

2006 PERFORMANCE REPORT
Illinois State University

Board of Trustees
Illinois State University

Fiscal Year 2006 Performance Report

The Illinois Board of Higher Education (IBHE) requires each Illinois college and university to submit an annual report highlighting the ways in which it contributes to the state's higher education policy priorities articulated in *The Illinois Commitment* (1999/2004). *The Illinois Commitment* identifies six policy areas – economic growth, P-20 partnerships, affordability, access and diversity, high quality and accountability and affordability – each with established objectives and performance indicators. Illinois State University's coordinated planning efforts – *Educating Illinois*, the *Master Plan*, the *Long-Range Housing and Dining Plan*, the *Five-Year Academic Plan*, and the *Energy Management and Utility Infrastructure Improvement Plan* – are consistent with and complementary to the policy framework of *The Illinois Commitment*. Thus, this annual report to IBHE provides a review of the University's progress in carrying out its priority actions as well. It is important to note that the *Fiscal Year 2006 Performance Report* presents a snapshot of Illinois State University's many accomplishments over the past year.

Illinois State University's *Fiscal Year 2006 Performance Report* is attached. The report was prepared in accordance with the IBHE's prescribed format. Performance indicators are presented for each of the six policy areas of *The Illinois Commitment* along with information regarding recent accomplishments, future plans and potential challenges. The annual performance report follows a three-tiered structure for reporting performance indicators:

- **Statewide indicators** are related to Illinois' overall system of higher education; institutional data are collected and statewide totals calculated and reported by the IBHE.
- **Common indicators** are required of all colleges and universities.
- **Mission-Specific indicators** are related to each institution's unique role and mission within the state's system of higher education and are set at the campus level.

The University has reported on *Educating Illinois* performance indicators since FY2003. Initial goals and performance indicators, after campus-wide consultation, were endorsed by the Provost's Advisory Council and the Academic Affairs Committee of the Academic Senate and approved by the President's Cabinet. Goals for Illinois State's performance indicators were updated and were reflected in the February 2004 update of *Educating Illinois*. To inform university planning, three years of data documenting institutional progress are presented for the performance indicators. Each indicator also includes benchmark data, where appropriate, from the IBHE defined peer group (for salary comparisons), Illinois public universities and Illinois State University Benchmark Schools.

Illinois State University "benchmark schools," used for general university comparisons, were selected in fall 2002 by identifying national doctoral universities that are programmatically and empirically similar to Illinois State University. Selection of the fall 2002 Illinois State University benchmark schools was endorsed by the Provost's Advisory Council and the Academic Affairs Committee of the Academic Senate and approved by the President's Cabinet.

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

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SECTION I: INSTITUTIONAL CONTEXT

Mission Statement

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, our scholarship, and the connections we build between them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Environmental Analysis

Illinois State University is committed to advancing the policy areas identified in the *Illinois Commitment*, which are consistent with the goals and actions identified in the University's own strategic plan – *Educating Illinois: An Action Plan for Distinctiveness and Excellence 2003-2010*. This performance report documents the progress the University has made and highlights the importance of coordinated planning. Among the University's most significant accomplishments in FY2006:

- Illinois State University was listed in spring 2006 among the 100 best values in public colleges and universities in the country by *Kiplinger's Personal Finance*. The University was listed in *Kiplinger's* previous ranking as well.
- Several national organizations recognized faculty and staff and their respective programs with awards for excellence. The University's public radio station, WGLT, was recognized by the Radio and Television News Directors Association and the Associated Press; the Department of Physics was recognized by the American Physical Society; a Guggenheim Fellowship Award was granted to an associate professor in Art; faculty in the Sociology department were noted for their teaching scholarship productivity; and faculty in the School of Communication received the inaugural Walter Cronkite Civil Engagement Leadership Award.
- The University received its largest individual gift ever, a \$5.9 million trust that will support the creation of the Genevieve Green Gardens at Ewing Cultural Center.
- The University secured \$20.4 million in external grants and contracts, including funds to support continued work to enhance teacher preparation, address the nursing workforce shortage and provide continuing education in geriatric care best practices.

Even more progress would be possible if the University were not constrained by the state funding reductions over the past several years. While Illinois State University appreciates the additional state funds appropriated to the University for FY2007, state appropriations annually in FY2005 and FY2006 totaled \$77.4 million – less than in any previous year since FY1998. When adjusted for inflation, state funds support in FY2006 was lower than in any of the previous 20 years.

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

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SECTION II: PROGRESS

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

Fiscal Year 2006 Accomplishments

- The Katie School of Insurance and Financial Services hosted the London Market Study Tour, which brings insurance professionals from the Lloyd's of London insurance marketplace to the University for an intensive program that gives them a close look at business practices in the United States property and casualty insurance industry. The University has had a decade-long partnership with Lloyd's; sessions held during the tour are conducted by faculty members in the Katie School and by visiting insurance and business executives.
- The University received \$300,000 from the Illinois Soybean Association to establish an endowment that will support soybean related research and education in the Department of Agriculture. Money from the endowment will fund research and education programs addressing the areas of agriculture and agribusiness related to soybeans and soy products, soy related food and nutrition issues and international trade related to soybeans and soy products. Annual earnings on the endowment will be matched by the University.
- The University received a \$496,000 federal grant to help train dislocated and underemployed workers in Central Illinois. The grant helps fund an accelerated nursing degree program to meet the high demand for skilled nurses. Under the new accelerated program, students will complete a bachelor of science in nursing degree in one year, as opposed to the traditional two-year program. The grant also will support small business development training that will be provided by the Small Business Development Center within the College of Business.
- Mennonite College of Nursing secured a \$1.48 million grant from the Illinois Department of Public Health to provide standardized orientation and continuing education in geriatric care best practices for new nurses hired by Heritage Enterprises nursing homes.
- The University received its largest individual gift ever, a \$5.9 million trust that will support the creation of the Genevieve Green Gardens at Ewing Cultural Center. The gardens will offer the University and community opportunity for education, research and public service.
- The Radio Television News Directors Association awarded the WGLT News Department with three regional Edward R. Murrow Awards for broadcast excellence, more than any Illinois radio station in the division. WGLT also was honored for journalistic excellence for the fifth consecutive year by the Associated Press.
- The University partnered with the Annenberg Foundation/Corporation for Public Broadcasting to host a mirror site that will store copies of all programs produced by the Corporation for Public Broadcasting. Milner Library will serve as Illinois' site to provide quicker, better and more effective access to this programming. The Library is one of only 35 mirror sites selected by the Foundation.

Fiscal Year 2007 Plans

Illinois State University will continue to support teaching, service and research activities that promote strong economic growth. The University will continue its work to enhance and expand partnerships, to increase external funding and to expand public service and outreach program offerings.

Fiscal Year 2007 Challenges

A strong financial base is critical to the University's work in providing teaching, service and research activities that promote strong economic growth. Illinois State University will be challenged in FY2007 to find the financial resources necessary to provide this critical base of support, including funds to enhance the competitiveness of

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faculty and staff salaries, update and expand technologies for instruction and research, off-set inflationary costs, support instructional capacity and address critical facility maintenance and upgrade concerns.

COMMON INSTITUTIONAL INDICATORS

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

Alumni Receiving Undergraduate Degrees in 2003		
Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
571	608	93.9%

Institutional Goal: To exceed the average of the last three alumni surveys regarding the number of students employed (full- or part-time) and/or enrolled in higher education one year after graduation.

Performance and Related Implications: Illinois State University surveyed alumni graduating in 2000, 2002 and 2003, one year following the graduation of each respective class. Of the undergraduate students graduating in 2003, 63.8 percent of the 608 alumni survey respondents were employed either full- or part-time, but were not enrolled in higher education coursework; 3.9 percent had been enrolled in higher education since graduation, but were not employed; and 26.2 percent were both employed and enrolled in higher education. Ninety-four percent of those responding who graduated in 2003 were either employed and/or enrolled in a college or university one year following graduation compared to 92.7 percent of the 2002 graduates and 92.6 percent of the 2000 graduates. A total of 645 individuals responded to the survey of 2002 graduates and 570 responded to the survey of 2000 graduates. There was no survey of 2001 graduates due to a mid-year budget rescission.

MISSION-SPECIFIC INDICATORS

1.2 Sponsored Research, Instruction, Creative Works and Service Awards (State, Federal and Private Funding)

Goals: (1) To increase the number of submissions for sponsored research, instruction, creative works, and service from 300 to 400, and (2) to increase the dollar value of external grants awarded from \$20 million to \$30 million, while recognizing that opportunities for external funding vary significantly across disciplines.

Performance and Related Implications: In FY2005, the University's submissions for sponsored research, instruction, creative work and service totaled 317 -- 66 less than in FY2003. A total of 260 awards was granted to the University in FY2005, essentially the same as in FY2003. The value of awards granted, however, increased by \$2.4 million, or 13.5 percent, over FY2003. With \$20.4 million in sponsored research, instruction, creative work and service awards in FY2005, the University fell short of meeting its goal of increasing the value of external grants to \$30 million.

Since FY2003, the value of state-funded grants has dropped significantly – from \$5.5 million to \$3 million, a decrease of 46 percent. Federal grants, federal-flow dollars and other contributions have increased and compensated for the loss in state-supported grant funds.

External agencies are becoming increasingly selective and are emphasizing research in multi-disciplinary areas and activities involving cooperating entities. The University will need to continue its work to build new and strengthen existing state, national and international partnerships.

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Fiscal Year	Proposals Submitted		Grants Awarded	
	Number	Value	Number	Value
2003	383	\$ 100,722,135	266	\$ 17,958,570
2004	366	108,947,127	270	19,009,190
2005	317	68,345,764	262	20,382,161

Total Value of Grants Awarded by Source			
	FY2003	FY2004	FY2005
Total	<u>\$ 17,958,570</u>	<u>\$ 19,009,190</u>	<u>\$ 20,382,161</u>
Federal Awards	8,059,950	9,306,694	11,006,392
Federal Flow-Through	1,130,544	2,357,811	3,141,919
State Awards	5,513,798	4,295,099	2,976,389
Corporate Awards	853,995	64,584	128,705
Other	2,400,283	2,985,002	3,128,756

1.3 Public Service and Outreach Activities

Goal: To expand public service and outreach activities by documenting outcomes from extended learning opportunities at Illinois State University and implementing plans to increase the number of discipline-related conferences sponsored by and/or associated with academic departments and schools at the University.

Performance and Related Implications: In FY2005, the University provided support for 122 contract courses, 92 Internet courses and 66 extension courses involving 5,580 students and generating 16,328 credit hours. Contract and Internet course activity increased substantially between FY2003 and FY2005, while extension course activity declined. Illinois State University will continue to support mission-driven public service and outreach activities and document outcomes from new University partnerships with business, industry, government and education.

	Contract Courses			Internet Courses			Extension Courses		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Number of Courses	61	86	122	47	59	92	89	82	66
Number of Students	1,572	1,889	2,689	1,087	1,538	2,149	1,455	859	742
Number of Credit Hours	4,562	5,610	7,794	3,253	4,623	6,309	4,140	2,526	2,225

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

Fiscal Year 2006 Accomplishments

- The University's College of Education received a \$2.5 million federal grant in support of the Professional Articulation for Recruiting/Retaining Teachers for Neighborhood Engagement and Renewal (PARTNER) project. With the support of this grant, the College of Education will work with the Chicago Public Schools, Little Village Community Development Corporation, Golden Apple Foundation, National Board Resource Center, Truman and Daley Colleges, State Farm and the Local Initiatives Support Corporation to address pre-college, lower division, upper division and program graduates recruitment; scholarship and support;

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employment practices; support of new teachers; assessment; and program evaluation. Work teams will produce materials and design workshops that support the needs of community members as well as design and implement structures for current teachers such as professional development and mentoring to improve professional practice and retention in hard-to-staff schools.

- University students completed their senior year in a new, national model for university-school-community partnerships to improve teacher preparation programs and P-12 student achievement. The Little Village Educational Partnership is a collaborative venture among a number of University partners, including the Chicago Public Schools, Little Village Community Development Corporation, Local Initiatives Support Corporation and State Farm. Future teachers in their senior year at Illinois State enter into a year-long student teaching experience, becoming involved in after-school clubs and sports with the children in their classrooms in the Little Village neighborhood. Another aspect of the collaboration involves a program in which Chicago area students can start their college education at City Colleges and then transfer to Illinois State.
- The Special Education Department captured over \$1 million in external funding from the Illinois State Board of Education and the National Assistive Technology Coalition to support technical assistance and professional development in the areas of autism, assistive technology and school reform. The Special Education Assistive Technology (SEAT) Center provides training and technical assistance to pre-service and practicing educators throughout Illinois and the nation.
- A faculty member in the University's Department of Curriculum and Instruction was one of seven members of the National Middle School Association (NMSA) Teacher Preparation Advisory Board, which has stressed the need for specialized professional preparation of teachers for young adolescents and identified the components essential for effective middle school teacher preparation programs.
- The College of Education advanced in the *U.S. News and World Report* ranking of top graduate schools. The College ranked 77th, up from 93rd last year. Rankings are based on quality assessment, student selectivity, faculty resources and research activity.
- The National Board Resource Center at Illinois State University is one of five national centers established by the National Board for Professional Teaching Standards (NBPTS). With grant support of approximately \$870,000 from the Illinois State Board of Education, the University offered a comprehensive NBPTS support system to increase the number of NBPTS candidates in Illinois.

Fiscal Year 2007 Plans

Illinois State University will continue to support efforts to increase the diversity of teacher education graduates and continue statewide and national leadership in educational initiatives. Among the many plans for FY2007 are: beginning a new partnership with McLean County Unit #5; continue the significant Chicago initiative in the Little Village area of Chicago; influence state and national policy and practices regarding teacher preparation; enhance and expand school-based partnerships and preparation of teachers for hard-to-staff schools; and expand professional development offerings of assistive technology modules to teachers and administrators.

Fiscal Year 2007 Challenges

A strong financial base is critical to the University's work with elementary and secondary schools to improve teaching and learning at all levels. Illinois State University will be challenged in FY2007 to find the financial resources necessary to provide this critical base of support, including funds to enhance the competitiveness of faculty and staff salaries, update and expand technologies for instruction and research, off-set inflationary costs, support instructional capacity and address critical facility maintenance and upgrade concerns.

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COMMON INSTITUTIONAL INDICATORS

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

Certificate Area	FY2003	FY2004	FY2005
Early Childhood Education	89	97	77
Elementary Education and Middle Level Education	530	419	378
Secondary Education and K-12	395	491	440
Special Education	176	169	164
Total	1,190	1,176	1,059

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

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

MISSION-SPECIFIC INDICATORS

2.2 Diversity of Undergraduate Teacher Education Graduates

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

Performance and Related Implications: The proportion of undergraduate teacher education degrees awarded to minority students dropped from 6.3 percent in FY2003 to 5.5 percent in FY2005. However, the enrollment of minority students in teacher education programs has increased annually since FY2003.

Minorities as a Percent of Teacher Education Graduates		
<u>FY2003</u>	<u>FY2004</u>	<u>FY2005</u>
6.3 %	5.6 %	5.5 %

Minorities as a Percent of Undergraduate Enrollment in Teacher Education		
<u>FY2003</u>	<u>FY2004</u>	<u>FY2005</u>
6.3 %	7.3 %	8.5 %

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2.3 Continuing Education Professional Certifications

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

Performance and Related Implications: During FY2006, Illinois State University awarded an estimated 2,944 Certified Professional Development Units (CPDU) and 144.1 Continuing Education Units (CEU) to 427 participants. Both CPDU's and CEU's follow statewide and national quality standards for continuing education activities.

2.4 Participation in Statewide and National Educational Initiatives

Goal: To document outcomes from partnerships that promote Illinois State University's prominence in serving as a statewide and national leader in education.

Performance and Implications: During FY2006, the University continued to provide state and national leadership. Among those activities in which the College of Education engaged are the following:

- In collaboration with State Farm, Chicago Public Schools, the Little Village Community Development Corporation and Local Initiatives School Corporation, the University started a new national model for university-school-community partnerships to improve teacher preparation programs and P-12 student achievement in the Little Village area of Chicago.
- The National Board Resource Center at Illinois State University is one of five national centers established by the National Board for Professional Teaching Standards (NBPTS). With grant support from the Illinois State Board of Education, the University offered a comprehensive NBPTS support system to increase the number of NBPTS candidates in Illinois, the first of its kind in the nation.
- The College of Education influenced state and national policy and practices regarding aspects of school administrator identification, selection, development, evaluation and working conditions. The College also influenced state policy development regarding preparation of special education teachers on a team to study changes to special education teacher preparation programs in response to the No Child Left Behind law and the Corey H. lawsuit.
- The Center for the Study of Education Policy provided independent information and research on education issues to Illinois education policymakers and practitioners. Center faculty obtained several major grants, published reports and sponsored seminars for state legislative staff and legislative liaisons. The Center continued to support publication of *Planning and Changing, Grapevine*, and the *Illinois School Law Quarterly*.

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

Fiscal Year 2006 Accomplishments

- Illinois State University was listed in spring 2006 among the 100 best values in public colleges and universities in the country by *Kiplinger's Personal Finance*. The University was listed in *Kiplinger's* previous rankings as well. *Kiplinger's* rankings are based on both quality and cost criteria.
- Illinois State University remained in *U.S. News and World Report's* top 15 percent of colleges and universities nationally with regards to undergraduate students graduating with the least amount of debt. The average student loan debt of FY2004 graduates was \$14,620.

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- The University allocated \$2.25 million in FY2006 – up from \$1.25 million in FY2004 – to supplement Monetary Award Program (MAP) grants for financially needy students. The maximum MAP grant available from the state for financially needy students covered 63 percent of the University’s tuition and fees in FY2006.
- The tuition rates approved by the Illinois State University Board of Trustees in May 2006 for new, in-state undergraduate students in fall 2006 will be guaranteed for four years in accordance with state law. The University extends a four-year guarantee to student fees as well. Tuition and fee rates for new undergraduates in fall 2006 will be \$30.75 higher per credit hour than the rate charged new students in fall 2005, an increase of 13.6 percent or an average annual increase over four years of approximately 3.3 percent.
- The University piloted an initiative in summer 2005 to increase summer school offerings and thereby assist students to proceed more quickly toward degree completion and to reduce students’ overall costs for completing a degree.

Fiscal Year 2007 Plans

Illinois State University will continue to provide access to a high-quality, affordable education. The tuition rate increases (described above) are projected to generate an additional \$3.9 million in net revenue for FY2007. This revenue will be allocated to increasing the amount for supplementing MAP grants and enhancing the competitiveness of faculty and staff salaries. Illinois State University also is committed to advancing in national comparisons of academic quality and affordability and to engaging in aggressive fundraising to support scholarships for current and future students.

Fiscal Year 2007 Challenges

The University’s reliance upon tuition revenues to pay for instruction, research, public service and support activities continues to increase. Thirty years ago state funding accounted for 90 percent of the University’s revenue, and tuition and fees accounted for 10 percent. In FY2006, tuition revenue accounted for approximately one half of the total amount available to the University from state appropriated funds and tuition revenue. The challenge for the University will be to achieve its highest priorities while working collaboratively with state officials to reverse the trend of shifting the financial burden of the institution’s operating expenses to students and their families.

COMMON INSTITUTIONAL INDICATORS

3.1 Net price of attendance for undergraduates who apply for aid by income quintile, after Monetary Award Program (MAP), Illinois Incentive for Access (IIA), Pell Grants, Supplemental Educational Opportunity Grants (SEOG) and institutional grant aid are subtracted

Fall 2004 Data

Total Cost of Attendance (Full-time, Dependent Freshmen living on-campus): \$15,982

Total Number of First-time, Full-time Illinois Dependent Freshmen Enrolled: 1,940

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Student Family Income Ranges (Annual)						
First-time, Full-time Dependent Freshmen Receiving Assistance in Fall 2004						
	<u>0 - \$27,607</u>	<u>\$27,068- \$47,617</u>	<u>\$47,618- \$71,811</u>	<u>\$71,812- \$101,999</u>	<u>\$102,000 and up</u>	<u>Unknown</u>
Unduplicated						
Headcount, Total	219	203	147	39	26	66

GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2004												
Student/Family Income (\$)	Federal Programs				State Programs				Institutional Programs			
	PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
	#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
0 - 27,607	205	\$354,875	112	\$31,378	214	\$421,188	100	\$25,000	178	\$77,235	172	\$60,354
27,068- 47,617	154	154,213	43	18,937	199	323,246	2	500	80	42,392	75	27,671
47,618-71,811	54	31,900	17	8,204	123	134,539	--	--	38	54,326	27	26,148
71,812- 101,999	2	750	0	0	11	8,834	--	--	23	36,570	10	15,130
102,000 and up	--	--	--	--	--	--	--	--	18	26,421	12	15,525
Unknown	--	--	--	--	--	--	--	--	55	126,092	52	98,539

Note: The table presented above is in the format prescribed by the Illinois Board of Higher Education; it is limited to only first-time, full-time freshmen students and to aid provided through a limited number of programs. Illinois State's Financial Aid Office administers a variety of other aid and loan programs that are not referenced in this table and serves many more students. Other programs that benefit the University's students include, for example, the Veterans Grant and National Guard Scholarship programs, scholarships for students preparing to become teachers and the Ford Direct Loan program.

A total of 700 dependent first-time, full-time freshman students enrolled in fall 2004 received \$2.1 million in gift assistance from selected federal, state and institutional programs to assist them in paying their tuition, fees and/or other educational expenses to attend Illinois State University. Grant assistance through the Monetary Award Program provided 42 percent of the aid provided through the selected programs identified in the table above to first-time, full-time dependent freshmen. Eighty-one percent of the aid awarded to students from families where the student/family income was known went to students from families with annual incomes of \$47,617 or less.

MISSION-SPECIFIC INDICATORS

3.1A Student Financial Assistance

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

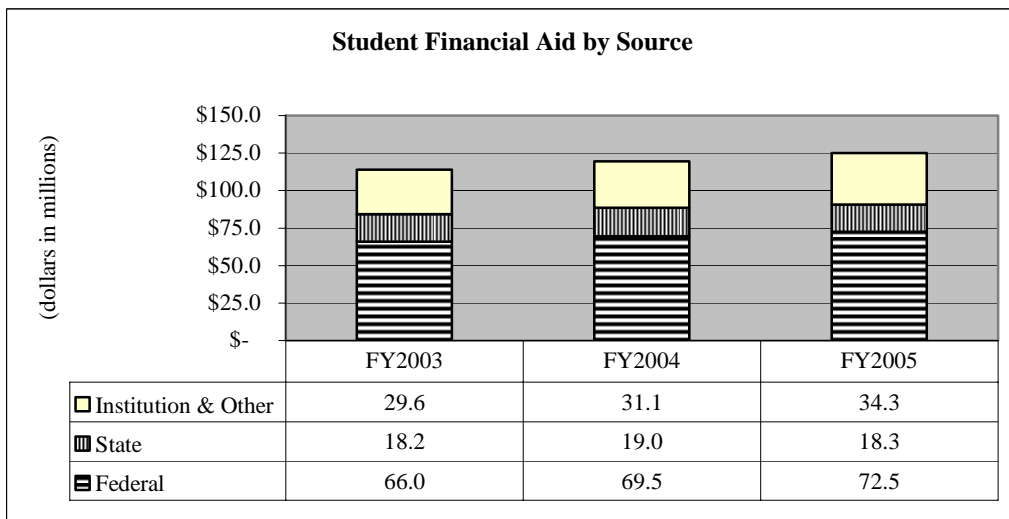
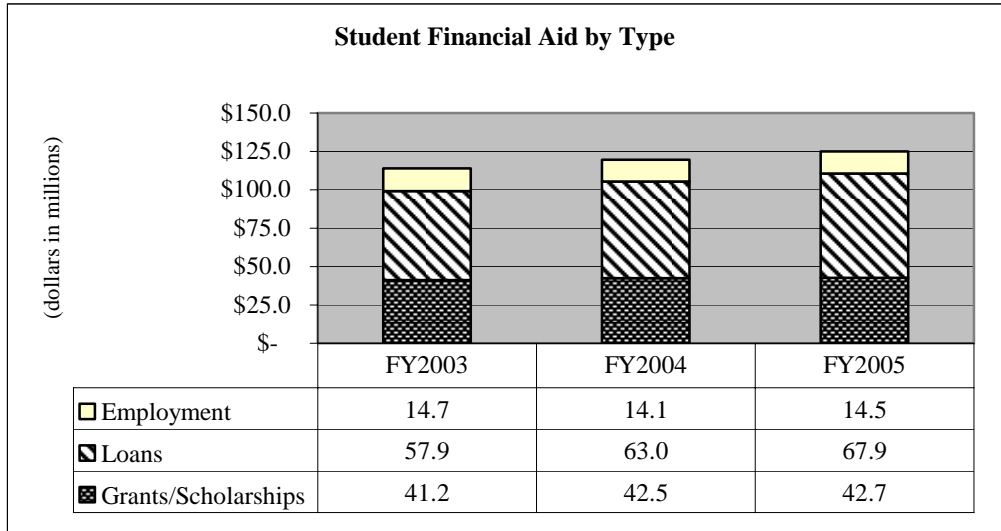
Performance and Related Implications:

The two figures that follow present more detailed information regarding the student financial aid provided to Illinois State University students. The figures show the total value of all student aid by type and source

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awarded in FY2003 through FY2005. The number of Illinois State University students receiving financial aid totaled 15,897 in FY2003, 15,128 in FY2004, and 14,914 in FY2005.

Financial aid to Illinois State students in FY2005 totaled \$125.1 million, an increase of \$11.3 million – or 9.9 percent over FY2003. Loans increased by \$10 million, or 17.2 percent, over this three-year period, growing faster than other types of student aid. Institutional and other aid sources increased from \$29.6 million to \$34.3 million, an increase of \$4.7 million or 15.8 percent. Federally funded aid increased by nearly 10.0 percent, while student aid provided by state programs remained at essentially the same level between FY2003 and FY2005. The majority of federal aid is in the form of student loans.



3.2 Placement in National Rankings for Low Student Average Debt Loads

Goal: To place in the top 10 percent nationally for *U.S. News and World Report's* annual survey of undergraduate students graduating with the least amount of debt.

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Performance and Related Implications: The average student debt loan of Illinois State University's baccalaureate degree recipients was \$14,620 in FY2004, placing the University in the top 15 percent nationally for undergraduate students graduating with the least amount of debt.

Illinois State University's ranking is due, in part, to responsible tuition and fee increases. Continuing students completing program requirements under the normal time-to-degree (as defined by *Illinois Public Act 93-0228*) will not experience tuition and fee increases.

3.3 Annual Endowment Values Raised and Restricted to Student Financial Assistance

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

Performance and Related Implications: The University has collected \$15.4 million in the Student Financial Assistance Endowment Fund – 77 percent of its goal of \$20 million. Endowment funds fluctuate annually based on factors such as donor priorities and economic circumstances. Despite these factors, the University has been successful in continuing to secure additional funds dedicated to student scholarships. The importance of endowment funds for scholarships continues to increase as state funding for student assistance has not kept pace with costs students incur to attend the University.

Annual Endowment Raised and Restricted to Student Financial Aid (dollars in thousands)	
FY 2003	\$3,091.6
FY 2004	3,016.2
FY2005	1,649.1

3.4 Placement in National Rankings for Quality and Value

Goal: To place in the top 50 of *Kiplinger's Personal Finance* Top 100 Colleges and Universities.

Performance and Related Implications: In fall 2005, Illinois State University ranked 83rd in *Kiplinger's Personal Finance's* of colleges and universities based upon their quality and value. The University ranked 73rd in *Kiplinger's* previous ranking. Placement on *Kiplinger's* list is a validation of the University's quality programming and its efforts to keep education affordable. Placement on future lists will require that the University continue to place importance on the quality of programming and affordability efforts.

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

Fiscal Year 2006 Accomplishments

- The University created, with funding from the Archer Daniels Midland Company, a new scholarship program for minority students with an interest in food and agribusiness related studies.
- The University's Center for Specialized Professional Support received a national award for its recruiting and retention efforts for individuals working toward nontraditional careers. The Center was recognized for its "Nontraditional Look Project" that encourages partnerships to recruit and retain students preparing for high-wage, high-skills occupations, such as male learners in health-related programs and women in aviation technology, automotive technology, science and criminal justice. Professional development, technical support, specialized resources, and financial assistance are provided through the project.

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- The total number of minority students increased from 2,125 in fall 2003 to 2,229 in fall 2005 – an increase of 4.9 percent. Minority students represent an increasing portion of the students enrolled at Illinois State; minority students comprised 11.3 percent of total undergraduate enrollment in fall 2005 – up from 10.5 percent in fall 2003.
- Demand for an Illinois State University education continues to increase. The number of completed applications for undergraduate study increased from 13,548 in fall 2003 to 14,074 in fall 2005 – an increase of 3.9 percent. The diversity of those completing an application has increased as well – from 15 percent in fall 2003 to 18 percent in fall 2005 of undergraduates completing applications. The number of applications completed by those wishing to enroll in graduate programs totaled 1,619, approximately the same as in fall 2003, but up substantially from 1,383 in fall 2001.

Fiscal Year 2007 Plans

Illinois State University will continue implementing plans designed to increase the recruitment and retention of all students and to increase the participation and achievement of minority students and students with disabilities to levels more comparable with all other students. Examples of these plans include Illinois State University's participation as a Founding Institution of Excellence for the First-Year Experience, programmatic changes to General Education and implementing recommendations from the comprehensive assessment of advising.

Fiscal Year 2007 Challenges

Demand for Illinois higher education will continue to increase. Colleges and universities must carefully define capacity to ensure a successful infrastructure supporting the achievement of students participating in higher education. Through *Educating Illinois*, Illinois State University continues to define optimal enrollments in every academic program to support instruction, scholarship and service activities of excellence.

A strong financial base is critical to the University's ability to offer education programs and to increase the number and diversity of students. Illinois State University will be challenged in FY2007 to find the financial resources necessary to provide this critical base of support, including funds to enhance the competitiveness of faculty and staff salaries, update and expand technologies for instruction and research, off-set inflationary costs, support instructional capacity and address critical facility maintenance and upgrade concerns.

COMMON INSTITUTIONAL INDICATORS

4.1 Completions by race/ethnicity and gender

Institutional goal(s): Increasing the annual number of master's degrees conferred and certificates awarded to 750 annually; increasing the annual number of doctoral degrees conferred to 60 annually; increasing graduation rates of minority students to levels more comparable with non-minority students.

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	FY2003	FY2004	FY2005	FY2003 to FY2005	
				Number	Percent
Bachelors	4,202	4,148	4,274	72	1.7 %
Masters	710	678	715	5	0.7
Certificates	8	7	16	8	100.0
Doctorate	55	43	49	(6)	(10.9)
	4,975	4,876	5,054	79	1.6

Performance and Related Implications: The University conferred 715 master’s degrees in FY2005, nearly the same number as in FY2003. Sixty-five percent of all master’s degrees awarded in FY2005 were awarded to women; 7.1 percent were awarded to minority students. The number of doctorates awarded in FY2005 was down slightly over FY2003, but reflected an increase over the most recent year. Sixty-five percent of all doctorates awarded in FY2005 were awarded to women; 18.3 percent of all doctorates were awarded to minorities.

	Baccalaureate		Masters		Certificates		Doctorates		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
American Indian/Alaskan Native	2	8	-	1	-	1	-	-	2	10
Black Non-Hispanic	76	122	9	20	-	-	2	5	87	147
Asian/Pacific Islander	31	29	5	9	-	-	1	-	37	38
Hispanic	37	61	4	3	-	2	1	-	42	66
White/Non-Hispanic	1,618	2,246	184	384	4	9	10	23	1,816	2,662
Not Reported	4	2	-	-	-	-	-	-	4	2
Non-Resident Alien	19	19	50	46	-	-	3	4	72	69
Total	1,787	2,487	252	463	4	12	17	32	2,060	2,994

MISSION-SPECIFIC INDICATORS

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

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

Performance and Related Implications: Sixty-two percent of first-time freshmen in fall 1998 completed an undergraduate degree in six years or less, compared to 57 percent of those who were first-time freshmen in fall 1996. The proportion of students completing a degree in six years or less increased annually with each of the fall 1996, fall 1997 and fall 1998 cohorts. The proportion of Black/Non-Hispanic students and Hispanic first-time students from the fall 1998 cohort that completed a degree within six years showed a slight increase over the cohort that started as first-time freshmen in fall 1996.

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<u>Racial/Ethnic Designation</u>	Graduation Rate for First-time Freshmen Students In:		
	<u>1996</u>	<u>1997</u>	<u>1998</u>
All Students	57%	59%	62%
Black/Non-Hispanic	37%	45%	39%
Hispanic	39%	40%	40%

Illinois State University is committed to increasing the graduation rates of all students. Higher education offers significant benefits to the individual and their communities. Compared to those with a high school diploma, research demonstrates that college graduates have the potential for greater annual and lifetime earnings, less unemployment, more job mobility and higher levels of voting and civic engagement.

4.3 Degree Completions for Students with Disabilities

Goal: To provide equal access to employment and educational opportunities for persons with disabilities as defined in Illinois State University’s *Equal Opportunity/Affirmative Action Policy*.

Degrees Conferred: Students with Disabilities			
	<u>FY2003</u>	<u>FY2004</u>	<u>FY2005</u>
Baccalaureate	83	79	60
Beyond Baccalaureate	2	2	3

Performance and Related Implications: Illinois State University adheres to all applicable federal and state laws, regulations and guidelines with respect to providing reasonable accommodations to afford equal employment opportunity and equal access to programs for persons with disabilities. The University granted 63 degrees to persons with self-identified disabilities in FY2005.

4.4 Show Rates of First-Time Freshmen

Goal: To increase undergraduate student commitment to Illinois State University by increasing the fall show rate (ratio of enrollments to acceptances) from 41 percent to 44 percent.

Percent Enrolled to Accepted: First-time Freshman Students			
	<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>
All Students	40.9 %	37.0 %	39.6 %
Minority Students	37.4	32.5	31.6

Performance and Related Implications: Nearly 40 percent of the students accepted for admission to Illinois State chose to enroll as first-time freshmen in fall 2005. The show rate for minority students was lower, with approximately 32 percent of those accepted for admission enrolling at the University in fall 2005. Stable recruitment trends enable effective enrollment, course and facilities planning.

4.5 Minority Student Enrollments

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

Performance and Related Implications: Minority students represented 11.3 percent of undergraduate enrollment in fall 2005, up from 10.5 percent in fall 2003. Illinois State University lagged behind all other Illinois public universities, except Eastern Illinois University, in the proportion of minority undergraduate enrollment in fall 2003, fall 2004 and fall 2005. The proportion minority students represented of undergraduate enrollment in fall 2005 at Illinois public universities ranged from 10.9 percent at Eastern

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Illinois University to 93.7 percent at Chicago State University. Minority student enrollment was comparable to that of the median of benchmark institutions. A supportive campus environment, competitive financial assistance and strong levels of academic rigor and support are necessary components for recruiting and retaining high-achieving, motivated students.

Minority Enrollment as Proportion of Undergraduate Enrollment (Degree-Seeking Students Only)			
	<u>2003</u>	<u>2004</u>	<u>2005</u>
Illinois State University	10.5%	11.1%	11.5%
Median Illinois Public Universities	21.8	22.8	23.7
Median Illinois State Benchmark Schools	10.5	11.1	12.2

4.6 Freshmen Retention

Goals: (1) To increase first-time freshman retention rates to 88 percent, and (2) to increase retention rates of minority first-time freshmen to levels more comparable with non-minority first-time freshmen.

Performance and Related Implications: The overall retention rate increased annually for the fall 2002, fall 2003 and fall 2004 cohorts, as did the first-time freshman retention rate for Black students. The retention rate for Hispanic students from the fall 2004 cohort is significantly higher than that of the fall 2003 cohort. It is important to note that the cohorts of Hispanic students in fall 2002 and fall 2004 each consisted of fewer than 100 students and the fall 2003 cohort had 126 students. The University will need to continue to assess the impact on retention rates of recent changes to General Education and initiatives from the First Year Experience, Partnerships for Student Learning and the American Democracy Project.

Freshman Retention Rates			
<u>Racial/Ethnic Designation</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
All Students	82.6%	83.6%	85.0%
Black/Non-Hispanic	71.4	71.8	73.5
Hispanic	75.3	68.3	80.4

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

Fiscal Year 2006 Accomplishments

- The University received formal notification of its continued accreditation from the North Central Association; a full, ten-year accreditation.
- The University’s Council for the First-Year Experience, created by the Provost in May 2005, completed an electronic resource guide for faculty teaching first-year students. The guide includes a timeline of events and programs that first-year students experience, insights about the transitions students experience in their first year of college, advice on how to respond to students in distress and information about campus resources and the millennial generation.
- Illinois State University faculty and students were recognized nationally during the last year for the quality of their work. Among the recognitions are:
 - The American Physical Society recognized Illinois State University and two professors from the Department of Physics with its Undergraduate Research Prize. This award, which is given annually to only one institution, cites the professors “outstanding effort at creating a successful and renowned optical

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theory program at Illinois State University, and for their exemplary involvement of undergraduates in research.”

- A study of the most influential Sociology departments in American colleges and universities placed Illinois State University’s Sociology faculty in the top 20 in terms of teaching scholarship productivity and in the top 10 in terms of citation impact of their work.
- An associate professor in Art received a Guggenheim Fellowship Award.
- The University, the School of Communication within the College of Arts and Sciences and the Documentary Project received the FYI – FILM YOUR ISSUE inaugural Walter Cronkite Civil Engagement Leadership Award, which recognizes institutions that encourage students to participate in the democratic process by helping them create issues films. The Documentary Project collaborates with various units to produce documentaries that celebrate civic engagement.
- The Administrative Leadership Program was created with the goal of producing an even more professional administrative corps at the University. The program has provided professional development opportunities for many administrators, including department chairs.
- The University completed a comprehensive assessment of academic advisor services.
- The University’s College of Business completed *Standards of Professional Behavior and Ethical Conduct* setting forth a set of principles and expectations for administrators, faculty, staff and students.

Fiscal Year 2007 Plans

Illinois State University will continue to provide high quality academic programs and systematically assess student learning in FY2007 at the same time that it holds students to higher expectations for learning and growth.

Fiscal Year 2007 Challenges

A strong financial base is critical to the University’s ability to offer quality education programs. Illinois State University will be challenged in FY2007 to find the financial resources necessary to provide this critical base of support, including funds to enhance the competitiveness of faculty and staff salaries, update and expand technologies for instruction and research, off-set inflationary costs, support instructional capacity and address critical facility maintenance and upgrade concerns.

COMMON INSTITUTIONAL INDICATORS

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

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

Performance and Related Implications: A survey was conducted in 2005 of persons who graduated with undergraduate degrees in 2000. Of the 638 individual that responded to the survey:

- 48 percent noted a strongly positive attitude towards the University, while 34.2 percent have a very positive attitude and 10.8 percent have a positive attitude.

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- 43.7 percent noted a strongly positive attitude towards their degree major, while 31.5 percent have a very positive attitude and 13.5 percent have a positive attitude.
- 27.3 percent indicated that their degree major prepared them very well for their career path, while 36.5 percent noted they were well prepared and 26.8 percent indicated they were adequately prepared.
- 23 percent indicated that their experience at Illinois State was extremely helpful in developing their critical thinking ability, while 51.9 indicated that their experience was very helpful.
- 19.7 percent indicated that their experience at Illinois State was extremely helpful in better developing their sense of ethics, while 38.6 percent indicated their experience was very helpful and 28.2 percent indicated that their experience was moderately helpful.
- 28.5 percent indicated that their experience at Illinois State was extremely helpful in contributing to a greater understanding of people with different backgrounds, habits, values, appearances and abilities; 35.7 percent indicated that their University experience was very helpful and 24.5 percent indicated the experience was moderately helpful.
- 13.8 percent indicated that their University experience was extremely helpful in helping them become a more active citizen, while 27.3 percent indicated the experience was very helpful and 35.6 percent indicated moderately helpful.
- 15 percent indicated that their University experience was extremely helpful in improving the quality of their life, aside from financial benefits, while 37.1 percent indicated the experience was very helpful and 27.7 percent indicated that the experience was moderately helpful.

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

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

Performance and Related Implications: Illinois State University students exceeded national pass-rates on licensure examinations in nursing in 2003, 2004 and 2005. University students also exceeded or met national benchmarks in several other fields of study with professional/occupational licensure examinations as noted on the following table.

Economic growth requires an educated workforce to support the state's economy and to bring new skills, talents and innovations into the workplace. The University's curricula are responsive to workforce needs, and data from licensure/certification examinations show that Illinois State students acquire the necessary competencies to succeed in the workforce and future graduate/professional studies.

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Field/Examination	Year					
	2003		2004		2005	
	Institutional	National	Institutional	National	Institutional	National
Nursing: National Council Licensure Exam, RN	95%	87%	93%	85%	94%	87%
Nursing: Family Nurse Practitioner	90%	81%	100%	85%	100%	85%
Therapeutic Recreation	87%	74%	85%	74%	72%	74%
Athletic Training	36%	36%	38%	35%	21%	26%
Clinical Laboratory Sciences	50%	71%	85%	75%	80%	77%
Health Education Program	100%	79%	75%	79%	85%	79%
Health Information Management	83%	87%	85%	87%	85%	86%
Dietetics: Registration Exam, First Time Takers	80%	79%	93%	79%	82%	78%
Dietetics: Registration Exam, Repeat Takers	N/A	58%	N/A	58%	N/A	58%
Child Development: Child Life Exam	60%	67%	100%	67%	100%	72%
Speech Pathology & Audiology: Praxis Exam	98%	81%	100%	78%	100%	78%
Accounting: CPA Exam, 1st time, FAR section ¹	N/A	N/A	33%	34%	N/A	N/A
Accounting: CPA Exam, 1st time, AUD section ¹	N/A	N/A	31%	37%	N/A	N/A
Accounting: CPA Exam, 1st time, REG section ¹	N/A	N/A	24%	32%	N/A	N/A
Accounting: CPA Exam, 1st time, BEC section ¹	N/A	N/A	42%	40%	N/A	N/A

¹CPA exam format changed in 2004; results for 2005 will not be available until November 2006.

MISSION-SPECIFIC INDICATORS

5.3 Mean ACT Scores

Goal: To exceed State of Illinois and national core curriculum (college bound) mean ACT scores.

Performance and Related Implications: Illinois State University's fall 2005 mean ACT score (23.8) exceeds State of Illinois and national core curriculum (college bound) students by 1.3 points and 1.9 points, respectively. Increases in mean ACT scores demonstrate the University's success in achieving the *Educating Illinois'* goal to recruit high-achieving, motivated students.

	Fall		
	2003	2004	2005
Illinois State University	23.6	23.9	23.8
State of Illinois (college bound)	22.4	22.4	22.5
National (college bound)	21.8	21.9	21.9

5.4 ACT Interquartile Range

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

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

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ACT Scores	
<u>Fall</u>	<u>Interquartile Range</u>
2002	21 - 25
2003	21 - 26
2004	22 - 26

The University's fall 2004 ACT interquartile range is the third highest in the state; only the University of Illinois at Urbana/Champaign and the University of Illinois at Springfield have higher interquartile ranges of 25-31 and 23-28, respectively. The University's interquartile range is fourth highest among benchmark institutions, trailing Miami University (25-29), Clemson University (24-29), and the University of California at Santa Cruz (23-29).

5.5 Enrollments of First-Time Freshmen from the Top 10 Percent of their High School Graduating Class

Goal: To increase the proportion of first-time freshmen enrolled at the University from the top 10 percent of their high school graduating class from 11 percent to 23 percent.

Performance and Related Implications: The proportion of first-time freshmen from the top 10 percent of their high school graduating class has remained constant over the past three years. The Admissions Office will continue to study and adapt best recruiting practices.

First-time Freshmen from Top 10 Percent of High School Graduating Class	
<u>Fall</u>	<u>Percent</u>
2002	10.9
2003	10.8
2004	10.9

5.6 Undergraduate Credit Hours per Staff Year

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

Performance and Related Implications: The ratio of undergraduate credit hours per staff year increased between FY2003 and FY2004 and exceeded the statewide average in each year as well. The University's ratio of undergraduate credit hours per staff year dropped in FY2005 to a level comparable to that in FY2003. *Educating Illinois* commits the University to comprehensive assessment activities documenting the extent to which students learn and thrive at the University and to decreasing the faculty-staff ratio from 19:1 to 18:1.

Undergraduate Credit Hours Per Staff Year			
	<u>FY2003</u>	<u>FY2004</u>	<u>FY2005</u>
Illinois State University	763.4	779.3	766.1
State Average	724.3	727.7	N/A
Difference	39.1	51.6	N/A

Note: FY2005 data not available as of 7/6/06 from the Board of Higher Education.

5.7 Undergraduate Class Size Distributions

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

Performance and Related Implications: Twenty-eight percent of the courses offered at Illinois State in fall 2004 had fewer than 20 students enrolled – the same as in fall 2002. The median for benchmark institutions is somewhat higher at 36 percent in fall 2004. Ten percent of the courses offered at Illinois State in fall 2004 had more than 50 students enrolled, slightly less than in fall 2002. Increasing the percentage of courses with enrollments under 20 is consistent with the University’s commitment of providing a small-college environment.

Undergraduate Class Size Distribution (Fall)			
	<u>2002</u>	<u>2003</u>	<u>2004</u>
<u>Percent of Courses with Enrollments < 20</u>			
Illinois State University	29 %	28%	28%
Median of Benchmark Schools	34	35	36
<u>Percent of Courses with Enrollments >50</u>			
Illinois State University	11	10	10
Median of Benchmark Schools	10	10	11

5.8 National Survey of Student Engagement

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

Performance and Related Implications: Illinois State University’s results from the fall 2005 freshman survey exceeded the average of national doctoral research intensive universities on the students’ perception of the level of academic challenge, the degree of active and collaborative learning, and a supportive campus environment. Illinois State University seniors exceeded the national average in their perception of the level of academic challenge, active and collaborative learning, student-faculty interactions, and a supportive campus environment. The proportion of freshmen and seniors at Illinois State in fall 2005 indicating enriching educational experiences lagged slightly in comparison to the average of national research intensive institutions.

Illinois State University’s commitments to exceeding national benchmarks on measures of student engagement and being recognized as a national leader in the first-year experience require strong academic experiences coupled with exemplary co-curricular services, programs and facilities that augment the formal education of students and maximize their involvement in the educational process. University-wide activities (e.g., General Education assessment, participation in Foundations of Excellence in the First College Year and Partnerships for Student Learning) exemplify those commitments.

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	Percent of Respondents					
	Fall 2003		Fall 2004		Fall 2005	
	Illinois State University	National Research Intensives	Illinois State University	National Research Intensives	Illinois State University	National Research Intensives
Freshmen						
Level of Academic Challenge	54.6%	52.7%	54.4%	52.4%	52.1 %	51.2%
Active and Collaborative Learning	40.6	40.1	41.9	39.7	42.2	41.2
Student-Faculty Interactions	32.7	35.3	30.5	30.3	32.9	32.9
Enriching Educational Experiences	50.2	55.6	25.0	25.7	26.5	26.7
Supportive Campus Environment	57.5	58.4	60.1	59.1	57.7	57.4
Seniors						
Level of Academic Challenge	55.3	55.5	57.0	55.9	56.4	55.3
Active and Collaborative Learning	48.1	48.1	49.4	49.0	51.6	51.1
Student-Faculty Interactions	42.7	40.8	39.9	39.4	43.4	42.0
Enriching Educational Experiences	43.6	46.4	35.2	37.4	37.3	40.0
Supportive Campus Environment	56.4	54.8	55.5	55.3	56.3	55.6

Note: Numbers appearing in bold print above note the areas in which the proportion of the University's responses exceeded the proportion of other institutions.

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

Fiscal Year 2006 Accomplishments

- The University successfully implemented the first phase of its multi-year plan to enhance the competitiveness of faculty and staff salaries. The first phase of the plan targeted additional resources to increase salaries of professors, associate professors, civil service employees, and administrative/professional staff. Funds were used to bring salaries at Illinois State University closer to the salaries of faculty and staff at peer institutions.
- The University received a Green Government Award from the Illinois Green Government Coordinating Council in recognition of the campus' environmental achievements in the areas of energy efficiency and general achievements. Among the activities undertaken that supported this recognition: energy conservation projects such as lighting upgrades, steam trap replacements and insulation of steam pipes and mechanical systems.
- Remodeling of the west wing of Schroeder Hall was completed in fall 2005; faculty offices were moved back to the facility in time for classes to be offered in spring 2006 – approximately a year ahead of schedule.
- Implementation of the *Long-Range Plan for Housing and Dining* proceeded as planned: renovation of Wilkins Hall was completed, and was home to 400 students in FY2006.
- The Accreditation Association for Ambulatory Health Care, Inc. awarded a three-year term of accreditation to the University's Student Health Services; accreditation is a measure of the quality of the services provided and performance against nationally recognized standards.
- The University initiated a paperless application and employment process for civil service, administrative/professional, and student employee groups, reducing both the time and costs associated with processing employment application materials. The Offices of Admissions, Financial Aid and the Registrar initiated a project to utilize document imaging technologies to create additional paperless processes.

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FY2007 Plans

Illinois State University will continue to identify and implement plans to improve productivity, cost-effectiveness and accountability. The University will continue to explore options for financing and constructing a new Northwest Zone Chiller, a new Student Recreation and Wellness Center and other capital projects. Implementation of the *Long Range-Plan for Housing and Dining* will continue, with completion of renovation of Haynie and Wright halls projected summer 2006 and spring 2007, respectively.

Fiscal Year 2007 Challenges

Illinois State University will be challenged in FY2007 to find the financial resources necessary to provide a critical base of support, including funds to enhance the competitiveness of faculty and staff salaries, update and expand technologies for instruction and research, off-set inflationary costs, support instructional capacity and address critical facility maintenance and upgrade concerns. Deferred maintenance on state-funded facilities alone approximates \$255 million.

COMMON INSTITUTIONAL INDICATORS

6.1 Cost of instruction per credit hour

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

Performance and Related Implications: Instructional costs at Illinois State University per credit hour remained below the statewide average in FY2003 and FY2004. While statewide data are not available as yet for FY2005, the University expects that its costs will remain below the statewide average again in FY2005.

Total Undergraduate Costs Per Credit Hour ¹			
	<u>2003</u>	<u>2004</u>	<u>2005</u>
Illinois State University	\$ 199.30	\$ 202.85	\$ 209.78
Statewide Average	241.16	244.41	N/A ²
Compared to Statewide Average	(21.0) %	(20.5)%	N/A ²

¹ Excludes operations and maintenance
² Data from the Illinois Board of Higher Education not available as of 6.27.06

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

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

Performance and Related Implications: The proportion of Illinois State University first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time increased annually with the fall 1996, fall 1997 and fall 1998 cohorts. The University's graduation rate exceeded the average of Illinois public universities for each cohort. Only two Illinois public institutions – the University of Illinois at Urbana-Champaign and Eastern Illinois University – had higher graduation rates than Illinois State.

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Proportion of First-time, Full-time Freshmen Who Complete Their Degree Within 150 Percent of Catalog Time		
	<u>Illinois State</u>	<u>Illinois Public University Average</u>
<u>Fall 1996 Cohort</u>		
Cohort Headcount	2,892	22,051
150 Percent Completer	1,654	12,293
Graduation Rate	57.2%	55.7%
<u>Fall 1997 Cohort</u>		
Cohort Headcount	3,257	22,816
150 Percent Completer	1,921	12,974
Graduation Rate	59.0%	56.9%
<u>Fall 1998 Cohort</u>		
Cohort Headcount	2,742	23,863
150 Percent Completer	1,695	13,537
Graduation Rate	61.8%	56.7%

6.3 Administrative and Support Costs per Credit Hour

Goal: To keep administrative and support costs per credit hour below the statewide average.

Performance and Related Implications: Illinois State University's administrative and support costs per credit hour were close to the statewide average in FY2003 and FY2004.

Illinois State University continually engages in responsible stewardship of public resources by identifying opportunities to save/avoid costs where appropriate, reallocating internal resources and identifying opportunities for academic and administrative restructuring. These actions are important factors in maintaining strong student-faculty interactions and academic programs of excellence. They are also important considerations for support functions that effectively and efficiently balance daily operations, long-term vision of the institution and implementation of state and federal mandates.

Administrative and Support Costs per Credit Hour (Includes Academic Support, Student Services and Institutional Support)			
	<u>FY2003</u>	<u>FY2004</u>	<u>FY2005</u>
Illinois State University	\$65.50	\$65.01	\$66.77
Statewide Average	65.87	64.16	N/A ¹
Compared to Statewide Average	(.6)%	1.3%	N/A ¹

¹ Data from the Illinois Board of Higher Education not available as of 6.27.06

6.4 Faculty Salaries

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

Performance and Related Implications: Comparisons of average salaries to the median of peer group salaries varied by faculty rank as noted in the table below. Average salaries for Illinois State University professors lagged the median of peer groups by nearly 13 percent. Average salaries for Associate professors at the University were approximately 9 percent below the median of peer groups, and the average salary for assistant professors fell within a percentage point of the peer group median.

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A salary enhancement plan announced by President Bowman in fall 2005 is designed to enhance the competitiveness of faculty salaries. The first phase of the plan provided mid-year salary adjustments for professors and associate professors. Additional phases of the plan will continue to place priority on enhancing faculty salaries. New state funding dedicated to salary increases in FY2007 and in the future will need to be supplemented with funds derived from continued internal reallocations and new tuition revenues in order to make significant progress in addressing salary competitiveness. Increasing average faculty salaries at Illinois State to the FY2005 median of the IBHE peer institutions would require an investment of at least \$3.9 million. (Note: This estimate does not include any projection of salary enhancements at other institutions since FY2005, account for the effects of inflation, or include resources to exceed the median salary of the peer group.)

	<u>Illinois State</u> <u>Average Salary</u>	<u>Percent of</u> <u>Median</u>
Professors	\$75,300	87.2
Associate Professors	\$58,100	90.8
Assistant Professors	\$52,800	99.3

6.5 Average Annual Civil Service Salaries

Goal: To exceed published benchmarks for civil service Salaries.

Performance and Related Implications: The average FY2005 average annual civil service salary at Illinois State University of \$35,605 lagged behind the statewide average by approximately 5 percent. Between FY2002 and FY2005, average civil service salaries at Illinois public universities increased by 12.7 percent, while the average civil service salary at Illinois State increased by 14.7 percent. (Note: Statewide data for FY2004 were not available for comparison purposes.)

A salary enhancement plan announced by President Bowman in fall 2005 is designed to enhance the competitiveness of staff salaries. The first phase of the plan provided mid-year salary adjustments for civil service staff. Additional phases of the plan will continue to place priority on enhancing salaries. New state funding dedicated to salary increases in FY2007 and in the future will need to be supplemented with funds derived from continued internal reallocations and new tuition revenues in order to make significant progress in addressing salary competitiveness. Increasing the University's average civil service salary to the FY2005 statewide average would require an investment of at least \$2.8 million. (Note: This estimate does not include any projection of salary enhancements at other institutions since FY2005, account for the effects of inflation or include resources to exceed the median salary of the peer group.)

	Fiscal Year		
	<u>2002</u>	<u>2003</u>	<u>2005</u>
Illinois State University	\$32,744	\$33,067	\$35,605
Statewide Average	\$34,612	\$34,847	37,723
Percent of Statewide Average	94.6%	94.9%	94.4%

6.6 Administrative/Professional (A/P) Salaries

Goal: To develop comparisons for administrative/professional staff salaries.

Performance and Related Implications: In spring 2006, the University developed a methodology for comparing administrative/professional staff salaries at Illinois State University with administrative/professional staff salaries at other colleges and universities. The methodology was used to complete an analysis that served as the basis for mid-year salary adjustments in spring 2006 for

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administrative/professional staff under President Bowman’s salary enhancement plan. The University will continue to refine its methodology for comparing administrative/professional staff salaries.

6.7 Cost Savings, Avoidance, and Internal Reallocations

Goals: To annually document University cost savings/avoidance activities and internal reallocations, with internal reallocations annually totaling at least 1 percent of the University’s base budget.

Performance and Related Implications: During FY2006, Illinois State University’s cost savings and internal reallocations totaled \$13.3 million. The University purchased natural gas on the open market, implemented utility conservation measures and delayed facilities projects for a total cost savings/avoidance of \$4.3 million. Internal reallocations in FY2006 totaled \$8.9 million, and were used to meet the institution’s commitment to the state group health insurance, provide additional funding for off-setting Monetary Award Program grants, faculty and staff salary increases, salary costs for the summer school pilot program and operations and maintenance costs for the new College of Business building. These reallocations and costs savings/avoidance activities and related amounts reflect only those activities undertaken at the institutional level. Additional cost savings, avoidance actions and internal reallocations occurred within each division, college, department, and unit of the University.

Costs Savings and Reallocations			
(\$ in thousands)	FY2004	FY2005	FY2006
Cost Savings/Avoidance	\$3,100.0	\$3,130.5	\$4,382.7
Internal Reallocations	\$9,008.4	9,744.1	8,935.0
University Budget	\$275,912.5	\$269,550.0	\$277,500.0
Percent Reallocated	3.3%	3.6 %	3.2%

6.8 Maintenance Expenditures

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

Performance and Related Implications: An estimated \$11.7 million were allocated to the University’s maintenance priorities identified in *The Master Plan, Energy Management and Utility Infrastructure Improvement Plan, Facilities Condition Assessment, and the Long-Range Plan for Campus Housing and Dining* in FY2006. Estimated expenditures for deferred maintenance in FY2006 exceeded those of the previous two years, reflecting primarily expenditures from University bond funds for remodeling of residence hall facilities. The University’s commitment of general funds from the operating budget was nearly \$3 million in FY2006 – up from the previous fiscal year, but still less than in FY2004.

Continued focus on reducing the backlog of deferred maintenance projects is essential to ensuring quality facilities for instruction, research, and public service. With remodeling of Schroeder Hall now complete, expenditures from Capital Development Funds will decrease until work on the Stevenson/Turner halls remodeling project gets underway.

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Deferred Maintenance Expenditures			
(<u>\$ in thousands</u>)	<u>FY2004</u>	<u>FY2005</u>	<u>FY2006*</u>
Appropriated Funds	<u>\$8,526</u>	<u>\$7,891</u>	<u>\$7,976</u>
General Funds	3,177	2,391	2,976
Capital Development Bonds	5,349	5,500	5,000
Bond Revenue	<u>2,513</u>	<u>1,453</u>	<u>3,675</u>
Total	\$11,039	\$9,344	\$11,651
Percent of \$20 million Benchmark	55.2 %	46.7%	58.3 %
* Estimated.			

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SECTION III: EFFECTIVE PRACTICES

Connection to the Illinois Commitment:

This effective practice relates to Policy Area Four that calls upon Illinois colleges and universities to increase the number and diversity of citizens completing education and training programs. The practice also promotes Policy Area Five that calls upon institutions to provide high quality academic programs and hold students to higher expectations for learning and growth.

Title of effective practice:

Council for the First-Year Experience

Description of effective practice:

The University's Council for First-Year Experience, appointed by the Provost, is charged with the continuous review of the processes related to the learning and development of first-year students. Based on a continuous review, the Council recommends the articulation of intended learning and developmental outcomes, curriculum, activities and assessment processes to advance the quality of the first-year experience at Illinois State University. The Council, comprised of students, faculty and staff, originated as a result of the University's choice as a founding institution for the Foundations of Excellence in the First College Year project. The University was part of the model to evaluate and improve the first year of college. The Council was formed to understand the unique needs of first-year students, keep up-to-date with national trends, help with the transition to higher education and enhance the first-year experience.

During FY2006, the Council developed an electronic resource guide specifically created for those faculty teaching first-year students. The guide includes a timeline of events and programs for first-year students, insights about the transition of first-year students, advice on responding to students in distress, information about campus resources and ways to create high expectations for students. The Council also distributed the first issue of "First-Year news," an electronic newsletter for faculty and staff with information about first-year student issues, new and innovative first-year curriculum and student reflections about their first college year. The Council works to assist faculty with their understanding of the first-year experience so they can form connections with the students to provide support and encouragement to make students' transition to higher education as effortless and rewarding as possible.

How does this practice achieve sustainability?

The Council provides a focused constituency to assist the institution in coordinating efforts to enhance the first-year experience for students at Illinois State University.

What are the results/measurable outcomes?

The retention of new freshmen who return to the University for a second year of study continues to increase. Eighty-five percent of the new freshmen in fall 2004 returned to the University for a second year in fall 2005, compared to 80 percent of the new freshmen in fall 2001.

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SECTION III: EFFECTIVE PRACTICES

Connection to the Illinois Commitment:

This effective practice relates to Policy Area Six that calls upon Illinois colleges and universities to continually improve productivity, cost-effectiveness, and accountability.

Title of effective practice:

Administrative Efficiencies with Technology

Description of effective practice:

Four University offices implemented new practices with the assistance of various technologies to improve and streamline administrative practices in FY2006. The offices of Admissions, Financial Aid, and the Registrar have worked together to utilize document imaging technologies, while the Office of Human Resources created a new on-line recruiting system for civil service, administrative/professional, and student employees.

How does this practice achieve sustainability?

Admissions, Financial Aid, and Registrar: After initial equipment purchases, on-going costs are for software licensing and equipment maintenance. These costs will be covered by efficiencies created by the document imaging system, notably reduced clerical costs associated with document filing, maintenance, and retrieval.

Human Resources: All civil service, administrative professional, and student position openings are announced and application materials are available on-line. Applicants for positions complete application materials and submit them electronically. Office and department staffs that have posted a position opening can review applicants' resumes and other application materials on-line as well.

What are the results/measurable outcomes?

Efficiencies in workflow:

1. The Admissions Office processes more applications in shorter period of time.
2. Transfer student transcripts are evaluated more quickly, and results are communicated more efficiently.
3. Less data entry of applications because of automatic uploading into the imaging system.
4. File transfer among departments (Admissions, Evaluations, Financial Aid, Graduate Departments, Records, etc. is facilitated.)
5. Financial Aid uses document imaging to track and route faxes.
6. Human Resources can review candidates' applications for completeness and qualifications.

Better customer service:

7. No time is spent searching for files. Files are accessed instantly.
8. Graduation Audits and other documents are imaged and communication to students is now done electronically
9. Candidates for jobs at Illinois State can apply for more than one job with just one application, and have a central location to view what jobs are available.

Labor and Cost Savings:

10. Labor and postage costs are reduced; more efficient service is provided.
11. Greatly reduced file maintenance and storage costs for Admissions, Financial Aid, and Registrar. For example, no manual culling of files.
12. Queries can now be run on productivity of staff; hence, measures of accountability can now be better tracked.

Business Continuation Advantages:

13. All imaged documents are backed up and stored on campus and remotely, increasing the ability to recover quickly from any catastrophic occurrence.

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