

**ILLINOIS STATE
UNIVERSITY**

**BOARD OF
TRUSTEES**

Report No. 2004.02/1100.02
Fiscal Year 2004 *Educating Illinois*
Status Report

Executive Summary

In November 2000, the Academic Senate unanimously endorsed *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007* as the University's strategic plan. In February 2001, the Illinois State University Board of Trustees approved its implementation. This third annual report discusses *Educating Illinois* achievements three years after the University's strategic plan was implemented, provides a sampling of other *Educating Illinois* actions currently in progress, and illustrates how *Educating Illinois* will guide the University's self study for accreditation.

Educating Illinois Achievements: February 2001 – February 2003

February 2002 and 2003 Board of Trustees reports summarized the achievements resulting from *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University 2000-2007*.¹ Some of these accomplishments included doubling the value of Minority Academic Scholarships; opening the Student Service and Referral Center, Minority Student Academic Center, and the Faculty Staff Commons; initiating an update to the Campus Master Plan; celebrating the University's first-ever four endowed chair positions and an endowed professorship position; exceeding national averages on the National Survey of Student Engagement; and advancing from Tier IV to Tier III in the fall 2002 *U.S. News and World Report* rankings.

Educating Illinois Achievements: February 2003 – February 2004

During the third year of implementation, *Educating Illinois* continued to advance Illinois State's position as a first-choice public university in Illinois for high-achieving, motivated students.

- The mean ACT score of fall 2003 first-time freshmen at Illinois State (23.6) is 0.9 points higher than fall 2000, the semester before *Educating Illinois* was implemented. The current mean ACT of Illinois State freshmen is also 1.2 points higher than the mean for state of Illinois core curriculum (college bound) students and 1.8 points higher than the national mean for core curriculum (college bound) students.
- The middle half of the University's ACT distribution has increased from an interquartile range of 20-25 in fall 2001 to 21-26 in fall 2003². When the University successfully reaches its goal of an interquartile range of 22-27, it will compare to that of such Big 10 and Big 12 schools as the University of Iowa, Michigan State University, and Iowa State University.
- The percent of first-time freshmen indicating that Illinois State was their first-choice university increased from 26 percent of the total first-time freshmen in fall 2000 to 31 percent of the total first-time freshmen in fall 2003. Nearly one in three first-time freshmen indicate that Illinois State was their first choice institution. Nearly one in two first-time freshmen indicate that Illinois State was their first or second choice.
- The mean grade point average of new transfer students increased from 2.86 to 3.01 between fall 2000 and fall 2003. At the same time, the percent of transfer students with an Associates degree increased from 34.8 percent of the total of new transfer students to 42.0 percent of the total of new transfer students. More highly qualified transfer students are choosing Illinois State.

Students with excellent academic credentials have more options and are more intensely recruited by competing institutions. In order to increase the enrollments of students from traditionally underrepresented groups:

- Redefining "normal" established a goal of generating \$20.0 million in endowed scholarships for minority students and high achieving students. As of December 2003, Redefining "normal" has generated \$8.3 million for endowed scholarships, representing 42 percent of its goal and 123 new scholarship programs for students of Illinois State University.
- In academic year 2003-2004 the Minority Academic Scholarship Program is providing 34 high-achieving students with \$5,000 annually renewable awards.
- The Admissions Office continues to visit high schools with high populations of underrepresented students. College Selection Workshops were conducted at 24 high schools in the Chicago area.

¹ *Illinois State University Board of Trustees Report # 2002.02/4000.02* and *Illinois State University Board of Trustees Report # 2003.02/1100.02*, respectively.

² *The interquartile range is a statistic used in admissions; it looks at the ACT distribution for the middle half of a cohort. It is assumed that students with ACT scores in the interquartile range are the "best fit" for a university.*

- Student support services have been bolstered by the reallocation of existing resources to create the Office of Enrollment Management and Academic Services, which includes Admissions, Financial Aid, University Registrar, Academic Advising, Transition and Orientation Services, and Student Support Services, in order to provide a seamless transition from application to admission to enrollment and ultimately to graduation.

These efforts have proven successful.

- African-American and Hispanic new freshmen enrollments increased from 276 in fall 2000 to 374 in fall 2003; however minority enrollment as a percent of total undergraduate enrollment decreased from 10.8 percent in fall 2000 to 10.5 percent in fall 2003.
- Aggressive strategies will be necessary to recruit more minority students as graduation rates continue to increase. During the past three years, the six year graduation rate of African-American freshmen increased from 34.9 percent of the fall 1995 cohort to 46.2 percent of the fall 1997 cohort. The six year graduation rate of Hispanic students also improved from 39.2 percent of the fall 1996 cohort to 42.4 percent of the fall 1997 cohort.
- As of January 9, 2004, 1,122 minority first-time freshmen applications have been received compared to 901 during this time last year. The over eleven hundred minority first-time freshmen applicants represent 16.4 percent of the total applicants and a 24.5 percent increase from last year. The challenge for Illinois State will be to admit and retain those students through fall census date enrollment. Again, initial results are successful; 857 minority first time freshmen have been accepted for fall 2004, which is a 4.8 percent increase over last year.

In addition to diversity, a tradition and core value of Illinois State University is the faculty and staff expectation of the active pursuit of learning and scholarship by placing the learner at the center of teaching and research. Our students recognize this, as seen in the latest National Survey of Student Engagement (NSSE) results and our national colleagues recognize this, as seen in the latest *U.S. News and World Report* national rankings of colleges and universities and in *Kiplinger's Personal Finance* top 100 colleges and universities nationwide for educational quality and affordability.

- Fall 2003 NSSE data from Table 1 (attached) show that 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. Illinois State seniors exceed the average on the quality of student-faculty interactions and the degree to which the campus offers a supportive environment.
- Illinois State maintained its position in Tier III of the *U.S. News and World Report* rankings of national doctoral institutions. Illinois State and the University of Illinois-Chicago are the only public institutions in Illinois in this tier.
- For the first time, Illinois State placed in *Kiplinger's Personal Finance* top 100 colleges and universities nationwide for educational quality and affordability. This placement recognizes our commitment to affordability and accessibility. Schools ranked below us include The Ohio State University, University of California at Santa Cruz, University of California at Riverside, and University of Illinois-Chicago.
- Illinois State University continues to benchmark itself against a national group comprised of Tier II and Tier III institutions that are programmatically and empirically similar to the University. These institutions include 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 University of Wisconsin at Milwaukee. These institutions were used in the University's *Fiscal Year 2003 Results Report* for benchmarking in an attempt to help us solidify our position in Tier III, and ultimately advance to Tier II. Benchmarking and implementing *Educating Illinois* serves as the road map to further Illinois State University's distinctiveness and excellence.

Progress has also been made on the University's commitment to increasing student retention and graduation rates. Both are at historic peaks. The percent of first-time freshmen returning for a second year of study increased to 83

percent. The six-year graduation rate increased to 60 percent. Retention and graduation should continue to improve as a result of a campus-wide commitment to the following projects.

- The Higher Learning Commission of the North Central Association of Colleges and Schools accreditation self study offers significant opportunity to enhance faculty distinctiveness and solidify partnerships for student learning.
- Illinois State was selected as one of 12 national Founding Institutions in the *Foundations of Excellence in the First College Year* project sponsored by the Policy Center on the First Year of College and the American Association of State Colleges and Universities.
- Illinois State was also selected as one of 12 universities nationwide to serve as a Campus Cluster Leader by the American Association of Higher Education and the Carnegie Foundation for the Advancement of Teaching. The University will assist other colleges and universities nationwide to enhance teaching practices and improve student learning.
- Participation in the American Democracy Project, co-sponsored by the American Association of State Colleges and Universities, the *New York Times*, and some 150 institutions of higher education contributes to the development of an informed and contributing citizenry in the 21st Century.

An outstanding faculty and staff is the core of any great university. The University's ability to achieve the next level of excellence is depending upon recruiting and retaining the highest quality faculty and staff who are committed to the values of Illinois State University and upon providing premier educational experiences through exemplary teaching, scholarship, and service activities. An ongoing commitment to increasing salaries demonstrates the University's commitment to excellence. The ultimate success of *Educating Illinois* in recruiting and retaining accomplished faculty and staff is contingent upon it.

- The average faculty salary of all ranks combined at Illinois State University decreased to 91.6 percent of the Illinois Board of Higher Education (IBHE) defined salary comparison group median in Fiscal Year 2003. The Fiscal Year 1999 average faculty salary of all ranks combined at Illinois State University was 92.1 percent of IBHE defined salary comparison group median. Illinois State University's status should increase in the next comparison. Through internal reallocation in Fiscal Year 2003, the University awarded an average increase of 2.7 percent in a year when many colleges and universities did not award salary increases.

University distinctiveness and excellence is also demonstrated by faculty achievements, and *Master Plan* enhancements. Premier students, faculty, staff, and programs deserve premier facilities, grounds, technology, and infrastructure.

- The dollar value for external grants and contracts at Illinois State University increased by 68 percent in three years. Faculty and staff from Illinois State University received a record \$20 million in external grant funding in Fiscal Year 2003. 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.
- Illinois State University celebrated the appointment of Dr. Phil Parette as the Kara Peters Endowed Chair in Special Education.
- The University now has endowed chairs in two of the six colleges (33 percent) and two endowed chairs in other areas (the scholarship of teaching and learning and general education). The University also received its first endowed professorship in the Mennonite College of Nursing from BroMenn Healthcare.
- In February 2002, the Illinois State University Board of Trustees approved *The Master Plan: Achieving Distinctiveness and Excellence in Form, Function, and Design at Illinois State University*³.

³ *Illinois State University Board of Trustees Resolution # 2002.02/03*

In the last year, Illinois State has acquired significant state funding for the remodeling of Schroeder Hall and for implementing safety improvements in Turner and Stevenson Halls and received approval for the *Long Range Plan for University Housing and Campus Dining Services*

- In spring 2003, the iCampus Portal was made available to faculty and staff at www.icampus.ilstu.edu. This project was initiated to provide students, faculty, and staff with immediate and comprehensive access to services from the Illinois State University information systems (e.g., registration, class scheduling, financial aid, Redbird debit card information, benefits usage) through the World Wide Web.

While many of the initiatives in *Educating Illinois 2000-2007* have been accomplished there is much left to be addressed. Many of the remaining initiatives that are in progress or not yet started have been forwarded by the implementation teams to the appropriate administrative units or existing processes, such as the North Central Association's special emphases teams. A summary of the 79 *Educating Illinois* actions can be found at www.educatingillinois.ilstu.edu/actionstatus

Educating Illinois February 2004 and Beyond

Embracing the core value of innovation, *Educating Illinois 2000-2007* challenged the University community to formally review the document in 2003 to determine how the plan should be modified to respond to changing circumstances. Unquestionably, new successes bring new opportunities. The result is *Educating Illinois 2003-2010*. *Educating Illinois 2003-2010* builds on the values-based commitments and existing strengths and traditions of Illinois State University to suggest a focused vision for the future defined and endorsed by the campus community through the Academic Senate, Administrative/Professional Council, Civil Service Council, and Student Government Association.

The goals expressed in *Educating Illinois 2003-2010* are from the Illinois State University *Board of Trustees Vision 2007 Statement*. The campus community defined action steps for each goal statement area consistent with the core values of the University. The number of goals has been reduced from 15 to seven and the number of support actions from 79 to 16. Therefore, as the University's strategic planning process evolves, *Educating Illinois 2003-2010* strikes a balance between long-term vision and daily operations. The goals, objectives, and outcomes represent a road map to the future. All students (undergraduate and graduate), faculty (full-time and part-time, tenured/tenure-track and non-tenure track, department chairs, school directors, laboratory school faculty, and library faculty), and staff (administrative/professional and civil service) share responsibility in focusing and achieving the University's vision for the future by emphasizing four planning principles:

- **Action:** Decisions and resource allocation at all levels of the University will be made to advance the goals, objectives, and outcomes of *Educating Illinois*.
- **Collaboration:** With appropriate governance consultation, individual schools, departments, units, colleges, and divisions will determine which dimensions (goals, objectives, and outcomes) of *Educating Illinois* they are best suited to advance and how this will occur.
- **Coordination:** Planning and Institutional Research will summarize results from collaborative deliberations by the governance bodies and administrative units in identifying the specific goals, objectives, and outcomes being advanced from the range of possibilities identified in *Educating Illinois*. At the same time, each division will annually assess programs and services provided and specifically explain how they contribute to the goals, objectives, and outcomes of *Educating Illinois*.
- **Results:** Planning and Institutional Research will continue to provide longitudinal and benchmarking analyses of goals, objectives, and outcomes being addressed through *Educating Illinois*; maintain the institutional report card highlighting progress on implementing *Educating Illinois*; and present annual Results Reports and *Educating Illinois* Updates to the campus community in fall and spring, respectively. The campus community will formally re-examine *Educating Illinois 2003-2010* in 2007 to determine how the plan will be modified to adjust to changing circumstances.

Individual departmental efforts to focus actions, dedicate resources, and evaluate results of the actions outlined in *Educating Illinois* and *The Master Plan* are key to sustained progress. The Higher Learning Commission of the North Central Association of Colleges and Schools accreditation self study offers significant opportunity to solidify

strategic planning processes that guide the distinctiveness and excellence of Illinois State University. During the next year, the Achieving Distinctiveness through Coordinated Planning accreditation team will work closely with the campus community to ensure that:

- Each division has clearly articulated planning, budgeting, and assessment processes that support the University's vision, values, goals, and priorities articulated in *Educating Illinois* and *The Master Plan*.
- Cost estimates for *Educating Illinois* and *The Master Plan* are refined to support divisional planning and budgeting.
- The program review format and process is reviewed and revised, where appropriate, to demonstrate that assessment results are the basis for change and that programmatic resource allocation decisions are consistent with the priorities of *Educating Illinois* and *The Master Plan*.
- Planning and budgeting processes are simplified and linked to institutional priorities.
- Performance indicator reporting is used in annual *Results Reports* to maintain Illinois State's public accountability for achieving institutional goals stated in *Educating Illinois* and *The Master Plan* and statewide goals stated in the *Illinois Commitment*.

In summary, *Educating Illinois* continues to focus the current and future actions and resource allocation decisions of Illinois State University. It is an indispensable guide in the decision-making process evidenced by the fact that Illinois State University is successfully achieving its vision of being the first-choice public university in Illinois for high achieving, motivated students and accomplished faculty and staff.

A result of this progress is increased statewide, regional, and national recognition, witnessed by the University's placement in *Kiplinger's Personal Finance* top 100 colleges and universities. Demand continues to build for Illinois State University's second biennial Carnegie Conference July 10-12, 2004 (a national conference targeted for Carnegie Doctoral/Research Intensive institutions). In addition, Illinois State University was the only public university in Illinois cited by the Illinois Board of Higher Education with best practices in all six of the Illinois Commitment Goals in the December 2003 *Statewide Results Report* (see Table 2).

The status of *Educating Illinois* and related accreditation activities will be updated in Illinois State University's *Fiscal Year 2004 Results Report* (submitted to the Board of Trustees and Illinois Board of Higher Education in fall 2004) and in the University's *Fiscal Year 2005 Educating Illinois Status Report* (submitted to the Board of Trustees in spring 2005).

Table 1
 Comparison of Illinois State University 2003 National Survey of Student Engagement Results
 to the Mean Index Values of National Doctoral Research Intensive Colleges and Universities

	Freshmen	
	Illinois Universit	Research Intensive Universities
Level of Academic Challenge	54.6	52.7
Enriching Educational Experiences	50.2	55.6
Student-Faculty Interactions	32.7	35.3
Active and Collaborative Learning	40.6	40.1
Supportive Campus Environment	57.5	58.4
	Seniors	
	Illinois Universit	Research Intensive Universities
Level of Academic Challenge	55.3	55.5
Enriching Educational Experiences	43.6	46.4
Student-Faculty Interactions	42.7	40.8
Active and Collaborative Learning	48.1	48.1
Supportive Campus Environment	56.4	54.8

Table 2
Illinois State University's Illinois Commitment Best Practices
as Cited in the Illinois Board of Higher Education's *2003 Statewide Results Report*

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

- Receiving a \$500,000 grant from State Farm to retrain corporate employees into technical business positions
- Receiving a record \$20 million in external grant funding

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

- Collaborating with Chicago Public Schools to design a Chicago Teacher Pipeline project to support schools and agencies that serve persons with disabilities
- Establishing the Special Education Assistive Technology Center to support schools and agencies that serve persons with disabilities

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

- Getting a jump on the new "Truth in Tuition" law by freezing tuition and fees for continuing students enrolling for the 2003-2004 academic year

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

- Cooperating with Illinois Valley Community College and Illinois Central College, to develop the Central Illinois Bridge Program, which provides academic, logistic, and social assistance to underrepresented students enrolled in baccalaureate programs in biomedical science

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.

- Identifying two programs for priority program review. Nine other programs continued in good standing without major changes
- Being honored by the Beckman Foundation with the Beckman Scholars Program to encourage student-faculty research/creative teams and the integration of research into instruction

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

- Engaging in a number of cost savings and avoidance activities and internal reallocations to improve productivity, cost effectiveness, and accountability, which saved the University nearly \$5.3 million