems and the other departmental programs. The faculty's ethnic diversity is in line with national averages of the 17 tenure-line faculty, 2 are women, only 12%. Nationally, 15% of tenure-line faculty members are female. The school has seen a definite decline in the presence of women on the ITK faculty due to 2 retirements over the review period.

Program goals and quality measures. The Information Systems faculty selected the Information Systems program at Pace University, a program housed in a similar academic unit, rather than a business school. The Illinois State program would like to include additional concentration areas in the curriculum to accommodate emerging issues and technologies. For example, Pace University is a National Center of Academic Excellence in Information Assurance Education, and Illinois State's Information System program is working toward pursuing that designation. Pace University's internship program is very

strong, and also provides a good model for the Information Systems program as it seeks to make improvements in its current internship program.

Changes in level of student demand. The degree in information systems was formerly a popular sequence in the computer science major. It was established in 2000 and immediately created some balance of enrollment within the department's undergraduate programs. Enrollment in the program has grown, increasing to a high of 499; however, stringent enrollment management and a downward trend in enrollment caused a steep decline in the number of students enrolled. The programs in computer sciences now have established optimum enrollments and will recruit quality students to attain enrollment goals. Labor statistics indicate a sustained need for information systems professionals.

Major changes in the program's discipline, student demand, societal need, institutional context. Since the last program review in 1998, the Information Systems program has gone from being a sequence of the Applied Computer Science degree to being a degree program on its own, with the creation of the Information Systems B.S. degree. The degree has also been accredited since 2003. The program has experienced some competition from within the university, with the Accounting Department continuing to work toward the development of the recently approved Business Information Systems (BIS) degree. The Information Systems program will continue to refine its missions and curriculum to ensure a clear focus distinct from that of the BIS program.

The information systems program has also seen some significant and beneficial curricular changes. The common core of the school has been significantly reduced. The initial programming sequence has been split from the other degree programs, providing Information Systems with a more appropriate initial programming sequence. The degree has also added the Web Application Development sequence, allowing interested students to focus on that growing field.

Summary of the department student learning outcome assessment plan. The School of Information Technology has developed student learning outcomes for the Information Systems program. These outcomes support the degree objectives. The outcomes are assessed using a variety of measures including student and alumni data. The School will continue to implement this assessment plan and document program improvements.

Accreditation from affiliated agency. The Information Systems B.S. degree program at Illinois State is accredited by Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) until the year 2009. In the last accreditation visit, the degree received a full 6-year accreditation (the maximum possible) with no required interim reports. The program was one of the first undergraduate IS programs in the nation to be accredited by ABET, and is still the only undergraduate IS program in the state of Illinois that ABET has accredited.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The school is committed to the process of continuous improvement. The School addressed the problem of program over-subscription. The School has sought to improve diversity in both faculty and students, hiring faculty to bring the faculty more in line with national averages in terms of ethnicity. The school has also chosen to participate in a multi-institution grant to promote the recruitment and retention of underrepresented groups.

Major findings and recommendations and actions taken as a result of this review The Information Systems degree provides a strong curriculum that prepares students well. The program needs to enhance its efforts to recruit and retain students from under-represented groups, both ethnic groups and women. The program should continue efforts to increase utilization of library resources and coordinate instruction with the library liaison. Degree program faculty members need increase efforts to obtain external funding. Continuing to maintain excellent laboratory facilities should also be a priority for the program.

Review outcome. The review process finds the B.S. in Information Systems program to be in Good Standing. Committee members appreciated the well-written review report which responded to concerns in the last program review and showed evidence of a thoughtful review process. Of particular note was the identification of national benchmark programs and areas for program improvement. The School is also to be commended for the quality of the students enrolled in its degree programs.

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

- Continue efforts to document program improvements through assessment.
- Reassess enrollment management efforts to clearly identify optimal enrollments for each degree program.
- Continue recruitment efforts to complement the enrollment management plan and to enhance diversity.
- Increase faculty efforts to obtain external grants and contracts.
- Encourage additional participation in Honors Program.
- Ensure the program maintains its current distinctiveness from the newer Business Information Systems.

Review of M.S. in Information Systems

11.0103

Introduction. The Master of Science in Information Systems at Illinois State University is the only program of its kind at a public university in Illinois. The M.S. in Information Systems is designed to prepare students to be leaders in information systems, with a broader understanding of both business and technical issues than a baccalaureate degree alone can provide. It serves students from Illinois who often attend part-time while working in the information systems field and students from around the world.

Overview of academic unit. The School of Information Technology (ITK) has the only Information Systems Master's degree program with its CIP code in a public institution in Illinois. It is designed for a range of students including industry practitioners seeking career advancement, students wishing to expand on their undergraduate computing work, and individuals wishing to make a career change. The program is strengthened by its presence in an academic unit with three separate undergraduate degrees in information technology because the School's faculty members have a greater depth and breadth of knowledge than is typical for the faculty of a graduate program in information systems.

According to the U.S. Department of Labor Statistics (2004), the market for all jobs in the information technology area is growing at least as fast as average, and the market for most jobs is growing faster than average for all occupations through 2012. The School has excellent laboratory facilities to support its programs, funded partially through generous gifts from local industries. Thoughtful strategic planning efforts have resulted in solid plans for laboratory and equipment upgrade and maintenance.

Overview of the degree program. The School of Information Technology offers a single graduate degree in Information Systems. The Master's program offers students two options: a 35 semester hour program that includes a thesis and a 39 semester hour course option. The School provides the equivalent of fifteen 20-hour graduate assistantships to well-qualified students, though a few of these are sometimes awarded as part-time assistantships at 10 hours. These assistantships are all internally funded, and the assistants serve primarily as instructors for laboratory sections or discussion sessions. The number of assistantships is down from previous years due to budgetary concerns.

Curriculum of the degree program. The curriculum of the M.S. in Information Systems at Illinois State University was extensively revised in 2001 to strengthen the program, to add an opportunity for students interested in telecommunications to focus on that area, and to provide a revised structure to the program. This revision followed the model of MSIS 2000, a model curriculum developed as part of the effort toward standardizing graduate information systems education.

Faculty of the degree program. The faculty members of the School of Information Technology are active professionally and productive in terms of publication of journal articles and presentation of papers at professional conferences. Between 1998 and 2005, the current faculty members delivered a total of 103 refereed presentations at national and international conferences, and published 133 refereed articles, abstracts and proceedings papers. Grant production has been more limited, with only two external grants for a total of \$98,000. The faculty's ethnic diversity is in line with national averages; however, of the 17 tenure-line faculty, 2 are women, only 12%. Nationally, 15% of tenure-line faculty are female. The school has seen a definite decline in the presence of women on the ITK faculty due to 2 retirements over the review period.

Program goals and quality measures. The graduate faculty selected DePaul University as a model program, citing its variety of tightly structured sequences, providing focus for students' courses of study, as well as its wide variety of courses. The primary model that the graduate faculty members seek to aspire to is the MSIS 2006 model curriculum that was recently proposed. Reviewing the curriculum and looking to revise it along the lines of the new model curriculum will help to keep the curriculum current and prepare for potential eventual accreditation.

Changes in level of student demand. The enrollment in the M.S. in Information Systems at Illinois State University has remained relatively steady over the last several years averaging 80 students and demand for graduates of the program is expected to remain high, with Department of Labor projections indicating strong growth for information systems professionals through 2012. The program attracts students from Illinois and surrounding states as well as students from other countries.

Institutional context for offering the degree. The graduate program supports the University's mission in a number of ways and is especially linked to the relationship between teaching and research. Graduate faculty members are characteristically strong in their ability to conduct original research in their area of specialization. The M.S. in Information Systems program is unique in the State, supporting the University's goal of providing graduate programs in a selected area of study.

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

The program's curriculum was extensively revised in 2001 to strengthen the academic content. Revisions to the curriculum addressed a growing interest in networking and telecommunications and several 400-level courses in this area were added. Improved structure was added to the program that provides a broad common background in information systems but also allows students to focus on one of two sequences: the Software Development sequence or the Telecommunications sequence.

Summary of the department student learning outcome assessment plan. The School of Information Technology has developed student learning outcomes for the Master of Science in Information Systems program. These outcomes support the degree objectives and have helped guide recent curricular changes. The School has recently conducted a new survey of students and faculty as part of the process of reviewing the graduate program.

Accreditation from affiliated agency. There is no accreditation available for a Master of Science degree in Information Systems. The School of Information Technology is working to remain aware of all new developments in the work toward such an accreditation and plans to seek accreditation when it becomes possible.

Description of actions taken since the last review including instructional resources and practices and curricular changes. Since the last program review in 1998, the Master's in Information Systems curriculum has been revised, modeled after MSIS 2000, a model curriculum widely endorsed by information systems professionals. Due to budget constraints, the department has had to reduce the number of graduate assistantships available. This has prevented the use of graduate assistants as teaching assistants for upper-level and graduate courses, limiting their use almost exclusively to lab and discussion session instruction.

Actions taken as a result of this review. The MS degree in Information Systems needs to sustain the curriculum's currency and continue to monitor the national trends for graduate information systems curricula. The School is in the process of reviewing the program and curriculum in the light of the new model curriculum: MSIS 2006. The School may wish to consider revising the current program in an effort to more tightly structure the two sequences, providing more focus for the students. In addition, increasing student recruitment efforts could help to counterbalance the effects of the current economy and political climate. The school should consider putting in place a system whereby faculty could recommend new book purchases easily in order to better facilitate library resources. The program needs to do a better job of coordinating with the library liaison and teaching students to make use of the resources provided there. In order to remain current in the profession, faculty should place extra emphasis on seeking external funds to support their research. Continuing to maintain excellent laboratory facilities should also be a priority for the program.

Review Outcome. The review process finds the M.S. in Information Systems to be in Good Standing. The Academic Planning Committee notes the following strengths: The School developed a well-written review report which responded to concerns in the last program review and showed evidence of a thoughtful review process. Of particular note was the identification of national benchmark programs and areas for program improvement. The School is also to be commended for the quality of the graduate students admitted into the program.

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

- Faculty are strongly encouraged to seek opportunities for grants and contracts to enhance support for the program and provide stipends for student assistantships.

- Continue efforts to document program improvements through assessment.

Review of B.S. in Telecommunications Management

11.0901

Introduction. The B.S. in Telecommunications Management at Illinois State University provides undergraduates with a unique opportunity to prepare themselves for careers in the telecommunications field. The School of Information Technology, in conjunction with area employers, has worked to provide students with a strong background in both the necessary technologies and in understanding the context in which the technology is set, to prepare them for eventual jobs in management.

Overview of academic unit. The mission of the School of Information Technology is to provide premier undergraduate and distinguished graduate programs for the education of computing and telecommunications professionals, to support other academic units through courses in information technology, and to maintain, through education and research, a leadership position in the application of information technology. The School offers undergraduate programs in Computer Science, Information Systems and Telecommunications Management.

The School has excellent laboratory facilities to support its programs, funded partially through generous gifts from local industries. State Farm Insurance Companies has been particularly helpful to set up a laboratory for the Telecommunications Management program. Thoughtful strategic planning efforts have resulted in solid plans for laboratory and equipment upgrade and maintenance.

Overview of the degree program. The Telecommunications Management degree program attracts relatively strong students, with freshman ACT scores averaging above 24, and an average cumulative GPA of 2.88 in Fall, 2004, compared to 2.87 for CAST and 2.95 for Illinois State. Enrollment in the program has decreased somewhat in recent years, due in part to deliberate decisions to curtail enrollment in an over-subscribed department and partly to national trends of decreased enrollment in information technology fields. Illinois State is the only Illinois university to offer a degree program in telecommunication management. The School is to be commended on the quality of the career counseling and academic advisement provided to majors.

Curriculum of the degree program. The Telecommunications Management curriculum covers a variety of topics, intended to give students a strong background in telecommunications technology, as well as an understanding of the context in which telecommunications technology is used. Due to the breadth of material, students complete courses in a variety of departments. There have been recent concerns with the curriculum as students have been unable to complete, in a timely manner, some required courses offered by other departments.

Faculty of the degree program. The program is supported primarily by three tenured, tenure track faculty members as well as other information technology faculty. Most faculty members teach three courses a semester in addition to .25 FTE assigned time to research and other scholarly activities. Faculty members teach general education and required service courses for other majors. The faculty's ethnic diversity is in line with national averages, however, of the 17 tenure-line faculty, 2 are women, only 12%. Nationally, 15% of tenure-line faculty members are female. The school has seen a definite decline in the presence of women on the ITK faculty due to two retirements over the review period.

Program goals and quality measures. The Telecommunications Management faculty selected the Telecommunications program University of New York Institute of Technology at Utica/Rome as a model. This program enjoys a national reputation as one of the best of the few undergraduate Telecommunications programs in the country. One aspect of the program that the Illinois State program would like to emulate is the hands-on portion of the curriculum. Illinois State University has fewer hands-on components in its program, with no upper-level courses in information technology that include weekly laboratory components. The School is considering a revision to the curriculum to incorporate lab components in some of the upper-level courses.

Changes in level of student demand. Technology programs across the country have experienced a recent decline in enrollment even though labor statistics indicate a projected increase in need for technology professionals through the year 2012. The School recently revised its program offerings from one degree (B.S. in Applied Computer Sciences) to three degrees (B.S. in Computer Sciences, B.S. in

Information Systems and B.S. in Telecommunications Management) and these programmatic changes have resulted in balanced and controlled enrollments at the undergraduate level.

Institutional context for offering the degree. The School works to support the goals of the Illinois State strategic plan *Educating Illinois*. It attracts strong students and provides them with opportunities for intellectual growth, through challenging courses, real-world professional practice experiences, and opportunities for research. Graduates of the School of Information Technology make strong contributions to the workforce in Illinois and across the nation. According to the U.S. Department of Labor statistics (2004) the market for all jobs in the information technology area is growing at least as fast as average, and the market for most jobs is growing faster than average for all occupations through 2012.

Major changes in the program's discipline, student demand, societal need, institutional context. The curriculum of the Telecommunications Management degree program has been revised since the last program review in order to teach students a wider variety of telecommunications technologies.

Summary of the department student learning outcome assessment plan. The School of Information Technology has developed student learning outcomes for the Telecommunications Management program. The outcomes are assessed using a variety of measures including student and alumni data. The School will continue to implement this assessment plan and document program improvements.

Accreditation from affiliated agency. There is no accreditation available for an undergraduate program in Telecommunications Management. However, the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) is in the process of formulating general Criteria for accrediting computing programs. The Telecommunications Management faculty members are monitoring this effort and planning to seek accreditation when it is available.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The previous review identified three areas for improvement. First, the program clarified program differences between the Information Systems and Computer Science programs. A Telecommunications Advisory Board was established (distinct from the Business and Industry Advisory Council) and provides input regarding the curriculum and other issues. Second, the telecommunications program has been made less interdisciplinary than originally formatted and is now more focused on technologies associated with telecommunications. Third, the School of Information Technology developed and implemented an assessment plan for each of its four academic programs.

Actions taken as a result of this review. The program recognizes the need to provide more hands-on experiences and a broader range of telecommunications topics. The School will increase student recruitment efforts to counterbalance the effects of the current economy and fears of possible outsourcing of telecommunications jobs.

Review Outcome. The review process finds the B.S. in Telecommunications Management to be in Good Standing. The Academic Planning Committee notes the following strengths: The School developed a well-written review report which responded to concerns in the last program review and showed evidence of a thoughtful review process. Of particular note was the identification of national benchmark programs and areas for program improvement. The School is also to be commended for the quality of the students enrolled in its degree programs.

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

- Continue its efforts to document program improvements through assessment.
- Reassess enrollment management efforts to clearly identify optimal enrollments for each degree program.
- Continue recruitment efforts to complement the enrollment management plan and to enhance diversity.
- Increase faculty efforts to obtain external grants and contracts.
- Encourage additional participation in Honors Program.

- Address concerns with availability of seats in required courses, especially those offered by other departments/schools.
- Seek program accreditation when it becomes available.

Review of the B.A. in French 16.0901

Introduction. The major in French offers students solid language skills and in-depth knowledge of French culture, literature and linguistics. For students in the teacher education sequence, it also emphasizes current pedagogical theory and methods. Both sequences stress not only mastery of assigned material but critical thinking and research skills to enable students to keep abreast of changes in the discipline after they leave the university. Of the programs in Illinois, only Illinois State requires majors to take a senior capstone course and an oral proficiency exam. Another distinctive feature is the opportunity to speak French on a daily basis by living in the Foreign Language Living Center or International House.

Overview of academic unit. The Department of Foreign Languages at Illinois State offers majors and/or minors in seven languages (Chinese, French, German, Italian, Japanese, Latin, Spanish), as well as a Master of Arts in Foreign Languages. Courses such as foreign language pedagogy, general linguistics and research methods are offered in one large section serving students in all languages, and the close interaction of students and faculty from all areas helps to emphasize relationships among languages, literatures and cultures. The department is unique in providing in-service teachers and other professionals the opportunity to complete a master's degree acquire an additional certification area, or upgrade language skills by taking only evening and Saturday courses.

Overview of the degree program. The undergraduate program in French provides a broad and high-quality liberal arts foundation, equipping graduates to enter a wide range of professions. Students enter careers that draw directly on their language skills, such as translation and interpreting for business, government, or the media. Program graduates develop competency in speaking, writing, listening to, and reading French. The program fosters knowledge of the culture of French-speaking countries and regions and of the global context of these cultures. A number of co-curricular activities are available to give students opportunities to practice their language skills outside class and to attract new students to the study of French.

Curriculum of the degree program. The B.A. in French offers four options designed for students who choose to major or minor in French and who are preparing for a career in teaching or non-teaching fields. Program requirements, course offerings, and the sequencing of the courses are regularly reviewed by the faculty in order to best meet student needs and changing state requirements for teacher education majors.

Faculty of the degree program. Illinois State's French faculty members are particularly well qualified and highly productive. Since 1997 they have authored ten books, have written forty refereed journal articles and chapters in books, and have given over thirty scholarly presentations. In the breadth and depth of its course offerings, study-abroad opportunities, and other aspects of its program, the French program measures favorably against comparator institutions as well as models of good practice established by the Association of Departments of Foreign Languages.

Program goals and quality measures. In keeping with the strategic plans of the University and the goals of the department, the French section has articulated the following goals for the next three to five years: filling vacant faculty lines in order to meet increased student demand, participation in the new combined BA/MA, maintaining small classes wherever appropriate, improving the quality of our majors by improving the placement of new students and by better maintaining the four basic language skills at the 300 level, promoting increased participation in study-abroad programs and other extra curricular activities, and encouraging students to further probe the interconnections between the history and cultures of French-speaking countries and their international context.

Changes in level of student demand. Since the last program review, enrollments in French have increased by 35%, while the total number of French faculty has decreased by 33%. Prior to the 1997 program review, the French program was reduced in size by one and a half full-time positions to reallocate a position to Spanish and a half position to teacher education supervision. The French section and Foreign Language Department will need to decide its staffing priorities in light of current enrollment trends which show increased demand for French as well as Spanish.

Institutional context for offering the degree. The French program is critical to the University's key goals of fostering a diverse community, a global perspective, and multi-cultural sensitivity. The relatively small classes in the program support the "small-college atmosphere" in the mission statement and the "individualized attention" cited in the University's statement of values. At the same time, the breadth of undergraduate offerings and presence of a Master's program in which advanced undergraduates may apply for permission to take courses provide "large university opportunities." As demonstrated in this report, teaching and scholarship in the French section "promote the highest academic standards."

The centrality of foreign language study to the University's mission was strongly affirmed by the reform of the requirements for the B.A. that took place since the last program review. The bachelor's degree now requires successful completion of three semesters of college-level foreign language or the equivalent. This change was made in part in response to calls for greater cultural diversity and greater rigor in the curriculum.

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

The increasing globalization of commerce, particularly through NAFTA, has provided openings with Canadian and American companies and other francophone areas of the world where knowledge of French is necessary. Like French programs at most universities nationwide, in recent years the program at Illinois State has moved from an emphasis on literature to a balanced curriculum with more offerings in culture, linguistics, pedagogy, and professional studies. The program has also kept pace with a discipline-wide emphasis on communicative proficiency.

Summary of the department student learning outcome assessment plan. The assessment plan in French is well developed and makes use of a broad range of data sources. Results of these measures impact program revisions and modifications including course development that increase writing and oral proficiency skills. The assessment of student learning objectives has impacted program revisions and modifications including increased requirements and courses that strengthen outcomes in phonetics and oral proficiency.

Accreditation from affiliated agency. Majors in the Department of Foreign Languages are reviewed by the regional accreditation agency, and by NCATE which evaluates all teacher education programs. The most recent accreditation review, conducted in 2004-2005, not only expressed satisfaction with all aspects of the programs, but added that no follow-up reports need be filed. The most recent NCATE review, conducted in coordination with the American Council on the Teaching of Foreign Languages, occurred in 2002-2003, and included both submission of reports and a site visit. All departmental programs passed smoothly.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The last review of this program included only one recommendation: better career counseling for foreign language majors and better preparation for possible future careers. To help students make the transition to the workforce more smoothly, a new course (Career Development for Foreign Language Majors) offers career information and job search techniques. In addition, the department invites successful alumni, business leaders, and staff from Career Services to participate in panel discussions and field student questions. Finally, readings on French business have been added to the curriculum.

Actions taken as a result of this review. The French program continues to be strong, with a dedicated and accomplished faculty and excellent student learning outcomes. However, with recent resignations and retirements, the program's quality is at risk. Vacant faculty lines will need to be filled in order to satisfy increased student demand, particularly in the area of applied linguistics.

Review Outcome. The review process finds the B.A. in French program to be in Good Standing. The Academic Planning Committee acknowledges the high quality of students in the program and their participation in the Honors Program. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

Recommendations.

- Identify quality measures, how to assess them and how they impact program improvement.

- Identify an optimum enrollment including provisions for minors and other service courses.
- Encourage additional participation in Honors Program.
- Develop a way to track alumni for program assessment.
- Recruit to diversify the tenure and tenure track faculty as opportunities arise.
- Increase activities to pursue external grant funding.

Review of the B.A. in German 16.0501

Introduction. The major in German provides a traditional yet individualized program of study within an environment in which the intellectual development of each student receives consideration. German faculty members are extensively involved in General Education. The German major program continues to attract excellent students, injecting international perspectives and intellectual excitement into the community and educating highly qualified teachers who find jobs in Illinois schools. The German program also serves other undergraduate majors, graduate students, and non-traditional learners from the community.

Overview of academic unit. The Department of Foreign Languages at Illinois State offers majors and/or minors in seven languages (Chinese, French, German, Italian, Japanese, Latin, Spanish), as well as a Master of Arts in Foreign Languages. Courses such as foreign language pedagogy, general linguistics and research methods are offered in one large section serving students in all languages, and the close interaction of students and faculty from all areas helps to emphasize relationships among languages, literatures and cultures. The department is unique in providing in-service teachers and other professionals the opportunity to complete a master's degree, acquire an additional certification area, or upgrade language skills by taking only evening and Saturday courses.

Overview of the degree program. The statistical comparison of the Illinois State German major with comparable programs at other state universities indicated stability in the number of majors and improvement in enrollments, credit productivity, and cost. However, enrollments in the major are low with 11 majors in 2005. Recruitment has been successful, but its focus needs to shift in order to capitalize on gains made since the last program review. The Department must determine the viability of this program in light of increasing demands for other degree programs, the addition of the B.A./M.A. program and plans for a Ph.D. program.

Curriculum of the degree program. The curricula for German teaching and non-teaching majors offer a foundation in the language as well as a balanced exposure to the literature, linguistics, and cultures of the German-speaking countries. The teaching major also emphasizes theories and methods of foreign language instruction. Core courses are complemented by electives that permit students to study chosen areas in greater depth. These curricula are designed to serve students with a variety of plans upon graduation such as immediate entry into the workforce, teacher certification, and graduate study.

Faculty of the degree program. Three tenured faculty members serve the German program as well as two non-tenure track lecturers.

Program goals and quality measures. The program has kept pace with a discipline-wide emphasis on more offerings in culture and on communicative proficiency. Every teacher education senior at Illinois State is now required to complete the rigorous Oral Proficiency Interview administered by the American Council on the Teaching of Foreign Languages. A German faculty member has also been involved at the state level in formulating and administering standards for German teachers. Students from the German program have posted a 100% success rate on that examination.

Changes in level of student demand. Enrollment in the German major at Illinois State is low but constant. Demand for the minor has increased dramatically.

Institutional context for offering the degree. In accord with the university mission as outlined in *Educating Illinois*, the German program offers the individualized attention from faculty and staff generally associated with the small college environment. Likewise, the German program expressly serves the university's goal to provide the premier undergraduate experience and education in the state of Illinois. What is more, the German program attracts increased national and international recognition.

The centrality of foreign language study to the University's mission was strongly affirmed by the reform of the requirements for the Bachelor of Arts degree that took place since the last program review. The bachelor's degree now requires successful completion of three semesters of college-level foreign

language or the equivalent. This change was made, in part, as a response to calls for greater cultural diversity and greater rigor in the curriculum.

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

The goals of retention, conversion, and recruitment call for the following steps in the planning process: 1) realignment of 200-level course curricula to emphasize skills-based achievements and shift of major-specific contents, such as the "Survey of German Literature" to the 300-level; 2) focusing of recruitment at the 100- and 200-level; 3) shift of outreach activities away from area schools in easy driving range, more toward the most important "feeder" high schools in the north of the state, as well as more cooperation with Illinois State German graduates who teach German in high school; 4) publicity has been discussed for attracting non-traditional students, and contacts are being forged in order to attract students from abroad. Aside from numerical gains, recruitment of this sort supports the position of Illinois State as a supra-regional institution.

Summary of the department student learning outcome assessment plan. The assessment plan in German makes use of a broad range of data sources. Since the recent assessment process, review of the results of these measures has led faculty members to identify several curricular changes to be implemented and the need to continue to improve and enhance recruitment of German majors.

Accreditation from affiliated agency. Majors in the Department of Foreign Languages are reviewed by the regional accreditation agency, and by NCATE which evaluates all teacher education programs. The most recent accreditation review, conducted in 2004-2005, not only expressed satisfaction with all aspects of the programs, but added that no follow-up reports need be filed. The most recent NCATE review, conducted in coordination with the American Council on the Teaching of Foreign Languages, occurred in 2002-2003, and included both submission of reports and a site visit. All departmental programs passed smoothly.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The last review of this program recommended better career counseling for foreign language majors and better preparation for possible future careers. To help students make the transition to the workforce more smoothly, a new course (Career Development for Foreign Language Majors) offers career information and job search techniques. In addition, the department invites successful alumni, business leaders, and staff from Career Services to participate in panel discussions and field student questions and has hired a full time academic advisor.

The previous review recommended the program to increase recruitment efforts to strengthen the enrollments and graduation rates. Although efforts have been made in this area, low enrollments are still a concern.

Review Outcome. The review process finds the B.A. in German program to be in Good Standing. The Committee makes the following recommendation to be addressed within the next regularly scheduled program review cycle.

Recommendation: Although the B.A. in German is considered to be of high quality, the Department is strongly encouraged to engage in a meaningful deliberation of the viability of sustaining the degree program. This is particularly important given the addition of the B.A./M.A. program; the initiation of planning for a Ph.D. program; and the increasing demand in other language programs. The Department will submit to the Academic Planning Committee a follow-up report on progress in meeting this recommendation by October 1, 2007.

Review of the B.A. in Spanish 16.0905

Introduction. The major in Spanish offers students solid language skills and in-depth knowledge of Hispanic culture, literature and linguistics. For students in the teacher education sequence, it also emphasizes current pedagogical theory and methods. Both sequences stress not only mastery of assigned material but critical thinking and research skills to enable students to keep abreast of changes in the discipline after they leave the university. The demand for Spanish teachers and other Spanish-speaking professionals is extremely high and growing; this major serves a critical need in the state.

Overview of academic unit. The Department of Foreign Languages at Illinois State offers majors and/or minors in seven languages (Chinese, French, German, Italian, Japanese, Latin, Spanish), as well as a Master of Arts in Foreign Languages. Courses such as foreign language pedagogy, general linguistics and research methods are offered in one large section serving students in all languages, and the close interaction of students and faculty from all areas helps to emphasize relationships among languages, literatures and cultures. The department is unique in providing in-service teachers and other professionals the opportunity to complete a master's degree acquire an additional certification area, or upgrade language skills by taking only evening and Saturday courses.

Overview of the degree program. Illinois State's Spanish program is the third largest in Illinois. Major enrollment has increased by more than 44% in the past 7 years, far outpacing the national average. In the breadth and depth of its course offerings, study-abroad opportunities, and other aspects of its program, the Spanish B.A. program at ISU measures favorably against comparator institutions as well as models of good practice established by the Association of Departments of Foreign Languages. Of the programs in Illinois, only Illinois State requires a senior capstone course of all graduating seniors, and only ISU, SIU, UIC and UIUC require a course in Spanish linguistics. Illinois State's Spanish majors have solid academic qualifications: their average ACT score, cumulative GPA and transfer GPA are all significantly higher than the University average. On average, 15% of Spanish majors participate in the honors program. Spanish majors at Illinois State are an exceptionally diverse cohort: one in four comes from a minority group.

Curriculum of the degree program. The major curricula for Spanish teaching and non-teaching majors offer a solid foundation in the language as well as a balanced exposure to literature, linguistics and cultures of the Spanish-speaking world. The teaching major also emphasizes theories and methods of foreign language instruction. Co-curricular and out-of-classroom academic experiences are associated with courses such as linguistic or cultural research projects in the community or the translation and interpretation for community agencies.

Faculty of the degree program. Since 1997 Spanish faculty have published 7 books, 21 book chapters and 65 refereed journal articles, and have presented over 80 scholarly papers. The Spanish faculty includes 6 women and 3 men; 2 are members of minorities, making this faculty considerably more diverse than the university at large. Spanish faculty members have received prestigious national grants and have been asked to serve as officers, reviewers and referees for the most important associations, conferences and journals in this discipline.

Program goals and quality measures. In keeping with the strategic plans of the University, and the goals of the department, the Spanish section plans three initiatives for the next three to five years: hiring faculty to help meet student demand, and participation in the new combined BA/MA program and proposed niche PhD program in foreign languages administration, coordination and instructional technology. Progress on these plans, as well as potential changes to them, will be considered as a part of the ongoing process of assessment.

Changes in level of student demand. Student demand for the Spanish major at Illinois State has increased by 44% since the last program review, considerably faster than the 14% average nationwide. Demand for the minor has increased even more rapidly, peaking at a 66% increase and forcing the section to limit enrollment in the Spanish minor due to lack of sufficient instructional capacity.

Institutional context for offering the degree. The centrality of foreign language study to the University's mission was strongly affirmed by the reform of the requirements for the B.A. that took place since the last program review. The bachelor's degree now requires successful completion of three semesters of college-level foreign language or the equivalent. This change was made in part in response to calls for greater cultural diversity and greater rigor in the curriculum.

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

Like Spanish programs at most universities nationwide, in recent years the program at Illinois State has moved from an emphasis on literature to a balanced curriculum with more offerings in culture, linguistics, pedagogy and professional studies. The program has also kept pace with a discipline-wide emphasis on communicative proficiency. Every teacher education senior at Illinois State is now required to complete the rigorous Oral Proficiency Interview administered by the American Council on the Teaching of Foreign Languages. Students from the Spanish program have posted a 100% success rate on that examination.

Summary of the department student learning outcome assessment plan. The assessment plan in Spanish is well developed and makes use of a broad range of data sources. Since the last Program Review, review of the results of these measures has led faculty members to extensively revamp the requirements for the teaching and non-teaching major, develop an online placement exam, restructure 100-level courses to better prepare students for the 200 level, especially in the area of grammar and accuracy of vocabulary; and publicize co-curricular activities more extensively.

Accreditation from affiliated agency. Majors in the Department of Foreign Languages are reviewed by the regional accreditation agency, and by NCATE which evaluates all teacher education programs. The most recent accreditation review, conducted in 2004-2005, not only expressed satisfaction with all aspects of the programs, but added that no follow-up reports need be filed. The most recent NCATE review, conducted in coordination with the American Council on the Teaching of Foreign Languages, occurred in 2002-2003, and included both submission of reports and a site visit. All departmental programs passed smoothly.

Description of actions taken since the last review including instructional resources and practices and curricular changes. The 1996 Program Review, in general highly positive in its assessment of the Spanish program, called for more career advice and a course for heritage speakers. Both have since been implemented, as have additional curricular changes. Despite the Department's best efforts, the third issue identified in the program review, the need for additional instructional capacity to meet rapidly increasing demand, has not been resolved and the need has become more acute. Since the last Program Review, the demand for majors has increased by 44% and for minors by 66%, but the section has posted a net loss of 3 tenured or tenure-line professors.

Actions taken as a result of this review. The most salient finding from this program review reiterates a need already identified in the 1996 program review, which correctly anticipated a rise in future demand for Spanish and stated that "increased enrollment would require additional faculty to staff added classes in Spanish if the program quality is to be maintained." Since then demand has risen far faster than anticipated, but not only has the section lacked funding to add to the total number of faculty in Spanish; losses from resignations, retirement and a death, without an equal number of replacement searches, have caused the total number of tenure-line faculty to decrease from 12 to 9. If the current faculty shortfall in Spanish is allowed to become a permanent condition, program quality will suffer.

Review Outcome. The review process finds the B.A. in Spanish program to be in Good Standing. Committee members acknowledge the strength of the Spanish faculty, the high quality of students in the program, student participation in Honors, and the strong advisement process and career development course. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

Recommendations.

- Identify an optimum enrollment including provisions for minors and other service courses.
- Encourage additional participation Honors Program.
- Recruit to diversify the tenure and tenure track faculty as opportunities arise.

- Increase activities to pursue external grant funding.
- Identify benchmark programs and program qualities to which the B.A. in Spanish can aspire.

Review of the M.A. in Foreign Languages

16.0101

Introduction. The student learning objectives of the M.A. in Foreign Languages are advanced competency in language skills, advanced knowledge of the foreign culture in its global context, advanced critical thinking and research skills, and, for students with a concentration in foreign language education, knowledge of theories and methods of foreign language instruction and successful practice in the classroom. The Illinois State master's program brings together qualities that none of the four similar programs in the nation combine: flexibility in the choice of concentration and a required breadth of courses taken in the four areas of literature, language, culture, and pedagogy; a balance of courses offered in the four areas; preparation of a multiplicity of careers in teaching, business, government, and non-governmental corporations, as well as for doctoral programs in all four areas; emphasis on critical, creative, and research skills; possibilities of study in two languages or simultaneous teacher certification; encouragement to study abroad; quality career advisement; a high quality research and teaching faculty; and an excellent student body.

Overview of academic unit. The Department of Foreign Languages at Illinois State offers majors and/or minors in seven languages (Chinese, French, German, Italian, Japanese, Latin, Spanish), as well as a Master of Arts in Foreign Languages. Courses such as foreign language pedagogy, general linguistics and research methods are offered in one large section serving students in all languages, and the close interaction of students and faculty from all areas helps to emphasize relationships among languages, literatures and cultures. The department is unique in providing in-service teachers and other professionals the opportunity to complete a master's degree acquire an additional certification area, or upgrade language skills by taking only evening and Saturday courses.

Overview of the degree program. Demand is strong for the master's program with an average of 19.8 applicants per year, of which 11.8 were admitted (60% of applicants), and 8 enrolled (68% of admissions). The average graduate assistant budget increased by 8.2% between FY 2000 and FY 2005, although it decreased after FY03 due to budget cuts. The Illinois State program compares favorably with the one statewide comparator program, the M.A. in Foreign Languages and Literatures at Southern Illinois University-Carbondale. The Illinois State program averaged 27 students vs. 16 at Southern Illinois, 9.4 degrees per fiscal year vs. 4.6 at Southern Illinois, with costs per credit hour and credit hours per staff year virtually identical. The Illinois State program offers 3 languages compared to 2 at Southern Illinois, 5 areas of concentration compared to 3 at Southern Illinois, and options to study two languages and to complete teacher certification simultaneously (vs. Southern Illinois).

Curriculum of the degree program. The Illinois State University M.A. in Foreign Languages is unique in the nation. It offers a high quality education in three languages, which prepares students for a multiplicity of careers and doctoral programs, as well as for citizenship in a global world. The program offers a flexible choice of concentration, while ensuring that students get a broad education by requiring them to take courses in three out of the four areas. It also encourages students to pursue research and creative projects. The program provides students with numerous opportunities to improve their language skills and cultural knowledge through study abroad and weekly coffee hours, honor societies, film screenings, and visits to museums and foreign restaurants.

Faculty of the degree program. The Department of Foreign Languages graduate faculty members have national and international reputations in literature, linguistics, and foreign language education. Between 1997 and 2004, they published books and book chapters in national and international publishing houses, such as Chicago and Cambridge University presses, the Modern Language Association Approaches to Teaching series, and MIT press, and they have published articles in national and international journals, including 12 scholarly books, 1 textbook, 1 book translation, and 111 articles and book chapters, virtually all refereed. Faculty members gave 173 presentations in national and international conferences, including conferences at Oxford University and the Ecole Normale Supérieure, and received 8 external grants, 32 internal grants (15 summer research grants and 7 CAT grants) and 10 sabbaticals. Two faculty members were named Distinguished Professors and one Outstanding College Researcher in the Humanities. Five faculty received university, state, or national teaching awards.

Program goals and quality measures. The program seeks to hire the best faculty members and enroll the best graduate students available, as well as to maintain and improve the strengths of its unique program, particularly its ability to offer a high quality education with both flexibility of choice of concentration and a required breadth of study, to improve the balance of course offerings, encourage study abroad, and improve its career advisement. The program's success can be measured by alumni responses and the percentage of alumni who are pursuing careers related to foreign languages. Success can also be measured by the spring 2005 survey of graduate students, in which 15 out of 29 students praised the quality of the faculty and expressed satisfaction with virtually every aspect of the program, with the exception of linguistics and foreign language instruction offerings, where there are vacant positions due to budget cuts.

Changes in level of student demand. Since 1997, the nationwide demand for Spanish has increased with growth in the U.S. Hispanic population. Demand nationwide for French and German at first decreased, then began to increase again. Enrollment in the Master's program has stayed steady in German, decreased in French for a few years then returned to its 1997 level, and increased in Spanish.

Institutional context for offering the degree. Foreign language programs are critical to the University's mission to "foster a diverse community." The relatively small classes in this department support the "small-college atmosphere" cited in the University's mission statement, and the "individualized attention" cited in the University's statement of values. At the same time, the breadth of language offerings and presence of a master's program provide "large-university opportunities." As census records confirm that the state and the nation are growing ever more linguistically and culturally diverse, this department also contributes significantly to "serve the citizens of Illinois and beyond," and promote "creative response to change."

In addition to its own majors and minors, the department provides required courses for other majors in education and international business, the four semesters of language required for students in TESOL, the three semesters of language required for all bachelor of arts students, and the two semesters of language required for all students in the College of Arts and Sciences. Courses in foreign languages fulfill "Language in the Humanities" and outer core requirements in the University's General Education program.

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

The major changes in the discipline are reactions to the rapid growth in the need for Spanish teachers and Spanish speakers in business and government jobs.

Summary of the department student learning outcome assessment plan. The master's program periodically uses multiple measures to assess the graduate students' achievement in attaining superior skills in reading, writing, speaking, and understanding the foreign language, a superior knowledge of the foreign culture, superior abilities in foreign language instruction, and superior use of critical thinking in interpreting cultural artifacts and language situations. Based upon these evaluations, the faculty's professional judgment, and aspirational goals, the graduate committee since 1997 has modified program requirements and courses offered in order to provide a balance of courses in literature, language/linguistics, culture, and foreign language instruction, to better prepare teaching assistants, to increase thesis course requirements, and to better teach critical thinking and research. It has also added the option of simultaneously preparing teacher certification.

Accreditation from affiliated agency. The master's program in foreign languages does not require accreditation from a professional accrediting agency.

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

and curricular changes. As a result of ongoing assessment, including the previous program review, the graduate faculty in foreign languages increased the program's flexibility and balance by adding 1 new

concentration in Spanish, 2 new French and Spanish culture courses, 4 new courses in foreign language pedagogy, and 1 in research and critical thinking. In order to maintain and increase the breadth of courses and help students prepare their Plans of Study, the graduate program required that each section include in the graduate handbook likely courses to be offered over the next two years. In order to improve instruction, the faculty has modified German and Spanish language/linguistics courses.

Actions taken as a result of this review. The major recommendation arising from this program review is to maintain and improve a balance of courses in the four areas in accordance with student demand: first, by taking all steps necessary to fill the three vacant positions in Spanish, particularly linguistics, and exploring the need, expressed in the last program review, to increase the overall number of positions; second, by filling the vacant position in French foreign language instruction.

Review Outcome. The review process finds the M.A. in Foreign Languages program to be in Good Standing. The Academic Planning Committee notes the following strengths: The quality of the faculty is very strong with excellent scholarly productivity; the program has a strong academic and career advisement process in place; the training of teaching assistants is strong. The Committee makes the following recommendations to be addressed within the next regularly scheduled program review cycle.

Recommendations.

- Develop a strong strategic plan that considers faculty resources, enrollment and curricular development. This is a critical component when progressing toward development of an integrated B.A./M.A. and Ph.D. program within the department, matching faculty expertise and new courses.
- Establish and apply rigorous admission standards.
- Establish a recruiting plan to increase the quality and continue to enhance the diversity of students.

Overview. The Center for Information Systems Technology (InfoTech) partners with business, education, and government in the delivery of university expertise to generate external funding and to enhance the educational programs of the University. The Center is a separate unit within the Extended University. The Center has had significant success in delivering technology courses to its partners as well as to the general public. It has engaged in projects for the U.S. Department of Defense and provides financial and operational support for outreach and more traditional academic activities. InfoTech assists in faculty retention by providing consulting and other income-generating activities. Through the program review process, Center staff has suggested that the university should adopt a strategy that broadens the Center's activities relative to past practices. This would focus on the use of information technology to solve problems in a number of different disciplines as opposed to a limited focus related to the specific discipline of information systems.

Demand. The Center has been highly responsive to the needs for research and public service. In 1998 the Illinois Board of Higher Education issued a resolution focusing on transitioning underemployed workers into the technology workforce to alleviate the shortage of workers in that area. This validated the Center's initiative begun a year earlier to prepare underemployed workers from non-computing disciplines for the technology work force through an intensive three- month program. InfoTech's offerings, while subject to market factors, continue to be in demand. The Center has two dozen partners in the business, governmental, medical, and educational communities. While the specific training needs of these partners vary with technological advances, the demand for advanced training and workplace management remains.

Quality. The principle gauges of quality for InfoTech are program volume, evaluations, research generation, program recognition, and program affiliation. The Center's Foundation Computing Program was cited by the Illinois Board of Higher Education as a model "best practice" to be emulated and received the Innovative Program Award from the Illinois Council on Continuing Higher Education. The Center is affiliated with leading institutions in the information technology field, including the Project Management Institute (PMI) and Carnegie Mellon University's Software Engineering Institute (SEI).

Centrality. The Board of Trustees envisions that the University will be, "A partner engaged in outreach with business, industry, government, and education." Throughout its history as a center, InfoTech has successfully partnered with each of these constituencies. In particular, during this evaluation period InfoTech collaborated with numerous partners including the State of Illinois, State Farm Insurance Companies, Caterpillar, Inc., the U.S. Department of Labor, the City of Peoria, and multiple universities and school districts. InfoTech extends the University's resources off-campus to non-traditional constituents and the citizenry of Illinois in general. Correlated with this are various service-learning opportunities tied to these programs that are made available to undergraduate and graduate students.

Resources. The Center's operations are coordinated through the Extended University. A serious issue to be addressed is the fact that housing for Extended University is currently unstable. The Center should continue to be housed within Extended University but office space, in a publicly accessible area, is required for community contact. The financial strategy of the Center is to generate residual income from "profitable" operations in order to finance otherwise under-funded University missions. Beginning with Fiscal Year 1997 and ending with Fiscal Year 2004, the Center received general revenue funding mainly in the form of salary support averaging just over \$113,000 per year. Concurrently, InfoTech's training activity generated over ten times this amount in external revenue, averaging over \$1,400,000 per year. Due to economic factors this ratio has declined significantly during the last year. The Center hopes to revitalize this income stream through various proven mechanisms in order to utilize residual income to support various key programs for the University including Expanding Your Horizons, CyberCamp, Millennium Girls, and Students Involved with Technology.

Productivity. InfoTech has provided training to 866 computing certificate trainees and 6,921 computing workshop attendees and delivered 3,948 actual days of instructor-led training. The Center has brought significant income into multiple units of the University by direct and indirect cost refunding. The Center has supported the development and delivery of numerous research efforts resulting in publications,

presentations, and national recognition. InfoTech's future approach will be based on its success in creating and delivering programs focused on the needs of its clients.

Review outcome. The review process finds the Center for Information Systems Technology to be in Good Standing. However, given the recent change in its mission and focus, the Center is asked to provide a progress report to ensure goals for sustainability and viability are being met. This report is to be submitted to the Academic Planning Committee on October 1, 2007, and the following recommendations are to be addressed:

- Establish a strategic plan that identifies short and long-term funding sources and resource needs.
- Develop a more structured or formal plan for assessing the goals of the Center and evaluating programs offered.
- Determine what similar programs of excellence are found at the national level and use them to benchmark quality in the Center for Information Systems Technology.

Overview. The Center for Insurance and Financial Services provides a student-centered educational environment that enables students to develop the skills, risk management and insurance knowledge, ethics, technological competency and attitudes necessary to succeed in the insurance and financial services industry. The Center supports the insurance and financial services industry by providing talented well-prepared students for careers in the industry.

Demand. The Center conducts a number of activities that support students and members of the insurance community.

Quality. The Center for Insurance and Financial Services seeks to be the premier undergraduate insurance and risk management program in the nation in the education of future industry leaders through industry involvement, innovative teaching, cutting-edge applied research, and student-centered learning. The Center seeks to add value to the industry by providing high quality graduate and professional education.

Centrality. The goals of the Center are to maintain and enhance support for students, faculty and members of the insurance industry that call upon the Center for its resources.

Resources. The Center is largely supported by the financial resources received by participating Advisory Board Members. The Center is pursuing a strategy to increase its financial resources from a fee-based income.

Review Outcome. The Academic Planning Committee reviewed the program review report and a subsequent follow-up report for the Center of Insurance and Financial Services and although the Committee finds the Center to be in Good Standing, determined the reports did not fully address the program review criteria. The Committee asks the Center's administration to resubmit a program review report that adequately responds to the guidelines' six components: Quality, Demand, Centrality, Resources, and Productivity and an Executive Summary of these five components. The follow-up review report should be submitted to the Provost's Office March 1, 2007.

Areas recommended for further improvement.

- Improve the Center's ability to communicate its goals, activities and outreach programs to other campus constituencies.
- Develop a more structured or formal plan for assessing the goals of the Center and evaluating programs offered.

The Center for Mathematics, Science, and Technology (CeMaST) was established to develop an integrated curriculum in mathematics, science, and technology primarily for the middle school grades. The Center has pursued other areas of need and has become more diversified, responding to projects from the National Institutes of Health with broad campus-wide initiatives. The Center has an established national reputation and identity for producing a strong record of curricular, policy, and professional development expertise, as well as achieving national recognition as the authority on integrated curriculum development.

Demand. The goals and activities of CeMaST have a history of alignment with state and national standards in the areas of mathematics, science, and technology. CeMaST personnel are among the authors and developers of these same national standards and are involved in service on national review panels for funding, scholarly presentations, professional development, evaluation, curricular development, and assessment development. Districts, major institutions, teachers, centers, and professional development organizations contact CeMaST to request collaboration in funding and other activities.

Quality. The Center has received nationwide recognition, awards, and honors from professional societies and organizations, as well as prestigious competitive grant awards from the National Science Foundation, the National Institutes of Health, the Illinois Science Board of Education, and the Illinois Board of Higher Education. CeMaST receives these awards in recognition of its ability to deliver faculty and student enhancements in mathematics, science, and technology education that meet the national agenda for the country and the funding agencies. CeMaST appears to be unique among national centers in that it excels in mathematics, science, and technology education and curriculum development, and seems to be the only center that has both a major national identity and a focus on building an infrastructure for funding and excellence on its home campus.

Centrality. The goals of *Educating Illinois* are integral to the direction and implementation of CeMaST goals. In addition to meeting the goals of the nation and profession, CeMaST goals and activities complement the teaching and research goals of Illinois State and are embedded in CeMaST initiatives such as grants, programs, presentations, publications, dissemination, planning, and coordination.

Resources. There have been recent changes in the Center's leadership and the hiring of additional support. The University provides internal allocations for the center in addition to significant direct and indirect funds campus-wide.

Review Outcome. The program review finds the Center for Mathematics, Science, and Technology to be in Good Standing. The Academic Planning Committee asks the Center to address the following concerns in a follow-up report to be submitted to the Provost's Office March 1, 2007.

Areas recommended for further improvement.

- Develop a strategic plan that refines the Center's mission and determines its focus.
- Clarify how the scholarly work initiated in the Center is a result of CeMaST efforts. This can be partially accomplished by determining which scholarly work is a direct result of CeMaST activities.

- Develop a more structured or formal plan for assessing the goals of the Center and evaluating programs offered.
- Determine how the Center will fund initiatives when operating funds from grants are not available.