

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 institutional performance on Goals 1 through 6 of *The Illinois Commitment*, 2) highlighting best practices, and 3) incorporating performance indicators. This *Report* concludes with IBHE requested status reports on program review and the assessment of student learning.

Illinois State University's *Fiscal Year 2003 Results Report* draws extensively from *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007*, the University's strategic plan, 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 Planning and Institutional Research.

Overview

Illinois State University's Fiscal Year 2003 contributions to the six goals of *The Illinois Commitment: Partnerships, Opportunities, and Excellence* are summarized below. Each goal summary contains a "best practice," illustrating Illinois State University's success in achieving statewide priorities. Also included is an identification of university plans, and related performance indicators, for Illinois State to advance statewide goals during Fiscal Year 2004.

Economic Growth: Illinois State University appointed the Edmonson-Miller Endowed Chair in Insurance and Risk Management, established new degree programs in athletic training and clinical-counseling psychology, and received over \$20 million to support research and creative activities. The University's best practice is participation in the Illinois Council for Food and Agricultural Research. Illinois State University will continue to increase the clients served by the Extended University and annually pursue \$23 million for externally funded research and creative activities.

Teaching and Learning: Appointing the Kara Peters Endowed Chair in Special Education Technology, receiving \$2.95 million in federal grants related to bilingual instruction, and hosting the Teacher Education Access for Minorities program are strategies to improve teaching and learning at all levels. The University's best practice highlights outcomes from the Special Education Assistive Technology Center. Illinois State University will continue to provide statewide and national leadership in those organizations committed to improving teaching and learning at all levels (e.g., National Board for Professional Teaching Standards, Governors Advisory Council for Teacher and Learner Quality), and will continue to implement strategies to increase minority student enrollment in teacher education.

Affordability: Holding Fiscal Year 2004 tuition constant for students currently enrolled at the University and holding Fiscal Year 2005 tuition constant for fall 2004 new students continuously enrolled at the University in academic good standing demonstrates Illinois State University's commitment to affordability. The University's best practice is applying \$200 thousand in internal reallocations to restore fifth year Monetary Award Program funding and to offset reductions for other program recipients enrolled at Illinois State University. The University will continue to pursue its goal of collecting \$20 million to support endowed scholarships for minority students and high achieving students (\$8.2 million has been collected) and strive to remain in the top 25% nationally in terms of undergraduate students who graduate with the least amount of cumulative debt.

Access and Diversity: Illinois State University implemented new admissions strategies to remain in contact with minority students from initial inquiry until fall semester enrollment, including the first Minority Students Scholar Days program and application workshops at selected high schools with large minority student populations. Initial results have proven successful. Compared to fall 2002, minority first-time freshmen applications are up 9% and minority freshmen admissions are up 35%. Illinois State University's participation in LS-AMP, a program designed to increase the participation and achievement of traditionally underrepresented students in the sciences, mathematics, and technology is the University's best practice. Illinois State University will continue to develop, implement, and refine strategies to increase student enrollment, retention, and graduation rates. Currently, 42% of students admitted to the University enroll at Illinois State, 80% of first-year students return for a second year of study, and 57% of all students graduate within six-years.

High Expectations and Quality: Advancing in national collegiate rankings, exceeding benchmarks from the *National Survey of Student Engagement*, enrolling freshmen with ACT averages well above other state of Illinois and national college bound (core curriculum) students, receiving acceptance into the National Association of State Universities and Land Grant Colleges, and being selected as a Carnegie Cluster Leader demonstrates Illinois State University's high expectations for students and academic programs. The University's best practice is being one of 13 colleges and universities nationwide to be honored by the Arnold and Mildred Beckman Foundation with the 2003 Beckman Scholars Program. During Fiscal Year 2004, the University will continue to increase recruiting efforts of high-achieving, motivated students and apply to participate in the American Association for Higher Education's *Engaged Campus for A Diverse Democracy Project*.

Productivity and Accountability: Receiving an upgraded credit rating from Moody's Investor Services and \$54.8 million from the state for capital projects demonstrates public confidence in Illinois State University. Accountability

reports for the University's highest priorities are displayed at www.illinoisstate.edu/educatingillinois, www.illinoisstate.edu/masterplan, and www.illinoisstate.edu/campaign. Fiscal Year 2003 actions totaling \$5.3 million in cost avoidance and \$8.5 million in internal reallocations (3.1% of the University's base budget) are the University's best practice. During Fiscal Year 2004, Illinois State University will continue to pursue its highest priority, faculty and staff compensation. Additionally, the University will reduce the deferred maintenance backlog (currently at \$450 million), and continue to reallocate at least 1% of the base budget from lower to higher priorities.

Illinois State University's Performance on Goals 1-6 of *The Illinois Commitment*

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

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

Fiscal Year 2003 Accomplishments:

- Dr. Richard MacMinn, formerly the Swiss Re Chair of Management and Risk at the University of Nottingham, England, was appointed as the first Edmondson-Miller Endowed Chair in Insurance and Risk Management in August, 2002. MacMinn is editor of the *Journal of Risk and Insurance*, associate editor for the *Journal of Insurance Issues* and the *Quarterly Journal of Economics and Finance*, and serves as a board member on the American Risk and Insurance Association and the Asia Pacific Risk and Insurance Association. In addition to instructional responsibilities, MacMinn works with community and industry leaders to provide academic leadership opportunities for the Katie Insurance School, bringing statewide, national, and international attention to Illinois State University.
- The Illinois Board of Higher Education approved the University's request to establish an undergraduate degree program in Athletic Training and a graduate program in Clinical-Counseling Psychology; both programs address statewide occupational need. Likewise, new sequences in Agribusiness, Agriscience, Food Industry Management, and Statistics support distinctiveness in instruction and excellence in workforce preparation.
- Mennonite College of Nursing joined the Sloan Consortium, an association of accredited higher education providers and organizations that will promote distance education opportunities available through the College's Registered Nurse to Bachelor of Science in Nursing degree program statewide and nationally.
- Faculty and staff from Illinois State University received a record \$20 million in external grant funding. This includes \$400,000 from the U.S. Department of Labor to develop a program to train 300 dislocated workers in Illinois for jobs setting up and maintaining high-tech, computer-controlled manufacturing equipment; \$495,000 from the National Science Foundation (NSF) to increase the number of chemistry graduates from traditionally underrepresented groups; and \$284,000 from the NSF to increase female participation in mathematics, science, and technology.
- The Coleman Foundation provided Illinois State University's Institute for Entrepreneurial Studies (IES) with a \$180,000 grant to support entrepreneurial activities. The IES program provides learning opportunities for students and outreach to the public community. Consulting teams of undergraduate and graduate students work with small businesses to gather data, analyze business problems, and make oral and written recommendation reports. Additionally, the IES is leading a task force exploring the creation of a Small Business Development Center in McLean County.
- The University's Institute for Regulatory Policy Studies sponsored "POLR in Restructured Energy Markets" and "Illinois Energy Policy for the 21st Century" for 300 government and industry workers within the regulatory community. Regulatory policy has an enormous impact on the State's economic development; profit margins for industries are impacted by utility costs, as is the State's ability to bring new industries to Illinois.
- The Extended University, through the Center for Information Systems Technology (InfoTech), received a \$500,000 grant from State Farm to retrain corporate employees into technical business positions. InfoTech

also launched several night certification programs for the general public; these include options in Web Design, Web Development, and Project Management.

Fiscal Year 2004 Actions

- Continue to increase the client base of the Extended University; an educated citizenry is essential to economic growth and development. During the past three years, the Extended University provided services to 73,151 clients.
- Pursue \$23 million annually in externally funded grants and contracts for multidisciplinary and external research partnerships. The \$20.3 million received in Fiscal Year 2002 is 88% towards the University's annual goal of \$23 million.

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

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

Fiscal Year 2003 Accomplishments

- Dr. Phil Parette, Dean of the School of Graduate Studies and Research at Southeast Missouri State University, was appointed as the first Kara Peters Endowed Chair in Special Education Technology, effective August 15, 2003. Parette has published/edited more than 120 publications related to special education. For the past seven years, his research has focused on assistive technology and multicultural implications for families of children with disabilities. In addition to instructional responsibilities, Parette will serve as director of Illinois State University's Special Education Assistive Technology Center, which was established in 2001 with a \$921,000 federal grant.
- The Department of Curriculum and Instruction and Elgin Unit School District 46 received a \$1.25 million grant from the U.S. Department of Education. *Partners in Pre-service and In-service Teacher Education for Teachers of English Language Project* provides assistance to in-service bilingual teachers wishing to complete state requirements for English as a Second Language (ESL) endorsement and monolingual teachers wanting to teach English Language Learners and/or complete ESL certification coursework. Presently, only 23 percent of Illinois teachers have knowledge of second language teaching and learning.
- The Center for Reading and Literacy received a \$1.7 million grant from the U.S. Department of Education. *Teachers for All Children* allows Illinois State University, the University Center of Lake County, and the Illinois school districts of Waukegan, Zion, North Chicago, and Diamond Lake to develop and implement an alternative certification program for bilingual paraprofessionals in the four school districts. This grant will result in children whose first language is not English having high quality, bilingual teachers who help them learn English and use both their first language and English to achieve success in school and beyond.
- Illinois State University received \$200,000 to establish the Chicago Pipeline Project and \$100,000 for the Special Education Assistive Technology Center to partner with Peoria public schools.
- The Extended University sponsored academically-related competitions, camps, and conferences for high-achieving, motivated youth, who represent the type of learners that the University seeks as students. For example, Expanding Your Horizons is a conference promoting interest in Mathematics, Science, and Technology for 800 4th to 8th grades girls. Other sponsored educational outreach activities that are designed to improve teaching and learning include hosting the Future Problem Solving Bowl, State Scholastic Bowl Championship, Bands of America, and the Young Author's Talent Search.
- In spring 2003, Illinois State University hosted the Teacher Education Access for Minorities program for 100 community college students and 300 high school students. The program, funded by an IBHE Higher Education Cooperation Act grant, allowed students interested in the teaching profession to preview opportunities available at Illinois State University. It also allows for community college students to complete their two-year program in Chicago, come to Illinois State University's campus for one year, and

then return to Chicago for a yearlong internship prior to beginning their careers as teachers. Minority teachers are needed in all teaching fields at all grade levels.

- Based on occupational need, Illinois State University established Post-Master's Graduate Certificates in Superintendent Endorsement in Educational Administration, General Administrative Certification in Educational Administration, and Chief School Business Official.

Fiscal Year 2004 Actions

- Participate in at least five major state and national professional organizations aimed at improving teaching and learning at all levels. Faculty and staff from the university wide teacher education unit participate in major state, regional and national professional organizations that influence educational standards and policies. Among the organizations are the National Commission for the Advancement of Educational Leadership, National Board for Professional Teaching Standards, Illinois Library Board, Governors Advisory Council for Teacher and Learner Quality, and State Action for Educational Leadership in Illinois.
- Continue to implement strategies to increase minority undergraduate student enrollment in teacher education. Minority undergraduate enrollment in teacher education has increased from 5.5% of the total in fall 2000 to 5.9% of the total in fall 2002.

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

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

Fiscal Year 2003 Accomplishments

- The Illinois State University Board of Trustees held Fiscal Year 2004 tuition and fees constant for students currently enrolled at the University. Such an action provides relief to students who have seen tuition increase as much as 24% since their freshman year.
- The Illinois State University Board of Trustees approved a 10% tuition and fee increase for incoming fall 2003 undergraduate students with the stipulation that tuition and fees remain constant through Fiscal Year 2005 for students continuously enrolled in academic good standing. These rates may be extended, contingent upon future legislation.
- The Fiscal Year 2004 student tuition and fees and room and board rates approved by the Illinois State University Board of Trustees will increase revenue by an estimated \$2.75 million. A portion of this revenue will be devoted to financial aid to help meet the shortfall in the Monetary Award Program for students eligible for the maximum award. The remaining revenue will be devoted to maintaining instructional capacity for students. Illinois State University's distinctive and award winning general education program, its commitment to reasonable class sizes, and the ability to offer courses in a timely manner will be protected. No increased tuition revenue will be used to offset the administrative and support cuts required by the Governor's \$7.2 million budget reduction for Illinois State University or to expand other support programs.
- Three-fifths of the undergraduate students enrolled at Illinois State University receive financial aid and pay less than the published "sticker price" to attend the University. The Financial Aid Office annually administers and coordinates more than \$88 million in financial assistance to students.
- *Redefining "normal"* established a goal of generating \$20.0 million in endowed scholarships for minority students and high achieving students. As of May 31, 2003, the University had collected \$8.2 million.
- Illinois State University ranks in the top 25 percent of colleges and universities nationally with regards to undergraduate students graduating with the least amount of debt. The average debt load of Fiscal Year 2002 graduates was \$14,120. Illinois State University provides a comprehensive, institutionally-based student employment program to help reduce student debt load. Students enrolled for six or more semester hours may work part-time at the University. Eligible students usually work 10-15 hours while classes are in session and earn from \$5.15 to \$8.40 per hour.

Fiscal Year 2004 Actions

- Continue to pursue \$20 million for endowed scholarships. Presently, Illinois State University has attained 41% of its goal.
- Remain in the top 25 percent nationally in terms of graduates with the least amount of debt.
- Maintain undergraduate tuition at a level that is less than 50 percent of total instructional costs.

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

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

Fiscal Year 2003 Accomplishments

Students with excellent academic credentials have more options and are more intensely recruited by competing institutions. Minority enrollment as a percentage of total undergraduate enrollment at Illinois State University decreased from 10.8% of the total in fall 2000 to 10.1% of the total in fall 2002. In order to increase the enrollments of students from traditionally underrepresented groups:

- The Admissions Office initiated telephone contact with approximately 200 minority students who expressed interest in Illinois State University during summer 2002 by sending their ACT reports to the University. Applications were sent to these students during fall 2002 to begin the fall 2003 admissions process.
- The Admissions Office also conducted application workshops at 24 high schools with large minority student populations (e.g., Chicago High School for Agriculture Science, Hillcrest High School, and Curie High School). Students interested in Illinois State University had the application fee waived, provided they met waiver qualifications. As of June 2003, 116 minority students applied to Illinois State through this program and 65 have been accepted for fall 2003.
- Approximately 100 minority applicants along with their family members participated in Illinois State University's first Minority Students Scholars Day program. The program focused on academic expectations and featured the perspectives of currently enrolled minority students, interactions with faculty and staff, and campus tours.
- The Admissions Office remains in contact with all minority students who have applied and been accepted to the University. Staff members have been assigned lists of students to remain in contact with, so the student receives consistent individualized attention from the University. Currently enrolled Illinois State students from various student organizations also volunteered their assistance to help increase minority enrollment by remaining in contact with prospective minority students

These efforts have initially proven successful. As of June 2003, 1,549 minority student applications have been received compared to 1,417 during this time last year. The over fifteen-hundred minority student applicants represent 14% of the total applicants and a 9% increase from last year. The challenge for Illinois State will be to accept and retain those students through fall census date enrollment and beyond. Again, initial results are successful; 986 minority first time freshmen have been accepted for fall 2003, which is a 35% increase over last year.

A high university priority is to increase the achievement of minority, female, and disabled students who have been traditionally "underrepresented" in higher education. Illinois State University's *Fiscal Year 2003 Underrepresented Groups Report*, presented to the Illinois State University Board of Trustees and the Illinois Board of Higher Education in fall 2003, will summarize the outcomes of plans designed to increase student participation, achievement, retention, and graduation rates. This includes outcomes from services provided by the University College, Minority Student Academic Center, Intercollegiate Athletics, a summer bridge program, and grants received by university faculty and staff specifically designed to increase minority student achievement at the University and in the areas of mathematics, science, and technology.

Fiscal Year 2004 Actions

- Continue to implement strategies to increase the University's show-rate (ratio of enrolled students to accepted students). The show-rate for all students increased from 37% in fall 2000 to 42% in fall 2002. For minority students, the show rate increased from 28% to 36%, respectively.
- Engage in activities designed to increase freshmen retention rates. For example, the University will apply to participate in the American Association of State Colleges and Universities *Hallmarks of Excellence Program*. A "Hallmark" is a defining characteristic of institutional effectiveness in promoting learning and success for first-year students by developing a comprehensive, research-based model with immediate applications and the ability for an institution to evaluate and certify their level of achievement. The percentages of fall 2001 first-time freshmen who re-enrolled at the University for a second year of study in fall 2002 were 67% for Black/Non-Hispanic students, 77% for Hispanic students, and 81% for all other students.
- Participate in efforts that are designed to increase six-year graduation rates. The percentages of fall 1996 first-time freshmen who graduated from the University by summer 2002 were 37% for Black/Non Hispanic students, 39% for Hispanic students, and 60% for all other students.

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.

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

Fiscal Year 2003 Accomplishments

- The mean ACT score of fall 2002 first-time freshmen at Illinois State University (23.3) is 0.6 points higher than fall 2000. The current mean ACT of fall 2002 freshmen is also 0.9 points higher than the mean for state of Illinois core curriculum (college bound) students and 1.5 points higher than the national mean for core curriculum college bound students.
- Illinois State University advanced from Tier 4 to Tier 3 in *U.S. News and World Report's* fall 2002 rankings of national doctoral colleges and universities. Other universities in Tier 3 include Arizona State University, Texas Tech, and the University of Illinois at Chicago. Illinois State University's increase was due to increased freshman ACT scores, retention and graduation rates, and peer assessment ratings of the academic quality at Illinois State University. The University was one of just 13 institutions nationally (5% of the sample) to advance in the collegiate rankings.
- Illinois State University also ranked in the upper third (62nd) of *US News and World Report's* spring 2003 rankings of the 188 schools nationally granting doctoral degrees in education. Other schools in the top third include the University of Iowa, Washington University, and Pennsylvania State University. It is the first time that the University was ranked in *America's Best Graduate Schools*. Also placing was Fine Arts education, ranked 115th and tied with such schools as North Carolina State University and the University of Notre Dame; Mennonite College of Nursing was also ranked 174th and tied with DePaul and Oakland University.
- Values reported on the fall 2002 *National Survey of Student Engagement* by Illinois State University freshmen exceed the average of national doctoral research intensive universities on the level of academic challenge and the degree of active and collaborative learning. Values reported by Illinois State University seniors exceed the average on these two measures, as well as the quality of student-faculty interactions and the degree to which the campus offers a supportive environment.
- Illinois State University was accepted into membership of the National Association of State Universities and Land-Grant Colleges (NASULGC). The mission of NASULGC is to support high quality public higher education and to enhance the ability of its members to carry out public obligations in learning, discovery, and engagement. NASULGC also provides a forum for the discussion and development of policies affecting higher education and public interest.

- Illinois State University was one of 12 universities nationwide selected as a Campus Cluster Leader by the American Association of Higher Education and the Carnegie Foundation for the Advancement of Teaching. As a cluster leader, Illinois State University will assist other colleges and universities in the region to enhance teaching practices and improve student learning.
- Dr. Kathleen McKinney, the Cross Endowed Chair in the Scholarship of Teaching and Learning, was one of 25 scholars from across the nation to be named as a Carnegie Scholar for academic year 2003-04. As a Carnegie Scholar, Dr. McKinney will conduct academic research related to student learning in the field of sociology.
- Illinois State University initiated its self study for accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. The University is one of 10 percent of colleges and universities in the region that choose to address accreditation requirements and volunteer to engage in special emphasis study to produce meaningful change for the institution. Illinois State University selected partnerships for student learning, enhancing faculty excellence, and achieving distinctiveness through coordinated planning as three important self study areas. These will hold students to even higher expectations for learning and the University accountable for the quality of academic programs and the assessment of student learning.

Fiscal Year 2004 Actions

- Increase the interquartile range of ACT scores (the middle half of the ACT distribution and representing those students that are the “best fit” for the University) from 21-25 to 22-27.
- Increase the percentage of students enrolled at the University from the top 10 percent of their high school graduating class (11% in fall 2002).
- Implement strategies to assist the University in exceeding all five benchmark areas (level of academic challenge, enriching educational experiences, student-faculty interactions, active and collaborative learning, and supportive campus environment) in the *National Survey of Student Engagement*. For example, Illinois State University will participate in the American Association of Higher Education’s *Engaged Campus for A Diverse Democracy Project*. The program is designed to strengthen and broaden the work of faculty and schools by developing practices and pedagogies that promote institutional and individual commitment to civic participation in a diverse democracy.
- Maintain undergraduate class size distributions with one-third being less than 30; 83% of all undergraduate and graduate classes at Illinois State University have enrollments of less than 39.

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

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

Fiscal Year 2003 Accomplishments

- Moody’s Investor Service upgraded Illinois State University’s credit rating from A3 to A2. The increase from Moody’s is a tribute to the University’s strategic planning efforts, fiscal accountability, and the success of *Redefining “normal.”* In awarding the upgraded credit rating, Moody’s cited several factors, including the University’s favorable long-term market position as a public higher education provider, its financial reserves with moderate debt, and a positive financial operating performance.
- The Illinois State University Board of Trustees approved the University’s request to issue \$17 million in series 2003 Facilities System revenue bonds. About \$5.4 million of the bond revenue will be used to construct a new 500-car parking deck and more than \$10 million of the proceeds will pay-off older, higher interest rate bonds and save the University over \$1 million in interest.

- The state's *Fiscal Year 2004 Capital Improvement Budget* includes \$22.1 million for work on Stevenson and Turner halls. The money will allow Illinois State University to move forward with plans to upgrade electrical and technology systems, as well as improve fire safety in both facilities. The work on Stevenson and Turner is among several large building projects at the University. In the coming year, the state budget calls for spending \$17.8 million for remodeling work at Schroeder Hall, another \$2 million for upgrades at Julian and Moulton Halls and \$12.9 million for the new College of Business building.
- The Illinois State University Board of Trustees renewed the master contract with the Illinois State University Foundation in the amount of \$260,000. In Fiscal Year 2001, the Foundation expended \$9.3 million in direct support, scholarships, and awards on behalf of the University.
- All degree programs in English, English Studies, Writing, Speech Communications, Mathematics, Clinical Laboratory Science, and Safety and the University College completed academic program reviews. The Division of Student Affairs initiated a comparable process with the offices of Student Affairs and Student Life completing reviews.
- The School of Social Work received accreditation for its Masters in Social Work from the Council on Social Work Education; Mennonite College of Nursing received accreditation from the Commission on Collegiate Nursing Education; and Interior and Environmental Design received accreditation from the Foundation for Interior Design Education Research.
- Planning and Institutional Research and University Advancement maintained accountability web sites for the highest priorities articulated in *Educating Illinois*, *The Master Plan*, and *Redefining "normal"*. Goals, actions, plans, and accomplishments are available at www.illinoisstate.edu/educatingillinois, www.illinoisstate.edu/masterplan, and www.illinoisstate.edu/campaign.

Fiscal Year 2004 Actions

- Illinois State University's highest priority is faculty and staff compensation. The University will apply a 2.7% increase in funds available for faculty and staff merit-based salary increases during Fiscal Year 2004, despite a \$7.2 million (8.3 percent) reduction from Fiscal Year 2003 appropriations. A 10% tuition and fee increase for new students will pay for a portion of the funding, but the majority resulted from internal reallocations. The average contract salary of professors at Illinois State University ranked eighth among the 12 Illinois public universities. Associate professors' average contract salary ranked eleventh, and assistant professors' average contract salary ranked sixth. Illinois State University's average civil service salary of \$32,744 is \$1,878 below the weighted average for all Illinois public universities.
- Reduce the deferred maintenance backlog. The University's deferred maintenance backlog is \$450 million. Illinois State University spent \$2.5 million on facilities operations and maintenance from appropriated funds during Fiscal Year 2003, representing 13% of industry standards (annual expenditures totaling 2 percent of the facilities replacement value). From all sources of funds, the total increases to \$5.6 million, or 28% of industry standards.
- Engage in cost savings and avoidance activities and reallocate at least 1% of the university's base budget (all sources of funds) from lower to higher priorities. As described in the best practice section, Illinois State University engaged in cost savings and avoidance activities totaling \$5.3 million. Additionally, the University reallocated 3.1% of its base budget from lower to higher priorities during Fiscal Year 2003.

Best/Effective Practices

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

Illinois State University is a member of the Illinois Council on Food and Agricultural Research (C-FAR) that was founded in 1993 to address the critical need of increased state funding for food and agricultural research to ensure the advancement and success of Illinois' number one industry. C-FAR is organized into five working groups:

expanding agricultural markets, rural economic development, agricultural production systems, human nutrition and food safety, and natural resources.

Student participation in C-FAR research is consistent with Illinois State University's core value of public opportunity. Illinois State University is committed to providing students with access to the opportunities of a large university. This includes a wide range of high-quality programs, faculty members who are scholars and creative artists of repute in their disciplines, and access to outstanding facilities and technologies.

Dr. Randy Winter, Chairperson of the Department of Agriculture, is the C-FAR research partner for Illinois State University. Other faculty members from Agriculture, Biological Sciences, Chemistry, and Health Sciences participate in C-FAR research that is supported by premier campus facilities. After nearly a decade of planning and hard work, the Department of Agriculture dedicated the new Illinois State University Farm at Lexington. The University invested more than \$5 million in the new farm, which provides the quality facilities needed to support teaching, research and public service activities in the rapidly changing field of agriculture.

C-FAR is supported by faculty who engage students in their research. Outcomes from recently sponsored C-FAR research at Illinois State University include:

- Software to assist cooperative, corporate, and proprietary farm dealers in estimating the cost of delivering select precision farming services, evaluating alternative pricing policies, and determining the impact on business profitability.
- Processes and systems to recycle livestock and urban wastes into a brand-name compost product that can be accessed by any Illinois composter and can be used as a model for private sector entrepreneurs.
- A quantification of the nitrate-nitrogen that enters Lake Bloomington and the development of nitrogen fertilizer recommendations that promotes stewardship of Illinois farmland and high quality drinking water.

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

Illinois State University's Special Education Assistive Technology (SEAT) Center was established to support schools and agencies that serve persons with disabilities; disseminate information about how technologies can help persons with disabilities; provide technical assistance to individuals with disabilities and their families; and to develop dynamic partnerships with regional and national assistive technology facilities, businesses, schools, and agencies.

The SEAT Center is consistent with Illinois State University's heritage and core value of individualized attention. Illinois State University has a rich history as the state's leader in all facets of teacher education, from classroom instruction to educational administration and statewide policy setting. Services provided by the Center are consistent with the University's tradition of providing strong student services under the belief each student is an individual with unique educational needs and potential.

In its first year of operation, the SEAT Center successfully addressed its mission by:

- Providing professional preparation and training to over 1,000 preservice and inservice teachers and practicing professionals. For example, the SEAT Center partnered with The Heart of Illinois Low Incidence Professional Development Academy, comprised of four local special education cooperatives, to develop a database and video showcasing and explaining assistive technologies available for use in the cooperative. The Center also partners with Infinitec (sponsored by United Cerebral Palsy) to provide assistive technology training and resources to school agencies throughout the state.
- Presenting at 11 professional conferences and 10 workshops for public schools and human service organizations, and publishing in two nationally recognized professional journals—*Augmentation and Alternative Communication* and *Special Education Technology Practice*.

- Purchasing an equipment inventory of 425 items valued at over \$144,000. These items, available for community and instructional use, include independent living aids, educational software, computer access devices, and equipment to enhance seating, position, and mobility.
- Establishing partnerships agreements with 19 manufacturers of assistive technology and adaptive equipment (including Dynavox, Slater Software, Wizcom Technologies, and Laureate Software) for product research and development and initiating four new externally funded research projects focusing on multimedia applications, functional communication, and syntactical accuracy in the writing of children who are deaf or hard of hearing. The Center is also working with Illinois State University's Speech and Hearing Clinic to explore technologies used in augmentative and alternative communication systems.

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

The Illinois Student Assistance Commission (ISAC) was created to ensure that financial consideration did not prevent Illinois students from realizing their postsecondary educational goals. ISAC's need-based Monetary Award Program (MAP) is the fourth largest program in the country, annually awarding over \$300 million in grants to approximately 128,000 undergraduates who demonstrate financial need. An important reason for Illinois' diverse college environment is the MAP; approximately 40% of all MAP awards are received by minority students.

Despite programmatic advantages, Fiscal Year 2003 state budgetary constraints produced a 10% appropriation reduction to the MAP, resulting in the elimination of funding for "fifth-year" students and a 5% reduction in the value of all other awards. Through internal reallocation of \$200,000, Illinois State University restored fifth-year MAP funding and helped to offset reductions in funding for all other MAP recipients enrolled at the University. Illinois State University's core value of creative response to change facilitates professional growth of students by swiftly adapting to the needs of students and promoting access to educational programs of excellence.

In fall 2002, 232 students received fifth-year MAP funding from Illinois State University. Of these students, XX% graduated. An additional 644 students received supplemental MAP funding. The receipt of supplemental funding has important benefits to students; it reduces the need to work more hours and/or borrow more money to compensate for the lack of financial aid. The receipt of supplemental funding also has important benefits to the state; citizens with bachelor's degrees have higher buying power and generate more tax receipts.

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

The Illinois Louis Stokes Alliance for Minority Participation (LS-AMP) is designed to increase the number of Black, Hispanic, and Native American undergraduate and graduate students majoring in Science, Mathematics, Engineering, and Technology (SMET). Illinois State University is one of eight Illinois universities participating in LS-AMP. Opportunities are available to students in Agriculture, Applied Computer Science, Biology, Chemistry, Family and Consumer Science, Geosciences, Health Sciences, Industrial Technology, Information Systems, Mathematics, Nursing, Physics, Speech Pathology and Audiology, and all Teacher Education SMET disciplines at Illinois State University.

Illinois State University's participation in LS-AMP is consistent with the commitment to increase the participation and achievement of students from traditionally underrepresented groups. During the past three years, 66 African-American and Hispanic and 439 female freshmen enrolled in the SMET disciplines. Minority students represent 8% of the total enrollment in SMET disciplines and female students represent 50% of the enrollments in these disciplines.

As part of the Illinois State LS-AMP program, a student-faculty mentorship program, math success and study skills workshops, internships, and research opportunities with faculty are available. These opportunities demonstrate the University's core value of the active pursuit of learning and the belief that learning occurs inside and outside of the classroom. The individual opportunities available through LS-AMP also demonstrate the University's commitment of putting the learner at the center of teaching and research. The six-year graduation rate of African-American and

Hispanic students from the fall 1996 cohort of SMET disciplines (combined) is 50% compared to 37% for all African-American and Hispanic students from this cohort.

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.

The Beckman Scholars Program stimulates, encourages, and supports research activities by exceptionally talented undergraduate students who are pursuing studies in Biological Sciences or Chemistry at accredited universities and four-year colleges located in the United States.

In April 2003, the Arnold and Mildred Beckman Foundation honored Illinois State University with the Beckman Scholars Program. This is consistent with the University's core value of the active pursuit of learning and the belief that all academic departments/schools, centers, and the Graduate School should encourage student-faculty research/creative teams and the integration of research into instruction, laboratories, studios, and the laboratory schools.

Receiving the Beckman Award is a tribute to the quality of undergraduate instruction at Illinois State University. More than 100 schools applied for the Beckman Scholars Program, with only 13 colleges and universities receiving awards. Other recipients for 2003 include Carnegie Mellon University, the College of William and Mary, Miami University, and New York University.

Beckman Scholars are announced in their sophomore or junior year and continue as a Scholar as long as they excel academically and show satisfactory progress in their research agenda. Each university may name up to six Beckman Scholars who each receive \$17,600 for scholarship, travel, and supplies. Illinois State University will provide up to 10 faculty mentors for the Beckman Scholars. The Beckman Scholars also meet for an annual research symposium at the Beckman Center of the National Academies of Science and Engineering in Irvine, California.

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

Illinois State University has a documented history of engaging in cost savings and avoidance activities and internal reallocations. Between Fiscal Years 1999 and 2002, the University's *Results Reports* identify cost savings and avoidance activities totaling \$5.9 million and internal reallocations totaling \$14.5 million. Such actions are necessary and support refocusing time and resources from lower to higher institutional and statewide priorities. In Fiscal Year 2003, this became increasingly important as the University's discretionary spending authority from general funds decreased by \$7.1 million (7.9%) from \$89.2 million in Fiscal Year 2002 to \$82.2 million in Fiscal Year 2003. When adjusted for inflation, the buying power of Illinois State University is now at a level comparable to that of the 1970's.

During Fiscal Year 2003, the University saved \$5.3 million by signing a new campus beverage contract with Coca-Cola (\$200,000); engaging in energy procurement and conservation strategies (\$430,000); refinancing Facilities System Revenue Bonds at lower interest rates (\$1.0 million); and delaying repair to campus buildings, grounds, and infrastructure (\$3.6 million). The University also reallocated \$8.6 million to provide supplemental Monetary Award Program funding for students enrolled at the University (\$200,000); complete College of Business construction (\$550,000); support Schroeder Hall occupant relocation (\$910,000); fulfill mandatory contributions to the Group Health Insurance Bill (\$3.1 million); and to implement hiring, equipment, and travel restrictions in order to meet budgetary reductions (\$3.8 million).

Engagement in fiscal activities was selected as the University's best practice, because it is an established precedent that will enable Illinois State University to continue to pursue its highest priorities during Fiscal Year 2004 and beyond. These priorities include increasing faculty and staff compensation, protecting the University's instructional capacity, and keeping an Illinois State University education as affordable as possible. As the cost savings and internal reallocation examples show, budgetary reductions and shortfalls at Illinois State University will not be balanced by large cost increases to students and their families.

Performance Indicator Reporting

Institutional Context

Illinois State University seeks to become the first-choice public university in Illinois for high-achieving, motivated students, faculty, and staff. Through successful implementation of the goals and priorities of *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University*, we will occupy a unique position of strength and visibility among institutions of higher education in Illinois. Universities that pursue this “quality niche” within their home states can also achieve national prominence. A long-term commitment to *Educating Illinois* will produce a university with a prominent statewide and national profile. By acting on our values, we will create an environment that places the learner at the center of teaching and research. The cumulative impact of successfully implementing *Educating Illinois* and the demographic, programmatic, and social characteristics of the institutional aspirations of Illinois State University is summarized in the table below.

Institutional Aspirations of Illinois State University	
Student profile	Across every segment of its student population (undergraduate, graduate, on campus, off campus, 18- to 22-year-olds, 22 and older), Illinois State University seeks students who are academically talented, motivated learners.
Selectivity	In becoming the first-choice public university in Illinois for high-achieving, motivated students, faculty, and staff, Illinois State University remains committed to crafting a diverse and broadly accomplished profile of students, faculty and staff who are active learners.
Geographical draw	Students will be drawn to Illinois State University by virtue of the University’s reputation, central location, and comprehensive programs of distinctiveness and excellence. Through selected programs that capitalize on areas of strength, the University also provides off-campus learning opportunities, especially in traditionally underserved areas of the state.
Comprehensiveness	As a comprehensive university that offers its students a wide range of programmatic choices, Illinois State University will remain responsive to the state’s workforce needs and to the goal of preparing an educated citizenry by providing both in-demand major options and a strong liberal arts/General Education curriculum.
Institutional emphasis	The top priority is undergraduate education; however, a strong program of research and creative activity invigorates both undergraduate and graduate education.
Graduate education	Scholarship is expected of all faculty members, and Illinois State University offers graduate programs in selected areas of strength. Research, creative activities, and graduate education are valued for their own sake and for the enhancements they bring to undergraduate education.
Student-faculty interaction	Putting the learner at the center of teaching and research means reducing the student-faculty ratio and keeping class sizes small in General Education and upper-level major courses to strengthen student-faculty interactions.
Instructional system	The active pursuit of learning and individualized attention result in a course-based instructional system, with an increasing emphasis on innovative out-of-class learning experiences that connect individual courses to larger educational goals and the world beyond the campus.

Institutional Indicators

Illinois State University's common institutional indicators are reported in Appendix A. These indicators are required of all Illinois institutions of higher education annually, beginning with Fiscal Year 2003 results reports. Illinois State University's mission specific indicators are reported in Appendix B. These indicators, also a new statewide reporting requirement beginning in Fiscal Year 2003, are determined at the college/university level and are related to each institution's unique roles and mission within the state's system of higher education.

To establish processes for setting, reviewing, and adjusting goals related to the common institutional and mission specific indicators, Planning and Institutional Research and the Educating Illinois Coordinating Team identified correspondences between goals in the statewide strategic plan, *The Illinois Commitment*, with goals in the University's strategic plan, *Educating Illinois*. Next, the Director of University Planning worked with those responsible for achieving goals in *Educating Illinois* to set targets for Illinois State University's common institutional and mission specific indicators. The Provost's Advisory Council and the Academic Affairs Committee of the Academic Senate endorsed the University's performance indicators and the President's Cabinet approved their use.

Each performance indicator contains three years of data and a comparison of University progress towards achieving stated goals and objectives. Faculty and staff salaries were compared to an IBHE defined peer group for Illinois State University. In many other cases, the University's performance is compared to other Illinois public universities and to Illinois State University's Benchmark School List: Ball State University, Bowling Green State University, Clemson University, Miami University (Ohio), University of California at Riverside, University of California at Santa Cruz, University of North Carolina at Greensboro, and the University of Wisconsin at Milwaukee.

The Provost, Deans, and Director of University Planning created Illinois State University's Benchmark School List in fall 2002 by identifying those national doctoral universities that are programmatically and empirically similar to Illinois State University. This is an expansion of the University's fall 2001 Benchmark School List that was regionally based and included Ball State, Bowling Green, George Mason, and Miami University. George Mason was removed from the fall 2002 list because it included a medical school and a law school and did not match the profile of Illinois State University. The fall 2002 list was also expanded to a national level to better reflect the University's prominence and stature. Selection of the fall 2002 Illinois State University Benchmark School List for general university comparisons was endorsed by the Provost's Advisory Council and the Academic Affairs Committee of the Academic Senate and approved by the President's Cabinet.

The Director of University Planning is responsible for annually reviewing Illinois State University's progress, goals and Benchmark School List with the Provost's Advisory Council, Academic Affairs Committee of the Academic Senate, and the President's Cabinet. The Director of University Planning is also responsible for soliciting input and feedback from governance groups (Academic Senate, Administrative/Professional Council, Civil Service Council, and the Student Government Association) and the Illinois State University Board of Trustees through annual *Educating Illinois Updates* and *Results Report* submissions.

Program Review Findings and Recommendations for Improvement

Nine programs were reviewed during academic year 2002-03. The B.A. in English; M.A., M.S. in English; M.A., M.S. in Writing; Ph.D. in English Studies; B.A., B.S. in Mathematics; M.A., M.S. in Mathematics; and the B.A., B.S. in Speech Communications were placed in good standing. The B.S. in Clinical Laboratory Sciences and the B.S. in Safety were flagged for priority review. No programs had enrollment suspended.

Illinois State University did not have any programs that required a progress report three years after initial implementation, nor did the University have any programs awaiting specialized accreditation in order for students to be eligible for professional licensure examination. Additional information on program review findings and recommendations for improvement is contained in Illinois State University's *2003-2008 Academic Plan*.

Status Report: Assessment of student learning.

General Education Assessment

Illinois State University's General Education curriculum was implemented in Fall of 1998 and will undergo its five-year review by the Academic Senate in fall 2003. The curricular requirements, structure (sequentially based Inner, Middle, and Outer Core courses), and governance system were designed to place Illinois State University at the cutting edge of undergraduate education.

Assessment activities completed during Academic Year 2002-2003 include the following:

- The Council for General Education reviewed all Inner Core and Middle Core syllabi to ensure compliance with the stated philosophy and goals of General Education.
- Four faculty members (from Communication and English) conducted a two-day workshop for faculty teaching General Education courses on the use of portfolios for the assessment of student learning. Faculty participants agreed to plan instructional activities (and related assessments) connected to at least one other General Education course during the year.
- The General Education Coordinating Committee conducted focus groups with faculty members who had recently taught Foundations of Inquiry (FOI) to gather feedback on the structure of the course and the experiences of the faculty.
- A special task force was formed in the summer of 2002 to further plan and implement assessment strategies and activities in FOI. The group met throughout the 2002-2003 academic year and analyzed data from a number of projects including assessments measuring student and faculty attitudes towards FOI and General Education and cognitive gains in FOI and other critical thinking courses.

The following assessment activities are planned for Academic Year 2003-2004.

- The final report on the first five years of the General Education program will be presented to the Academic Senate.
- A new rubric to assess argumentation skills (critical thinking) will be offered to faculty teaching FOI.
- The General Education Coordinating Committee will continually monitor correlations, frequencies, and variations in course grades for required Inner Core courses.
- The English department will implement and test a new "self-directed" placement program for entering freshmen to better determine preparedness and dispositions for moving into English 101 or English 101.10.
- The Director of FOI will submit a proposal for a federal Fund for the Improvement of Post Secondary Education grant. This project will involve learning more about the current state of critical thinking instruction at Illinois high schools and developing an institute or other measure for ensuring a closer alignment between Illinois State University's General Education Program and the curriculum in state high schools.
- A new task force (following the work of the Successful Transitions *Educating Illinois* implementation team) will continue the development of a comprehensive, intentional first-year experience that integrates appropriate programs and experiences from both curricular and co-curricular perspectives.

Program Assessment

Finally, Illinois State University conducts program assessment through accreditation and the University's academic assessment process.

- The University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Thirty-one professional agencies have awarded various academic programs discipline-based accreditation.
- Illinois State University completed a three-year assessment plan. Phase I began in academic year 2000-01 by completing an inventory of student learning objectives for each degree program. In Phase II,

effective June 1, 2002, each program documented the process undertaken to assess student learning outcomes. The final phase, effective June 1, 2003, articulates fulfillment of the process by showing how faculty members in each program use assessment results to improve the curriculum and instructional strategies in order to further enhance student learning. These data are displayed on the University Assessment Office's web site at <http://www.assessment.ilstu.edu>.

- In fall 2003, a newly configured Assessment Advisory Committee will be formed to review academic assessment plans annually. By fall 2004, every academic program at Illinois State University will operate under revitalized and meaningful assessment plans that will result in even higher levels of quality.