

**ILLINOIS STATE  
UNIVERSITY**

**BOARD OF  
TRUSTEES**

**Report No. 2004.07/1100.05**  
**Fiscal Year 2004 Performance**  
**Report**

**Executive Summary**

In July 1999, the Illinois Board of Higher Education (IBHE), in consultation with institutions and agencies, established an agenda that more closely linked planning, budgeting, and accountability reporting. *The Illinois Commitment: Partnerships, Opportunities, and Excellence* established six goals for Illinois higher education: 1) economic growth, 2) partnerships with P-12 education, 3) affordability, 4) access and diversity, 5) quality, and 6) productivity and accountability.

Beginning in August 2004, colleges and universities are required to submit to the IBHE a *Performance Report*, replacing former *Results Reports*, highlighting institutional accomplishments from the previous year, plans for the next year, and challenges faced when implementing plans and priorities of *The Illinois Commitment*. Colleges and universities are also required to submit data with an analysis of institutional goals, performance, and implications for core (common) performance indicators required of all Illinois colleges and universities and institutionally determined (mission-specific) performance indicators.

Data in this report show that Illinois State University is successfully advancing the goals and priorities of *The Illinois Commitment* by implementing actions derived from the *Illinois State University Mission Statement* and priorities contained in the University's strategic plan, *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2003-2010*.

Illinois State University's first annual *Performance Report* concludes with: 1) examples of effective practices advancing statewide priorities related to economic growth, affordability, productivity, and accountability; and 2) summaries from academic year 2003-04 program reviews. Additional information regarding the content of this report is available from Planning and Institutional Research.

## Summary

Illinois State University's *Fiscal Year 2004 Performance Report* summarizes institutional contributions to the six goals of higher education's statewide strategic plan, *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. All Illinois State University actions are derived from the *Illinois State University Mission Statement* and priorities contained in the University's strategic plan, *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2003-2010*. The following actions contribute to Illinois State University's successful implementation of *The Illinois Commitment* during Fiscal Year 2004.

**Economic Growth:** Establishing new degree programs in exercise science and journalism; receiving over \$17 million to support scholarship and creative activities, including funds to support research in wind energy production, eldercare, and neurological disease; providing extended learning opportunities; and increasing the number of discipline-related conferences support innovation, knowledge development, and economic enhancement.

**Partnerships with P-12 Education:** Completing a joint visit of the National Council for the Accreditation of Teacher Education and the Illinois State Board of Education with all 37 teacher education areas meeting all standards with no areas of improvement cited; accepting invitation by the Illinois Business Roundtable and National Center for Educational Accountability to conduct a study of best practices in P-12 education; providing continuing education professional development activities for Illinois teachers; and receiving over \$7.0 million in external grants and contracts supporting educational priorities, including special education technology, the Chicago Teacher Pipeline program, the American Adventure of the Mind program, and mathematics and science instruction in high need schools supports teaching and learning statewide and nationally.

**Affordability:** Internally reallocating \$250,000 to support the shortfall in the statewide Monetary Award Program; placing in both *U.S. News and World Report's* top 20 percent of colleges and universities nationwide for students graduating with the least amount of debt and *Kiplinger's Personal Finance's* top 100 colleges and universities for academic quality and affordability; and enacting guaranteed tuition plans document Illinois State University's commitment to affordability; no Illinois citizen should be denied a college education because of financial need.

**Access and Diversity:** Increasing the enrollments of minority students; achieving historic peaks for first-year retention (83 percent) and six-year graduation rates (60 percent); and receiving the National Association of Student Personnel Administrators Region IV Celebration of Diversity Award exemplify Illinois State University's commitment to increasing the participation and achievement of all members of the campus community.

**Quality:** Recruiting more high-achieving, motivated students, with a mean ACT (23.6) above statewide and national averages for core curriculum (college bound) students; surpassing four national benchmarks from the National Survey of Student Engagement, placing first in the state and second nationally on the Certified Public Accountants examination; and meeting or surpassing national norms in 26 of 35 licensure and certification examinations demonstrates that the faculty of Illinois State University hold students accountable to high expectations for learning.

Completing accreditation self study from the Higher Learning Commission of the North Central Association of Colleges and Schools; conducting 22 academic program reviews during academic year 2003-04; receiving accreditation from the National Association of Schools of Music and the Computing and Accreditation Commission of the Accreditation Board for Engineering and Technology; and being accepting into membership of the American Association of Colleges and Universities holds Illinois State University accountable for the quality of academic programs and to the assessment of student learning.

**Productivity and Accountability:** Engaging in cost savings/avoidance activities totaling \$3.1 million and internal reallocations totaling \$9.0 million or 3.5 percent of the University's base budget; applying over \$70 million state and institutional resources to the physical infrastructure of the University, as identified in *The Master Plan, Energy Management and Utility Infrastructure Improvement Plan, Long Range Plan for Campus Housing and Dining, and Facilities Condition Assessment*; and codifying procedures used to review the productivity and efficiency of all non-instructional units on a routine schedule analogous to the academic program review process demonstrate Illinois State University's commitments to continually improving productivity, cost-effectiveness, and accountability.

In addition to documenting accomplishments, Illinois State University established a process for determining the effectiveness of *Educating Illinois* actions supporting implementation of *The Illinois Commitment*. Appendix A describes the Fiscal Year 2003 shared governance process used to establish University goals and performance indicators.

Presently, seven of the University goals have been achieved/maintained, 15 moved in the desired direction from the previous year, five showed no change, and three moved in the opposite direction. Three performance indicators do not yet have comparable data to determine University progress. The majority of performance indicators (22 of 30) summarized below are either achieved, maintained, or progressing in the desired direction.

	Achieved/ Maintained (A)	Moved in Desired Direction (B)	No Change (C)	Moved in Opposite Direction (D)	Data Not Available (N/A)
<b>Economic Growth</b>					
1.1 Exceed statewide averages of one year graduates employed or enrolled					X
1.2 Increase research submissions and the value funded			X		
1.3 Expand public service and outreach activities		X			
<b>Partnerships with P-12 Education</b>					
2.1 Remain in AACTE top 10 teacher education degree producer	X				
2.2 Increase diversity of teacher education graduates		X			
2.3 Increase continuing education certifications					X
2.4 Provide statewide/national leadership in five educational initiatives	X				
<b>Affordability</b>					
3.1 Maximize student financial aid		X			
3.2 Place in Kiplinger's top 50 colleges and universities		X			
3.3 Place in US News and World Report's top 10 percent of low indebtedness		X			
3.4 Generate \$20 million for endowed scholarships		X			
<b>Access and Diversity</b>					
4.1a Increase six-year graduation rates from 60 percent to 67 percent		X			
4.1b Achieve minority graduation rates comparable with non-minority students			X <sup>1</sup>		
4.2 Provide equal access to employment and educational opportunities	X				
4.3 Increase show-rates from 41 percent to 44 percent			X		
4.4 Increase minority student enrollments		X			
4.5a Increase freshmen retention from 83 percent to 88 percent		X			
4.5b Increase minority retention rates comparable with non-minority students			X		
<b>Quality</b>					
5.1 Exceed statewide averages on alumni satisfaction					X
5.2 Exceed national pass rates on licensure/certification examinations		X			
5.3 Exceed statewide and national mean ACT comparisons	X				
5.4 Achieve an ACT interquartile range of 22-27		X			
5.5 Increase percent of students from the top 10% of their graduating class		X			
5.6 Lower the credit hour to staff ratio to the statewide average		X			
5.7 Increase the percent of classes with enrollments under 20				X	
5.8 Exceed National Survey of Student Engagement Benchmarks		X			
<b>Productivity and Accountability</b>					
6.1 Instructional costs below the statewide average	X				
6.2 Graduation rates comparison (progress measured in 4.1a and 4.1b)					
6.3 Administrative and support costs below the statewide average	X				
6.4 Exceed national benchmarks for faculty salaries				X	
6.5 Exceed statewide benchmarks for civil service salaries			X		
6.6 Develop benchmarks for administrative/professional salaries		X			
6.7 Annually reallocate 1% of the University's budget to high priorities	X				
6.8 Apply 2% of the facilities replacement value to maintenance activities				X	
<sup>1</sup> Black/Non-Hispanic graduation rates increased to levels more comparable with non-minority students; rates for Hispanic students did not.					

## Section I: Institutional Context

The *Illinois State University Mission Statement* is displayed below along with a brief environmental analysis of challenges and opportunities for the University as it continues to advance the goals of *The Illinois Commitment* through implementation of *Educating Illinois*.

### 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.

### Environmental Analysis

**Economic Growth** requires external support for research and development; many forms of research and creative activities are highly specialized and resource intensive. As colleges and universities seek external funding, agencies and foundations have become more focused in awarding funding to outcomes-based projects. Multiple investigators using the team approach have been perceived by funding agencies to be more effective in creating programs, research, and development. Illinois State University will continue to increase the number of externally funded multidisciplinary research teams, and the monetary values of awards received by these teams.

**Partnerships with P-12 Education** promotes teacher preparation, recruitment, and retention. *Occupational Outlook Quarterly's* 2003 estimates the 20 highest growth occupations in the United States minimally requiring a baccalaureate degree during the next decade include elementary school teachers (ranked third) and secondary teachers (ranked sixth). Research shows that the single most important factor in increasing student learning is teacher quality. Illinois State University will continue to support school-university partnerships and other forms of state and national leadership that improves initial teacher preparation and continuing professional development.

**Affordability** requires state and university officials to work collaboratively to stop the trend of shifting the financial burden of operating expenses to students and their families. Thirty years ago state funding accounted for 90 percent of Illinois State University's revenue, with tuition and fees accounting for 10 percent. Today the ratio is 50-50. Illinois State is also committed to advancing in national comparisons of academic quality and affordability, and to engaging in aggressive fundraising supporting scholarships for current and future students.

**Access and Diversity** requires careful definitions of capacity in providing a successful infrastructure supporting the achievement of all students participating in higher education. Demand for Illinois higher education continues to increase. The Western Interstate Commission for Higher Education estimates that the annual number of Illinois high school graduates will increase by 7.9 percent (from 132,917 to 143,439) between academic years 2004-05 and 2010-2011. Illinois State University will define optimal enrollment in every academic program at every degree level.

**Quality** and the in-state recruitment of high-achieving, motivated students is one of the greatest challenges for Illinois higher education. Data in *Post Secondary Education Opportunity* (April 2000, 2002) demonstrates that Illinois is a major exporter of college freshmen; only New Jersey exports a higher number of high school seniors to attend universities in other states. Illinois State University will continue to implement aggressive student recruitment strategies, (including innovative web-based student recruitment tactics, enhanced scholarships, and increased visibility and presence of the Honors program) as we continue to become the first-choice public university in Illinois for high-achieving, motivated students who desire an individualized college experience combined with the resources of a large public university.

**Productivity and Accountability** requires Illinois higher education to do "more with less." The Illinois Board of Higher Education's Fiscal Year 2005 budget recommendations are at the same level as Fiscal Year 2004. These recommendations assume internal reallocations of \$27 million by public universities from administrative and support service areas, which is the balance of a three-year plan to reduce administrative and support service costs by 25 percent. During Fiscal Year 2005, Illinois State will reallocate \$1.8 million from these areas to high University priorities—improving the competitiveness of faculty and staff salaries, maintaining instructional capacity, and keeping an Illinois State education affordable for students and their families.

## Section II: Progress Toward Meeting the Goals of *The Illinois Commitment*

### Goal 1: Economic Growth

Illinois State University is committed to being employer's first choice as they recruit university graduates and to being a partner engaged in outreach with business, industry, government and education. Curricular opportunities of distinction, coupled with scholarship and service activities of excellence, support the University's commitment to economic growth in the global community.

#### Fiscal Year 2004 Accomplishments

- The Illinois State University Board of Trustees and the Illinois Board of Higher Education (IBHE) approved a new bachelor's degree program in Exercise Science. The program, which is expected to meet the needs of 130 majors annually, will prepare students for careers and/or future graduate study in cardiac rehabilitation, fitness/wellness programs, personal training fields, and strength training.
- The Illinois State University Board of Trustees and the IBHE approved a new bachelor's degree program in Journalism. The program, which is expected to meet the needs of 100 majors annually, will prepare students for careers and/or future graduate study in broadcast journalism, news editorial, and visual communication.
- Illinois State University received state funding to support construction of a meteorological tower at the University Farm. The new tower will be used to measure wind speed and to determine the feasibility of wind energy production in central Illinois. The *Illinois Energy Policy*, issued by the Illinois Energy Cabinet in 2002, includes the goal of renewable energy comprising five percent of all Illinois energy sources by the year 2010 and 15 percent by the year 2020.
- Illinois State University received \$300,000 in federal funding to establish the Joe Warner Teaching Nursing Home Project. Through continued partnership with Heritage Enterprises, the Mennonite College of Nursing will emphasize research and clinical expertise in providing excellent living and working environments in the rapidly growing field of eldercare. The number of Americans over age 65 is projected to be 20 percent of the total population by the year 2030.
- Through *Redefining "normal": The Campaign for Illinois State University*, the University received \$3.0 million in gifts to support neurological research. Information on these efforts to potentially leading to improved diagnosis and treatment of Parkinson's disease and the establishment of fellowships for high-achieving, motivated graduate students specializing in the study of stroke and pain medication is included as an effective practice in this report (see Section III).

#### Fiscal Year 2005 Plans

Illinois State University will continue to support academic programs responsive to state, regional, national, and international needs. Annual Performance Reports will document outcomes from academic program reviews (See Section IV). The University will also continue to enhance the commitment to scholarship and research. Research and scholarly activity recognized at national and international levels of excellence is a value and priority of Illinois State University.

To successfully achieve these goals, *Educating Illinois* supports professional development opportunities; appropriate teaching loads, allowing sufficient time for scholarly activity; increased publication and travel support; pre- and post-grant support for faculty and staff seeking extramural funding; and scholarly achievement recognition through the Appointment, Promotion, Salary, and Tenure process.

#### Fiscal Year 2005 Challenges

While many forms of research and creative activities are highly specialized and resource intensive, they support the University's mission and the resolution of scientific, technical, and social problems in the rapidly changing global community. As the University seeks external funding, agencies and foundations have become more focused in awarding funding to outcome-based projects. Multiple investigators using the team approach have been perceived by funding agencies to be more effective in creating programs, research, and development that can be replicated in research conditions and applied settings. Therefore, Illinois State University will increase the number of multidisciplinary research teams and the monetary value of awards received by these teams.

## Common Institutional Indicators

### 1.1 Percent of Graduates Employed and/or Enrolled in Further Education within One Year of Graduation

Goal: To exceed the average of the last three alumni surveys regarding the number of students employed (full- or part-time) and/or enrolled in higher education one year after graduation.

Performance: Since implementation of *The Illinois Commitment*, Illinois State University has completed two surveys of alumni one year after graduation. Of the students graduating in 2000, 97.7 percent of the respondents indicated that they were currently employed and/or enrolled in higher education. Data for students graduating in 2002 were not available at the time of writing this report. Two more surveys are necessary before University performance can be compared to a three-year average.

## Mission-Specific Indicators

### 1.2 Sponsored Research, Instruction, Creative Works, and Service Awards (State, Federal, and Private Funding)

Goals: (1) To increase the number of submissions for sponsored research, instruction, creative works, and service from 300 to 400; and (2) to increase the dollar value of external grants awarded from \$20 million to \$30 million, while recognizing that opportunities for external funding vary significantly across disciplines.

Fiscal Year	Number Submitted	Value Awarded
2001	328	\$19,845,300
2002	332	\$20,268,800
2003	383	\$17,958,570

Performance: Submitted proposals for sponsored research, instruction, creative works, and service increased by 16.8 percent between Fiscal Years 2001 and 2003. However, in the last year the value of external funding awarded decreased by \$2.3 million (11.4 percent). While federal awards increased (from \$8.6 million to \$9.2 million), state funding decreased by 26 percent (\$5.5 million in Fiscal Year 2003) and corporate funding decreased by 29 percent (\$853,995 in Fiscal Year 2003). Tables 1.2A and 1.2B display expenditures from these sources of funds between Fiscal Years 2000 and 2002.

Implications: Decreases in state and corporate funding were expected with economic downturn. Grants funded by the State of Illinois for all agencies and universities were reduced by 52 percent in the last year. Because external agencies are becoming increasingly selective and emphasizing multidisciplinary funded research, Illinois State University established sub-goals (based on Fiscal Year 2002 performance) to increase the number of externally funded multidisciplinary research teams from eight to 16 and to increase the value of external grants received by these teams from \$1 million to \$5 million. Future Performance Reports will update University progress on these objectives.

### 1.3 Public Service and Outreach Activities

Goal: To expand public service and outreach activities by documenting outcomes from extended learning opportunities at Illinois State University and implementing plans to increase the number of discipline-related conferences sponsored by and/or associated with academic departments and schools at the University.

Performance: Between Fiscal Years 2001 and 2003 the number of extension courses increased from 189 to 197. In Fiscal Year 2003, the Extended University provided support and facilitation for 61 contract courses, 47 Internet courses, and 89 extension courses involving 4,114 students and generating 11,955 credit hours. Although Illinois State already hosts more than 50 conferences annually, the University implemented a new marketing campaign to increase the number of on-campus conferences. These efforts produced new partnerships between Illinois State University, the American Society of Agronomy Soil Judging (150 participants), and the annual Cardiopulmonary Rehabilitation Educational Conference (120 participants).

Implications: Illinois State University will continue to support mission-driven public service and outreach activities and document outcomes from new University partnerships with business, industry, government, and

education. The University seeks to increase external funding received for public service and outreach activities by five percent; an educated citizenry is essential to economic growth and development.

## **Goal 2: Partnerships with P-12 Education**

Illinois State University is a national leader known for its excellence in education. The University significantly contributes to Illinois' and the nation's capacity to provide quality education for every learner by providing state and national leadership in teacher and administrator education, educational research, and educational policy.

### Fiscal Year 2004 Accomplishments

- In fall 2003, Illinois State University hosted a joint visit of the National Council for the Accreditation of Teacher Education and the Illinois State Board of Education. The Board of Examiners final report indicated that all 37 teacher education programs met all state and national standards with no areas of improvement cited.
- The Illinois Business Roundtable and the National Center for Educational Accountability selected Illinois State University's Center for the Study of Educational Policy to identify national best practices in P-12 education. A minimum of 15 Illinois schools will be included in the study.
- The Extended University sponsored academically-related competitions, camps, and conferences for high-achieving, motivated youth, who represent the type of learners that the University seeks as students. For example, Expanding Your Horizons is a conference promoting interest in Mathematics, Science, and Technology for 800 fourth through eighth grade girls. Other sponsored educational outreach activities that are designed to improve teaching and learning include hosting the Future Problem Solving Bowl, State Scholastic Bowl Championship, Bands of America, and the Young Author's Talent Search.
- Illinois State University received a \$99,000 federal grant with Peoria District 150 to enhance special education technology within the Peoria school system. Twenty staff will receive training focusing on the delivery of special education technology. District 150 will also receive special education technology devices, equipment, and materials designed to meet the needs of its diverse student population.
- Illinois State University received a \$200,000 federal grant to lead the Chicago Teacher Pipeline Program, a program designed to attract teachers to high-need areas of Chicago Public Schools (CPS). The University will partner with City Colleges of Chicago and CPS to recruit and retain teachers in Chicago school districts that will require thousands of new teachers in the next decade.
- Illinois State University received a \$450,000 grant from the American Adventure of the Mind program, which makes the vast collections of the Library of Congress available to librarians and teachers throughout the country. Funds are earmarked to support document imaging, storage, and the development/distribution of curricular materials for University, local, state, and national communities.
- Illinois State University received three state teaching grants totaling \$745,000. Funds will support the Chicago Teacher Pipeline Program and the Science Teaching Excellence Partnership. Over 100 science and mathematics teachers from across the State will work with Illinois State Chemistry faculty to implement scientific inquiry techniques designed to improve student performance. Funds will also support Teachers Teaching Teachers, a program designed to improve mathematics instruction in Downs and Decatur high-need schools.

### Fiscal Year 2005 Plans

Illinois State University will continue to support efforts to increase the diversity of teacher education graduates. At the same time, the University will continue statewide and national leadership in educational initiatives by participating in the National Network for Education Renewal, supporting statewide efforts to achieve Master Teacher certification for over 500 Illinois teachers, and by documenting outcomes from partnerships that assert the University's prominence as a national leader in education.

### Fiscal Year 2005 Challenges

*Occupational Outlook Quarterly's* 2003 estimates the 20 highest growth occupations in the United States requiring a bachelor's degree or higher during the next decade include elementary school teachers (ranked third) and secondary teachers (ranked sixth). The most challenging factor influencing teacher recruitment and retention is the need to develop and maintain professional identity. Research shows that the single most important factor in increasing student learning is teacher quality. To improve initial teacher preparation and continuing professional development, the University maintains school partnerships and provides opportunities for experienced teachers to update their skills and knowledge. Illinois State University is:

- One of only five institutions nationally that prepares teachers for Master Teacher Certification according to National Board for Professional Teaching Standards.
- The 19<sup>th</sup> member of the National Network for Educational Renewal, which is committed to the quality of education for citizens of the American democracy and the quality of preparation for educators.
- The academic home to 20 statewide and national associations serving professional educators, including the Association for the Study of Higher Education and the Illinois Principals Association.

### Common Institutional Indicators

#### 2.1 Student Completing Requirements for Initial Teacher Certification by Certificate Area

Goal: To remain as one of the American Association of Colleges of Teacher Education’s (AACTE) top 10 degree producers in teacher education.

Performance: The 1,190 teacher education degrees conferred at Illinois State University during Fiscal Year 2003 ranks eighth highest in the nation.

Certificate Area	Fiscal Year		
	2001	2002	2003
Early Childhood Education	62	59	89
Elementary Education	470	537	530
Secondary Education	304	319	395
Special Education	306	280	176
Total	1,142	1,195	1,190

Implications: Illinois State University limits enrollment in elementary education to 450 new students annually. It is an oversupplied field in Illinois and resources have been reallocated to support high needs areas, including special education, bilingual education, science, mathematics, and early childhood education.

### Mission-Specific Indicators

#### 2.2 Diversity of Undergraduate Teacher Education Graduates

Goal: To increase the percent of minority teacher and professional education graduates at Illinois State University.

Performance: After a one-year decline from 7.3 percent of the total in Fiscal Year 2001, the percent of minority undergraduate teacher education degrees conferred at Illinois State University is increasing from 6.0 percent of the total in Fiscal Year 2002 to 6.3 percent of the total in Fiscal Year 2003.

Implications: If Illinois is to achieve the Western Interstate Commission for Higher Education’s projection of a 30 percent increase in the number of minority high school graduates (from 26,946 in 2004-2005 to 48,184 in 2010-2011), it will require, in part, a diverse teaching profession serving as role models and mentors to these future generations.

#### 2.3 Continuing Education Professional Certifications

Goal: To increase the number of continuing education professional certifications by 10 percent.

Performance: During Fiscal Year 2003, Illinois State University Awarded 14,932 Certified Professional Development Units (CPDU) and 137.65 Continuing Education Units (CEU) to 1,815 participants.

Implications: Fiscal Year 2003 data reported above serves as baseline for evaluating future University performance. Both CPDU’s and CEU’s follow statewide and national quality standards for continuing education activities. For example, Illinois State University is an approved provider of Certified Professional Development Units (CPDU) for Illinois P-12 teachers. Like CEU’s, CPDU’s can be offered for a wide variety of non-credit educational offerings. CPDU-granting offerings follow specific procedures and must be pre-approved through a state coordinating office.

## 2.4 Participation in Statewide and National Educational Initiatives.

Goal: To document outcomes from five partnerships that asserts Illinois State University's prominence in serving as a statewide and national leader in education.

Performance: During Fiscal Year 2004:

1. The Department of Special Education implemented three programs leading to initial certification as a special education teacher (Specialist in Learning and Behavior, Specialist in Low Vision/Blindness, Specialist in Deaf and Hard of Hearing) based on new State standards. Illinois State is the only higher education program in Illinois to offer programs leading to all three certification areas.
2. The Center for the Study of Education Policy provides nonpartisan information and research to Illinois education policymakers and practitioners. The Center publishes *Planning and Changing, Grapevine, Illinois School Law Quarterly*, and provides national leadership to the Illinois Business Roundtable and the National Center for Educational Accountability's project of best practices in P-12 education.
3. Illinois State University's Illinois Technology and Leadership for Change project has trained over 1,500 administrators statewide, and has been recognized by the National Association of Elementary School Professionals as one of two exceptional programs nationally in data-based decision making.
4. Illinois State University implemented a new support system to increase the number of National Board Certified Teachers in Illinois to 860. Since Fiscal Year 2000, the University has supported 460 National Board candidates throughout Illinois.
5. Illinois State University received a Kellogg Foundation grant through its National Network for Educational Renewal membership to work with the Wheeling community in a two-year effort to increase the capacity of the community to constructively address educational issues by developing networks of diverse leaders from educational institutions and the local community.

Implications: Illinois State University provides statewide and national leadership in identifying the needs of Illinois schools, and through broad-based coordination, implements programs tailored to meet these needs.

### Goal 3: Affordability

Illinois State University is a leader in providing services for traditional and non-traditional students that enhance the value of the educational experience at a cost commensurate with the expectations of the citizens of Illinois. This includes careful fiscal planning in satisfying the University's fiduciary responsibilities.

#### Fiscal Year 2004 Accomplishments

- Illinois State University internally reallocated \$250,000 to help meet the shortfall in the Monetary Award Program for students eligible for the maximum award.
- Illinois State University remained in *U.S. News and World Report's* top 20 percent of colleges and universities nationally with regards to undergraduate students graduating with the least amount of debt. The average debt load of Fiscal Year 2002 graduates was \$13,921.
- In October 2003, *Kiplinger's Personal Finance* named Illinois State University as one of the top 100 national best values in higher education.
- In December 2003, the Illinois Board of Higher Education recognized Illinois State University's guaranteed tuition for academic year 2003-04 continuing students as a best practice in the *Statewide Results Report*. The University held tuition constant for returning students one year in advance of statutory requirements.
- In May 2004, the Illinois State University Board of Trustees approved charging new in-state undergraduate students \$160 per semester credit hour for academic year 2004-05. *Illinois Public Act 93-0228* guarantees that these students will continue to pay this rate through summer 2008, which represents an average annual increase of only 3.9 percent over the next four years.
- In May 2004, the Illinois State University Board of Trustees approved charging new in-state graduate students \$145 per semester credit hour for academic year 2004-05 (an increase of 4.8 percent). While *Illinois Public Act 93-0228* does not apply to graduate students, the University formed a committee to examine the relationships

between tuition and guaranteed rates for graduate students. Policies will be recommended to the Illinois State University Board of Trustees during Fiscal Year 2005.

#### Fiscal Year 2005 Plans

Illinois State University will continue to provide access to a high-quality, affordable education. The proposed tuition rate increases (described above) are projected to generate an additional \$3.25 million in net revenue for Fiscal Year 2005. This revenue will be allocated to financial aid, enhancing the competitiveness of faculty and staff salaries, and maintaining instructional capacity. Illinois State is also committed to advancing in national comparisons of academic quality and affordability, and to engaging in aggressive fundraising supporting scholarships for current and future students.

#### Fiscal Year 2005 Challenges

Fiscal Year 2005 represents the third consecutive year of decreased funding for Illinois higher education. Traditionally, tuition and fees represents one of the most influential factors in college access and affordability, and increasingly they represent an important source of revenue. Thirty years ago state funding accounted for 90 percent of the University's revenue, with tuition and fees accounting for 10 percent. Today the ratio is 50-50. Given the multidimensional role that tuition and fees play, the challenge for the University will be to achieve its highest priorities while working collaboratively with state officials to stop the trend of shifting the financial burden of operating expenses to students and their families.

### **Common Institutional Indicators**

#### **3.1 Net Price of Attendance for Undergraduates who Apply for Aid by Income Quintile After Monetary Assistance Program (MAP), Illinois Incentive for Access (IIA), Pell, Supplemental Education Opportunity Grant (SEOG), and Institutional Grant Aid are Subtracted**

Goal: To help qualified students obtain the maximum amount of assistance they are eligible to receive.

Performance: Approximately three-fourths of the undergraduate students enrolled at Illinois State University receive financial aid and pay less than the published "sticker price" to attend the University. The Financial Aid Office annually administers and coordinates more than \$90 million in financial assistance to students.

	2002-03				
	Dependent Undergraduate Students who Filed the FAFSA				
	Q1 (\$0- \$26,199)	Q2 (\$26,200- 46,870)	Q3 (\$46,871- 67,041)	Q4 (\$67,042- 97,925)	Q5 (\$97,926 and Up)
Institutional Cost of Attendance	\$14,912	\$14,896	\$14,839	\$14,781	\$14,664
Median Family Income	\$13,725	\$36,545	\$57,122	\$81,267	\$129,223
Number of Students with a FAFSA on File	1,486	2,068	2,446	3,658	2,624
# Receiving Any Type of Financial Aid (Unduplicated)	1,199	1,672	1,828	2,580	1,691
# Receiving Grant Aid (Unduplicated)	1,169	1,507	998	687	379
# Receiving Institutional Aid <sup>1</sup>	588	377	227	274	155
# Receiving SEOG (Federal)	402	349	82	--	--
# Receiving Pell (Federal)	890	840	215	15	1
# Receiving MAP (State)	986	1,333	638	72	2
# Receiving IIA (State)	101	9	--	--	--
Institutional Grant Aid (Average Award)	\$851	\$1,478	\$3,371	\$2,791	\$3,061
SEOG (Average Award)	\$583	\$736	\$882	--	--
Pell (Average Award)	\$3,055	\$1,817	\$1,072	\$913	NA <sup>3</sup>
MAP (Average Award)	\$3,847	\$3,166	\$2,085	\$1,293	NA <sup>3</sup>
IIA (Average Award)	\$446	\$444	--	--	--
<b>Net Price of Attendance<sup>2</sup></b>	<b>\$8,101</b>	<b>\$10,169</b>	<b>\$11,730</b>	<b>\$12,241</b>	<b>\$11,612</b>
Percent of Median Family Income	59.0%	27.8%	20.5%	15.1%	9.0%

	2002-03				
	Independent Undergraduate Students who Filed the FAFSA				
	Q1 (\$0- \$14,168)	Q2 (\$14,169- 26,366)	Q3 (\$26,367- 41,624)	Q4 (\$41,625- 65,505)	Q5 (\$65,506 and Up)
Institutional Cost of Attendance	\$15,514	\$15,872	\$15,565	\$15,770	\$15,572
Median Family Income	\$6,264	\$19,205	\$32,768	\$50,641	\$88,095
Number of Students with a FAFSA on File	1,054	374	206	154	50
# Receiving Any Type of Financial Aid (Unduplicated)	932	318	167	127	38
# Receiving Grant Aid (Unduplicated)	887	257	114	66	10
# Receiving Institutional Aid*	321	66	38	10	2
# Receiving SEOG (Federal)	230	37	17	8	--
# Receiving Pell (Federal)	717	127	66	23	--
# Receiving MAP (State)	729	236	88	51	--
# Receiving IIA(State)	16	3	--	--	--
Institutional Grant Aid (Average Award)	\$428	\$459	\$454	\$1,124	\$772
SEOG (Average Award)	\$548	\$583	\$618	781	--
Pell (Average Award)	\$3,129	\$2,461	\$2,271	\$1,248	--
MAP (Average Award)	\$3,076	\$2,602	\$2,699	\$2,019	--
IIA (Average Award)	\$406	\$333	--	--	--
Net Price of Attendance <sup>2</sup>	\$9,880	\$12,044	\$11,639	\$13,007	\$14,800
Percent of Median Family Income	157.7%	62.7%	35.5%	25.7%	16.8%
<sup>1</sup> Institutional grant aid includes all aid that is not repaid (e.g., scholarships, grants, tuition waivers). Excludes loans and work-study.					
<sup>2</sup> The net price of attendance is actually the net price for students receiving any of the five types of grants displayed above, not the net price for grant recipients or FAFSA filers; merit-based aid does not necessarily require a student to file a FAFSA.					
<sup>3</sup> Cell sizes are too small to calculate averages.					

**Implications:** Maximizing student financial assistance has two components. First is the “net price” attendance, which is the cost to attend the University after financial aid has been applied. Both independent and dependent students from the first and second income quintiles pay, on average, a lower tuition rate than students from the fourth and fifth income quintiles. Second is the ability to pay. The net price of attendance as a percent of median family income is highest for students from the lowest income quintile. Conversely, the net price of attendance as a percent of median family income is lowest for students from the highest income quintile.

### Mission-Specific Indicators

#### 3.2 Placement in National Rankings of Academic Quality and Affordability

**Goal:** To place in the top 50 national colleges and universities for *Kiplinger’s Personal Finance* ratings of academic quality and affordability.

**Performance:** In fall 2003, Illinois State University ranked 73<sup>rd</sup> in *Kiplinger’s Personal Finance* rankings of academic quality and value. The University was not ranked in fall 2001 or fall 2002. Only two other Illinois public universities placed in the fall 2003 rankings: the University of Illinois at Urbana (8<sup>th</sup>) and the University of Illinois at Chicago (96<sup>th</sup>). Four Illinois State University Benchmark Schools also ranked in the top 100: Clemson University (42<sup>nd</sup>), Miami University (53<sup>rd</sup>), the University of California at Santa Cruz (94<sup>th</sup>), and the University of California at Riverside (100<sup>th</sup>).

**Implications:** Institutions that place high in Kiplinger’s ratings recruit and retain high-achieving, motivated students and fill a high proportion of student need (the remainder after expected family contribution is subtracted from the expected cost of attendance) through scholarships, grants, tuition waivers, loans, and work study. Goal 4 of this report documents Illinois State University’s successes in recruiting and retaining high-

achieving, motivated students. Performance indicators 3.3 and 3.4 document the University's commitment to keeping tuition affordable by emphasizing using scholarships and work study, rather than loans that increase student and family indebtedness.

### **3.3 Placement in National Rankings for Low Student Average Debt Loads**

Goal: To place in the top 10 percent nationally for *U.S. News and World Report's* annual survey of undergraduate students graduating with the least amount of debt.

Performance: The average debt load of Illinois State University's academic year 2002 baccalaureate degree recipients (\$13,921) places the University in the top 18 percent nationally for undergraduate students graduating with the least amount of debt. Other Illinois public universities placing in *U.S. News and World Report's* rankings of low average student debt load were Southern Illinois University at Carbondale (\$12,366) and the University of Illinois at Urbana (\$14,791). Other Illinois State University Benchmark Schools placing in the rankings were the University of California at Riverside (\$13,216), the University of California at Santa Cruz (\$13,282), Clemson University (\$14,347), and Ball State University (\$15,926).

Implications: Illinois State University's advancement in the ranking is due, in part, to responsible tuition increases in previous years. Illinois State University Board of Trustees policy stipulates that annual tuition and fee increases will not exceed the three-year average increase in the *Illinois per Capita Disposable Index*. Now continuing students completing program requirements under the normal time-to-degree (as defined by *Illinois Public Act 93-0228*) will not experience tuition and fee increases. Through *Educating Illinois*, Illinois State University will continually review course scheduling patterns. Future Performance Reports will document how careful attention to course sequencing, scheduling, and frequency reduces factors associated with increased time-to-degree.

### **3.4 Annual Endowment Values Raise and Restricted to Student Financial Assistance**

Goal: To generate an additional \$20 million for endowed scholarships at Illinois State University.

Performance: As of May 2004, the University has collected \$12.1 million, representing 61 percent of its goal \$20 million goal stated in *Redefining "normal."*

Implications: While endowment gifts fluctuate greatly each year depending on such factors as donor priorities and economic circumstances, Illinois State University successfully sustains high levels of giving to student financial assistance. In Fiscal Year 2003, the University raised \$3.1 million in endowment values restricted to student financial assistance, a 59.0 percent increase from Fiscal Year 2001. The University's Fiscal Year 2003 performance is highest among the five Illinois public universities and fourth highest among the seven Illinois State University Benchmark Schools reporting data to the Council for Aid to Education.

## **Goal 4: Access and Diversity**

Illinois State University is an institution with an educational environment that fosters creativity and growth among its students, faculty, and staff. It is a diverse community that fosters teamwork and support among its members.

### **Fiscal Year 2004 Accomplishments**

- Demand for an Illinois State University education continues to increase. The number of completed undergraduate applications received increased by 9.2 percent (from 12,410 for fall 2002 to 13,548 for fall 2003), and the number of completed graduate applications received increased by 3.7 percent (from 1,555 to 1,613).
- The number of minority students enrolled at Illinois State University continues to increase. Between fall 2002 and fall 2003: minority new freshmen enrollment increased from 10.2 percent to 14.1 percent of total new freshmen enrollment; minority new transfer enrollment increased from 7.2 percent to 7.7 percent of total new transfer enrollment; and minority undergraduate enrollment increased from 10.1 percent to 10.5 percent of total undergraduate enrollment.

- Freshmen retention rates (83 percent) and graduation rates (60 percent) are at historic peaks. Both rates should continue to improve as a result of a campus-wide commitment to the following projects.
  - Illinois State University's implementation of partnerships for student learning (collaborative efforts between the Divisions of Academic Affairs and Student Affairs) as part of its accreditation self study from the Higher Learning Commission of the North Central Association of Colleges and Schools.
  - Illinois State University's selection as one of 12 national Founding Institutions, from a pool of 125 colleges and universities nationwide, in the *Foundations of Excellence in the First College Year* project sponsored by the Policy Center on the First Year of College and the American Association of State Colleges and Universities. The University is currently determining the effectiveness of recruiting, housing, orientation, advisement, and teaching of new students. Programmatic improvements will be made with the intention of improving student achievement and providing models for other colleges and universities to replicate.
  - Illinois State University's completion of a comprehensive assessment of the General Education curriculum implemented in fall 1998.
  - Illinois State University's participation in the American Democracy Project, co-sponsored by the American Association of State Colleges and Universities, the *New York Times*, and some 150 institutions of higher education—all committed to developing an informed and contributing citizenry in the 21st Century.
- Illinois State University's Division of Student Affairs received the 2003 Celebration of Diversity of Award from the National Association of Student Personnel Administrators Region IV. The award recognizes successful efforts to create a culturally diverse campus environment that is accepting of differences. University programs and services contributing to these efforts include peer mentoring programs sponsored collaboratively between the Office of Intercultural Programs and Services and University College, Passages Orientation for Students of Color, Diversity Kickoff Receptions, and the Minority Student Academic Center.

#### **Fiscal Year 2005 Plans**

Illinois State University will continue implementing plans designed to increase the recruitment and retention of all students and to increase the participation and achievement of minority students and students with disabilities to levels more comparable with all other students. This includes implementing plans from Illinois State University's participation as a Founding Institution of Excellence for the First-Year Experience, programmatic changes to General Education, and recommendations from the Partnerships for Student Learning accreditation team.

#### **Fiscal Year 2005 Challenges**

Demand for Illinois higher education will continue to increase. The Western Interstate Commission for Higher Education estimates that the annual number of Illinois high school graduates will increase by 7.9 percent (from 132,917 to 143,439) between academic years 2004-05 and 2010-2011. Colleges and universities must carefully define capacity to ensure a successful infrastructure supporting the achievement of students participating in higher education. Through *Educating Illinois*, Illinois State University continues to define optimal enrollments in every academic program to support instruction, scholarship, and service activities of excellence.

### **Common Institutional Indicators**

#### **4.1 Six-Year Graduation Rates of Fall First-Time Freshmen**

**Goals:** (1) To increase the six-year graduation rate of first-time freshmen from 60 percent to 67 percent; and (2) to increase the graduation rates of minority students to levels more comparable with non-minority students.

**Performance:** When the fall 1997 cohort of first-time freshmen achieved the initial *Educating Illinois* graduation rate goal of 60 percent, it was increased to 67 percent in *Educating Illinois 2003-2010*. Data from the fall 1996 through fall 1998 cohorts of first-time freshmen show that graduation rates increased for all students and Black/Non-Hispanic students. The graduation rate of Black/Non-Hispanic students once 21 percent below the rate of all students is now 14 percent below the rate of all students. However, the graduation rate of Hispanic students once 11 percent below the rate of all students is now 18 percent below the rate of all students.

<u>Racial/Ethnic Designation</u>	Graduation Rate			Difference from All Students		
	1995	1996	1997	1995	1996	1997
All Students	56%	57%	60%	--	--	--
Black/Non-Hispanic	35%	37%	46%	(21%)	(21%)	(14%)
Hispanic	45%	39%	42%	(11%)	(18%)	(18%)

The table below compares graduation rates of fall 1996 first-time freshmen at Illinois State University to the nine Illinois public universities (excluding Governors State, Northeastern, and the University of Illinois at Springfield) and all nine Illinois State University Benchmark Schools providing comparable data for all students to the National Collegiate Athletic Association.

<u>Racial/Ethnic Designation</u>	Illinois Public Universities		Illinois State University		Illinois State Benchmark Schools		Illinois State University	
	Low	High	Value	Rank	Low	High	Value	Rank
All Students	18%	80%	57%	3 <sup>rd</sup>	40%	81%	57%	6 <sup>th</sup>
Black/Non-Hispanic	17%	61%	37%	4 <sup>th</sup>	14%	75%	37%	8 <sup>th</sup>
Hispanic	22%	66%	39%	6 <sup>th</sup>	18%	76%	39%	8 <sup>th</sup>

Implications: Illinois State University is committed to increasing the graduation rates of all students. Higher education offers significant benefits to the individual and their communities. Compared to those with a high school diploma, research demonstrates that college graduates have the potential for greater annual and lifetime earnings, less unemployment, more job mobility, and higher levels of voting and civic engagement.

#### 4.2 Degree Completions for Students with Disabilities

Goal: To provide equal access to employment and educational opportunities for persons with disabilities as defined in Illinois State University's *Equal Opportunity/Affirmative Action Policy*.

Performance: Illinois State University adheres to all applicable federal and state laws, regulations and guidelines with respect to providing reasonable accommodations as necessary to afford equal employment opportunity and equal access to programs for qualified persons with disabilities. Disability Concerns provides approved accommodation services for students, faculty, staff, and guests with disabilities. The number of Illinois State University degrees conferred to individuals with self-identified disabilities has tripled during the last three years.

<u>Certificate Area</u>	2001	2002	2003
Baccalaureate	30	60	83
Post- Baccalaureate	1	3	2

Implications: Services provided to persons with self-identified disabilities is consistent with Illinois State University's core values of individualized attention and the active pursuit of learning and scholarship. Disability Concerns ensures full and equal participation for persons with disabilities in the University community by empowering individuals, promoting equal access, encouraging self-advocacy, reducing barriers, and providing appropriate accommodations. It provides accommodation services that support realizing academic goals, reaching professional objectives, and becoming contributing members of society and lifelong learners.

#### Mission-Specific Indicators

#### 4.3 Show Rates of First-Time Freshmen

Goal: To increase undergraduate student commitment to Illinois State University by increasing the fall show rate (ratio of enrollments to acceptances) from 41 percent to 44 percent.

Performance: The 41 percent show rate of fall 2003 first-time freshmen remained stable from the last three years.

Implications: Stable recruitment trends enable effective enrollment, course, and facilities planning.

#### 4.4 Minority Student Enrollments

Goal: To increase minority student enrollments to levels more comparable with Illinois public universities and Illinois State University Benchmark Schools.

Performance: In fall 2003, minority undergraduate enrollment was 10.5 percent of the total undergraduate enrollment at Illinois State University up from 10.0 percent in fall 2002. The table below compares minority undergraduate student enrollment at the University to Illinois public universities and Illinois State University Benchmark Schools.

	<u>2001</u>	<u>2002</u>	<u>2003</u>
Illinois State University	10.5%	10.1%	14.1%
Median Illinois Public Universities	21.6%	21.3%	21.8%
Median Illinois State Benchmark Schools	12.3%	10.1%	10.5%

Implications: More minority students are enrolling at Illinois State University. Minority enrollment, as a percent of total undergraduate enrollment, at Illinois State University now equals the median value at Illinois State University Benchmark Schools. A supportive campus environment, competitive financial assistance, and strong levels of academic rigor and support are necessary components for recruiting and retaining high-achieving, motivated students.

#### 4.5 Freshmen Retention

Goals: (1) To increase first-time freshmen retention rates from 83 percent to 88 percent; and (2) to increase retention rates of minority first-time freshmen to levels more comparable with non-minority first-time freshmen.

Performance: When the fall 2002 cohort of first-time freshmen achieved the initial *Educating Illinois* first-year retention goal of 83 percent, it was increased to 88 percent in *Educating Illinois 2003-2010*. While overall freshmen retention increased, minority freshmen retention rates decreased. The retention rate of Black/Non-Hispanic students once 9.5 percent below the rate of all students is now 11.2 percent below that rate. The retention rates of Hispanic students once 2.2 percent below the rate of all students is now 7.3 percent below that rate.

<u>Racial/Ethnic Designation</u>	<u>Freshmen Retention Rates</u>			<u>Difference From All Students</u>		
	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
All Students	79.5%	79.7%	82.6%	--	--	--
Black/Non-Hispanic	70.0%	66.8%	71.4%	(9.5%)	(12.9%)	(11.2%)
Hispanic	77.3%	77.1%	75.3%	(2.2%)	(2.6%)	(7.3%)

The table below compares retention rates of fall 2002 first-time freshmen at Illinois State University to the nine Illinois public universities (excluding Chicago State, Governors State, and the University of Illinois at Springfield) and all nine Illinois State University Benchmark Schools providing comparable data.

<u>Racial/Ethnic Designation</u>	<u>Illinois Public Universities</u>		<u>Illinois State University</u>		<u>Illinois State Benchmark Schools</u>		<u>Illinois State University</u>	
	<u>Low</u>	<u>High</u>	<u>Value</u>	<u>Rank</u>	<u>Low</u>	<u>High</u>	<u>Value</u>	<u>Rank</u>
All Students	68.4%	91.6%	82.6%	2 <sup>nd</sup>	70.9%	90.0%	82.6%	5 <sup>th</sup>
Black/Non-Hispanic	57.0%	87.9%	71.4%	3 <sup>rd</sup>	71.4%	92.8%	71.4%	8 <sup>th</sup>
Hispanic	66.7%	87.3%	75.3%	2 <sup>nd</sup>	67.0%	90.0%	75.3%	5 <sup>th</sup>

Implications: Illinois State University will intensify retention strategies. During academic year 2004-05, a comprehensive review of the programs and services in University College will be completed; changes will be made to General Education, and initiatives from the First Year Experience, Partnerships for Student Learning, and the American Democracy Project will be implemented.

## Goal 5: Quality

Illinois State University is committed to becoming the first-choice public university in Illinois for high-achieving, motivated students, faculty, and staff. This is being accomplished by providing a small-college environment with large-university opportunities and by placing the learner at the center of teaching and research.

### **Fiscal Year 2004 Accomplishments**

- Illinois State University continues to recruit more high-achieving, motivated students. The mean ACT score of fall 2003 first-time freshmen (23.6) is 0.9 points higher than fall 2000.
- Illinois State University students continue to achieve at higher levels of engagement and academic success.
  - Goal 4 demonstrated that University retention and graduation rates are at historic peaks.
  - An Illinois State University undergraduate student from Biological Sciences was selected for a year-long study program at St. Peter's College, University of Oxford. Program participation at one of the world's premier universities is traditionally limited to students from Ivy League schools.
  - Illinois State University students ranked second in the nation and first in Illinois for passing all four parts of the Certified Public Accountants examination. Illinois State candidates had a 47.6 percent pass rate compared to a national pass rate of 15.4 percent.
- Holding itself accountable to the quality of academic programs and the assessment of student learning:
  - Illinois State University continued accreditation self study from the Higher Learning Commission of the North Central Association of Colleges and Schools. Illinois State is one of 10 percent of colleges and universities in the region that address accreditation requirements and volunteer to engage in special emphasis study. Partnerships for student learning, enhancing faculty excellence, and achieving distinctiveness through coordinated planning were selected as three important self study areas.
  - Illinois State University completed 22 academic program reviews during academic year 2003-04. Summaries are provided in Section IV of this report.
  - During academic year 2003-04, Illinois State University received discipline-based accreditation from the National Association of Schools of Music and from the Computing and the Accreditation Commission of the Accreditation Board for Engineering and Technology.
  - Illinois State University is one of only 150 business schools in the nation to achieve accreditation for all undergraduate and graduate programs in business and accounting by the Association to Advance Collegiate Schools of Business—the premier accrediting agency for business schools.
  - In February 2004, the Board of Directors of the American Association of Colleges and Universities (AAC&U) approved Illinois State University for membership. The AAC&U focuses on building faculty capacity, strengthening curricula, establishing diversity, and fostering global engagement.

### **Fiscal Year 2005 Plans**

Illinois State University will continue to aggressively recruit high-achieving, motivated students. New program review guidelines, developed by the Academic Planning Committee and approved by the Academic Senate, will hold the University accountable for the quality of academic programs and the assessment of student learning. Additionally, the University will continue to implement strategies to promote smaller class sizes, lower student-to-faculty ratios, and increased individualized contact between students, faculty, and staff.

### **Fiscal Year 2005 Challenges**

One of the greatest challenges for Illinois higher education is to retain high-achieving, motivated students. Data in *Post Secondary Education Opportunity* (April 2000, 2002) demonstrates that Illinois is a major exporter of college freshmen; only New Jersey exports a higher number of high school seniors to attend universities in other states. *Educating Illinois* fills a critical need in Illinois public higher education—focusing on in-state students, the excellence and breadth of undergraduate education, and selected areas of strength in graduate education.

## Common Institutional Indicators

### 5.1 Alumni Satisfaction

**Goals:** To exceed statewide comparisons in relation to alumni satisfaction with the educational experience and satisfaction with occupational preparation.

**Performance:** Data from Illinois State University survey of calendar year 2002 graduates and comparative data for the Illinois public universities were not available at the time of writing this report.

**Implications:** Illinois State University uses student satisfaction data in the program review process to inform curricular modifications. High levels of student satisfaction are correlates of student involvement, grade point average, and future alumni giving. Illinois State seeks to exceed statewide averages on measures of student satisfaction as *Educating Illinois* challenges the University to be employer's first choice in recruiting students who will be successful as entrepreneurs and professionals

### 5.2 Pass Rates on Professional/Occupational Licensure Examinations Relative to National Averages

**Goal:** To exceed national comparisons on student-pass rates on licensure and certification examinations.

**Performance:** Illinois State University meets or exceeds national benchmarks in 26 of the 35 comparisons for the last three published comparisons (74 percent) below.

Field/Examination	2001		2002		2003	
	Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Nursing: National Council Licensure Exam, RN	93%	86%	93%	86%	95%	87%
Nursing: Family Nurse Practitioner	100%	81%	100%	83%	90%	81%
Therapeutic Recreation	69%	67%	N/A	N/A	87%	74%
Athletic Training	N/A	N/A	N/A	N/A	36%	36%
Clinical Laboratory Sciences	89%	75%	67%	76%	50%	71%
Health Education Program	70%	73%	100%	73%	100%	79%
Health Information Management	88%	85%	83%	85%	83%	87%
Dietetics: Registration Exam, First Time Takers	95%	84%	95%	82%	80%	79%
Dietetics: Registration Exam, Repeat Takers	100%	59%	0%	58%	N/A	58%
Child Development: Child Life Exam	100%	67%	100%	67%	60%	67%
Speech Pathology & Audiology: Praxis Exam	90%	83%	96%	83%	98%	81%
Accounting: CPA Exam, 1 <sup>st</sup> time; no advanced degree	N/A	16%	48%	15%	N/A	N/A
Accounting: CPA Exam, 1 <sup>st</sup> time, advanced degree	N/A	27%	N/A	31%	N/A	N/A
Accounting: CPA Exam, repeat, no advanced degree	36%	25%	38%	26%	N/A	N/A
Accounting: CPA Exam, repeat, advanced degree	N/A	31%	N/A	32%	N/A	N/A
Education: National Board for Professional Teaching Standards	41%	48%	66%	38%	55%	37%

**Implications:** Economic growth requires an educated workforce to support the state's economy and to bring new skills, talents, and innovations into the workplace. Illinois State University's curricula are responsive to workforce needs in a dynamic, global community. Data from licensure/certification examinations, alumni surveys, and program review show that Illinois State students acquire the necessary competencies to succeed in the workforce and future graduate/professional studies.

## Mission-Specific Indicators

### 5.3 Mean ACT Scores

**Goal:** To exceed State of Illinois and national core curriculum (college bound) mean ACT scores.

**Performance:** Illinois State University's fall 2003 mean ACT score (23.6) exceeds state of Illinois and national core curriculum (college bound) students by 1.2 points and 1.8 points, respectively.

	Fall		
	<u>2001</u>	<u>2002</u>	<u>2003</u>
Illinois State University	22.8	23.3	23.6
State of Illinois	21.6	22.4	22.4
National	21.0	21.8	21.8

**Implications:** Increases in mean ACT scores demonstrate Illinois State University’s success in achieving *Educating Illinois’* goal to recruit high-achieving, motivated students.

#### 5.4 ACT Interquartile Range

**Goal:** To enroll the majority of students from the 22-27 ACT range.

**Performance:** Illinois State University experienced increases in the ACT interquartile range (the middle half of ACT scores) for each of the last three years—from 20-25 (fall 2001), to 21-25 (fall 2002), to 21-26 (fall 2003). The University’s fall 2002 ACT interquartile range is second highest in the state, only behind the University of Illinois at Urbana (2630). It is also ahead of five Illinois State University Benchmark Schools, trailing the University of California at Santa Cruz (22-28), Miami University and Clemson University (both at 24-29).

**Implications:** Different institutions compete for students of differing ability. Illinois State University’s fall 2003 ACT interquartile range matches the distribution at the University of Tennessee, Oklahoma State University, and Ohio University. When the University successfully achieves an interquartile range of 22-27, it will compare to the University of Iowa, Michigan State University, and Iowa State University.

#### 5.5 Enrollments of First-Time Freshmen from the Top 10 Percent of their High School Graduating Class

**Goal:** To increase the proportion of first-time freshmen enrolled at the University from the top 10 percent of their high school graduating class from 11 percent to 23 percent.

**Performance:** Illinois State University experienced small increases in the proportion of first-time freshmen from the top 10 percent of their high school graduating class—from 10 percent in falls 2000 and 2001 to 11 percent in fall 2002. The University’s fall 2002 value ranks fifth among the seven Illinois State University Benchmark Schools providing comparable data. The values at these schools range from a low of eight percent at the University of Wisconsin at Milwaukee to a high of 45 percent at Clemson University.

**Implications:** The Admissions Office will continue to study and adapt best recruiting practices. For the past three years, about 20 percent of the admitted freshmen were from the top 10 percent of their high school graduating class, with approximately half enrolling at the University.

#### 5.6 Faculty Credit Hour per Staff Year Ratio

**Goal:** To increase individualized attention between students, faculty, and staff by lowering the undergraduate instructional credit hour per staff year ratio to the statewide average.

**Performance:** After a one-year increase, the difference in Illinois State University’s fiscal year credit hour to staff year ratio compared to the statewide average decreased by 12 percent. However, the University’s ratio is fourth highest in the state. Only Southern Illinois University at Edwardsville, the University of Illinois at Chicago, and Northern Illinois University have higher Fiscal Year 2003 ratios.

	Fiscal Year		
	<u>2001</u>	<u>2002</u>	<u>2003</u>
Illinois State University	728.6	743.0	763.4
State Average	700.8	698.4	724.3
Difference	27.8	44.6	39.1

**Implications:** As a public institution, Illinois State is responsible to the citizens of Illinois concerning the productivity, cost-effectiveness, and especially the quality of its programs. *Educating Illinois* commits the University to comprehensive assessment activities documenting the extent to which students learn and thrive at

the University and to decreasing the faculty-staff ratio from 19:1 to 18:1. The percent of full-time faculty at Illinois State University (91 percent) is tied for fourth among Illinois State University Benchmark Schools, with a low of 89 percent at the University of California at Santa Cruz to a high of 95 percent at Clemson University.

### 5.7 Undergraduate Class Size Distributions

Goal: To increase the percentage of small classes while maintaining an appropriate balance of larger classes.

Performance: With decreased state fiscal support, beginning in fall 2001, there has been a small (1.7 percent) decrease in the percent of courses with enrollments under 20 and a small increase (1.2 percent) in the proportion of courses with enrollments over 50. For the most recent comparison (fall 2002), the University is below the median of Illinois State University Benchmark Schools for the percent of courses with enrollments under 20 and above the median for the percent of courses with enrollments over 50.

	Fall		
	2001	2002	2003
<u>Percent of Courses with Enrollments &lt; 20</u>			
Illinois State University	29.6%	29.3%	27.9%
Median of Benchmark Schools	36.0%	34.0%	N/A
<u>Percent of Courses with Enrollments &gt;50</u>			
Illinois State University	9.2%	10.8%	10.4%
Median of Benchmark Schools	8.0%	10.0%	N/A

Implications: Illinois State University will continue to protect instructional capacity to the best of its ability. Increasing the percentage of courses with enrollments under 20 is consistent with the University's commitment of providing a small-college environment.

### 5.8 National Survey of Student Engagement

Goal: To exceed benchmarks from the National Survey of Student Engagement on freshmen and senior satisfaction with the educational experience.

Performance: Illinois State University fall 2003 freshmen exceed the average of national doctoral research intensive universities on the level of academic challenge and the degree of active and collaborative learning. Illinois State seniors exceed the national average on the quality of student-faculty interactions and the degree to which the campus offers a supportive environment.

	Fall					
	2001		2002		2003	
	Illinois State University	National Research Intensives	Illinois State University	National Research Intensives	Illinois State University	National Research Intensives
<u>Freshmen</u>						
Level of Academic Challenge	54.1	52.1	54.4	52.3	54.6	52.7
Active and Collaborative Learning	40.0	39.2	40.8	39.4	40.6	40.1
Student-Faculty Interactions	33.9	33.1	34.1	34.4	32.7	35.3
Enriching Educational Experiences	51.6	54.1	49.0	54.9	50.2	55.6
Supportive Campus Environment	56.2	56.9	57.0	57.3	57.5	58.4
<u>Seniors</u>						
Level of Academic Challenge	56.7	54.9	56.6	55.2	55.3	55.5
Active and Collaborative Learning	48.2	47.2	47.8	47.2	48.1	48.1
Student-Faculty Interactions	39.7	39.4	40.5	39.7	42.7	40.8
Enriching Educational Experiences	42.2	45.0	41.2	45.2	43.6	46.4
Supportive Campus Environment	55.6	52.9	54.7	53.4	56.4	54.8

Implications: Illinois State University's commitments to exceeding national benchmarks on measures of student engagement and being recognized as a national leader in the first year experience require strong academic experiences coupled with exemplary co-curricular services, programs, and facilities that augment the formal education of students and maximize their involvement in the educational process. Previously documented

university-wide activities (e.g., General Education assessment, participation in Foundations of Excellence in the First College Year, and the Partnerships for Student Learning) exemplify that commitment.

## **Goal 6: Productivity and Accountability**

The current economic climate underscores the need to operate productively and cost-efficiently. Prioritizing institutional spending, documenting internal reallocations, engaging in cost-savings/avoidance activities, and demonstrating public accountability are even more critical than when *The Illinois Commitment* was first approved by the IBHE in 1998.

### Fiscal Year 2004 Accomplishments

- Illinois State University internally reallocated \$2.7 million to support the University's highest priority, improving the competitiveness of faculty and staff salaries. Despite Illinois Board of Higher Education (IBHE) recommendations, Fiscal Year 2004 was the second consecutive year that no new state funds were provided for salary increases.
- Illinois State University applied state and institutional resources to its physical infrastructure.
  - The state's *Fiscal Year 2004 Capital Improvement Budget* included \$22.1 million for upgrading electrical, technological, and fire safety systems in Stevenson and Turner Halls; \$17.8 million for remodeling Schroeder Hall; \$2 million for renovating Julian and Moulton Halls; and \$12.9 million for completing the new College of Business building.
  - Following the University's *Long Range Plan for Housing and Dining*, the Illinois State University Board of Trustees authorized expenditures totaling \$15.6 million for rehabilitating Wilkins Hall, Haynie Hall, and Linkins Dining Center.
- The Illinois State University Board of Trustees renewed the master contract with the Illinois State University Foundation in the amount of \$260,000. In Fiscal Year 2002, the Foundation allocated \$10.1 million in direct support, scholarships, and awards on behalf of the University.
- Selected as an effective practice (see Section III), Illinois State University codified procedures used to review the productivity and efficiency of all non-instructional units on a routine schedule analogous to the academic program review process. Section III also includes results of units reviewed during academic year 2003-04.
- Illinois State University eliminated the position of Associate Vice President for Undergraduate Studies. In order to enhance efficiency, University College, Financial Aid, Office of the University Registrar, Admissions, and transition programs all report to the Assistant Vice President for Enrollment Management and Academic Services. The General Education program now reports to the Associate Dean of the College of Arts and Sciences strengthening faculty control over General Education; and Interdisciplinary programs and Honors report to the Associate Provost.

### Fiscal Year 2005 Plans

Illinois State University will continue to support its highest priority—improving the competitiveness of faculty and staff salaries. At the same time, Illinois State will continue protecting instructional capacity; facilitating access to a high quality, affordable education; and supporting the physical infrastructure of the University. Illinois State will reallocate \$1.8 million from administrative and support areas to high University priorities.

### Fiscal Year 2005 Challenges

Increasingly higher education is being asked to do “more with less.” The Illinois Board of Higher Education's Fiscal Year 2005 budget recommendations are at the same level as Fiscal Year 2004. These recommendations assume the internal reallocation of \$27.0 million by public universities from administrative and support service areas, which is the balance of a three-year plan to reduce administrative and support service costs by 25 percent. Illinois State University is challenged by faculty and staff salaries below statewide and national comparisons, and an aging physical infrastructure.

## Common Institutional Indicators

### 6.1 Cost of Instruction per Credit Hour

Goal: To keep student costs per credit hour below the statewide average.

Performance: Illinois State University maintains costs per credit hour below the statewide average, 16.8 percent in Fiscal Year 2003. Only Western Illinois University had a lower ratio (\$228.70) than Illinois State. The high for Illinois public universities was at the University of Illinois at Urbana (\$328.45).

	<u>2001</u>	<u>2002</u>	<u>2003</u>
Illinois State University	\$235.16	\$240.92	\$231.19
Statewide Average	\$277.89	\$287.12	\$277.94
Percent Below Statewide Average	(15.4%)	(16.1%)	(16.8%)

Implications: The president and vice presidents will continue to work with faculty and staff to regularly review all academic programs and non-instructional units regarding staffing; centrality to University's mission; effectiveness in service delivery; and efficiency of operations. These actions help to advance the goals of the University while maintaining appropriate instructional costs.

### 6.2 Percent of First-Time, Full-Time Degree Seeking Freshmen who Complete their Degrees Within 150 Percent of Catalog Time

Illinois State University goals and performance are displayed in section 4.1 of this report.

## Mission-Specific Indicators

### 6.3 Administrative and Support Costs per Credit Hour

Goal: To keep administrative and support costs per credit hour below the statewide average.

Performance: Illinois State University's administrative and support costs per credit hour are below the statewide average, 4.6 percent in Fiscal Year 2003. The University's Fiscal Year 2003 rate is seventh lowest among the 12 Illinois public universities, where values range from a low of \$39.41 at the University of Illinois at Chicago to a high of \$108.23 at Chicago State University.

	Fiscal Year		
	<u>2001</u>	<u>2002</u>	<u>2003</u>
Illinois State University	\$61.03	\$65.94	\$61.47
Statewide Average	\$63.35	\$66.65	\$64.43
Percent Below Statewide Average	(3.7%)	(1.1%)	(4.6%)

Implications: Illinois State University continually engages in responsible stewardship of public resources by identifying opportunities to save/avoid costs where appropriate; reallocating internal resources; and identifying opportunities for academic and administrative restructuring. These actions are important factors in maintaining strong student-faculty interactions and academic programs of excellence. They are also important considerations for support functions that effectively and efficiently balance daily operations, long-term vision of the institution, and implementation of state and federal mandates.

### 6.4 Faculty Salaries

Goal: To exceed Illinois Board of Higher Education (IBHE) defined peer group medians for faculty salaries.

Performance: The average all ranks combined faculty salary at Illinois State University decreased from 93.7 percent to 91.6 percent of peer group medians between Fiscal Years 2001 and 2003. New in Fiscal Year 2003, the IBHE published salary benchmarks by faculty rank. Illinois State salaries are below peer group medians.

	<u>Illinois State</u>	<u>Percent of Median</u>
All Ranks Combined	\$57,500	91.6%
Professors	\$71,000	87.0%
Associate Professors	\$55,600	92.0%
Assistant Professors	\$48,800	96.8%

Implications: Illinois State University's status should increase in the next comparison. Through internal reallocations, the University awarded an average increase of 2.7 percent in a year when many colleges and universities did not award salary increases. Increasing the University's average all ranks salary to the Fiscal Year 2003 peer group median requires an investment of \$3.5 million. However, this estimate does not account for any projected changes likely to be made by other institutions during Fiscal Year 2004, nor does it provide an amount necessary to exceed comparative medians.

## 6.5 Average Annual Civil Service Salaries

Goal: To exceed published benchmarks for Civil Service Salaries.

Performance: The average Fiscal Year 2003 civil service salary at Illinois State University (\$33,067) is 94.6 percent of the statewide average. Between Fiscal Years 2001 and 2003, average civil service salaries at Illinois public universities averaged a 4.7 percent increase, with values ranging from 7.1 percent decrease at Southern Illinois University at Edwardsville to a 6.5 percent increase at Illinois State University.

	<u>Fiscal Year</u>		
	<u>2001</u>	<u>2002</u>	<u>2003</u>
Illinois State University	\$31,047	\$32,744	\$33,067
Statewide Average	\$33,491	\$34,622	\$34,961
Percent of Statewide Average	92.7%	94.6%	94.6%

Implications: Increasing the University's average civil service salary to the Fiscal Year 2003 statewide average requires an investment of \$2.8 million. However, this estimate does not account for any projected changes likely to be made by other institutions during Fiscal Year 2004, nor does it provide an amount necessary to exceed comparative medians.

## 6.6 Administrative/Professional (A/P) Salaries

Goal: To develop comparisons for administrative/professional staff salaries; no current national or statewide database allows for a good analysis of the competitiveness of A/P staff salaries.

Performance: A working group from Finance and Planning is currently formulating A/P salary benchmarks. Results will be shared with the Illinois State University community and the IBHE in Fiscal Year 2005.

Implications: Once A/P salary benchmarks are developed, Illinois State University will have the capacity to estimate resources necessary to raise all employee salaries above published benchmarks.

## 6.7 Cost Savings, Avoidance, and Internal Reallocations

Goals: To annually document University cost savings/avoidance activities and internal reallocations, with internal reallocations annually totaling at least one percent of the University's base budget.

Performance: During the past three fiscal years, Illinois State University's cost savings and internal reallocations total \$32.5 million. Fiscal Year 2004 actions saved \$3.1 million by purchasing natural gas on the open market, engaging in utility conservation, eliminating mailing of grade reports, and delaying facilities projects. Additionally, the University reallocated \$9.0 million—3.5 percent of the budget— from lower priority activities to increasing faculty and staff salaries, meeting state budgetary reductions, providing institutional contributions to state group health insurance, and restoring Monetary Award Program funding.

(\$ in thousands)	2002	2003	2004
Cost Savings/Avoidance	\$1,199.0	\$5,263.0	\$3,100.0
Internal Reallocations	\$5,342.0	\$8,488.0	\$9,008.4
University Budget	\$268,863.3	\$267,884.6	\$275,912.5
Percent Reallocated	2.0%	3.2%	3.5%

**Implications:** During the past three fiscal years of decreased fiscal support for higher education, cost savings, avoidance, and internal reallocations have supported the Universities highest priorities—faculty and staff compensation, maintaining instructional capacity, and keeping an Illinois State education as affordable as possible to students and their families.

## 6.8 Maintenance Expenditures

**Goal:** To adhere to standards established by the American Association of Higher Education Facilities Officers (APPA) and annually commit two percent of the facilities replacement value on maintenance activities. Illinois State University’s facilities replacement value is \$1.2 billion, yielding a two percent benchmark of \$20 million.

**Performance:** During the past three fiscal years, Illinois State University allocated \$29.9 million to the University’s high maintenance priorities identified in *The Master Plan, Energy Management and Utility Infrastructure Improvement Plan, Facilities Condition Assessment, and the Long Range Plan for Campus Housing and Dining*. Fiscal Year 2004 allocations support many high needs areas, including asbestos abatement; fire alarm safety; roof repairs; exterior door replacements; and heating, ventilation, and air conditioning efficiencies.

(\$ in thousands)	2002	2003	2004
Deferred Maintenance Expenditures	\$6,062.0	\$12,283.0	\$11,559.0
Percent of \$20 million Benchmark	30.3%	61.4%	57.8%

**Implications:** Large universities, by virtue and necessity, have a complex array of facilities, grounds, and infrastructure needs. Illinois State is no exception; the current maintenance backlog is in excess of \$490 million. The University’s Fiscal Year 2004 allocations represent approximately three-fifths of industry standards.

## Summary and Conclusion

Illinois State University’s *Fiscal Year 2004 Performance Report* demonstrates successful institutional contributions to the six goals of *The Illinois Commitment*, with opportunities for continued enhancement.

All University actions described in this report were derived from the *Illinois State University Mission Statement* and priorities contained in the University’s strategic plan, *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2003-2010*. The Illinois State University community will next receive progress on University goals in the *Fiscal Year 2005 Educating Illinois Status Report* (presented to the Illinois State University Board of Trustees in February 2005) and the *Fiscal Year 2005 Performance Report* (presented to the Illinois State University Board of Trustees in July 2005). Additional information on University progress towards stated goals is available from Planning and Institutional Research, [www.pir.ilstu.edu](http://www.pir.ilstu.edu).

### Section III: Effective Practices

**Direct Connection to *The Illinois Commitment*:** Goal 1 Economic Growth

**Title of Effective Practice:** *Neurological Research Activity at Illinois State University*

**Name of Institution:** Illinois State University

**Brief Synopsis of the Practice:** Research and scholarly activity recognized at national and international levels of excellence is a value and priority of Illinois State University. *Neurological Research Activity at Illinois State University* was selected as an effective practice as it demonstrates: 1) the University's commitment to work collaboratively with individuals, agencies, and foundations in supporting and advancing highly specialized, resource intensive research; and 2) the University's core value of active pursuit of learning and scholarship by involving students, faculty, and staff inside and outside of the classroom. As related to *The Illinois Commitment*, discovery and application of new knowledge has the potential to increase diagnosis, preventative measures, treatment, and reduce unnecessary health care costs.

- Several years ago, four local physicians (Drs. Keith Kattner, Ramsin Benyamin, Ricardo Vallejo, and Ann Stroink) and Illinois State University's Department of Biological Sciences began collaborating and resource sharing to pursue new knowledge in the area of neuroscience, stroke, and pain medication. Illinois State University provided the physicians with laboratory space, access to general laboratory equipment and graduate assistants. The physicians provided equipment and other research commodities. A new \$2 million gift from these physicians in February 2004 will be an important tool in recruiting high-achieving, motivated graduate students interested in neuroscience research. Fellowships will be available to students pursuing their M.S. or Ph.D. in Biological Sciences. The graduate fellows will study under Biological Sciences professors and interact with physicians during their program of study.
- The U.S. Army Medical Research and Materiel Command awarded two Illinois State University faculty members \$1 million to study Parkinson's disease in July 2003. Dr. Paul Garris, a biologist who specializes in neurochemistry, and Dr. Byron Heidenreich, a psychologist with expertise in neuropharmacology, will use the three and a half year grant to advance knowledge of basic neurodegenerative processes and their consequences.

**What is this practice's objective? What need is addressed?** Objectives for the \$2 million gift in stroke and pain medication are to 1) expand research in neurological science; 2) provide neuroscience researchers access to the facilities and intellectual climate of Illinois State University; and, 3) recruit highly qualified graduate students who are interested in the study of neuroscience, stroke, and pain medication. Strokes strike about 700,000 Americans each year, but the vast majority of people survive. Over five million stroke survivors are managing their health today.

Objectives for the \$1 million in the study of Parkinson's disease will be to characterize brain compensatory mechanisms during the pre symptomatic phase of the disease, but before classic symptoms appear. Parkinson's disease afflicts over one million people in the United States alone. Currently, there is no cure and treatment strategies fail after five to 10 years. A complicating factor limiting new therapy development, and what makes the research so imperative at Illinois State University, is that classic parkinsonian symptoms (resting tremor, rigidity) do not occur until after neurodegeneration is nearly complete. Undergraduate and graduate students will work with faculty from Biology and Psychology to collect data, learn techniques, and test hypotheses.

**How does this practice achieve sustainability and/or cost-effectiveness?** As the examples above demonstrate, higher education offers significant benefits to the individual and to their communities. Neurological research at Illinois State University adds tremendous value to the quality of life enjoyed by individual Americans, the strength of our nation's economy, and the health of our communities.

**What are the results/measurable outcomes?** Potential outcomes and benefits from discoveries and applications of neurological research at Illinois State University are limitless. In the very preliminary stages, three graduate students have completed graduate degrees, with theses in stroke research. Future Performance Reports will document scholarly advancements, publications, and student participation in neurological research.

**Direct Connection to *The Illinois Commitment*:** Goal 6, Productivity and Accountability

**Title of Effective Practice:** *Achieving Distinctiveness through Coordinated Planning*

**Name of Institution:** Illinois State University

**Brief Synopsis of the Practice:** As documented in Section II of this report, Illinois State University continued accreditation self study from the Higher Learning Commission of the North Central Association of Colleges and Schools during academic year 2003-04. Illinois State is one of 10 percent of colleges and universities in the region that address accreditation requirements and volunteer to engage in special emphasis study. Partnerships for student learning, enhancing faculty excellence, and achieving distinctiveness through coordinated planning were selected as three important self study areas. By emphasizing planning, priorities, goal setting, and assessment, the latter clearly relates to Goal 6 of *The Illinois Commitment*, Productivity and Accountability.

**What is this practice's objective? What need is addressed?** Illinois State University's Accreditation Steering Team, upon concurrence from the Vice Presidents, President, and Illinois State University Board of Trustees, charged the Achieving Distinctiveness through Coordinating Planning Team in working collaboratively with the campus community in addressing five goals related to divisional planning, budgeting, and assessment processes.

1. Each division will have clearly articulated planning, budgeting, and assessment processes that support the University's vision, values, goals, and priorities articulated in *Educating Illinois* and *The Master Plan*.
2. Cost estimates for *Educating Illinois* and *The Master Plan* will be refined to support divisional planning and budgeting.
3. The program review format and process will be reviewed and revised, where appropriate. It will continue to use assessment results as the basis for change and to inform programmatic resource allocation decisions consistent with *Educating Illinois* and *The Master Plan*.
4. *Educating Illinois 2000-2007* will be formally examined by the campus community to determine how the plan should be modified to respond to changing circumstances.
5. Maintain public accountability for achieving institutional goals stated in *Educating Illinois* and *The Master Plan* and statewide goals identified in *The Illinois Commitment*.

**How does this practice achieve sustainability and/or cost-effectiveness?** Each special emphasis goal was intentionally selected to build upon the strengths and successes of the University's strategic plans (*Educating Illinois*, *The Master Plan*) while simultaneously advancing planning at all levels of the University. Individual departmental efforts to focus actions, dedicate resources, and evaluate results of the actions outlined in the University's strategic plans are key to sustained progress in fulfilling the *University Mission Statement* and *The Illinois Commitment*.

**What are the results/measurable outcomes?** As will be published in Illinois State University accreditation self study in fall 2004, there have been many accomplishments resulting from the achieving distinctiveness through coordinated planning special emphasis. This includes codifying divisional planning, budgeting, and assessment processes to support the University's daily operations and *Educating Illinois*' long-term vision; completing the *Energy Management and Utility Infrastructure and Improvement Plan*, *Facilities Condition Assessment*, *Campus Bus and Other Transit Services*, *Long Range Plan for University Housing and Campus Dining Services*, and *Walker Parking Study* as a basis for action and to refine cost estimates from *The Master Plan*; and streamlining the program review self study process by eliminating half of the self study questions.

Additionally, *Educating Illinois* was updated by the campus community; unanimously endorsed by all governance groups (the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association); and it was unanimously approved by the Illinois State University Board of Trustees in February 2004. All of the performance indicators in Section II of this report are from *Educating Illinois 2003-2010*. In addition to Performance Reports, the campus community also receives a progress report on *Educating Illinois* performance indicators through annual *Educating Illinois* Updates to all governance groups annually in January and February. Past reports are available from Planning and Institutional Research, [www.pir.ilstu.edu](http://www.pir.ilstu.edu).

#### **Section IV: Program Review Findings and Recommendations for Improvement**

Illinois Board of Higher Education policy requires all established academic programs be reviewed at least once every eight years. Illinois State University's *Academic Plan 2004-2009*, Illinois State University Board of Trustees Resolution 2004.07/13, contains the required information.

In addition, the Illinois Board of Higher Education requires colleges and universities to:

*Prioritize programs flagged for attention or improvement and provide notification and a progress report until the situation is corrected or resolved.* Illinois State University did not have any programs flagged for attention or improvement during academic year 2003-04.

*File a progress report three years after implementation of a new program (i.e., after the program is up and running) following which it will be placed on a maximum eight-year cycle.* Three year progress reports for the B.S. in Biochemistry/Molecular Biology; B.S. / M.P.A. in Accountancy, B.S. in Arts Technology, and M.S. in Arts Technology are provided in Appendix B of this report.

*Provide a progress report every three years on programs requiring specialized accreditation in order for students to sit for professional licensure examinations, until such time as the program receives accreditation.* Illinois State University does not have any programs that fit this definition.

Appendix A  
Illinois State University's Process of Goal Setting  
for Performance Indicators in *The Illinois Commitment*

In December 2001, the Illinois Board of Higher Education (IBHE) approved the development of a reporting mechanism to provide an objective and systematic assessment of higher education's progress towards full implementation of the six goals identified in *The Illinois Commitment*. In February 2003, the IBHE approved the following three-tiered structure.

- **Statewide Indicators** relate to Illinois' overall system of higher education; statewide totals are collected and reported by the IBHE.
- **Common Indicators** are required of all colleges and universities.
- **Mission-Specific Indicators** are related to each institution's unique role and mission within the state's system of higher education and are set at the campus level.

Illinois State University began reporting on performance indicators during Fiscal Year 2003. The process is coordinated by Planning and Institutional Research. Initial goals and performance indicators, after campus-wide consultation, were endorsed by the Provost's Advisory Council and the Academic Affairs Committee of the Academic Senate, and approved by the President's Cabinet.

In February 2004, after 76 campus presentations and receiving unanimous endorsement from the Academic Senate, Administrative/Professional Council, Civil Service Council, and the Student Government Association, the Illinois State University Board of Trustees unanimously approved an update to *Educating Illinois*. Goals for Illinois State's performance indicators were updated to reflect the most current edition of the University's strategic plan.

To inform university planning, each performance indicator contains three years of data documenting institutional progress. Each indicator also includes benchmark data, where appropriate, from the IBHE defined peer group (for salary comparisons), Illinois public universities, and Illinois State University Benchmark Schools.

In consultation with the Deans, Illinois State University Benchmark Schools, for general university comparisons, were selected in fall 2002 by identifying those national doctoral universities that are programmatically and empirically similar to Illinois State University. Selection of the fall 2002 Illinois State University Benchmark Schools was endorsed by the Provost's Advisory Council and the Academic Affairs Committee of the Academic Senate, and approved by the President's Cabinet.

Illinois State University Benchmark Schools	
Ball State University	University of California at Riverside
Bowling Green State University	University of California at Santa Cruz
Clemson University	University of North Carolina at Greensboro
Miami University	University of Wisconsin at Milwaukee

Appendix B  
Three Year Progress Reports from Illinois State University's Program Review Process  
Academic Year 2003-2004

**Three-year Progress Report, B.S. Biochemistry/Molecular Biology**

The Academic Planning Committee acknowledges receipt of the three-year progress report for the B.S. in Biochemistry/Molecular Biology (BMB) program. Committee members commend the program for a well-written, thorough, and analytical report.

No follow-up report is required but the Academic Planning Committee recommends the program address the following issues in the next review as outlined in the IBHE program review cycle.

- Identify resource needs looking internally for resources such as in reallocation and balance and sharing of resources across departments; engage in collegiate budget process for new funds.
- The program has surpassed projected enrollments. What does the higher enrollment mean for costs? The program should identify optimum enrollment as it corresponds to resources.
- Is the increase in enrollment due to successful recruitment or other factors? What has happened to the enrollment in the other biology and chemistry programs? Is the BMB new enrollment or re-appropriated enrollment from existing programs? There are fewer students in three programs than when there were just two programs.

**Three-year Progress Report, B.S./ M.P.A. in Accountancy**

The Academic Planning Committee acknowledges receipt of the three-year progress report for the B.S./M.P.A. in Accountancy. Although no follow-up report is required, the Academic Planning Committee recommends the program address the follow areas in the IBHE program review cycle.

- The program should do a curriculum analysis and put in place an assessment plan with measurable goals.
- The report expresses a concern (Summary, Page 10) that lack of resources will limit potential for future growth and affect quality of a successful program. The program should develop a three- to five-year plan connecting optimal enrollment and resources with possible lower future funding.
- The program should identify national benchmark programs and establish indicators for quality in integrated programs.

**Three-year Progress Report, B.S. in Arts Technology**

The Academic Planning Committee acknowledges receipt of the three-year progress report for the bachelor's and master's programs in Arts Technology. Committee members commend the program's quality of students, an outcome of the strong portfolio application process. No follow-up report is required but the Academic Planning Committee recommends the program address the following issues in the next review as outlined in the IBHE program review cycle.

- The program should develop a comprehensive assessment plan including curriculum and tracking of program graduates.
- The program has minimal external funding; the program should investigate outside resources such as developing relationships with commercial enterprises.
- Recruitment of faculty from across the disciplines is essential to the program's success.
- Since the student base comes predominantly from art, the College should investigate the interdisciplinary focus of this program.

**Three-year Progress Report, M.S. in Arts Technology**

The Academic Planning Committee acknowledges receipt of the three-year progress report for the bachelor's and master's programs in Arts Technology. No follow-up report is required but the Academic Planning Committee

recommends the program address the following issues in the next review as outlined in the IBHE program review cycle.

- The program should develop a comprehensive assessment plan including curriculum and tracking of program graduates.
- The program should investigate outside resources such as developing relationships with commercial enterprises.
- As funds become available, college support for this program should include the addition of a faculty member from the arts discipline.
- Since the student base comes predominantly from art, the College should investigate the interdisciplinary focus of this program.