

ILLINOIS STATE
UNIVERSITY



FISCAL YEAR 1999 RESULTS REPORT

August 1999

Executive Summary

Illinois State University's *Fiscal Year 1999 Results Report* highlights progress towards the six goals of the *Illinois Commitment*, Board of Trustees *Vision Statement for the Year 2007*, and *Academic Plan 1998-2003*. Activities under each of the goals as well as a summary of the University's best practice, the implementation of the new General Education program, are described. Selected performance indicators follow.

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

- Students participating in internships increased from 1,805 in 1996-97 to 2,171 in 1998-99.
- The Center for Information Systems Technology, a division of Extended University, since 1996 served 4,279 clients from a Fortune 500 corporation and other business organizations, provided computer training and generated revenue in excess of \$1 million for the first half of Fiscal Year 1999.
- Awards for sponsored research, instruction, creative works, and service increased from \$9.1 million in Fiscal Year 1995 to \$11.9 million in Fiscal Year 1998.
- The Mennonite College of Nursing, providing a trained workforce in an area of critical shortage, joined the University on July 1, 1999.
- Fall 1998 enrollment in new programs include 89 undergraduate students in Telecommunications Management, 26 students in the refocused (towards regulatory industries) Master's in Applied Economics, and 48 master's students in newly defined concentrations in Family and Consumer Sciences.
- Fall 1998 off-campus enrollment was 450 students generating 1,557 credit hours in the Quad Cities, Peoria, Springfield, Decatur, Oglesby, Joliet/Channahon, and Chicago.

Goal 2: Higher Education will join elementary and secondary education to improve teaching and learning at all levels.

- Fall 1998 teacher education enrollment was 3,200, the seventh largest program in the nation and the largest producer of educators in the State: 1,120 degrees were conferred during Fiscal Year 1998.
- During spring 1999 the University received continuing accreditation from the National Council for Accreditation of Teacher Education. Of the 55 universities that offer teacher education programs in Illinois, only 14 (7 public and 7 private) are accredited.
- Nationwide, the University is one of only 60 institutions to provide laboratory schools for model teaching, research, and curriculum experimentation and one of 19 programs to prepare teachers of visually impaired students.
- New students with Advanced Placement credit increased from 93 in fall 1995 to 114 in fall 1998; 33 students entered while enrolled in high school.
- Annually about 125 teacher education students participate in 5 Professional Development School sites where students spend an academic year preparing for future professional activities.
- The University provided statewide leadership to promote National Board Certification for Illinois teachers.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

- Fiscal Year 2000 tuition and fees increased by 3.2 percent, which is below the three-year average percent change in the Illinois Per Capita Disposable Personal Income.
- Financial aid recipients increased from 13,116 students receiving \$70.8 million in aid during Fiscal Year 1995 to 14,511 students receiving \$94.2 million during Fiscal Year 1998.
- The Financial Aid Office's home page www.infosys.ilstu.edu/depts/Finaid summarizes available financial aid and contains links to databases for more than 275,000 scholarships, fellowships, grants, loans, and listings of available jobs within the student employment area.

- Automated registration systems allow students to check the status of their application, types and amounts of awards, and verify mailing addresses. Customer Service Representatives are available at askfao@ilstu.edu.
- Over 4,000 tuition waivers, scholarships, and graduate assistantships valued at over \$5.2 million are used annually for student recruitment and retention.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

- The *Plan for Diversity* defines strategies to increase the participation and achievement of members of the campus community; annual *Underrepresented Groups Reports* summarize specific outcomes. Both documents are available at www.diversity.ilstu.edu.
- Undergraduate enrollment increased by 37 percent for African-American students and by 115 percent for Hispanic students between 1987 and 1997.
- The six-year graduation rate of African-American freshmen at Illinois State ranks second among the ten Illinois public universities that admit first-time freshmen; the graduation rate of Hispanic students ranks fourth.
- The number of African-American students receiving a doctoral degree in education ranks third nationally.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

- New first-time freshman standards for fall 1999 increase standardized test score requirements and introduce admissions priorities.
- General Education integrates a liberal arts philosophy into all major programs and fosters higher standards of academic quality.
- Illinois State University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Illinois State Board of Education. Illinois State holds discipline-based accreditation from 23 accrediting agencies.
- Faculty accessibility, the provision of timely feedback, and expecting students to work collaboratively are rated higher by alumni compared to statewide averages in the survey of the class of 1998 from Illinois public universities.
- Eighty percent of alumni surveyed one year after graduation in 1991, 1994, and 1997 were employed in a full-time job either “related” or “closely related” to their baccalaureate major and 93 percent of these respondents felt that Illinois State “adequately” or “very adequately” prepared them for their position.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness and accountability.

- The *Fiscal Year 1999 Priority Statement*, *Academic Plan*, *Fiscal Year 1998 Productivity Report*, *Fiscal Year 1998 Underrepresented Groups Report*, and Board of Trustees reports demonstrate productivity and accountability. The reports are available at www.bot.ilstu.edu.
- Credit hours per instructional staff year faculty (740 and 751 for Fiscal Years 1997 and 1998, respectively) are the highest in the State.
- Fiscal Years 1993 through 1998 reallocations total \$11.0 million with the majority to undergraduate education (\$3.9 million), staff salary competitiveness (\$3.2 million), and technology enhancements (\$1.6 million).
- Fiscal Year 1999 reallocations include \$164,000 to technology enhancements, \$770,000 to improve the teaching environment, and \$604,000 to staff salary competitiveness.
- The five academic colleges received \$1.1 million to improve the educational experience. The Provost’s website, <http://wolf.its.ilstu.edu/provost/report/budgets.htm> contains Academic Affairs’ Fiscal Year 1999 budget requests summarizing accomplishments, productivity, budget enhancement outcomes, and objectives for Fiscal Year 2000.

FISCAL YEAR 1999 RESULTS REPORT

Illinois State University's *Fiscal Year 1999 Results Report* highlights institutional progress towards the six goals of the Illinois Commitment. The six goals are congruent with the Board of Trustees *Vision Statement for the Year 2007* and the *Academic Plan 1998-2003*. Current and planned activities under each of the following goals and a summary of the University's best practice, implementation of General Education, are provided below.

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

What is the University presently doing to advance this goal?

To help Illinois business and industry sustain strong economic growth, Illinois State University initiated curricular reform and created the Office of Extended University, an outreach unit that puts a single contact entry point for inquiries from external constituencies. Additionally, the University increased the number of students participating in Professional Practice (internships and cooperative education) from 1,805 in 1996-97 to 2,171 in 1998-99; augmented the amount of awards received for sponsored research, instruction, creative works, and service from \$9.1 million in Fiscal Year 1995 to \$11.9 million in Fiscal Year 1998; and the University became a provider institution in the Illinois Virtual Campus.

In response to occupational demand, fall 1998 enrollment in new programs included 89 undergraduate students in Telecommunications Management, 26 students in the refocused (towards regulatory industries) Master's in Applied Economics, and 48 students in newly defined concentrations in the M.S. in Family and Consumer Sciences. Finally, the Mennonite College of Nursing was acquired effective July 1, 1999.

Building upon the success of the Professional Practice program, the University is assessing its junior/senior year curriculum to determine how experiential education and other forms of service-learning will be infused into all major programs. This effort is being undertaken in order to strengthen the bridge to careers for the various degree programs.

The Office of Extended University provides a number of important computer training initiatives through its Center for Information Systems Technology (InfoTech). InfoTech provides training to non-degree seeking adults who frequently are employees of the contracting organizations. Since Fiscal Year 1996 InfoTech served 4,279 clients from a Fortune 500 corporation and other business organizations and provided cost recovery revenues for the first half of Fiscal Year 1999 in excess of \$1 million. Clients served include Advanced Information Services, Inc.; Capitol City Center to provide training for State of Illinois employees, including those from the Illinois Department of Revenue; Metamor/COMSYS; and State Farm Insurance to provide specific computer training in such topics as COBOL and PL/1.

Illinois State University offers off-campus instruction, workshops, and short courses to aid in workforce preparation and adaptation. The University provides graduate instruction in the Quad Cities, Peoria, Springfield, Decatur, Ogelsby, Joliet/Channahon, and Chicago. In fall 1998, 450 students generated 1,557 credit hours. Contracting with Archer Daniels Midland, Bridgestone/Firestone, and Caterpillar, Illinois State is providing the Master of Business Administration (MBA) program for employees in the Decatur area. This follows a successful MBA program offering to employees of Illinois Power Company in Decatur. Consulting, workshops, and other short courses are available through the Katie School of Insurance, Institute for Entrepreneurial Studies, as well as Business and Corporate Services, and the Peace Corps Fellows program for Rural Economic Development.

What specific actions does the University intend to undertake in the coming year to advance this state goal?

Curricular reform will continue to provide additional career opportunities for Illinois State alumni in areas of demonstrated need. The University will begin to strengthen the quality of the upper division (Junior/Senior) experience by enhancement of field experiences (research projects, internships, service learning, study abroad, and work-related activities) in major programs and by creating university-wide plans to strengthen pre-professional programs. Two graduate programs (M.S. in Environmental Health and Safety and Master's in Social Work) have recently been implemented. Additionally, the University developed an integrated Bachelor of Science and Master of Professional Accountancy degree program to respond to the new requirements of the professional accounting licensure and will seek IBHE approval to implement the program. Proposals for a new undergraduate and graduate program in Arts Technology to supply the growing need for workers in the graphics industry will be submitted for IBHE approval. The transfer of the Mennonite College of Nursing to Illinois State will maintain the regional supply of qualified nurses with the bachelor's and master's degree programs in nursing.

Further responding to the State's occupational workforce needs, Illinois State University will continue to identify partnerships with business, industry, and governmental agencies. Contractual MBA relationships with firms in Decatur will continue and the University will explore other partnerships involving both undergraduate and graduate program delivery in workplace settings. To assure that recent graduates have access to the employment sector, the University will work to improve the array of career counseling services by improving visibility and connectivity of Student and Alumni Placement Services with all facets of the campus community, implementing services for students with pre-professional and graduate school interest, expanding the use of technology in providing career services to students and employers, and by developing more effective connections between graduates and career opportunities in small and medium-sized business and industry.

The Office of Extended University will continue to identify opportunities for providing computer training for professionals relevant to occupational needs. Representatives from Northern Illinois University's (NIU) Division of Continuing Education recently invited Illinois State University to partner with NIU at the Center for Advanced Education and Research in Oak Brook. This partnership will share critical resources with businesses and industries located in the western suburbs of Chicago and will serve the economic development need in this critical region of the State.

How does the University plan to demonstrate progress from one year to the next in achieving this state goal?

Documented curricular reform and participation in field experiences, as well as enrollments and degrees conferred in academic programs (both on and off campus), workshops, and short courses will be reported. For the Office of the Extended University, the primary measures of success will be the number of clients served and assessment of value added as measured by client satisfaction surveys. With respect to the alumni served through the Career and Placement Services, the alumni survey will incorporate this type of question in order to provide appropriate data for assessment. Using the criteria of student demand, occupational demand, centrality to instructional mission, breadth, success of graduates, costs, quality, productivity, diversity, and statewide issues, Illinois State University will evaluate the success of academic programs in relation to workforce preparation and contributions to statewide economic growth. Undergraduate and graduate programs reviewed in 1998-99 were Criminal Justice Sciences, Anthropology, Economics, Geography, History, Social Sciences, Political Science, Social Work, and Sociology. The program review reports are contained in the Academic Plan 1999-2004 and are available from the Provost's website. Academic programs to be reviewed in 1999-2000 are Mass Communications, Public Relations, Recreation and Park Administration, Theatre, Art, Music, and radio station WGLT.

Goal 2: Higher Education will join elementary and secondary education to improve teaching and learning at all levels.

What is Illinois State University presently doing to advance this state goal?

Illinois State University improves teaching and learning through statewide leadership in professional education. A comprehensive offering of courses, degrees, certification, and outreach programs in Teacher Education operate year-round. In fall 1998 there were 3,200 students majoring in Teacher Education programs at Illinois State compared to 2,694 in fall 1995, an increase of 18.8 percent during the last three years. Illinois State has the seventh largest teacher education program in the nation according to the American Association of Colleges for Teacher Education.

Illinois State University is recognized nationally as a leader in education. The University is one of only 60 institutions nationwide to provide laboratory schools that offer opportunities in model teaching, research, and curriculum experimentation and one of only 19 to prepare teachers of visually impaired students. Annually about 125 teacher education students participate in 5 Professional Development School sites where students spend an academic year preparing for future professional activities. During Fiscal Year 1998 there were 888 undergraduate and 232 graduate degrees conferred in education at Illinois State. The University graduates the largest number of teachers in Illinois; approximately 11 percent of the public school teachers and 33 percent of the special educators in the State are graduates of Illinois State.

In spring 1999 the University received continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE). Of the 55 universities that offer teacher education in Illinois, only 14 (7 public and 7 private) are accredited by NCATE. Intellectual vitality, faculty collaboration, technological advances, and the use of electronic curriculum folios were identified as strengths of the program. Also identified was the use of Professional Development Schools, where students spend their entire senior year, rather than one semester, in a school setting. Distance learning plays a vital role in providing instruction to professional development schools. Multiple modes of instruction prepare educators for future technologies and the diversity of schools and students in Illinois.

To assist the State in achieving its goal of increasing the number of Master Teachers in Illinois from 36 in 1998 to 500 by 2002 the College of Education hired a National Board Certification Coordinator, facilitated a National Board Certification review for a cohort of 21 McLean County teachers, refocused three graduate courses around Board Certification core principles, formed the University Alliance regarding the roles of the University and regional superintendents relative to National Board Certification, and provided a \$3,000 incentive to laboratory school faculty obtaining National Board Certification (five associate faculty members and one teacher educator have completed National Board Certification candidacy).

In addition to teacher education, Illinois State University improves teaching and learning at all levels by increasing precollegiate outreach activities and monitoring/assessing student enrollments in remedial courses. There has been a 23 percent increase in the number of new students entering the University with Advanced Placement credit, from 93 in fall 1995 to 114 in fall 1998. During Fiscal Year 1999 the University enrolled 33 high school students (seven through early admissions programs and 26 University High School students completed a second year foreign language course at the University). During that same year 607 students enrolled in remedial/developmental courses, which represents 3.5 percent of the undergraduate population. The new General Education curriculum contains the prerequisite of a minimal mathematics placement score of "C" or successful completion of the remedial course Intermediate Algebra.

Illinois State University also participates in the Bloomington-Normal Educational Alliance (BNEA) with Heartland Community College and the two local school districts to present educational programs for life-long community learners. During Fiscal Year 1999 the BNEA sponsored a parent's exposition; submitted a proposal to the State Farm Foundation to create a Community Technology Network; updated its website to include on-line registration; explored the possibility of jointly purchasing electricity, school buses, and fleet vehicles; and submitted an \$85,000 HECA grant. The BNEA builds a seamless educational process for the 37,500 P-16 students and 2,000 elementary and secondary instructional faculty of Bloomington-Normal.

Finally, Illinois State University partnered with the Illinois State Board of Education to develop a major network "point of presence" for all local libraries and the entire K-12 community in central Illinois. This joint venture greatly improved services for the citizens of Illinois and the University acquired much needed Internet bandwidth. Illinois State is positioned in a strategic location to serve as the technological crossroads between Peoria, Champaign, Springfield, and other central Illinois communities in the Illinois Century Network and Internet Two.

What specific actions does the University intend to undertake in the coming year to advance this state goal?

To enhance teacher preparation programming, the Council for Teacher Education and the College of Education will develop a performance assessment system and adopt proficiencies in instructional technology for teacher education candidates; complete curriculum revision in elementary education; assist in the development of a Foreign Language Elementary School program with the College of Arts and Sciences; assist in the feasibility study for a School Librarianship program; continue with current Professional Development School sites and increase the number of sites; and continue assisting Sheridan School in the curricular redesign for elementary and special education.

To expand access to graduate education, the College of Education will conduct a needs assessment of graduate programs in education by region; recruit and develop Chicago doctoral cohorts in special education, educational administration, and curriculum and instruction; continue to provide courses at the Quad Cities Graduate Study Center; and use technology to develop a wide-variety of off-campus course delivery systems, including distance learning, e-mail, compressed video, document delivery, and internet and web resources.

Additionally, Illinois State University will continue with institutional leadership to increase the number of Master Teachers in Illinois; continue participation in the BNEA; develop two distance learning classrooms in the Laboratory Schools; respond to state and national initiatives, and provide professional development opportunities for faculty, including those employed at Thomas Metcalf School and University High School.

How does the University plan to demonstrate progress from one year to the next in achieving this state goal?

Progress on the enhancement of teacher preparation programming will be demonstrated by implementing an assessment system, instructional technology standards, and curricular revision within teacher education programs and by reporting enrollments in new and existing professional development schools. Progress on expanded access to graduate programs will be demonstrated by implementing new doctoral cohorts in the College of Education,

providing instruction at the Quad Cities Graduate Study Center, and by documenting the use of technology and enrollments in off-campus course delivery systems.

Other means to document progress towards improving teaching and learning at all levels include citing the number of individuals who became Master Teachers as a result of programs and services at Illinois State, collaborative efforts, services, and cost savings among the educational partners of the BNEA, and other institutional efforts to strengthen school-college partnerships. The latter includes enrollments in Special Education Preservice Programs, which provide early field experiences to Special Education majors; Future Teachers of Chicago, which promotes academic achievement and careers in education; and Reading Recovery Programs, which supports the professional development of teachers from 25 central Illinois school districts. Institutional progress will also be demonstrated by specific actions taken in response to state and national initiatives.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

What is Illinois State University presently doing to advance this state goal?

In 1997 the Illinois State University Board of Trustees adopted a *Multiple Year Tuition and Fee Plan* which recognizes that financing a college education is a shared responsibility of the State, the University, and families. Using recommendations from the IBHE's Committee on Affordability, Illinois State's plan, the first of its kind in the State, limits annual increases in the combined tuition and fee rates for undergraduate in-state residents. Increases are not to exceed the three-year average percent change in the Illinois Per Capita Disposable Personal Income.

Illinois State University augmented the amount and number of financial aid recipients from 13,116 students receiving \$70.8 million in aid during Fiscal Year 1995 to 14,511 students receiving \$94.2 million in Fiscal Year 1998. In addition to funds received through aid programs, Illinois State students established a strong tradition of seeking employment to help cover expenses. To increase access to higher education through increased awareness of financial opportunities, the Financial Aid Office uses technology as a cost-efficient and effective information dissemination strategy. The Financial Aid Office home page www.infosys.ilstu.edu/depts/Finaid summarizes available financial aid and contains links to databases for more than 275,000 scholarships, fellowships, grants, loans, and listings of available jobs within the student employment area at Illinois State. Using the University's computerized and telephone registration systems, students can check the status of their application, types and amounts of awards, and verify mailing addresses. Customer Service Representatives are available at askfao@ilstu.edu.

Illinois State University uses tuition waivers, scholarships, and graduate assistantships for student recruitment and retention. Annually, the University awards more than 4,000 waivers valued at over \$5.2 million. To assure that tuition waiver policies are optimized, an institutional task force was charged with the responsibility of improving tuition waiver documentation and control. Three working groups were established to affirm the University's academic policy related to the philosophy of tuition waivers, their award, and reporting procedures. Because it is important that assistantships are sufficient to support graduate enrollment, a graduate assistant enhancement program was established to determine the equity and competitiveness of stipends compared to peer institutions. Stipends will be increased to more competitive levels where feasible.

Illinois State's Professional Practice program offers academically qualified students an opportunity to integrate classroom study with one or more terms of relevant paid or unpaid work experience. More than 2,100 students participate in the program annually with approximately 26 percent of program participants benefiting from a paid experience averaging \$2,880 per semester. During Fiscal Year 1999 the University received a \$91,000 grant from the IBHE to provide participating employers with 60/40 matching funds. These new monies increase the number of students who will professionally and fiscally benefit from a paid academic experience.

What specific actions does the University intend to undertake in the coming year to advance this state goal?

Illinois State University will continue the *Multiple Year Tuition and Fee Plan* and will improve financial assistance to students by increasing access to Financial Aid, simplifying the billing payment processes, and expanding the portfolio of merit-based and need-based scholarships.

For tuition waivers, Illinois State University will develop a policy manual that includes the purpose and procedures for awarding waivers; develop a process by which tuition waiver programs' objectives will be assessed; and prepare for an internal audit of tuition waivers awarded in 2000-2001.

Professional Practice will provide 60/40 matching funds to employers as described in the IBHE grant. Increasing the number of students who benefit from Professional Practice represents implementation of the high

institutional priorities of incorporating field experiences into all major programs and improving the connectivity of Student and Alumni Placement with all facets of the University community.

The University will seek to remove barriers that improve time-to-degree with emphasis on the needs of nontraditional students such as offering increased student support services in the evenings and on weekends and additional distance learning opportunities, and providing additional evening and weekend course offerings.

The University is about to begin a major comprehensive campaign. One of the major emphasis of this new campaign will be on the private funding of scholarships to promote and support the educational goals of its students.

How does the University plan to demonstrate progress from one year to the next in achieving this state goal?

The University will continue to establish tuition and fee rate increases consistent with the guidelines of the *Multiple Year Tuition and Fee Plan*. While the ceiling under the plan for Fiscal Year 2000 was 4.5 percent, the University established a combined tuition and fee increase of only 3.2 percent. A 3.5 percent increase in room and board rates was adopted to cover inflationary costs and campus enhancement requirements. Future Results Reports will continue to summarize tuition, fee, and room and board rates at Illinois State.

To increase student access to services, a working group is designing a web-based application for Admissions and Financial Aid. Progress will be demonstrated by the presence of these pages on the World Wide Web. Progress made on other important institutional initiatives will be demonstrated by enhanced student access to tuition waivers, increased resource allocation to graduate assistantships, and an augmented number of students and average earnings in Professional Practice.

The preparation for a major comprehensive campaign, to culminate with the 150th anniversary of Illinois State University, will be initiated with the selection and development of staff across the division of Institutional Advancement. The progress of the plan, with an emphasis on private funding of scholarship, will be demonstrated throughout the campaign by the funding levels achieved.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

What is Illinois State University presently doing to advance this state goal?

To increase the number of citizens completing educational programs, Illinois State University provides courses during the day, evening, and weekends at both on- and off-campus locations. During Fiscal Year 1999, 16 percent of the courses started after 4 p.m. and eight courses were offered on Saturday. The *Illinois State University Plan for Diversity* defines institutional strategies to increase the participation and achievement of all individuals from a multicultural society. Progress on the plan is made annually to the Board of Trustees in the University's annual *Underrepresented Groups Reports*. A directory of institutional plans, reports, resources, and events related to diversity is displayed at www.diversity.ilstu.edu.

Institutional initiatives, including implementation of the Illinois State Affirmative Action Plan, are intended to increase both the participation and achievement of minority students, faculty, and staff. Of the 52 June 1999 new faculty hires, 14 (27 percent) are minority and 26 (50 percent) are female. Between 1987 and 1997 minority undergraduate enrollment at Illinois State University increased by 37 percent for African-American students and by 115 percent for Hispanic students. In fall 1998 approximately two-thirds of the African-American and Hispanic freshmen re-enrolled at the University for a second year of study. Between fall 1996 and fall 1998 the percent of minority first-time students placed on academic probation decreased from 53 percent to 38 percent for African-American students and from 36 percent to 30 percent for Hispanic students. The six-year graduation rate of African-American freshmen at Illinois State ranks second among the ten Illinois public universities that admit first-time freshmen and the graduation rate of Hispanic students ranks fourth. Approximately 79 percent of the African-American students and 89 percent of the Hispanic students who graduate do so within five years. The enrollment and achievement of minority graduate students at Illinois State also exceeds statewide and national norms. Data published by *Black Issues in Higher Education* in summer 1998 for academic year 1995-96 show that Illinois State ranks third nationally in the number of African-American students (17) receiving a doctoral degree in education.

The citizens of Illinois also benefit from training programs at the University. The Conferencing Unit hosts non-credit workshops, seminars, and conferences, and along with Distance Education, InfoTech, and K-12 Technology form the Office of Extended University. This unit provides a wide variety of community outreach, public service, and continuing education activities by extending the vast educational resources of Illinois State beyond the campus

community, developing programs to meet evolving regional needs, and by building educational partnerships with local communities and constituencies. For example, in February 1999 the Office of Extended University sponsored a computer training and job interview service for Advanced Information Systems. The program targeted training and recruiting minority employees for this Peoria-based organization.

Finally, University faculty and staff benefit from recruitment, training, and other educational activities. In order to comply with the State Universities Civil Service System Statute and Rules and take full advantage of the benefits of a diverse workforce, the Human Resources Office promotes opportunities available through Trainee and Learners programs. Since December 1997 seven programs have been developed (e.g., Police Officer I and Secretary III) and nine individuals have been hired. In 1998 Illinois State implemented Diversity Circles as an on-going series of conversations to explore different areas of diversity such as gender differences, sexual orientation, disability issues, and race relations. Diversity Circles occur over the lunch hour for a cohort of 50 randomly selected individuals to engage in a discussion lead by a Strand Diversity Achievement Award recipient.

What specific actions does the University intend to undertake in the coming year to advance this state goal?

The October 1999 meeting of the Board of Trustees will contain a status report on the action items in the *Plan for Diversity*. At that time, both the Board of Trustees and the Illinois Board of Higher Education will receive a copy of the University's *Fiscal Year 1999 Underrepresented Groups Report*. Also, during Fiscal Year 2000 Illinois State University will implement a plan to assess the effectiveness of the programs and services within the University College; recruit students for the Chicago cohort of doctoral students with special emphasis on recruiting minority candidates; continue sponsorship of Trainees and Learners Programs and Diversity Circles; and expand efforts in the Office of Extended University. Moreover, the University will develop a subsidy program to increase learning assistance support within the University College; review and strengthen the First Year Mentorship Program for minority students; continue institutional efforts to develop and fund a bridge program for minority students; and expand access to graduate programs in education.

How does the University plan to demonstrate progress from one year to the next in achieving this state goal?

Progress on the *Plan for Diversity* will be documented. The *Fiscal Year 1999 Underrepresented Groups Report* will provide quantifiable measures such as changes in enrollment, retention, and graduation rates. A planned assessment of the University College will be completed and policy modifications will be implemented, where appropriate and feasible. The number of students and faculty served by off-campus cohorts, Trainees and Learners Programs, and Diversity Circles will be reported, as will specific projects by the Office of Extended University. Finally, increasing learning assistance support within the University College; assessing the First Year Mentorship Program for minority students; and funding a bridge program for minority students will demonstrate the University's progress towards increasing the number and diversity of citizens completing educational and training programs.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

What is Illinois State University presently doing to advance this state goal?

Increasing expectations for student preparation, Illinois State University implemented new first-time freshman standards for fall 1999. The new policy raised standardized test score requirements and introduced admissions priorities. Applicants who rank in the top half of their high school graduating class with an ACT composite score of 18 or higher are given the highest admission priority. Applicants who rank in the third quarter of their high school graduating class and with an ACT score of 23 or higher are given the next highest admissions priority. Applicants who rank in the top half of their high school graduating class and have an ACT composite score of 16 or 17 and applicants who rank in the third quarter of their high school graduating class and have an ACT composite score of 20, 21, or 22 are considered for admission on a case-by-case basis. The strength of high school preparation and pattern of grades earned are emphasized in the review of these applicants.

Illinois State University holds itself accountable to higher standards of academic quality for freshmen and sophomores. As described in the section on Best Practices, the University implemented a new General Education program in fall 1998 to integrate a liberal arts philosophy into all major programs. The curriculum orients students to the academic expectations and support services at the University and develops basic competencies in critical thinking, communication, quantitative reasoning, scientific literacy, and research skills. Through a 45-semester hour (15 courses) curriculum, General Education provides undergraduate students with a broad foundation of knowledge expected of those who earn a baccalaureate degree. Furthermore, these courses encourage new teaching/learning strategies and enhanced student-faculty interaction. Continuing to strengthen the quality of the Upper Division

(Junior/Senior) experience, Illinois State University is revising program major curricula to interface with new General Education requirements.

As a companion to curricular reform, pedagogical reform, that increasingly utilizes technology for enriching the educational experience, has been undertaken. The University received a three-year State Farm grant for faculty workshops in the use of instructional technology to enhance the quality of student learning experiences. The University has also committed significant resources to equipping the laboratories and classrooms with advanced pedagogical tools including networked workstations, multimedia presentation equipment and access to electronic databases. All freshmen receive two training sessions in the use of campus computing technology prior to the first day of class. Use of electronic resources and computer technology serve as major tools in the initial English, Communications, and Foundations of Inquiry courses taken by first semester freshmen.

To assure academic quality, Illinois State University relies on both internal and external assessments. Initial assessment of the General Education program has begun. The University Assessment Office has been reconfigured to more clearly focus on institutional assessment needs and has been assigned to the Center for the Advancement of Teaching to integrate theory, research, and practice. Illinois State University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education and are approved by the Illinois State Board of Education. Illinois States holds discipline-based accreditation from 23 accrediting agencies. The pass-rate of University students on the Certified Public Accountant examination exceeds the national average by 10 percent. In a survey of alumni one year after graduation in 1991, 1994, and 1997, 80 percent of alumni were employed full-time in a job either related or closely related to their baccalaureate major and 93 percent of these respondents felt that Illinois State adequately or very adequately prepared them for their position.

In December 1998 Illinois State joined the American Association for Higher Education's *Carnegie Teaching Academy Campus Program*. This four-year long Campus Program will foster different approaches to and ways of enacting the idea of teaching as scholarly work.

What specific actions does the University intend to undertake in the coming year to advance this state goal.

Illinois State holds itself accountable for the quality and assessment of its educational standards through the following:

- Undertake a comprehensive assessment of undergraduate writing experiences and opportunities through a university-wide writing committee.
- Survey second year students from the fall 1998 freshman cohort to provide comparison with the findings on the first-year experience of fall 1996 freshmen.
- Review the effectiveness of developmental mathematics course offerings.
- Conduct a review of the Academic Progress Alert System, an early alert grade reporting system for students in 100-level courses.
- Evaluate course-integrated library instruction programs.
- Continue to participate in the Carnegie Teaching Academy Campus Program.
- Establish a University-wide taskforce to develop a performance-based assessment system in teacher education.

To enhance the quality of learning, Illinois State University plans to enhance the upper-division experience by building and enhancing field experiences (internships, service learning, study abroad, etc.) into all major programs; developing university-wide plans to strengthen pre-professional programs; and expanding residential academic programs. Within teacher education programs, Illinois State advocates for National Board Certification of Teachers by providing corresponding coursework for a cohort of students, establishing a statewide University Alliance, and redesigning the master's program in curriculum and instruction to incorporate National Board principles. The College of Education is also completing a revision of the elementary education curriculum to adhere to Illinois Academic Learning Standards and it plans to add Professional Development School sites at Pekin and Two Rivers in fall 1999.

To recognize optimum instruction, research, and service, the faculty evaluation system has undergone significant revision to improve the reward system for teaching and service while maintaining rewards currently in

place for scholarship. This system greatly increases the ability of an academic department to award salary increases based upon performance variables.

How does the University plan to demonstrate progress from one year to the next in achieving this state goal?

Illinois State University will demonstrate progress by presenting results of the assessment studies described above. Progress related to the General Education program will be assessed by comparing baseline data prior to the implementation of the new program with student outcomes for those who have been enrolled in the program. In other areas, comparisons to students who have not accessed various services such as developmental mathematics or library instruction may be used as assessment benchmarks. Progress will also be demonstrated by citing measures to strengthen the undergraduate experience and sharing results of surveys and accreditation reports.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness and accountability.

What is Illinois State University presently doing to advance this state goal?

Illinois State University's commitment to accountability is evidenced through its governance structure, process review, and use of open communications. Governance is based upon coordinated and collaborative arrangements between the Illinois State University Board of Trustees and University faculty and staff. The Board of Trustees has responsibility for broad institutional policy review, development, and accountability reporting. The President has management responsibility and serves as the primary liaison, linking the Board's responsibilities for policy direction to the University's operational responsibilities for carrying out its mission. Under this structure, the President is responsible for informing the Board of Trustees and members of the campus community of institutional progress towards accomplishing its goals. During regularly scheduled meetings in Fiscal Year 1999 the Board of Trustees reviewed Illinois State University's *Fiscal Year 1999 Priority Statement, Academic Plan 1998-2003 and 1999-2004, Fiscal Year 1998 Productivity Report, Fiscal Year 1998 Underrepresented Groups Report*, and approved budget requests, internal budgets, and tuition and fee rates. The Board of Trustees home page, which contains meeting calendars, minutes, *Vision Statement for the Year 2007*, and other informational items is available at www.bot.ilstu.edu.

Productivity improvement decisions, such as those for Fiscal Year 1999 described below, result from strategic and operational planning processes that occur in the context of shared governance and clearly articulated goals guiding priority setting processes. Found on the Provost's website at <http://wolf.its.ilstu.edu/provost/>, the annual Academic Plan defines Illinois State's priority statements and actions under the goals of providing outstanding student-centered educational programs, building graduate and research programs of excellence, asserting the University's statewide leadership role in education, responding to the State's occupational workforce needs, providing facilities and resources that support programmatic needs, and preparing for a comprehensive campaign to culminate with the 150th anniversary of Illinois State University. The website also contains Academic Affairs' Fiscal Year 1999 budget requests summarizing accomplishments, productivity, budget enhancement outcomes, and objectives for Fiscal Year 2000.

Between Fiscal Years 1993 and 1998 the University reallocated over \$11 million, with the majority to undergraduate education (\$3.9 million), staff salary competitiveness (\$3.2 million), and technology enhancements (\$1.6 million). During Fiscal Year 1999 Illinois State reallocated \$164,000 to technology enhancements, \$770,000 to improve the teaching environment, and \$604,000 to staff salary competitiveness. Technology tuition funds create opportunities for specific productivity enhancements. In 1999, \$770,000 was allocated to computer laboratories to provide for supervision, equipment replacement, commodities, and to purchase special need software. Additionally, \$330,000 was utilized to accommodate new server architecture, provide additional dial-up access, offer common software in the laboratories, and to pilot innovations in computer technology. Reallocations from individual departmental budget lines to technology tuition lines allowed the University to purchase volume licenses and save approximately \$164,000.

Reallocations using the University Enhancement Funds result in programmatic improvements to teacher education by expanding the number of student teaching supervisors, teacher stipends, field supervision in special education, and Professional Development Schools. Additional uses of Enhancement Funds include establishing the Theatre Design Lab, increasing staffing for the dietetic internship program in Family and Consumer Sciences, instructional training for graduate assistants, and services of the Laboratory for Integrated Learning and Technology (LILT) between the Colleges of Business and Arts and Sciences. Other internal budget reallocations continue to supplement phase two of the salary enhancement program, with the balance funded by state program allocations.

Reallocations created opportunities to improve the teaching environment. In 1999, \$770,000 was used to purchase advanced media technology equipment for 20 classrooms, ergonomically appropriate chairs and keyboard trays for University employees, and movable classroom tables that are more conducive to active student learning. Additionally, these funds were used to relocate the science teaching laboratory for the middle school curriculum, expand the Developmental Mathematics Instructional Center, and redesign physics classrooms and laboratories.

Facility improvements are funded by internal reallocations and by various State capital allocations and grants. These revenues provide significant improvements in academic space, technology, and student accessibility. In 1999 the Departments of Geography/Geology and Health Sciences moved into to newly renovated space in Felmlay Hall, Moulton Hall was prepared as the temporary home for the Mennonite College of Nursing, construction began on the Performing Arts Center, and the South Parking Deck was completed.

In addition to these reallocations, several administrative initiatives were implemented to increase efficiency and responsiveness including the revision of the Faculty Appointment, Salary, Promotion and Tenure system, implementation of the Committee for Academic Distinctiveness and Excellence, and submission of the Fiscal Year 2000 Programmatic Initiatives Request to the Illinois Board of Higher Education. These, as well as Provost's Advisory Council minutes, a report on the use and compensation for Non-Tenure Track faculty, and information on the Mennonite College of Nursing/Illinois State University transition are available on the Provost's website, <http://wolf.its.ilstu.edu/provost/>.

What specific actions does the University intend to undertake in the coming year to advance this state goal?

The Illinois State University Board of Trustees, in assistance with members of the campus community, will continue to be involved in the University's *Fiscal Year 2000 Priority Statement, Academic Plan 2000-2005, Fiscal Year 2000 Results Report, Fiscal Year 2000 Underrepresented Groups Report*, as well as establishing internal budgets, and tuition and fee rates. Academic Affairs will continue with implementation of the new faculty evaluation system and will finalize the integration of Mennonite College of Nursing. As described in Goal 1, the program review process at Illinois State University will continue to document institutional productivity and efficiency.

Illinois State University will use a variety of funds for the Performing Arts Center construction, the new College of Business building planning, Schroeder Hall rehabilitation, and Edwards Hall remodeling for the Mennonite College of Nursing. Using the Technology Tuition funds for Fiscal Year 2000, the University will provide even greater funding for the computing laboratories; 74 percent of earmarked funds will be used to accommodate a Fiscal Year 2001 upgrade to Windows/Office 2000 and the remaining 26 percent will be used to expand the modem pool, support transformation to a new directory service (LDAP), continue software standardization, establish a production server for Web Course Tools, pilot student network lounges, and create a better cost recovery printing solution for University computer laboratories.

The various University divisions each made strategic decisions to centralize technology support and to enhance the staff contributions through technology resources. In the academic areas a comprehensive study of technology support and its organizational structure was completed with implementation of its recommendations to occur in Fiscal Year 2000. Finally, the University will complete the transition to a new directory service that facilitates faculty and student computing mobility and provides expanded access to learning resources, including greater distance learning opportunities for non-traditional students.

How does the University plan to demonstrate progress from one year to the next in achieving this state goal?

Meeting minutes and reports will be available and continually updated on both the Board of Trustees and Provost's websites. Accounting for reallocations related to personnel savings and other cost avoidance will demonstrate productivity, cost-effectiveness, and accountability. Summarizing program reviews and reporting academic programmatic initiatives, including programs eliminated and assessment results from new programs will be detailed in Academic Plans. Specific administrative initiatives designed to improve the responsiveness of administrative functions will be highlighted annually and summarized in future Results Reports.

General Education: Illinois State University's Best Practice Supporting the Illinois Commitment

Illinois State University's new General Education program is an integral component of the University's *Academic Plan* and supports the goals of the Illinois Commitment by infusing concepts of diversity into the curriculum, improving teaching and learning, preparing students for advanced studies and the workforce, and maintaining high standards for expectations and outcomes. The June 1999 Undergraduate Education Report is located on the Provost's website <http://wolf.its.ilstu.edu/provost/>. The following summarizes that report.

In fall 1998 Illinois State University implemented the new General Education program to integrate a liberal arts philosophy into all major programs. The curriculum encourages and celebrates intellectual curiosity, develops inquiry skills, and introduces students to various ways of learning. It provides an arena where students acquire knowledge, practice skills, and employ habits of mind that contribute to intellectual growth as informed, sensitive, and reflective members of society. Courses within the curriculum orient students to the academic expectations and support services at the University and facilitate critical thinking, communication, quantitative reasoning, scientific literacy, and research skills. Moreover, a common foundation of courses that are active in the acquisition of knowledge, interdisciplinary in approach, and global in perspective emphasize continuous life-long learning. Through a 45-semester hour (15 courses) curriculum, the General Education program provides undergraduate students with a broad foundation of knowledge expected of those who earn a baccalaureate degree.

The Inner Core requires completion of six designated courses. Foundations of Inquiry (FOI) is required in the first semester of the freshmen year and is taught by regular faculty members in nearly 100 sections of approximately 30 students each. FOI offers a basic orientation to critical thinking and intellectual inquiry, creating a foundation of academic skills, knowledge, and attitudes to be built upon throughout the baccalaureate curriculum. Other Inner Core courses focus on the acquisition and practice of specific academic skills in language, mathematics, and science. The content and teaching methods in these courses are coordinated with FOI, providing a structured context for the development of abilities and understanding important to subsequent coursework.

The Middle Core requires completion of five courses. These courses provide opportunities for the continued development of academic skills applied to a range of topics and involving a variety of disciplinary perspectives. The five course categories within the Middle Core include Quantitative Reasoning, Language in the Humanities, United States Traditions, Individuals and Civic Life, and Individuals and Societies.

The Outer Core requires completion of four courses. These courses give insight into the varied nature of disciplinary knowledge, introducing students to the ways that specific disciplines create knowledge and examining the interplay between disciplined inquiry and the larger world in which such inquiry is situated. There are four discipline groups (Science, Mathematics, and Technology; Fine Arts; Humanities; and Social Sciences) which are overlaid onto two categories (Knowing in the Disciplines and Disciplinary Knowledge in Cultural Contexts). One of the four courses taken in Outer Core must be designated as a Global Studies course.

Co-curricular activities supporting the General Education experience include the formation of learning communities, freshman orientation experiences including computer and library training, and campus-wide viewing and discussion of a common film which focuses on a societal issue. Through beginning general education courses, students are encouraged to be involved in the common-theme lectures such as in the Living Ethics series and other University-wide programs.

General Education implementation represents integrated planning, budgeting, and assessment through course and curriculum development and evaluation. The campus has a renewed commitment to target valuable student outcomes, optimize interdisciplinary efforts, and provide challenging yet supportive programs and services. Preliminary assessment data on student behaviors and outcomes indicate that Illinois State is positioned to be a leader in preparing undergraduate students for advanced studies, workforce demands, and societal participation in the next millennium. The University will continue to enhance its expectations for high academic standards and outcomes.