

**Board of Trustees
Illinois State University**

Fiscal Year 2005 Performance Report

The Illinois Board of Higher Education (IBHE) requires each Illinois college and university to submit an annual report highlighting the ways in which it contributes to the state's higher education policy priorities articulated in *The Illinois Commitment* (1999/2004). *The Illinois Commitment* identifies six policy areas – economic growth, P-20 partnerships, affordability, access and diversity, high quality, and accountability and affordability – each with established objectives and performance indicators. Illinois State University's coordinated planning efforts – *Educating Illinois*, the *Master Plan*, the *Long Range Housing and Dining Plan*, the *Five-Year Academic Plan*, *Redefining "normal,"* and the *Energy Management and Utility Infrastructure Improvement Plan* – are consistent with and complementary to the policy framework of *The Illinois Commitment*. Thus, this annual report to IBHE provides a review of the University's progress in carrying out its own priority actions as well.

Illinois State University's *Fiscal Year 2005 Performance Report* is attached. The report was prepared in accordance with the IBHE's prescribed format. While performance indicators are presented for each of the six policy areas of *The Illinois Commitment*, information regarding recent accomplishments, future plans, and potential challenges is provided only for three policy areas – P-20 partnerships, affordability, and access and diversity – in accordance with IBHE guidelines. The report also identifies two effective practices: one describes the University's work on the American Democracy Project and another describes the University's work to develop a new student and employee identification system.

It is important to note that the *Fiscal Year 2005 Performance Report* presents only a snapshot of Illinois State University's many accomplishments over the past year. Had IBHE guidelines not limited reporting to three policy areas, additional accomplishments would be noted such as the opening of the Small Business Development Center, receipt of a \$5.8 million grant to support worker training, and Mennonite College of Nursing's work with the Joe Warner Center (economic development); successful completion of a North Central Association's accreditation process (high quality); and the results of the first comprehensive fundraising campaign that raised \$8 million over its goal, Milner Library's "Closing the Gap" program, and receipt of grant funds to undertake energy conservation improvements (accountability and productivity). A more extensive report on the progress the University is making in advancing the goals of *Educating Illinois* will be presented to the Board of Trustees in February 2006.

In addition the format guidelines referenced above, the annual performance reports to the IBHE follow a three-tiered structure for reporting performance indicators:

- **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.

The University has reported on *Educating Illinois* performance indicators since Fiscal Year 2003. 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. Goals for Illinois State's performance indicators were updated and were reflected in the February 2004 update of *Educating Illinois*. To inform university planning, three years of data documenting institutional progress are presented for the performance indicators. 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.

Illinois State University "benchmark schools," used 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.

Additional data on performance indicators are provided in an appendix to the report that is available on-line at www.pir.ilstu.edu.

Board of Trustees
Illinois State University

Fiscal Year 2005 Performance Report

SECTION I: INSTITUTIONAL CONTEXT

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

Illinois State University is committed to advancing the policy areas identified in the *Illinois Commitment*, which are consistent with the goals and actions identified in the University's own strategic plan – *Educating Illinois: An Action Plan for Distinctiveness and Excellence 2003-2010*. This performance report documents the progress the University has made and highlights the importance of coordinated planning. Even more progress would be possible if the University were not limited by the state budget constraints. State appropriated general funds to the University in Fiscal Year 2005 totaled \$80.5 million – the same amount as in Fiscal Year 2004. However, the combination of base budget reductions, mid-year rescissions, and assessments for state group health insurance in recent years has eroded state general funds support to the University. State general funds support in Fiscal Year 2005 was \$16.0 million, or 17 percent, less than it was at the beginning of Fiscal Year 2002. When adjusted for inflation, state appropriations in Fiscal Year 2005 were lower than in any of the previous 20 years.

Illinois State University is dedicated to a system of coordinated planning, as evidenced by its endorsement of a revised strategic plan – *Educating Illinois: An Action Plan for Distinctiveness and Excellence 2003-2010*. The strategic plan complements, builds upon, and is consistent with other campus-wide planning initiatives, including the *Five-Year Academic Plan*, the *Long Range Plan for Housing and Dining*, the *Master Plan*, the *Energy Management and Utility Infrastructure Improvement Plan*, and *Redefining "normal."* These plans guide each University division and unit in day-to-day activities, thereby focusing their activities on the institution's highest priorities. Program review guidelines, for example, require that academic outcomes be compared to *Educating Illinois* performance indicators and annual budget requests and planning documents are aligned with *Educating Illinois* goals. Careful attention to planning has allowed the University to make progress in advancing *Illinois Commitment* policy areas and *Educating Illinois* goals despite reductions in state general funds support.

SECTION II: PROGRESS

POLICY AREA ONE: Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

COMMON INSTITUTIONAL INDICATORS

1.1 Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation:

2002 Graduates		
Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
598	645	92.7 %

Institutional 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 and Related Implications: Since the *Illinois Commitment* was initially adopted, Illinois State University has completed surveys one year after graduation of students graduating in 2000 and students graduating in 2002. Of the 645 persons responding to the survey of 2002 graduates, 598 (92.7 percent) were employed and/or enrolled in higher education within a year of completing a baccalaureate degree. This response is similar to that of the survey of 2003 graduates. Data from one more survey is needed before the University's performance can be compared to a three year average. Such comparison and any other analysis will take into account the relatively small number of responses to this survey.

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	Proposals Submitted		Grants Awarded	
	Number	Value	Number	Value
2002	332	\$ 69,365,247	264	\$ 20,268,807
2003	383	100,722,135	266	17,958,570
2004	366	108,947,127	319	20,569,248

Performance and Related Implications: The number of proposals for sponsored research, instruction, creative work, and service submitted in Fiscal Year 2004 reflects an increase of 10.2 percent over those submitted in Fiscal Year 2002. While fewer proposals were submitted in Fiscal Year 2004 than in Fiscal Year 2003, the value of the awards requested increased annually during this three-year period, reaching nearly \$109 million in Fiscal Year 2004.

The value of awards for sponsored research, instruction, creative works, and service awards made to the University in Fiscal Year 2004 was higher than in either of the two previous fiscal years. Decreases in state and corporate funding were expected with economic downturn. State grants to the University decreased by

\$3.0 million, or 40 percent, and corporate grants declined by \$305,848, or 25 percent, between Fiscal Years 2002 and 2004.

	Fiscal Year		
	2002	2003	2004
<u>Awards Granted</u>			
<u>Total Value</u>	\$ 20,268,807	\$ 17,958,570	\$ 20,569,248
Federal Awards	8,155,148	8,059,950	9,306,694
Federal Flow-Through	479,256	1,130,544	2,357,811
State Awards	7,478,792	5,513,798	4,473,940
Corporate	1,205,653	853,995	899,805
Other	2,949,958	2,400,283	3,530,998

External agencies are becoming increasingly selective and are emphasizing research in multi-disciplinary areas and activities involving cooperating entities. As a consequence, it will be even more important in the future for the University to identify multi-disciplinary research activities and activities involving cooperating partners.

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 and Related Implications: Between Fiscal Years 2002 and 2004 the number of extension courses increased from 174 to 227. In Fiscal Year 2004, Extended University provided support and facilitation for 86 contract courses, 59 Internet courses, and 82 extension courses involving 4,286 students and generating 12,759 credit hours.

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.

POLICY AREA TWO: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Fiscal Year 2005 Accomplishments

- The American Association of Colleges for Teacher Education (AACTE) lists Illinois State University among the top producers of teachers in the nation among the 780 member AACTE institutions. The University was the top producer in Elementary and Secondary Education and Special Education categories, ranked second in History Teacher Education, third in Social Studies Teacher Education, fourth in Mathematics Teacher Education, fifth in English Teacher Education, and sixth in Educational Administration and Supervision.
- The University received a \$903,000 National Science Foundation grant designed to enhance technology and engineering education in universities and elementary and secondary schools. The University will conduct ongoing in-service workshops for technology education teachers in several high schools across the state and develop curricula for use in elementary and secondary schools. The workshops will help teachers enhance their ability to deliver advanced technology and engineering concepts in their classrooms and laboratories. The grant also will support the Department of Technology in its own technology teacher education program to further emphasize engineering concepts and improve student understanding of science and mathematics.
- The National Board Resource Center at Illinois State University is one of five national centers established by the National Board for Professional Teaching Standards (NBPTS). With grant support from the Illinois State

Board of Education and the National Board, the University designed and implemented a comprehensive NBPTS support system to increase the number of NBPTS candidates in Illinois, the first of its kind in the nation. The Center assisted 412 Illinois teachers and school counselors achieve certification.

- The Department of Curriculum and Instruction is delivering an alternative route to elementary certification of bilingual paraprofessionals with a federal grant of \$1.7 million.
- The National Association for Accreditation of Teacher Education (NCATE) selected Illinois State University as a national training site for their Board of Examiners.
- The Special Education Assistive Technology Center (SEAT) provided training and technical assistance to pre-service and practicing educators throughout Illinois and the nation. The Center received a \$142,000 grant to implement an innovative assistive technology assessment and teaching program with the District 87 Early Childhood Special Education Program. Illinois State is the only higher education program in Illinois to offer programs leading to all three initial special education teaching certificates, advanced special education teaching certificates, and coursework leading to certification as a Director of Special Education.

Fiscal Year 2006 Plans

Illinois State University will continue to support efforts to increase the diversity of teacher education graduates, and continue statewide and national leadership in educational initiatives. Among the many plans for Fiscal Year 2006 are: influencing teacher preparation and professional development in Chicago Public Schools through targeted programs (e.g., Chicago Teacher Pipeline and Future Educators of America), beginning a new partnership with Eli Whitney elementary school in the Little Village area of Chicago, collaborating with state higher education agencies and institutions to develop an Associate of Arts in Teaching designed to provide increased access by minorities to the teaching profession, and serving as a National Resource Center for NBPTS.

Fiscal Year 2006 Challenges

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.

COMMON INSTITUTIONAL INDICATORS

2.1 Annual number of undergraduate students completing requirements for initial teacher certification by certificate area

Certificate Area	2001-02	2002-03	2003-04
Early Childhood Education	59	89	97
Elementary Education & Middle Level Education	537	530	419
Secondary Education	413	395	491
Special Education	186	176	169
Total	1,195	1,190	1,176

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

Performance and Related Implications: Nearly one in seven teachers in the state has graduated from Illinois State University, making it one of the largest teacher preparation institutions in the nation. The University was named by AACTE again in Spring 2005 as one of the top producers of teacher education degrees. Illinois State University implemented measures to control enrollment growth in the elementary education program in spring 2001; the GPA required for admission was increased from 2.7 to 3.0 and enrollment capped. The success of this effort to control enrollment growth is documented by the numbers reported above as well as enrollments and degrees conferred.

MISSION-SPECIFIC INDICATORS

2.2 Diversity of Undergraduate Teacher Education Graduates

Minorities as a Percent of Teacher Education Graduates		
<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
5.9 %	6.3 %	5.6 %

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

Performance and Related Implications: The proportion of undergraduate teacher education degrees awarded to minority students dropped from 6.3 percent in Fiscal Year 2003 to 5.6 percent in Fiscal Year 2004. The College of Education will continue to sponsor a program that brings Chicago Public School sophomores and juniors with an interest in teaching as a career to campus. The College will also consider the diversity of Holmes Scholars when filling open positions, and will continue implementation of the Minority Scholarship for Future Teachers.

2.3 Continuing Education Professional Certifications

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

Performance and Related Implications: During Fiscal Year 2005, Illinois State University Awarded 3,707 Certified Professional Development Units (CPDU) and 42.75 Continuing Education Units (CEU) to 356 participants. 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 assert Illinois State University's prominence in serving as a statewide and national leader in education.

Performance and Implications: During Fiscal Year 2005, the University continued to provide state and national leadership in education as evidenced by:

- In collaboration with State Farm, Chicago Public Schools, and LISC, the University established a new national model for university-school-community partnerships to improve teacher preparation programs and P-12 student achievement.
- The National Board Resource Center at Illinois State University is one of five national centers established by the National Board for Professional Teaching Standards (NBPTS). With grant support from the Illinois State Board of Education and National Board, the University designed and implemented a comprehensive NBPTS support system to increase the number of NBPTS candidates in Illinois, the first of its kind in the nation. The Center assisted 412 Illinois teachers and school counselors achieve certification.
- The Autism Spectrum Institute in the Department of Education received a \$121,000 grant from the Illinois State Board of Education to provide technical assistance to schools in Illinois educating children with autism.

- Illinois State University received a Kellogg Foundation grant through its National Network for Educational Renewal (NNER) 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. This is one of only six two-year initiatives sponsored by NNER in the nation, and the results will serve as a model for others.
- The Center for the Study of Education Policy provided independent information and research on education issues to Illinois education policymakers and practitioners. Center faculty obtained several major grants, published reports, and sponsored seminars for state legislative staff and legislative liaisons. The Center continued to support publication of *Planning and Changing, Grapevine*, and the *Illinois School Law Quarterly*.

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.

POLICY AREA THREE: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Fiscal Year 2005 Accomplishments

- The Illinois State University Board of Trustees adopted policies to guide price setting, revenue generation, affordability, and use of funds decision-making in May 2005. One of the policies directs the University to devote a portion of new tuition and fee revenue to assist university students who are eligible for maximum Monetary Award Program (MAP) grants from the Illinois Student Assistance Commission, but whose grants fall short of the University's tuition and fee charges.
- The University allocated \$1.0 million in Fiscal Year 2005 – up from \$250,000 in Fiscal Year 2004 – to supplement MAP grants for financially needy students.
- Illinois State University remained in *U.S. News and World Report's* top 15 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 2003 graduates was \$13,780, ranking in the top 12 percent among colleges and universities with undergraduates completing a baccalaureate with the least amount of debt.
- The tuition rates approved by the Illinois State University Board of Trustees in May 2005 for new, in-state undergraduate students in fall 2005 will be guaranteed for four years in accordance with state law. The University extends a four-year guarantee to student fees as well. Tuition and fee rates for new undergraduates this fall will be \$23.50 higher per credit hour than the rate charged new students in fall 2004, an increase of 11.6 percent or an average annual increase over four years of 2.8 percent.
- The Board of Trustees considered a report in May 2005 concerning the net price of attendance at Illinois State in fall 2004. Among the findings in the report: student assistance (including loans) covered the total tuition and fee charge for 36 percent of all new, full-time undergraduate students and for 44 percent of continuing, full-time graduate students. Sixty-seven percent of all new, full-time undergraduates and 65 percent of all continuing, full-time undergraduates paid less than the University's total tuition and fees, i.e. the "sticker price."

Fiscal Year 2006 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 \$6.0 million in net revenue for Fiscal Year 2006. This revenue will be allocated to increasing the amount of student financial aid, enhancing the competitiveness of faculty and staff salaries, and maintaining instructional capacity. Illinois State University also is

committed to advancing in national comparisons of academic quality and affordability and to engaging in aggressive fundraising to support scholarships for current and future students.

Fiscal Year 2006 Challenges

The University's reliance upon tuition revenues to pay for instruction, research, public service, and support activities continues to increase. 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. The challenge for the University will be to achieve its highest priorities while working collaboratively with state officials to ensure continued University-control of tuition revenues and tuition decision-making and to stop the trend of shifting the financial burden of operating expenses to students and their families.

COMMON INSTITUTIONAL INDICATORS

3.1 Gift Assistance Awarded to Dependent Full-Time, First-Time Students

Student/Family Income	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN FALL 2003											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0-27,335	254	241	\$392,069	115	\$35,955	250	\$520,960	92	\$23,000	9	\$12,062	7	\$4,702
\$27,336-48,215	245	180	154,703	69	27,250	237	386,283	1	250	13	21,651	11	12,382
\$48,216-70,006	150	51	32,300	23	9,750	128	144,012	0	0	25	38,317	16	21,686
\$70,007-99,999	53	4	1,900	1	500	17	13,777	0	0	26	40,709	19	22,148
\$100,000 & Up	28	0	0	0	0	0	0	0	0	25	31,811	10	14,987
Unknown	88	0	0	0	0	0	0	0	0	68	140,426	61	102,343
Total	818	476	580,972	208	73,455	632	1,065,032	93	23,250	166	284,976	124	178,248

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

Performance and Related Implications: A total of 818 dependent first-time, full-time freshmen students enrolled in fall 2003 received \$2.2 million in gift assistance from selected federal, state, and institutional programs to assist them in paying their costs to attend Illinois State University. Grant assistance through the Monetary Award Program provided nearly one-half of the aid provided through the selected programs to first-time, full-time dependent freshmen. Eighty-one percent of the aid awarded to students from families where the student/family income was known went to students from families with annual incomes of \$48,215 or less.

The Financial Aid Office administers a variety of other aid and loans programs that are not referenced on the table above, but that also provide important financial support for students. These programs include, for example, the Veterans Grant and National Guard Scholarship programs, scholarships for students preparing to become teachers, and the Ford Direct Loan program. In Fiscal Year 2004, a total of \$119.6 million in financial aid was awarded to 15,158 Illinois State University students.

3.2 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 and Related Implications: The average debt load of Illinois State University’s academic year 2003 baccalaureate degree recipients (\$13,780) places the University in the top 12 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 (\$12,413), University of Illinois at Chicago (\$14,439), and the University of Illinois at Urbana/Champaign (\$15,100). Other Illinois State University Benchmark Schools placing in the rankings were the University of California at Santa Cruz (\$13,116), University of California at Riverside (\$13,414), Clemson University (\$15,125), University of North Carolina at Greensboro (\$16,942), and Ball State University (\$17,053).

Illinois State University’s ranking is due, in part, to responsible tuition and fee increases. 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.

3.3 Annual Endowment Values Raised and Restricted to Student Financial Assistance

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

Performance and Related Implications: As of May 2005, the University has collected \$13.8 million in the Student Financial Assistance Endowment Fund – 69 percent of its goal of \$20 million. Endowment funds fluctuate annually based on factors such as donor priorities and economic circumstances. Despite these factors, the University has been successful in continuing to secure additional funds dedicated to student scholarships. The importance of endowment funds for scholarships continues to increase as state funding for student assistance has not kept pace with costs students incur to attend the University.

Annual Endowment Raised and Restricted to Student Financial Aid (dollars in thousands)	
FY 2003	\$3,091.6
FY 2004	3,016.2

POLICY AREA FOUR: Illinois will increase the number and diversity of citizens completing training and education programs.

Fiscal Year 2005 Accomplishments

- The total number of minority students increased from 2,085 in fall 2002 to 2,209 in fall 2004 – an increase of 5.9 percent. Minority students represent an increasing portion of the students enrolled at Illinois State; minority students comprised 11.1 percent of total undergraduate enrollment in fall 2004 – up from 10.1 percent in fall 2002 and 8.9 percent of graduate enrollment in fall 2004 – up from 8.7 percent in fall 2002.
- Demand for an Illinois State University education continues to increase. The number of completed applications for undergraduate study increased from 12,410 in fall 2002 to 13,841 in fall 2004 – an increase of 11.5 percent. The number of applications completed by those wishing to enroll in graduate programs increased from 1,555 in fall 2002 to 1,588 in fall 2004 – an increase of 2.1 percent.
- The University piloted a new program – the Minority Academic Scholar Achievement Initiative (MASAI) – of peer mentoring for first-year students. Although open to any student who wishes to participate, program staff work closely with the Office of Admissions to identify Minority Academic Scholars and with the Office of Student Support Services to invite students to participate. Faculty members volunteer their time, and students who are juniors and seniors are hired to assist with the program. Mentors are paired with first-year students to assist them in their transition to the University. Program objectives include: to educate students and be of

assistance in their academic and cultural development, to provide personal and professional development to peer mentors to support personal growth, to improve the grade point average of all program participants, and to increase program participants' knowledge of and involvement with various campus units' resources, services, and programs.

Fiscal Year 2006 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. Examples of these plans include Illinois State University's participation as a Founding Institution of Excellence for the First-Year Experience, programmatic changes to General Education, and implementing recommendations from the Partnerships for Student Learning accreditation team.

Fiscal Year 2006 Challenges

Demand for Illinois higher education will continue to increase. 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 Completions by race/ethnicity and gender

Degrees Conferred by Level, Racial/Ethnic and Gender Designation Fiscal Year 2004																
	Amer. Indian/ Alaskan Native		Black Non-Hispanic		Asian/Pacific Islander		Hispanic		Not Reported		White/ Non-Hispanic		Non-Resident Alien		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Degrees																
Baccalaureate	6	9	77	127	30	33	39	52	2	1	1,519	2,220	14	19	1,687	2,461
Masters	--	1	8	13	2	7	1	4	--	--	172	364	51	55	234	444
Certificate	--	--	1	--	--	--	--	--	--	--	--	6	--	--	1	6
Doctorate	--	--	2	4	--	--	1	--	--	--	7	22	2	5	12	31
Total, Degrees	6	10	88	144	32	40	41	56	2	1	1,698	2,612	67	79	1,934	2,942

Institutional goal(s): Increasing the annual number of master's degrees conferred and certificates awarded by 10 percent from 718 in Fiscal Year 2003 to 750 annually; increasing the annual number of doctoral degrees conferred by 10 percent, from 55 in Fiscal Year 2003 to 60 annually; increasing graduation rates of minority students to levels more comparable with non-minority students.

Performance and Related Implications: The University conferred 685 master's degrees (including certificates) and 43 doctorates in Fiscal Year 2004, slightly fewer than in Fiscal Year 2003 and less than stated goals.

MISSION-SPECIFIC INDICATORS

4.2 Six-Year Graduation Rates of Fall First-Time Freshmen

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

Performance and Related Implications: Fifty-nine percent of first-time freshmen in fall 1997 completed an undergraduate degree in six years or less, compared to 56 percent of those who were first-time freshmen in fall 1995. The six year graduation rate for Black/Non-Hispanic students increased as well.

<u>Racial/Ethnic Designation</u>	<u>Graduation Rate</u>		
	<u>1995</u>	<u>1996</u>	<u>1997</u>
All Students	56%	57%	59%
Black/Non-Hispanic	35%	37%	45%
Hispanic	45%	39%	40%

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.

4.3 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 and Related Implications: Illinois State University adheres to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable accommodations to afford equal employment opportunity and equal access to programs for persons with disabilities. The University granted 81 degrees to persons with self-identified disabilities in Fiscal Year 2004, compared to 63 degrees in Fiscal Year 2002.

<u>Degrees Conferred: Students with Disabilities</u>			
	<u>2002</u>	<u>2003</u>	<u>2004</u>
Baccalaureate	60	83	79
Beyond Baccalaureate	3	2	2

4.4 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.

<u>Percent Enrolled to Accepted: First-time Freshmen Students</u>			
	<u>Fall 2002</u>	<u>Fall 2003</u>	<u>Fall 2004</u>
All Students	42.1 %	40.9 %	37.0 %
Minority Students	35.9	37.4	32.5

Performance and Related Implications: The show rate of all first-time freshmen students dropped from 42.1 percent in fall 2002 to 37 percent in fall 2004. The show rate for minority students dropped during this period as well. Stable recruitment trends enable effective enrollment, course, and facilities planning.

4.5 Minority Student Enrollments

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

Performance and Related Implications: Minority students represented 11.1 percent of undergraduate enrollment in fall 2004, compared to 10.1 percent in fall 2002. Illinois State University lagged behind other Illinois public universities in the proportion of minority undergraduate enrollment in fall 2002, 2003, and 2004. The enrollment of minorities at Illinois public universities in fall 2004 was nearly 23 percent; minority undergraduate students represented over 50 percent of undergraduate enrollment at three

institutions. While the gap between the University and other Illinois institutions widened between fall 2002 and fall 2004, the proportion of minority students at Illinois State is the same as the median of the proportion of minority students at 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.

Minority Enrollment as Proportion of Total Enrollment: Undergraduates			
	<u>2002</u>	<u>2003</u>	<u>2004</u>
Illinois State University	10.1%	10.5%	11.1%
Median Illinois Public Universities	21.3	21.8	22.8
Median Illinois State Benchmark Schools	10.1	10.5	11.1

4.6 **Freshmen Retention**

Goals: (1) To increase first-time freshmen retention rates 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 and Related Implications: The overall retention rate increased annually for the fall 2001, fall 2002, and fall 2003 cohorts, as did the first-time freshmen retention rate for Black students. The retention rate for Hispanic students, however, declined with each successive cohort. The University will need to continue to assess the impact on retention rates of recent changes to General Education and initiatives from the First Year Experience, Partnerships for Student Learning, and the American Democracy Project.

Freshmen Retention Rates			
<u>Racial/Ethnic Designation</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
All Students	79.7 %	82.6%	83.6%
Black/Non-Hispanic	66.8	71.4	71.8
Hispanic	77.1	75.3	68.3

POLICY AREA FIVE: Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

COMMON INSTITUTIONAL INDICATORS

5.1 **Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys.**

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

Performance and Related Implications: This indicator considers the results of a survey conducted in 2003 of persons who graduated in 1994. Illinois State University did not participate in the survey due to budgetary constraints. Participation in future surveys will be important to assessing the University's performance.

5.2 Pass rates on professional/occupational licensure examinations relative to national averages

Field	Examination	Pass Rates (percent)					
		2002		2003		2004	
		Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Nursing	National Council Licensure Exam, RN	93 %	86 %	95 %	87 %	93 %	85 %
Nursing	Family Nurse Practitioner	100	83	90	81	100	85

Institutional goal: To exceed national comparisons on student-pass rates on licensure and certification examinations.

Performance and Related Implications: Illinois State University students exceeded national pass-rates on licensure examinations in nursing in 2002, 2003, and 2004. University students also exceeded or met national benchmarks in several other fields of study with professional/occupational licensure examinations as noted on the following table.

Field/Examination	Year					
	2002		2003		2004	
	Institutional	National	Institutional	National	Institutional	National
Therapeutic Recreation	N/A	N/A	87%	74%	85%	74%
Athletic Training	N/A	N/A	36%	36%	38%	35%
Clinical Laboratory Sciences	67%	76%	50%	71%	85%	75%
Health Education Program	100%	73%	100%	79%	75%	79%
Health Information Management	83%	85%	83%	87%	85%	87%
Dietetics: Registration Exam, First Time Takers	95%	82%	80%	79%	93%	79%
Dietetics: Registration Exam, Repeat Takers	0%	58%	N/A	58%	N/A	58%
Child Development: Child Life Exam	100%	67%	60%	67%	100%	67%
Speech Pathology & Audiology: Praxis Exam	96%	83%	98%	81%	100%	78%
Accounting: CPA Exam, 1 st time; no advanced degree	39%	17%	67%	18%	N/A	N/A
Accounting: CPA Exam, 1 st time, advanced degree	N/A	29%	40%	33%	N/A	N/A
Accounting: CPA Exam, repeat, no advanced degree	16%	24%	17%	27%	N/A	N/A
Accounting: CPA Exam, repeat, advanced degree	N/A	28%	N/A	32%	N/A	N/A

Economic growth requires an education workforce to support the state's economy and to bring new skills, talents, and innovations into the workplace. The University's curricula are responsive to workforce needs, and data from licensure/certification examinations 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 and Related Implications: Illinois State University's fall 2004 mean ACT score (23.9) exceeds state of Illinois and national core curriculum (college bound) students by 1.5 points and 2.0 points, respectively. Increases in mean ACT scores demonstrate the University's success in achieving *Educating Illinois'* goal to recruit high-achieving, motivated students.

	Fall		
	<u>2002</u>	<u>2003</u>	<u>2004</u>
Illinois State University	23.3	23.6	23.9
State of Illinois	22.4	22.4	22.4
National	21.8	21.8	21.9

5.4 ACT Interquartile Range

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

Performance and Related Implications: Illinois State University experienced increases in the ACT interquartile range (the middle half of ACT scores) for each of the last three years:

ACT Scores	
<u>Fall</u>	<u>Interquartile Range</u>
2001	20 – 25
2002	21 – 25
2003	21 - 26

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 and Related Implications: 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 fall 2001 to 11 percent in fall 2002. The proportion of first-time freshman from the top 10 percent of their high school class remained steady at 11 percent in fall 2003. The Admissions Office will continue to study and adapt best recruiting practices.

First-time Freshmen from Top 10 Percent of High School Graduating Class	
<u>Fall</u>	<u>Percent</u>
2001	10.0 %
2002	11.0
2003	11.0

5.6 Undergraduate Credit Hours per Staff Year

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

Performance and Related Implications: The ratio of undergraduate credit hours per staff year increased annually between Fiscal Years 2002 and 2004 and exceeded the statewide average in each year as well. *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.

Undergraduate Credit Hours Per Staff Year			
	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Illinois State University	743.0	763.4	779.3
State Average	698.4	724.3	727.7
Difference	44.6	39.1	51.6

5.7 Undergraduate Class Size Distributions

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

Performance and Related Implications: 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. 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.

Undergraduate Class Size Distribution (Fall)			
	<u>2001</u>	<u>2002</u>	<u>2003</u>
<u>Percent of Courses with Enrollments < 20</u>			
Illinois State University	29.6 %	29.3 %	27.9 %
Median of Benchmark Schools	36.0	34.0	35.0
<u>Percent of Courses with Enrollments > 50</u>			
Illinois State University	9.2	10.8	10.4
Median of Benchmark Schools	8.0	10.0	10.0

5.8 National Survey of Student Engagement

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

Performance and Related Implications: Illinois State University’s results from the fall 2004 freshmen survey exceeded the average of national doctoral research intensive universities on the students’ perception of the level of academic challenge, the degree of active and collaborative learning, student-faculty interaction, and a supportive campus environment. Illinois State University seniors exceeded the national average in their perception of the level of academic challenge, active and collaborative learning, student-faculty interactions, and a supportive campus environment. The proportion of freshmen and seniors at Illinois State in fall 2004 indicating enriching educational experiences lagged slightly in comparison to the average of national research intensive institutions.

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

	Fall					
	2002		2003		2004	
	Illinois State University	National Research Intensives	Illinois State University	National Research Intensives	Illinois State University	National Research Intensives
Freshmen						
Level of Academic Challenge	54.4%	52.3%	54.6%	52.7%	54.4%	52.4%
Active and Collaborative Learning	40.8	39.4	40.6	40.1	41.9	39.7
Student-Faculty Interactions	34.1	34.4	32.7	35.3	30.5	30.3
Enriching Educational Experiences	49.0	54.9	50.2	55.6	25.0	25.7
Supportive Campus Environment	57.0	57.3	57.5	58.4	60.1	59.1
Seniors						
Level of Academic Challenge	56.6	55.2	55.3	55.5	57.0	55.9
Active and Collaborative Learning	47.8	47.2	48.1	48.1	49.4	49.0
Student-Faculty Interactions	40.5	39.7	42.7	40.8	39.9	39.4
Enriching Educational Experiences	41.2	45.2	43.6	46.4	35.2	37.4
Supportive Campus Environment	54.7	53.4	56.4	54.8	55.5	55.3

POLICY AREA SIX: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

COMMON INSTITUTIONAL INDICATORS

6.1 Cost of instruction per credit hour

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

Performance and Related Implications: Instructional costs at Illinois State University per credit hour remained below the statewide average in Fiscal Years 2002 through 2004.

Total Costs Per Credit Hour ¹			
	2002	2003	2004
Illinois State University	\$ 209.11	\$ 199.30	\$ 202.85
Statewide Average	247.76	241.16	244.41
Compared to Statewide Average	(18.5) %	(21.0) %	(20.5)%

¹Excludes operations and maintenance

6.2 Percent of first-time, full-time, degree-seeking freshmen who complete their degree within 150 percent of catalog time

Proportion of First-time Freshmen Who Complete Their Degree Within 150 Percent of Catalog Time at Public Universities: 1996 Cohort			
	Cohort Headcount	150 % Completer	Graduation Rate
Illinois State University	2,892	1,654	57.2 %
Statewide, Public Universities	22,051	12,293	55.7

Institutional goal: Decreasing the average time to degree of full-time degree seeking freshmen maintaining continuous enrollment.

Performance and Related Implications: The proportion of Illinois State University first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time exceeded the average of Illinois public universities for the 1996 cohort. Only two Illinois public institutions – the University of Illinois at Urbana-Champaign and Eastern Illinois University – had higher graduation rates than Illinois State.

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 and Related Implications: Illinois State University’s administrative and support costs per credit hour fell below the statewide average in Fiscal Years 2002 through 2004. Illinois State’s administrative and support costs per credit hour declined by 7.5 percent between Fiscal Years 2002 and 2004, compared to a 5.3 percent decline in the statewide average.

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.

Administrative and Support Costs per Credit Hour			
	<u>FY2002</u>	<u>FY2003</u>	<u>FY2004</u>
Illinois State University	\$ 65.94	\$ 61.47	\$ 60.97
Statewide Average	66.65	64.43	63.13
Compared to Statewide Average	(1.1) %	(4.6) %	(3.4) %

6.4 Faculty Salaries

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

Performance and Related Implications: The average all ranks combined faculty salary at Illinois State University fell 5.6 percent below the median of weighted average salaries of faculty at peer institutions in fall 2004. Comparisons of average salaries to the median of peer group salaries varied by faculty rank. Average salaries for Illinois State University full professors lagged the median of peer groups by nearly 10 percent. Average salaries for Associate Professors at the University were approximately five percent below the median of peer groups, and the average salary for Assistant Professors fell within a percentage point of the peer group median.

The University will need to continue to place priority on enhancing faculty salaries. The absence of any new state funding dedicated to salary increases will require continued reallocation of internal funds and dedication of new tuition revenues.

Fall 2004 Faculty Salaries Compared to Faculty Salaries at IBHE Peer Institutions		
	<u>Illinois State Average Salary</u>	<u>Percent of Median</u>
Professors	\$73,700	90.3%
Associate Professors	\$57,900	95.1
Assistant Professors	\$50,600	99.1

6.5 Average Annual Civil Service Salaries

Goal: To exceed published benchmarks for Civil Service Salaries.

Performance and Related Implications: The average Fiscal Year 2003 civil service salary at Illinois State University (\$33,067) was 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. (Note: Statewide data for Fiscal Year 2004 were not available for comparison purposes.)

	Fiscal Year		
	2001	2002	2003
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%

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 Years 2004 and 2005, 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 and Related Implications: The University continues to work on developing A/P salary benchmarks. Once A/P salary benchmarks are developed, Illinois State University will be able to analyze the competitiveness of A/P staff salaries.

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 and Related Implications: During Fiscal Year 2005, Illinois State University's cost savings and internal reallocations totaled \$12.8 million. The University purchased natural gas on the open market, implemented utility conservation measures, and delayed facilities projects for a total cost savings/avoidance of \$3.1 million. Internal reallocations in Fiscal Year 2005 total \$9.7 million, and were used to meet the institution's commitment to the state group health insurance, provide additional funding for offsetting Monetary Award Program grants, and for faculty and staff salary increases. These reallocations and costs savings/avoidance activities and related amounts reflect only those activities undertaken at the institutional level. Additional cost savings, avoidance actions, and internal reallocations occurred within each division, college, department, and unit of the University.

(\$ in thousands)	FY2003	FY2004	FY2005
Cost Savings/Avoidance	\$5,263.0	\$3,100.0	\$3,130.5
Internal Reallocations	\$8,488.0	\$9,008.4	9,744.1
University Budget	\$267,884.6	\$275,912.5	\$269,550.0
Percent Reallocated	3.2%	3.3%	3.6%

6.8 Maintenance Expenditures

Goal: To adhere to standards established by the American Association of Higher Education Facilities Officers (APPA) and annually commit 2 percent of the facilities replacement value on maintenance activities. Illinois State University's facilities replacement value is \$1.2 billion, yielding a 2 percent benchmark of \$20 million.

Performance and Related Implications: Over \$12 million were allocated to the University's 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* in Fiscal Year 2005. Expenditures for deferred maintenance in Fiscal Year 2005 exceeded those of the previous two years, reflecting, in part, the costs associated with the work being done to remodel Schroeder Hall. Continued focus on reducing the backlog of deferred maintenance projects is essential to ensuring quality facilities.

Deferred Maintenance Expenditures			
(\$ in thousands)	FY2003	FY2004	FY2005
Appropriated Funds	\$4,507	\$8,526	\$10,082
Bond Revenue	1,131	2,513	1,955
Total	\$5,638	\$11,039	\$12,037
Percent of \$20 million Benchmark	28.2 %	55.2 %	60.2 %

SECTION III. EFFECTIVE PRACTICES

AMERICAN DEMOCRACY PROJECT

Direct connection to *The Illinois Commitment*

This effective practice relates to Policy Area Five which recognizes that a high quality postsecondary education includes an array of learning opportunities that extend beyond the classroom to provide well-rounded, value-added learning. The American Democracy Project promotes civic engagement – one of the learning opportunities specifically referenced in *The Illinois Commitment*.

Title of Effective Practice

American Democracy Project

Issue or Need Addressed

The project addresses America's decreasing rate of participation in civic life: voting, advocacy, and other forms of civic engagement.

Description of the Effective Practice

The American Democracy Project is a multi-campus initiative that seeks to create an intellectual and experiential understanding of civic engagement for undergraduate students at institutions that are members of the American Association of State Colleges and Universities. The goal of the American Democracy Project is to promote civic engagement, in many forms, on the part of undergraduate students now and into the future. To achieve its goal, the Project incorporates courses, co-curricular programming, and a variety of other organized activities associated with a wide variety of academic departments and student organizations. Some courses include service to the community, or analysis of current moral issues facing society. Others discuss practical politics or current events. Some student organizations are involved with community service projects, while others are focused on engagement in politics.

The American Democracy Project at Illinois State University is a cooperative effort by students, faculty, staff, and administration. The goal of the Project is to promote civic engagement in many different forms. The Project

embraces all organized activity designed to promote constructive civic engagement on the part of undergraduates while they are on campus and after they graduate. The project focuses on courses, programs, and activities that:

- explore the moral dimensions of social or civic issues that are explicitly designed to help students make morally sensitive judgments about such issues,
- develop student understanding of the historical or social background necessary to understand current social problems or civic issues, provided there is a clear intended linkage with active civic engagement,
- include significant service learning in which students confront social issues or become engaged in a direct action aimed at civic improvement,
- involve field trips, work days, and the like that are organized by academic programs or student organizations and are designed to inform students about social issues or to motivate them to become personally involved in working toward solutions,
- involve faculty or staff who serve as role models or mentors for students, and
- demonstrate a positive effect on students' level of interest in or commitment to working on solutions to social/civic issues.

Results and Measurable Outcomes

Examples of civic engagement and service learning at Illinois State University include:

- Alternative Spring Break offers students an opportunity to volunteer and travel across the United States; this past spring students worked, for example, on building homes with Habitat for Humanity.
- "Service Splash Saturdays" during which students volunteer for one-day service projects.
- Health Science 292, Community/Public Health incorporates 30 hours of service learning; to-date 3,600 clock hours of service have been provided to community-based organizations (e.g., American Red Cross, Heartland Head Start, Ecology Action Center).
- Two classes from the Management Department joined with Path Crisis Center to help open a day shelter for the homeless.
- Math students partnered with the Bloomington-Normal Transit System to gather data for a study on their services.

Contact Information

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SOCIAL SECURITY NUMBER CONVERSION

Direct connection to *The Illinois Commitment*

This effective practice relates to Policy Area Six: Accountability and Productivity. Illinois State University is accountable to its constituents in providing an environment that protects their privacy and security by eliminating the risk of using Social Security Numbers as a unique identifier in University systems. Illinois State is committed to being socially responsible and to reducing the threat of identity theft among its constituents.

Title of Effective Practice

Illinois State University Identification System Implementation

Issue or Need Addressed

In fall 2003, Illinois State University began to assess the use of Social Security Numbers (SSN) on campus in response to increasing concerns surrounding identity theft. According to the Associated Press, more than 11,000 Illinois residents were victimized from identity theft in 2004; Illinois had the nation's 10th highest rate. In spring 2004, the University was charged to create a University Identification (UID) system to replace the SSN as an identifier in information systems.

Description of the Effective Practice

A task force was designated to oversee and develop a system that would transition the University and its systems from SSNs to the new UID system beginning in summer 2005. Four subcommittees were assigned to work on different issues relating to the project: systems group – develop and implement the UID system, administrative group – promote and present best administrative practices, academic group – implement improvements in grade book communication and with grade posting, and an oversight group - coordinate the combined efforts and control and document the use of SSN in reporting systems.

The project began with an assessment of the use of SSNs on campus and the potential effects of switching to the UID system in fall 2003. The task force found that SSNs were embedded into nearly every administrative process, including 400 database tables, 300 data systems, and several hundred departmental processes. In summer 2004, the task force began to make necessary adjustments to University systems in order to transition from SSNs to the new nine-digit UID. In spring 2005, all current students, faculty, staff, alumni, annuitants, and prospective students were issued a new UID along with a new Redbird (ID) card. During the 2005 Memorial Day weekend, a full conversion – involving over 70 million records and more than 700 data files – to the new UID systems was completed successfully.

Achievement of Sustainability

This project has sustained momentum through completion based on the committed support of the President's Cabinet. Identity theft has been a growing concern not only on campus, but throughout the world, and the need to protect the University constituents' identity privacy is a priority that the University has taken seriously. In order to keep the University community informed and help ensure a smooth transition to the new UID systems, the University Data Administration set up a UID website at www.ais.ilstu.edu/ssn/ that includes a history of the project, answers to frequently asked questions, and a transition checklist for University staff members.

Results and Measurable Outcomes

The task force met its deadline of full conversion of SSNs to UIDs by the end of Memorial Day weekend 2005.

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