

**ILLINOIS STATE  
UNIVERSITY**

**BOARD OF  
TRUSTEES**

**Report No. 2002.07/1100.05**  
**Fiscal Year 2002 Results 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) teaching and learning, 3) affordability, 4) access and diversity, 5) high expectations and quality, and 6) productivity and accountability.

Each August, colleges and universities are required to submit to the IBHE a *Results Report* highlighting university initiatives from the previous year and projections for the next year. In the fourth annual *Results Report*, Illinois State University further reports on accomplishments and plans by: 1) discussing major initiatives implemented during academic year 2001-02, 2) contributions to the *Illinois Commitment* and challenges identified in the *Statewide Results Report*, and 3) university performance measures for each of the six goals in the *Illinois Commitment*. Also discussed are two of the University's featured best practices, *Collaborative, Integrated Master Planning with Public Accountability* and *The Scholarship of Teaching and Learning*. This *Report* concludes with IBHE requested status reports on diversity, persistence, and degree completion; program review; and the assessment of student learning.

Illinois State University's *Fiscal Year 2002 Results Report* draws extensively from *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University*, the *Illinois State University Board of Trustees Vision 2007*, and *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University* in summarizing university progress towards full implementation of the six goals in the *Illinois Commitment*. This *Report* identifies specific university priorities, highlights distinctive qualities, and stresses university excellence. Additional information is available upon request from University Planning.

Illinois State University engages in comprehensive and integrated planning, budgeting, and assessment processes. *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University* is the University's strategic plan. It is reinforced by the future physical development plan for facilities, grounds, and infrastructure—*The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University* and university goals identified in *Redefining "normal:" The Campaign for Illinois State University*.

Illinois State University's *Fiscal Year 2002 Results Report*, the fourth in its series, addresses the University's plans and accomplishments related to full implementation of the six goals of the *Illinois Commitment*. As a dynamic and integrated process, this *Report* should be read in conjunction with Illinois State University's *Fiscal Year 2004 Appropriated Budget Requests: Operating and Capital*. They provide an aggressive array of programmatic initiatives and institutional support that will allow the University to further advance its highest priorities and contributions to the goals of the *Illinois Commitment*.

This report is an abridged version of Illinois State University's *Fiscal Year 2002 Results Report*. The unabridged version is displayed in the *University's Academic Plan 2002-2007*. Copy of the full *Report* is available from University Planning.

### **Goal 1: Higher Education will Help Business and Industry Sustain Strong Economic Growth.**

#### Accomplishments

- New Endowed Chairs in General Education, Insurance and Risk Management, and the Scholarship of Teaching and Learning, and a new Endowed Professorship in Nursing support distinctiveness in instruction and excellence in workforce preparation.
- The IBHE approved Illinois State University's Center for Special Education Assistive Technology, Center for Reading Literacy, and Adlai Stevenson II Center for Economic and Rural Development.

#### University Performance Measures

- **Undergraduate Degrees Conferred in Information Technology:** During Fiscal Year 2002, Illinois State University conferred 282 baccalaureate degrees in information technology. Since implementation of the *Illinois Commitment*, the University has conferred 921 degrees in these areas.
- **Professional Practice Enrollments:** Academic Year 2001-02 enrollment of 2,954 is 94 percent to the University's goal of 3,150 annual enrollments in Professional Practice.
- **External Grants and Contracts Awards:** The dollar value for external grants and contracts at Illinois State University increased by 64 percent between Fiscal Years 1999 and 2001. The Fiscal Year 2001 total (\$19.8 million) is 79 percent towards the University's goal of annually obtaining \$25 million for externally sponsored research.
- **Clients Served by the Extended University:** The 12,150 clients served by the Extended University during Fiscal Year 2001 is 93 percent towards the program's goal of serving 13,000 individuals annually.
- **Alternative Route to Certification:** Illinois State University offers a program of study through an alternative route in all of its approved programs that leads to initial certification of secondary teachers, as well as optional coursework that may be applied toward the M.S. in Curriculum and Instruction.

### **Goal 2: Higher Education Will Join Elementary and Secondary Education to Improve Teaching and Learning at All Levels.**

#### Accomplishments

- In spring 2002 Illinois State University became the 19<sup>th</sup> partner in the National Network for Educational Renewal, a network committed to improving the quality of education and the preparation of educators.

- Illinois State University has six professional development partnerships across the state, provides mentoring activities with Chicago public schools, and prepares candidates seeking Illinois Master Teacher Certification.

#### University Performance Measures

- **Undergraduate Enrollment in Teacher Education:** Fall 2001 undergraduate enrollment in teacher education was 6.8 percent higher than fall 2000. Since implementation of the *Illinois Commitment*, there have been 18,008 enrollments in teacher education at Illinois State University.
- **Baccalaureate Degrees Conferred in Teacher Education:** Illinois State University is the largest degree producer of teacher education candidates in the state and second largest in the nation.
- **Participation in Professional Development School (PDS) Settings:** Illinois State University provides opportunities for extended participation in PDS settings for all teacher education majors.
- **Master Teacher Certification:** Illinois State University provided mentorship to 15 students seeking National Board Certification on campus. Since Fiscal Year 1999, 34 of 40 participants have achieved this distinction. The 80 percent pass-rate, exceeds the national average of 49 percent. The University also provided mentorship to 120 Chicago teachers from 30 schools who are seeking National Board Certification, two-thirds of those achieved certification through the Chicago Public Schools' Professionals Honored with Distinction Program.
- **Basic Skills Pass Rates:** For certification to teach in Illinois, candidates must pass the Illinois Test of Basic Skills. Illinois State University achieved its goal of posting a 100 percent pass rate on basic skills for program completers in academic year 2000-01.
- **Subject Area Pass Rates:** Candidates for certification to teach in Illinois must also pass a subject matter test. Illinois State University posted a 97 percent aggregate pass rate in academic year 2000-01. The University's goal is to achieve a 100 percent pass rate. Consistent with revised Illinois State Board of Education rules and regulations, Illinois State's new Performance Based Assessment System will require all candidates to pass both basic skills and subject matter tests prior to program completion.
- **Continuing Professional Development Units (CPDUs):** Illinois State University is an Illinois State Board of Education approved provider of professional development activities (CPDUs) for teacher certificate renewal. Illinois State first began offering CPDUs in Fiscal Year 2001. The University has served 884 individuals, generating 9,178 CPDUs in two years.

### **Goal 3: No Illinois Citizen Will be Denied an Opportunity for a College Education because of Financial Need.**

#### Accomplishments

- Three-fifths of the undergraduate students enrolled at Illinois State University during fall 2001 received financial aid and paid less than the published "sticker price" to attend the University.
- Through *Redefining "normal,"* Illinois State University generated \$4.2 million for endowed scholarships.

#### University Performance Measures

- **In-State Undergraduate Tuition and Mandatory Fees:** Illinois State University had the fourth highest Fiscal Year 2002 tuition and fee rate for the Illinois public universities. University policy limits annual increases in tuition and fees each to no more than the three-year average percent increase in the *Illinois per Capita Disposable Index*. An additional three percent tuition increase was applied to academic year 2002-03 to help offset the additional \$3.0 million cut by the Governor from Illinois State University's budget.
- **In- and Out-of-State Undergraduate Tuition and Fees at Benchmark Institutions:** Through *Educating Illinois*, Illinois State University seeks to attract the state's high-achieving and motivated learners. The University's Fiscal Year 2003 in-state undergraduate tuition is comparable to in-state rates for students enrolling at Ball State University (Indiana) and George Mason University (Virginia). Bowling Green State

University (Ohio) and Miami University (Ohio) charges in-state students \$1,263 and \$2,743 more than Illinois State, respectively.

*Educating Illinois* also seeks to attract the same high-achieving and motivated learners from other states. The University's Fiscal Year 2003 out-of-state tuition and fees are the lowest when compared to other benchmark universities. In Fiscal Year 2001, the Illinois State University Board of Trustees approved lowering the out-of-state tuition ratio from 3:1 to 2:1 to increase affordability and promote geographic diversity.

- **Proportion of In-State Undergraduate Students Who Pay Zero Tuition:** Twenty-six percent of undergraduate students from Illinois received full scholarship assistance to attend Illinois State University. This total excludes the values of loans and employment.
- **Proportion of In-State Undergraduate Students Who Receive Financial Aid:** In fall 2001, 59 percent of undergraduate students from Illinois received financial assistance to attend the University. This includes all forms of gift aid, employment and student loans.
- **Ratio of Debt to the Illinois per Capita Disposable Index:** The average student debt-load of calendar year 2000 graduates at Illinois State University (\$9,363) is the lowest in the state, lowest in the region, and lowest among national doctoral universities (*US News and World Report, October 2001*). The ratio of average student debt load of calendar year 2000 graduates to the *Illinois per Capita Disposable Index* (\$26,860 in Fiscal Year 2000) at Illinois State University is 34.9 percent. This is lower than other Illinois public universities with published debt loads—Southern Illinois University at Carbondale (44.7 percent) and the University of Illinois at Urbana-Champaign (52.7 percent).
- **Annual Endowment Values Raised and Restricted to Student Financial Aid:** Four Illinois public universities (Illinois State University, Southern Illinois University at Carbondale, Northern Illinois University, and Eastern Illinois University) provide data to the Council for Aid to Education. Of the four, Illinois State University had the highest Fiscal Year 2001 endowment value restricted to student financial aid (\$1.9 million). However, the University's Fiscal Year 2001 value ranks third of the four benchmark institutions; Ball State University was the highest at \$2.2 million. Through *Redefining "normal,"* Illinois State's ranking will increase. The University has a \$20 million goal for endowed scholarships.

**Goal 4: Illinois Will Increase the Number and Diversity of Citizens Completing Training and Educational Programs.**

Accomplishments

- Illinois State University implemented a summer bridge program for minority students in collaboration with Bradley University during summer 2002.
- The First-Look Pre-College Program was expanded to serve 125 students from Chicago, Peoria, and East St. Louis. In spring 2001, 75 students from Chicago participated in the program and 58 (77 percent) enrolled at the University.
- The Minority Student Academic Center—a centralized location for support services—completed its first year of operation.
- An endowed chair in Special Education Assistive Technology was established.
- Fourteen percent of the University's new hires for Fiscal Year 2002 were minority faculty and staff, raising minority employees as a percent of total employees from 9.2 percent of total employees in fall 1998 to 9.8 percent of total employees in fall 2001.
- Aiding in the recruitment and retention of new minority faculty is the Underrepresented Groups Faculty Retention Program. The program provides professional development funds for schools and departments hiring new faculty members during their first three years of employment at Illinois State University. During Fiscal Year 2002, 33 faculty were supported by this program at a cost over \$309,600.

### University Performance Measures

- **Undergraduate Enrollment by Racial/Ethnic Designation:** Illinois State University presently has the second lowest proportion of minority enrollment for the 12 Illinois public universities (10.5 percent of the total undergraduate enrollment). However, the graduation rate of Black/Non-Hispanic freshmen ranks third in this group and the corresponding rate for Hispanic students ranks fourth.

Illinois State University's minority enrollment ranks second among benchmark universities. George Mason's minority enrollments are the highest, as it serves a high number of Asian-Americans/Pacific Islanders (409 out of 2,146 first-time freshmen in fall 2001).

- **Fall-to-Fall Retention of First-Time Freshmen by Racial/Ethnic Designation:** Since implementation of the *Illinois Commitment*, fall-to-fall retention rates of first-time freshmen increased by 5 percent for Black/Non-Hispanic freshmen (currently at 70 percent) and by 6 percent for Hispanic freshmen (currently at 77 percent).

Illinois State University had the second highest freshman retention rate for benchmark universities. Eighty percent of fall 2000 first-time freshmen re-enrolled at the University for a second year of study in fall 2001 and this exceeds the national average of 72 percent. The fall-to-fall retention rate of first-time Black/Non-Hispanic freshmen at Illinois State ranks fifth among benchmark universities and the Hispanic freshman retention rate ranks second.

- **Six-Year Graduation Rates by Racial/Ethnic Designation:** The six-year graduation rate for fall 1995 first-time freshman is 56 percent. This is 93 percent to the University's goal of a 60 percent graduation rate. The median time-to-degree for these students was four years; 51.2 percent of the graduates received their degree in four years. An additional 39.9 percent graduated in the fifth year and 8.9 percent graduated in the sixth year.

Illinois State University had the third highest graduation rate in the state for all students (56 percent), behind Eastern Illinois University and the University of Illinois-Urbana. As stated above, the graduation rate of Black/Non-Hispanic students (38 percent) ranked third and the graduation rate of Hispanic students (50 percent) ranked fourth.

When compared to benchmark universities, Illinois State University had the third highest graduation rate for all students (behind Bowling Green at 58 percent and Miami University at 80 percent). Illinois State also had the third highest graduation rate for Black/Non-Hispanic students (behind Bowling Green at 42 percent and Miami University at 59 percent). The graduation rate of Hispanic students ranked second (behind Miami University at 75 percent).

**Goal 5: Illinois Colleges and Universities Will Hold Students to Even Higher Expectations for Learning and be Accountable for the Quality of Academic Programs and the Assessment of Student Learning.**

### Accomplishments

- Effective with fall 2002 freshmen, a personal statement documenting academic motivation is required for admission and the priority date for admission of highly qualified students was accelerated from December 31<sup>st</sup> to November 15<sup>th</sup>.
- Dr. Patricia Cross, an international scholar of repute, established the nation's first endowed chair in the scholarship of teaching and learning at Illinois State University.
- The *Chicago Tribune* recognized Illinois State University, Indiana University, and Notre Dame University as leaders in the scholarship of teaching and learning. The IBHE and the National Survey of Student Engagement recognized Illinois State University's General Education program as an academic best practice.
- The Association to Advance Collegiate Schools of Business recommended reaffirmation for the College of Business and the Department of Accounting; the International Association for Counseling Services and the

Clinical Laboratory Improvement Amendments of the U.S. Department of Food and Drug Administration continued accreditation for Student Counseling Services and Student Health Services, respectively.

- All 15 units in Student Affairs completed the Council for the Advancement of Standards *Self Study*. Beginning in Fiscal Year 2003, each department will identify, benchmark, and implement best practices in co-curricular programs, events, and services.
- The University completed the National Collegiate Athletic Association's *Certification Self Study*, which contained chapters on academic integrity; governance and rules compliance; fiscal integrity; and equity, welfare and sportsmanship.

#### University Performance Measures

- **Results of Alumni Satisfaction Surveys:** Surveyed one-year after graduation, 86 percent of the calendar year 2000 graduates indicated they felt “strongly positive” or “positive” about Illinois State. Likewise, 85 percent of these alumni were either “very satisfied” or “satisfied” with both the course offerings and the quality of instruction in the major.  
  
Surveyed five years after graduation, over 90 percent of calendar year 1996 graduates felt “strongly positive” or “positive” about Illinois State. Likewise, 87 percent of these alumni were either “very satisfied” or “satisfied” with both the course offerings and the quality of instruction in the major.
- **Pass Rates on Professional/Occupational Licensure Exams:** Over 93 percent of the baccalaureate degree candidates passed the National Council for Licensure Examination, compared to a national pass-rate of 86 percent. Over 94 percent of the Educational Administration and Foundations graduates passed the Illinois Principal Test and all passed the Illinois Superintendent Test.
- **Proportion of Degree Programs with Articulated Learning Goals:** The Illinois Board of Higher Education requires all colleges and universities to have assessment systems in place by 2004. All departments and schools at Illinois State University have completed an inventory of student learning outcomes for each degree program and are documenting the systems used to assess student learning outcomes. This is part of the university-wide three-year assessment plan to demonstrate how student learning outcomes assessment has/will lead to programmatic improvement at Illinois State University. During phase III, programs will demonstrate how assessment results are used as the basis for change.
- **Proportion of Undergraduate Degree Programs with Integrative Experiences for Students:** A survey conducted by the University-Wide Assessment Committee in spring 2000 demonstrated that approximately three-fourths of all departments and schools at Illinois State University require integrative experiences.

#### **Goal 6: Illinois Colleges and Universities Will Continually Improve Productivity, Cost-Effectiveness, and Accountability.**

##### Accomplishments

- The Planning and Finance Committee of the Academic Senate surveyed all university faculty and staff on academic administrative restructuring, a web board was provided for additional campus dialogue, and the Provost conducted 13 focus groups with 250 randomly selected faculty and staff. The final report, *Creating Intellectual Communities*, is available at [www.academicssenate.ilstu.edu/committees/planfinance](http://www.academicssenate.ilstu.edu/committees/planfinance).
- Recommendations from *Creating Intellectual Communities* currently being addressed are the potential integration of Mennonite College of Nursing, the Department of Speech Pathology and Audiology, and the Department of Health Sciences; and a review of the structure and function of University College.
- In February 2002, the Illinois State University Board of Trustees approved implementation of the updated *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University*.
- Accountability web sites were developed for the highest priorities articulated in the University's strategic plan, future physical development plan, and fundraising plan. Goals, actions, plans, and accomplishments

are available at [www.illinoisstate.edu/educatingillinois](http://www.illinoisstate.edu/educatingillinois), [www.illinoisstate.edu/masterplan](http://www.illinoisstate.edu/masterplan), and [www.illinoisstate.edu/campaign](http://www.illinoisstate.edu/campaign).

#### University Performance Measures

- **Faculty and Staff Salaries:** Since implementation of *Educating Illinois* in Fiscal Year 2001, Illinois State University has applied \$11.1 million to faculty and staff salaries. The average contract salary of professors at Illinois State University ranked seventh among Illinois public universities. Associate professors' average contract salary ranked tenth, and assistant professors' average contract salary ranked seventh.

The Fiscal Year 2001 average salary for all civil service employees at Illinois public universities was \$33,549; however, the University of Illinois at Chicago's 4,993 civil service employees affects the average dramatically. Excluding those employees, Illinois State University's average civil service salary of \$31,048 is about 1.7 percent or \$541 below the weighted average at other Illinois public universities.

- **Deferred Maintenance Expenditures:** Illinois State University spent \$4.7 million on facilities operations and maintenance from appropriated funds during Fiscal Year 2002, representing 24 percent of industry standards (annual expenditures totaling 2 percent of the facilities replacement value). From all sources of funds, the total increases to \$12.5 million, or 63 percent of industry standards. The University has applied \$43.1 million to deferred maintenance since implementation of the *Illinois Commitment*.
- **Facilities Infrastructure Expenditures:** Illinois State University spent \$7.8 million on facilities infrastructure improvements during Fiscal Year 2002. Since implementation of the *Illinois Commitment*, the University has applied \$49.6 million to infrastructure improvements.
- **Internal Reallocations and Cost Savings/Avoidance:** Illinois State University reallocated \$5.3 million or 2 percent of its Fiscal Year 2002 base budget to support faculty and staff salaries, deferred maintenance, and other high priority projects. Illinois State also engaged in \$1.2 million in cost savings and avoidance activities. Since implementation of the *Illinois Commitment*, the University has reallocated \$14.5 million from lower to higher priorities and engaged in \$5.9 million in cost savings and avoidance activities.
- **Credit Hour per Staff Year Ratio:** Illinois State University has lowered the undergraduate credit hour to staff year credit hour ratio to better align with the goals of *Educating Illinois* and statewide norms. Fiscal Year 1999 credit hour to staff year ratios were 781 at Illinois State compared to a statewide average of 707; Fiscal Year 2001 values at the University were 732 compared to a statewide average of 705.

#### **Administrative Best Practice: Collaborative, Integrated Master Planning with Public Accountability**

In fall 2000, President Boschini appointed the Master Plan Steering Team, consisting of 19 students, faculty, and staff from across all divisions at the University, and a representative from the Town of Normal. The Team was charged with updating Illinois State University's *1995 Master Plan* by February 2002. The 2000 through 2002 master planning process was predicated on developing campus consensus, acquiring governance approval, and initiating implementation with accountability reporting.

In spring 2001, the Master Plan Steering Team began conducting focus groups. In these sessions, students, faculty, staff and colleagues from the Town of Normal reviewed the *1995 Master Plan* and were asked to identify ideas regarding the future 20-year physical development of facilities, grounds, and infrastructure at Illinois State University. Each idea was recorded by the Master Plan Steering Team on an index card and hung on "the wall of cards." The Master Plan Steering Team ultimately categorized each idea into one of three themes that are consistent with the University's educational vision and mission: reinforcing the benefits of a small-college experience, supporting large-university opportunities, and embracing partnerships with our local communities.

Once the three main themes were identified, the Master Plan Steering Team conducted over 50 focus groups and presentations in fall 2001. These sessions were used to develop draft one of *The Master Plan*. That draft was presented to the Illinois State University Board of Trustees as an informational item in October 2001.

By January 2002, over 30 additional focus groups refined recommendations from draft one of *The Master Plan*. Those recommendations, along with a discussion of the future physical development of Illinois State University were presented to the Illinois State University Board of Trustees in February 2002. The Board of Trustees unanimously approved implementation of *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University*.

Since approval, the Capital Planning and Budget Team, consisting of students, faculty, and staff from all divisions has been charged with the coordination, communication, and implementation of the priorities in *The Master Plan*. The Team also makes budgetary recommendations on capital projects to the President's Cabinet. After Cabinet review, recommendations are shared with the Illinois State University Board of Trustees for approval. Additionally, a Master Plan Report Card has been established, [www.illinoisstate.edu/masterplan](http://www.illinoisstate.edu/masterplan), to report university actions and progress to the campus and external communities.

Successful implementation of *The Master Plan* requires communication and coordination with all members of the University community. It also requires continued commitment of the University administration and those responsible for the stewardship of planning and daily operations of the campus. The guidelines and recommendations in *The Master Plan* describe the vision for the future physical development of the campus with the practicality of a successful implementation strategy that links plans with accountability reporting structures.

A *Facilities Condition Assessment* has been implemented to help prioritize deferred and preventative maintenance needs identified in *The Master Plan*. Long range plans for residence halls and campus dining centers, energy management/utility infrastructure, and Milner Library were updated in accordance with the goals and values in *The Master Plan* and the University's strategic plan, *Educating Illinois*. Web sites are currently being developed for the *Residential Long Range Improvement Plan*, *Milner Library Long Range Renovation Plan*, *Energy Management and Utility Infrastructure Improvement Plan*, and *Facilities Condition Assessment*. Collaborative, integrated planning with public accountability exemplifies Illinois State University's academic, strategic, and physical planning.

### **Academic Best Practice: The Scholarship of Teaching and Learning**

Putting students first through the active Scholarship of Teaching and Learning (SoTL) is the signature activity of Illinois State University. Systematic reflection on teaching and learning made public is demonstrated by endowing the Cross Chair in the Scholarship of Teaching and Learning (the first such endowed chair in the nation) and implementing the three-year assessment plan focusing on student learning outcomes. Other activities include hosting the IBHE's conference on assessment and the University's first annual conference on the Scholarship of Teaching and Learning at National Doctoral Research Intensive Colleges and Universities. Additional information on these activities is available from the Center for the Advancement of Teaching—a multipurpose, interdisciplinary unit dedicated to the advancement of teaching and student learning—at [www.cat.ilstu.edu](http://www.cat.ilstu.edu).

Selected for Illinois State University's Fiscal Year 2002 academic best practice is another Center for the Advancement of Teaching SoTL facilitated activity—participation in Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). The CASTL program was established in 1998 and sponsored by the Carnegie Foundation for the Advancement of Teaching, the American Association of Higher Education, and Pew Charitable Trusts. The program encourages and supports the development of the scholarship of teaching and learning and has three major components: Work with Scholarly and Professional Societies, The Pew National Fellowship Program for Carnegie Scholars, and the Teaching Academy Campus Program<sup>1</sup>.

Since 1988 several Illinois State University faculty and staff members have participated in the CASTL program and conducted ongoing research on student engagement. As an early member of the CASTL program, Illinois State University is actively engaged in the scholarship of teaching and learning. Currently:

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<sup>1</sup> Additional information about the CASTL program is available at [www.aahe.org/teaching/Carnegie/academy1.htm](http://www.aahe.org/teaching/Carnegie/academy1.htm) and [www.carnegiefoundation.org](http://www.carnegiefoundation.org).

- Jack Chizmar (Economics) and Doug Turco (Kinesology and Recreation) are analyzing the impact of graded vs. ungraded homework on participation, course grades, and other measures of engagement.
- Valerie Farmer-Dougan (Psychology) and psychology graduate student David James conducted a Web questionnaire study of Illinois State University students' engagement and the correlates of engagement.
- Sociology professor Tom Gershick and Sociology graduate student Lana Berardi are conducting interviews with about 20 Illinois State University faculty members investigating their perceptions of student engagement and how engagement can be enhanced to improve teaching and learning.
- Wendy Troxel and Jamie Young (University Assessment Office) and Kathleen McKinney (Center for the Advancement of Teaching) plan to conduct secondary analysis of data from freshman, sophomore, and senior surveys, and the National Study of Student Engagement, looking at variables related to engagement over time.

Kathleen McKinney, Director, Center for the Advancement of Teaching, and Doug Turco and Jack Chizmar, two Illinois State faculty members, were the recipients of a \$5,000 “Going Public” small grant from the American Association of Higher Education. This grant will help disseminate knowledge obtained from research on student engagement for the CASTL Program. Preliminary activities include: dedicating an issue of the *CATalyst* to student engagement and CASTL work<sup>2</sup>; posting updates on the AAHE CASTL Web Center [www.aahe.ital.utexas.edu/](http://www.aahe.ital.utexas.edu/); hosting the annual Teaching-Learning Symposium and Engaging Minds: A Conference on Student Engagement and Learning conference; and implementing a Web Board discussion on student engagement research at <http://Webboard.ilstu.edu/~CASTL-ISU>.

#### **Status Report: Actions taken to improve access, diversity, persistence, and degree completion.**

Two IBHE Reports: *Success for Today's Students, a Report of the Commission on Persistence and Degree Completion* and *Gateway to Success: Rethinking Access and Diversity for a New Century, a Report of the Committee on Access and Diversity*, recommend strategies and initiatives for improving access, diversity, persistence, and degree completion.

*Gateway to Success* establishes five policy goals for Illinois higher education. During Fiscal Year 2002, Illinois State University addressed four of the five policy goals.

1. *Expand the scope of policies and mechanisms that address access needs by expanding commitments to off-campus instruction and by providing the right kind of access.*
  - Illinois State University, in partnership with Richland College, Parkland College, Illinois Valley Community College, and Heartland Community College, initiated a RN to BSN sequence online and in traditional format.
2. *More fully address the access needs of all students.*
  - The Disability Concerns Office ensures full and equal participation for persons with disabilities by providing assistive technologies, materials in alternative formats, and other accommodations.
  - Based on feedback received from the ADA/504 coordinator, Disability Concerns Office, and the Equal Access Committee, Illinois State's *Master Plan* identifies several problem areas for correction.
3. *Evaluate and demonstrate how diversity promotes learning in higher education programs.*
  - Diversity assessment is part of Illinois State University's program review process (See Appendix A). Beginning in Fiscal Year 2001, results are included in annual Underrepresented Groups Reports.
4. *Strengthen statewide efforts to support institutional diversity.*

<sup>2</sup> *CATalyst* is distributed on campus to over 2,000 people and to teaching centers around the nation via a newsletter exchange. It is also posted at [www.cat.ilstu.edu/publications/catalyst.shtml](http://www.cat.ilstu.edu/publications/catalyst.shtml).

- Illinois State University has not yet addressed this priority.
5. *Expand outreach efforts to pre-collegiate students to promote diversity by meeting with private organizations that have successfully increased the academic achievement and college-going rates of disadvantaged students.*
    - Illinois State University initiated a summer bridge program for minority students in partnership with Bradley University.
    - Illinois State is a member of the Bloomington-Normal Educational Alliance that received a HECA grant to fund Teacher Education Access for Minorities.
    - Illinois State's participation in the Illinois Council for College Attendance, INROADS, Ada S. McKinley Center, and ASPIRA enhances pre-college recruitment of minority students.

*Success for Today's Students* recommends four strategies for improving persistence and degree completion.

1. *Support and encourage students to make timely progress towards their educational objectives.*
  - The Academic Guarantee Statement provides individualized attention by ensuring small class sizes during the first year experience.
  - Based on student feedback, minority student services were consolidated and access to student services was expanded through the opening of a Minority Student Academic Center in fall 2001.
2. *Actively engage students in the learning process.*
  - Illinois State sponsors the nationally renowned CONNECTIONS learning communities program.
3. *Establish institution-wide retention programs assisting students to stay in higher education and make continuous progress toward their educational objectives.*
  - The Academic Senate approved changing the five-week drop policy to eight weeks.
  - The Academic Senate also approved a policy change enabling students to retake a failed course or courses with the grades for the repeated course(s) to replace the original grades in the calculation of the student's grade point average.
  - As part of a new two-tiered admissions process, all majors are being reviewed in relation to time-to-degree and managing access to high-demand programs.
  - The University has 31 discipline-based articulation agreements with 14 community colleges and is an active participant in the Illinois Articulation Initiative.
  - Illinois State has a dual admissions agreement with City Colleges of Chicago and a curricular agreement for teacher education with Lincoln Christian College
4. *Establish programs to encourage former students to return to college to complete their initial program and to encourage graduates to pursue additional credentials.*
  - The University provides graduate programs that serve working professionals in education, business, and nursing and alternative route to certification programs.

*Success for Today's Students* also recommends four strategies for improving accountability reporting.

1. *Each college and university should set goals for improving persistence and degree completion and be held responsible for progress toward those goals.*
  - In fall 2001 the Academic Senate approved a graduation rate goal of 60 percent. The University is 93 percent towards its goal. The six-year graduation rate of fall 1995 first-time freshmen was 56 percent.
2. *Create systems that provide information to institutions about a variety of outcome measures. Support institutions efforts to acquire new information.*

- Illinois State participates in the National Survey of Student Engagement.
  - The Office of Institutional Research works with the Illinois Department of Employment Security to produce an annual wage report on alumni working in Illinois.
  - Beginning in summer 2002 the University administers the College Student Expectation Survey.
3. *Include information about individual students' educational objectives in information systems used to measure persistence and/or degree completion at the institutional and state levels.*
    - Illinois State University has not yet addressed this priority.
  4. *Disseminate the results of surveys of students who succeed and students who do not complete a degree, and provide a forum for discussion of current literature on persistence and degree completion.*
    - The University Assessment Office is forming a student advisory committee and a faculty advisory committee to support coordination and dissemination of assessment results.
    - The Committee for Diversity will begin interviewing new and exiting students from traditionally underrepresented groups to determine strengths and challenges in the acclimation to Illinois State.

**Status Report: Program Review: Findings and recommendations for improvement.**

All established academic programs in Illinois are reviewed at least once every eight years to monitor quality, identify needed improvements, and/or make recommendations for programmatic closure. The May 2002 *Results Report Guidelines* require:

1. *Identification of prioritized programs flagged for attention or improvement<sup>3</sup>.* The Master's degree in Environmental Health and Safety was suspended due to state budgetary restrictions. Consistent with IBHE guidelines and university processes, a follow-up report on programmatic improvement and monitoring will be made to the Academic Senate, Illinois State University Board of Trustees, and IBHE by Fiscal Year 2005.
2. *A progress report three years after implementation for each new program, after which it is placed on a maximum eight-year cycle.* No programs at Illinois State University fit this definition.
3. *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.* No programs at Illinois State University fit this definition.

**Status Report: Assessment of student learning.**

Goal 5 of the *Illinois Commitment* states "By 2004, all academic programs will systematically assess student learning and use assessment results to improve programs." The May 2002 *Results Report Guidelines* require institutions to submit a brief progress report on the development and implementation of assessment plans for general education and each academic program.

General Education Assessment

<sup>3</sup> *The April 2002 Redesign of Public Institution Academic Program Approval and Review Processes IBHE Board Item requires colleges and universities to engage in the following actions for programs that have been flagged for priority review. Delineate actions taken to resolve issues or improve the program; identify areas for further action or improvement; and describe how the program will be monitored to ensure continued improvement until the next review. These reports are due up to three years after the program is flagged for priority review and are not submitted as part of annual Results Reports.*

General Education requirements, structure (sequentially based Inner, Middle, and Outer Cores), and governance processes are designed to provide a dynamic program that will undergo evolutionary change and continual improvement. The Director of General Education is responsible for General Education assessment in consultation with the Council on General Education (CGE) and the General Education Coordinating Committee (GECC).

Assessment activities completed through Academic Year 2001-2002 include the following.

- The CGE reviewed all Inner Core syllabi to ensure compliance with the stated philosophy and goals of General Education.
- The GECC assessed the effectiveness of Inner Core instruction using embedded assignments in selected Middle Core courses.
- The Commitment to General Education *Educating Illinois* implementation team reviewed the original goals for Foundations of Inquiry<sup>4</sup> (FOI) and recommended dissemination in workshops and public meetings to remind the academic community of Academic Senate approved goals.
- FOI instructors published specific class themes, allowing students and faculty to match common interests.

The following General Education assessment activities are planned for Academic Year 2002-2003.

- A cumulative assessment of General Education will take place since the first class to complete the program will have graduated.
- Assessment rubrics to assess student work in the Middle Core will be designed.
- The Commitment to General Education *Educating Illinois* implementation team will work with appropriate campus constituents to:
  - Monitor the percent of FOI courses taught by tenured and tenure-track faculty;
  - Review the availability of sections and section sizes to determine appropriate class sizes; and
  - Develop additional strategies for enhancing the common experiences of each FOI cohort.
- The Successful Transitions *Educating Illinois* implementation team will work on the development of a first-year experience that integrates orientation, advising, the General Education program, and residence hall living.

#### Program Assessment

Illinois State University conducts program assessment through accreditation and the University's three-year assessment program.

- The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and 31 professional agencies have awarded various academic programs discipline-based accreditation.
- Phase I began in academic year 2000-01 by completing an inventory of student learning outcomes for each degree program. This data is displayed on the University Assessment Office's Web site, [www.assessment.ilstu.edu](http://www.assessment.ilstu.edu). The University Assessment Office and the Center for the Advancement of Teaching provide in-service consultation and workshops to build greater expertise and commitment to student learning outcomes at the departmental and school level.
- Effective June 1, 2002, the University Assessment Office's Web site added an identification of assessment systems used to measure student learning outcomes for each degree program, representing Phase II of the three-year assessment plan.
- Phase III goals and objectives for Academic Year 2002-03 include refining student learning outcomes, collecting specific examples of how outcomes data has been used to improve programs, publishing assessment data on the Web, and piloting the use of Trac Dat software.

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<sup>4</sup> A required first-semester course for freshmen.