

University of Illinois at Springfield 2003 Results Report

Executive Summary

The Illinois Commitment: Partnerships, Opportunities, and Excellence (February 1999) established six goals to guide state and institutional strategic decision making, academic program approval and review, and budget development in the coming decade. Section I of this report describes FY 2003 activities and accomplishments for each of the six goals, planned activities for FY 2004, and two Best Practices. Section II presents data on common and mission-specific indicators, while Section III provides the results of this year's academic program reviews. Section IV consists of a status report on assessment of learning outcomes.

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

- The Abraham Lincoln Presidential Center for Governmental Studies, in collaboration with the University of Illinois Extension Services, is engaged in the fourth year of a five-year initiative focusing on state and regional economic development. The project, a consortium of six state universities funded by the Department of Commerce and Economic Opportunity, seeks to generate economic development strategies that are transferable among regions of the state, have a statewide impact, and address priorities of six state regions.
- In FY 2003, despite budget rescissions within many state agencies with which UIS partners, the campus maintained and even increased grant and contract funding to \$6.9 million.

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

- With 354 teacher education candidates, UIS has doubled the number of students obtaining teacher training since the baseline year of FY 2000. The number of students recommended for certification can be expected to continue to increase as these students progress through the curriculum.
- UIS initiated a master teaching and leadership concentration within the M.A. in Educational Leadership in Fall 2000. The concentration prepares students to sit for the national Master Teacher Certification Examination and is offered completely online. Headcount enrollment in FY 2002 was 146, an increase of over 400% from the 27 students enrolled at the program's inception in Fall 2000.

- In FY 2003, UIS continued to provide training and support to all public schools and community college partners in the Cisco Network Training Academy. UIS advanced to the next level of Cisco curriculum provider, Cisco Certified Networking Professional Academy. In addition, in Spring 2003, UIS was approved to serve as a regional academy for WEB Design and IT Essentials I and II.

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

- UIS, along with the other two UI campuses, develops a financial aid profile each year for full-time undergraduate students. The profile for Fall 2002 indicates that the tuition and mandatory fees for 41% of full-time undergraduates at UIS were fully covered by need-based or non-need-based awards (i.e., Pell Grants, ISAC awards, private scholarships, institutional awards and grants, tuition waivers). Moreover, 53% of full-time students paid less than \$1,000 per year. The figures were 35% and 47%, respectively, for Fall 1999. These figures represent financial aid grants only; loan amounts are not included.

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

- One of UIS' principal contributions to expanding access to higher education is the development of online courses. Total online enrollments increased by 37% (from 2,425 in FY 2002 to 3,312 in FY 2003) and accounted for more than 13% of total credit hours in Spring 2003. One out of four UIS students took at least one online class in the spring, and one out of eight UIS students took online classes exclusively. In all, more than one thousand students chose online classes in the spring semester. Retention in online classes remains extraordinarily high, with 94% of online students retained during the semester, compared to an average of 96% on campus. *The national retention rate in online classes typically averages 70%-75%.*
- According to data provided by the Illinois Virtual Campus, in Spring 2003 UIS led all state university campuses in online, credit-bearing enrollments.
- The Fall 2002 enrollment in Liberal Studies Online reached 186. The program graduated 25 students during AY 2002-2003, up from 20 the previous year and a dramatic increase over the six that constituted the program's first set of graduates in May 2001.

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

- In FY 2003, Chancellor Ringeisen convened the National Commission on the Future of

UIS. The goal of the Commission is to produce a concise vision that describes the campus' aspirations for the kind of institution it will be in ten years. Approximately 200 faculty, staff, alumni, and friends of UIS serve on the Commission's thirteen task forces. The Commission report is expected in October.

- In calendar year 2002, the number of refereed scholarly publications and presentations by UIS faculty was 182, a significant increase over the baseline of 164 set in Fall 1997.
- The third annual Science Research Symposium attracted about 200 students and faculty, a 400% increase in participation over the previous year.
- Recruiting for the third cohort of the Capital Scholars Program was successful. As of June 30, 2003, a cohort of 133 had paid deposits indicating that they plan to attend in the fall. The average ACT score for these students is 25.9, and the average class rank percentile is 79.2.
- In FY 2003, thirteen smart classrooms were added, resulting in 90% of UIS classrooms being "smart." With that level of classroom enhancement, it is fair to say that UIS is a technology-intensive campus.
- The past year was marked by a substantial increase in the number of cultural activities on campus, with a significant increase in opportunities for student involvement. Highlights include newly formed groups in music, forensics, and theater. Additionally, the men's basketball program not only was successfully integrated in the Prairie Stars lineup but also achieved several upset victories over nationally ranked opponents.
- As described in the Status Report on Assessment, the campus continued to make progress on the systematic assessment of student learning through the leadership of the Assessment Task Force.

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

- In FY 2003, UIS responded to a budget rescission of \$2.2 million (8.8% of state support) by eliminating reserve capacity, utilizing tuition dollars from higher enrollments, and eliminating vacant faculty and staff positions.

In FY 2003, the campus moved to a more decentralized budget model. Centrally held funds in the Provost's office were moved to college budgets. In FY 2003, \$648,400 was moved with an additional \$933,600 to be moved at the start of FY 2004. This will allow for increased incentives for planning, cost containment, and revenue generation and will allow UIS to respond more

swiftly and effectively to change.

Best Practices. In this year's Results Report, UIS highlights two Best Practices. The Academic Best Practice relates to Goal 4 (Access), the Online Degree Completion Programs in Liberal Arts Disciplines. The Administration Best Practice relates to Goal 6 (Accountability), The Noel-Levitz Study of Assessing the Delivery of Academic, Business, and Student Services.

Section I

University of Illinois at Springfield Report of Institutional Performance on Goals 1-6 of *The Illinois Commitment*

Illinois Commitment Goal One: Economic Growth *Higher education will help Illinois business and industry sustain strong economic growth*

Increase UIS' contribution to the preparation of information technology professionals. The University of Illinois at Springfield offers three information technology programs: M.S. in management information systems and B.S. and M.S. in computer science. Seventy-five degrees were awarded in FY 2002, a significant increase from the 52 degrees awarded in FY 2001 and 67 awarded in FY 2000. To facilitate degree completion, the MIS program initiated a revision to its closure requirement in FY 2003 by instituting a capstone course.

The total number of program majors in the three information technology programs was 480 in Fall 2002, up 33% from the baseline of 361 established in Fall 1998. Enrollment increases were consistent across all three programs.

In June 2002, UIS received a grant from the Alfred F. Sloan Foundation that is enabling the campus to establish six new online degrees/concentrations. One of the most recent is the B.S. in computer science. This program is highlighted in the Best Practices description later in this section.

In FY 2004, UIS will begin to deliver the online baccalaureate computer science offering.

Develop partnerships with economic development agencies. Through UIS' Office of Applied Study, the university partners with area economic development agencies to offer undergraduate students real world experience, while providing the agencies with additional staffing. Recent placements have included the City of Springfield Economic Development Office, the Center for Economic Progress, the Springfield Urban League Community Development Corporation, Springfield 2000, and the Illinois Economic and Fiscal Commission.

Expand partnerships with state agencies to promote economic development in Illinois. During FY 2002, the governor asked UIS to propose a plan for academic programs and activities that could be carried out by a public policy research and service center to be affiliated with the new presidential library and administered by UIS. The proposal, which was funded in the state's FY 2003 budget, called for transforming the campus= Institute for Public Affairs into the Abraham Lincoln Presidential Center for Governmental Studies (ALPCGS). During FY 2003 the transformation of the Institute for Public Affairs into the ALPCGS was completed.

The political culture of Illinois—past, present, and future—was the theme of the keynote and panel discussion of the inaugural Public Policy Summit of the ALPCGS on April 29, 2003. The summit accomplished its goal of exploring major public policy issues by bringing together the perspectives of jurists, lawmakers, academics, journalists, political practitioners, and “watch-dog” representatives.

UIS anticipated the creation of several professorships, doctoral research associates, and graduate assistantships related to the activities of the center. The UI Foundation supported these efforts by expanding the scope and intensity of its development activities to help obtain significant endowments and gifts. Regrettably, the appropriated funding for the ALPCGS was cut in the FY 2004 appropriation. As a result, work toward the new initiatives has been slowed. The ALPCGS still plans to work with the UI Foundation to undertake the outlined activities; their development is likely to be much slower than originally anticipated, however.

The ALPCGS, in collaboration with the University of Illinois Extension Services, is engaged in the fourth year of a five-year initiative focusing on state and regional economic development. The project, a consortium of six state universities funded by the Department of Commerce and Economic Opportunity, seeks to generate economic development strategies that are transferable among regions of the state, have a statewide impact, and address priorities of six state regions. Four projects have recently been completed: (1) the Pilot Research-Based Planning Process, (2) Data Standards/Software, (3) Digital Governmental Regional Assessment, and (4) Economic Development Tool Web Development. The capacity-building portion of the project is proceeding as well. In FY 2003 a new faculty member became involved in the project, and two doctoral research associates (DPA students) have been actively involved in the research. This is creating a critical mass of expertise to provide economic development assistance in the Central and East Central Region.

In partnership with the Illinois Community Action Association (ICAA) and the Department of Commerce and Economic Opportunity, the ALPCGS continued a Best Practices award to evaluate programs provided by 40 community action agencies. These programs are designed to increase self-sufficiency in low-income Illinois residents by improving their opportunities, skills, and capabilities. Although the number of applicants was down from last year’s inaugural program, the quality of the applications was much improved. In addition to completing reviews of the applications, this year’s project also included a training session for agencies on how to identify, document, and assess their program impacts. A second project was initiated to help the ICAA develop measures to assess community development.

During FY 2003, UIS continued the management and delivery of an online career specialist program for the Illinois Department of Employment Security. The Campus Senate approved the offering of a Graduate Certificate in Career Specialist Studies to be offered through the College of Education and Human Services and the Human Development Counseling program. In addition,

UIS continued its partnership with the Illinois Department of Human Services for the development, management, and ongoing delivery of an innovative online credit-bearing certificate program for the administration of the Food Stamp Program.

The UIS Leadership Roundtable assembled distinguished alumni from across the nation for a two-day discussion of challenges of the global marketplace and ways in which UIS can best prepare its graduates for leadership.

Two important Student Affairs projects are also noteworthy in this category, the UIS Substance Abuse Task Force and the Office of Student Volunteers and Service-Learning. Their recent accomplishments are described in Goal Five.

In FY 2004, UIS will continue to develop partnerships with state agencies and businesses through the Abraham Lincoln Presidential Center for Governmental Studies.

Increase UIS' contribution to solving scientific, technical, and social problems. At \$6.9 million in FY 2003, grant and contracts awards increased slightly over FY 2002 figures. This level of funding is particularly notable in light of budget rescissions in state agencies with which UIS partners. The number of awards remained level at 61.

In FY 2004, UIS= principal contributions in the area of solving scientific, technical, and social problems will continue to be in applied research and public affairs education and training, conducted primarily through the Abraham Lincoln Presidential Center for Governmental Studies.

Illinois Commitment Goal Two: Teaching and Learning

Higher education will join elementary and secondary education to improve teaching and learning at all levels

Develop partnerships with K-12 schools. The first UIS Public Policy High School Initiative was carried out by the Abraham Lincoln Presidential Center for Government Studies. The program recognized teams of Illinois students and teachers who identified a current, real-world problem in their communities and then studied its historical framework and possible solutions. ALPCGS staff assisted in the design of the study questions, and progress of each team was shared on a website prior to a two-day symposium and awards ceremony in Springfield.

The second annual Lincoln and Leadership summer institute, another ALPCGS project, enabled high school seniors to earn college credit while exploring Lincoln's lasting impact on society. Lincoln and Leadership is complemented with a graduate seminar for secondary school teachers and a two-week, noncredit program for high school sophomores and juniors.

The Springfield Public Educational Partnership consists of Lincoln Land Community College, Springfield School District #186, and UIS. The Springfield Urban League teamed with this group and received a U.S. Department of Education GEAR UP grant for \$2.4 million over a period of

five years beginning in August 1999. The students included in grant activities for this academic year were eighth graders at Washington Middle School and ninth and tenth graders at Lanphier High School. Services provided by GEAR UP for these students included tutoring, leadership classes, and computer-assisted math and reading activities. Campus visits to LLCC and UIS focused on financial aid, career awareness, and specific disciplines, including English, math, biology, and chemistry. Students made individual classroom visits to UIS accompanied by their high school instructor. GEAR UP also provided in-service professional development for teachers on reading improvement.

In FY 04, GEAR UP college preparation activities will continue for ninth, tenth, and eleventh graders at Lanphier High School. The parent coordinator and GEAR UP coordinator will emphasize career awareness and financial aid for college.

Contribute to increasing the number and professional development of Illinois teachers. During FY 2002, the last full year for which data are available, 78 students completed the teacher education sequence and were recommended to the Illinois State Board of Education (ISBE) for certification. This number returns the campus to the baseline of 78 established for FY 1999. The number of candidates enrolled in teacher education remained fairly constant, dropping to 354 in FY 2002 from 357 in FY 2001. These numbers represent a 100% increase over the FY 2000 enrollment of 177, and the number of students recommended for certification can be expected to continue to increase as these students progress through the curriculum.

UIS initiated a master teaching and leadership concentration within the M.A. in Educational Leadership in Fall 2000. The concentration prepares students to sit for the national Master Teacher Certification Examination and is offered completely online. Headcount enrollment in FY 2002 was 146, an increase of more than 400% from the 27 students enrolled at the program's inception in Fall 2000. In FY 2003 the curriculum added a new sequence in School Law for Teachers.

With many senior school administrators approaching retirement, there is a need in central Illinois (as documented by the ISBE and student inquiries) to provide opportunities for those credentialed as principals to advance to the level of superintendent. During FY 2002, UIS proposed a post-master's certificate to provide coursework needed for superintendency certification. In FY 2003 the UIS post-master's certificate was reviewed and approved by the ISBE. The proposal is pending at the IBHE.

In FY 2004 the campus will respond to feedback from the IBHE and re-submit its proposal for a post-master's certificate leading to certification as a superintendent.

UIS designs several courses specifically for teachers, including Internet for Educators, Technology in the Curriculum, Basic Technology Learning for Teachers, and Technology Strategies for Teachers. In addition, UIS continued to expand graduate offerings in educational leadership with grants from the Alfred P. Sloan Foundation and the Illinois Century Network

(ICN). The Sloan grant enabled nine new courses on advanced teaching methods, while the ICN grant led to five new courses on special education methods for the regular classroom teacher.

In FY 2004, UIS will expand the online offerings for teachers through the Master Teacher Leadership program's School Law sequence. UIS will explore opportunities to offer teacher education courses to a cohort of Illinois Central Community College graduates in the Peoria area.

Develop technology partnerships with schools. UIS hosted the Conference of State Universities and ISBE eLearning Division on Technology Aspects of the No Child Left Behind initiative in Illinois. In cooperation with the Illinois learning technology Region Three (central and western Illinois) school districts, the Office of Technology-Enhanced Learning (OTEL) developed and maintained an online database of technology training initiatives funded by the No Child Left Behind Act. The director of OTEL is featured on regular technology update webcasts by the ISBE. The director also presented at statewide conferences, including the State of Illinois Gifted Education Conference (on challenging Illinois gifted children through the Internet) and the Illinois Education and Technology Conference (an Internet update for school administrators).

OTEL staff members continue to offer periodic workshops for faculty and staff at Chicago State University. Funded in part by a HECA Access and Diversity grant, these professional development and training sessions share UIS expertise in developing and delivering online learning.

In FY 2003, UIS expanded training and support to partners in the Cisco Network Training Academy. UIS also added the next level of Cisco training, Cisco Certified Networking Professional (CCNP) Academy, to its computer science offerings. This level of training prepares certified graduates to build and administer a complex network of routers in a WAN and LAN environment. Semester 1 of the CCNP curriculum was offered in Spring 2003; semester 2 will follow in Fall 2003; semester 3, in Spring 2004; and semester 4, in Fall 2004.

In Spring 2003, UIS became a regional academy for Cisco Academy-sponsored curricula for Web Design and IT Essentials I and II. The campus currently has four local academies that will be local IT Essentials academies under the UIS Regional Academy. In summer 2003, Dr. Ted Mims trained seven local instructors in IT Essentials I and six local instructors in IT Essentials II.

In FY 2004, UIS plans to train a regional instructor to offer Web Design. Web Design Academies will be held in Fall 2003 and Spring 2004.

Upgrade secondary science teaching skills. UIS offered professional development workshops in math and technology for approximately 150 secondary school teachers. In addition, the teacher education program consulted with Springfield Lanphier High School to provide in-service workshops on reading strategies for their teachers.

Illinois Commitment Goal Three: Affordability

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

Keep increases of net costs to students within their ability to pay. Fall 2002 tuition and fees for full-time UIS undergraduate students, based on 12 semester credit hours, were \$1,676 per semester. UIS, along with the other two UI campuses, develops a financial aid profile each year for full-time undergraduate students. The profile for Fall 2002 indicates that tuition and mandatory fees for 41% of full-time UIS undergraduates were fully covered by need-based or non-need-based awards (i.e., Pell Grants, ISAC awards, private scholarships, institutional awards and grants, tuition waivers). Moreover, 53% of full-time students paid less than \$1,000 per year. The figures were 35% and 47%, respectively, for Fall 1999. These figures represent financial aid grants only; loan amounts are not included.

In FY 2003 the Foundation Office awarded 70 scholarships to 114 recipients for a total of \$81,865, up 13% from \$72,351 in FY 2002.

In FY 2004 UIS will increase tuition by 5%, a modest increase in light of the 8.8% reduction in state support in FY 2003 and the 8.6% reduction in FY 2004. UIS will continue to monitor the relationship between tuition/fee levels and financial aid awards.

Illinois Commitment Goal Four: Access and Diversity

Illinois will increase the number and diversity of citizens completing training and education programs

Continue to develop online programs and support services. One of UIS' principal contributions to increasing access to higher education is the development of online courses. In June 2002, the campus was awarded a \$500,000 grant from the Alfred P. Sloan Foundation (with matching funds of \$250,000 from the University) to expand its popular online degree offerings. The grant money is being used to develop six new online degree programs/concentrations over the next three years.

Online enrollments at UIS continue to grow rapidly. Total online enrollments increased by 37% (from 2,425 in FY 2002 to 3,312 in FY 2003) and accounted for more than 13% of total credit hours in Spring 2003. Over one thousand different students took online classes in the spring semester. One out of eight UIS students took only online classes in the spring; one out of four UIS students took at least one online class in the spring. Retention in online classes remains very high, with 94% of online students retained during the semester, compared to the 96% retention

rate for classroom-based learners. According to data provided by the Illinois Virtual Campus, in Spring 2003 UIS led all state university campuses in online, credit-bearing enrollments.

The Fall 2002 enrollment in Liberal Studies Online, the completion degree program for transfer students, reached 186. There were 25 LIS graduates during AY 2002-2003, up from the six that constituted the program's first graduates in May 2001 and 20 in May 2002. The College of DuPage and Southwestern Illinois College expanded the LIS partnerships to 30.

UIS is ensuring its continued success in attracting online students by strengthening the support infrastructure for online students. One indication of the integration of online students into the campus is that in January 2003 student government elections were held online for the first time, granting suffrage to our distant online students.

The Career Services portion of the online module for the UIS Applied Studies Program was delivered successfully. Career Services and the Applied Studies Office are proposing to provide a business etiquette course online.

Student Affairs implemented a Support for Academic Improvement Program using Blackboard software to provide general information to support student success.

To maintain the quality of instruction for online students, UIS is working to make library resources available online. Brookens Library now offers 97 discrete electronic services (up 23% from the baseline of 78 set in Spring 2000) as well as the full text of more than 2,000 individual publications (e.g., periodicals, academic journals, wire services). The library continues to deliver copies of interlibrary loan articles directly to students' homes. In FY 2003, library faculty redesigned the Library Research Methods course into an online format, added FAQ and online tutorials to the library web page, conducted special orientation sessions for Peoria students, and added five new databases, including many new online books.

In Fall 2003, UIS projects a 36% increase in online enrollments compared to Fall 2002. Total enrollments for FY 2004 are expected to reach 4,500. In addition, the campus plans to continue to increase the number of community college partnership agreements supporting the Liberal Studies Online baccalaureate completion program. Online baccalaureate degree completion programs in History and Computer Science will be launched in the fall.

In FY 2004, UIS will institute an e-tuition rate for students who are registered exclusively online, making such courses even more attractive to students throughout the country.

Implement support strategies to enhance diversity on campus. In Fall 2002, student enrollment rose to 4,451, marking the fourth consecutive year increase in total headcount enrollment. At the undergraduate level, there were increases in the number of minority students across all race and ethnic groups (American Indian/Alaskan Native, Asian/Pacific Islander, African American, and Hispanic), with declines in the number of graduate students enrolled for each of these ethnic groups. The result was an overall slight decline in the percentage of minority students enrolled

relative to the total population of students from Fall 2001 (11.8%) to Fall 2002 (11.5%). The long-term trend of substantial increased enrollment of minority students at UIS should continue. For example, enrollment of African Americans at UIS increased from 5.9% in FY 1992 to 8% in FY 2002. The percentage of international students, relative to the total number of students enrolled, remained constant compared with Fall 2001 (4.1%), with slight increases indicated in the number of international students enrolled at the graduate level and slight decreases in the number of international students enrolled at the undergraduate level.

As of the first of July, five Hispanics, three African Americans, and three Asian Americans indicated that they intend to enter the Capital Scholars Program, representing 9.7% of the total number of students entering for whom racial or ethnic information was self-disclosed.

The Retention Subcommittee and the Minority Student Recruiting Advisory Committee continued to focus on attracting and retaining all student populations, including those from underrepresented groups. These subcommittees, after reviewing various data pertaining to student recruitment and retention and, based on these reports, continued to work with units across the campus to develop and implement policies to enhance the recruitment and retention of students. The new Banner student information system will now allow the campus to engage in more systematic and accurate assessment of these strategies by tracking the number of students who inquire about, apply to, and enroll at UIS by various categories including race, ethnicity, level, and geographical locale.

UIS is proud of its involvement in the Odyssey Project, also known as the Clemente Course in the Humanities, a curriculum developed by Bard College and taught throughout the country. The program provides access to higher education to people who otherwise might not think of pursuing a college degree. Its goal is to bring the humanities, through a sequence of courses in philosophy, art history, literature, and U.S. history, to people who have completed high school or its equivalent but have minimal college credit and who otherwise might not have the chance to experience higher education. The project is based on the belief that exposure to the humanities can help people better reflect on their world and its relationship to themselves. In 2002-2003, UIS faculty in history and English served as instructors in the program. The program's director is a UIS graduate.

Illinois Commitment Goal Five: High Expectations and Quality

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

Note: The campus= progress in assessment is discussed in Section IV: Status Report on Assessment of Learning Outcomes.

Increase enrollment by strengthening student recruitment processes, enhancing retention, and upgrading marketing materials. During FY 2002, the University of Illinois at Springfield completed a comprehensive marketing research study begun in FY 2001 in consultation with Noel-Levitz. During FY 2003, the Enrollment Management Task Force, comprised of a recruitment subcommittee and a retention subcommittee, met throughout the academic year to review and assess accomplishments in the areas of student recruitment and retention on the campus. Accomplishments include an Enrollment Opportunities Report that considers the advantages and disadvantages associated with increasing various student populations (first year, residential, full-time graduate, online, off-site) as well as the requisite resources for such expansion. More than 1,300 students participated in the Student Satisfaction Inventory (SSI) survey in Spring 2003. These results will be compared with both national norms and responses to the Spring 2001 campus SSI, thus providing diagnostic information concerning both strengths and areas for improvement in academics as well as in business and student services. The Noel-Levitz study is highlighted in the Best Practices description later in this section.

Recruitment marketing materials were extensively revised in terms of design and information, combining a collegiate look with crisp, clear writing to positively present UIS' high-quality programs and services. Subsequently, this approach was adopted by UIS for all of its printed and web-based materials in FY 2003 for a consistent look and distinct brand.

The above efforts resulted in an increase of 3.8% in headcount enrollment from Fall 2001 to Fall 2002, building on an 8.8% increase the previous year. The FTE enrollment from Fall 2001 to Fall 2002 rose 24% to 2787.15. The sharp increase in FTE reflects a larger number of full-time (vs. part-time) students, both Capital Scholars and transfer students.

In FY 2004, UIS will continue to take actions to improve recruitment and retention of both undergraduate and graduate students. The campus will analyze results of the Spring 2003 Student Satisfaction Inventory and develop an action plan based on its findings. This activity is highlighted in the Best Practices Description later in this section.

Enhance academic quality through increasing the faculty base and recruiting and retaining critical faculty and staff. The campus hired an Executive Director of the Abraham Lincoln Presidential Center for Governmental Studies. Dr. Milan J. Dluhy assumed his duties on July 1, 2003.

UIS hired 14 new tenure-track faculty in Fall 2003. The campus continues to attract faculty with strong potential as both teachers and scholars. Among this year's hires were graduates of the University of Michigan, the University of Minnesota, and the University of Illinois at Chicago.

Although UIS continues to be an institution where excellence in teaching is an overriding goal, the campus also seeks to enhance academic quality by fostering expectations of faculty as teacher-scholars. Each fall the campus recognizes the scholarly works (books, refereed articles, refereed

presentations) published in the previous year by its faculty. In Fall 2002, the number of such scholarly works reported was 182, an 11% increase over the baseline of 164 set in Fall 1997. The annual faculty recognition event was re-designed to allow the recipient of the University Scholar Award to reflect publicly on the place of scholarship in his life. Additionally, the campus awarded its second Faculty Excellence Award for career-long achievement in teaching and scholarship to a faculty member who is a nationally recognized expert in Eriksonian therapy. The campus continues to clarify and strengthen expectations for scholarship in relation to tenure and promotion. The FY 2003 budget rescission and FY 2004 budget cut interrupted the progress the campus was making in providing increased financial support for faculty scholarship. The campus Research Board offered three workshops for faculty and staff on “The Great Juggling Act: How Do You Stay Actively Engaged in Scholarship While Meeting Responsibilities for Teaching and Service?”, “Grantsmanship: Seeking External Support,” and “Writing for Publication.”

The FY 2003 budget rescission and FY 2004 budget cut interrupted the campus’ progress in increasing its faculty base. Any additional resources made available in FY 2004 will be directed toward strengthening the faculty and staff base.

UIS held its third annual Science Research Symposium in April 2003. The daylong event was sponsored in part by the Provost’s office. It featured traditional and poster sessions, and a keynote presentation by Dr. Jerry L. Atwood. The 200 participating students and faculty (a 400% increase over the previous year) included faculty from regional colleges in the fields of medicine, biology, and chemistry.

Enhance academic quality through program accreditation. Under the leadership of a new dean hired in the spring of 2002, the College of Business and Management moves toward accreditation by implementing significant curricular changes in its programming to comply with AACSB guidelines. Reapplication for AACSB candidacy was approved in October 2002. Curricular revisions required for accreditation were made at the undergraduate and graduate levels, and the output of peer-reviewed publications (also required for accreditation), increased. The self-evaluation year is AY 2005-2006, with a peer visit to be scheduled in either fall 2006 or early winter 2007.

The Human Services Program has agreed to submit an application for accreditation to the Council for Standards in Human Service Education (CSHSE) by December 1, 2003. The application will be prepared during Summer 2003.

As a first step in seeking environmental health accreditation, the Department of Environmental Studies restructured its curriculum to offer an M.S. in Environmental Sciences, distinct from the M.A. degree in Environmental Studies. The department plans to pursue the application for accreditation in AY 2003-2004.

The Educational Leadership, School Counseling, and Teacher Education programs underwent an ISBE accreditation site visit during October 2002. Reaccreditation decision is pending.

The Social Work Program is making progress on an accreditation renewal. The lead faculty author of the self-study has been identified and received training from the Council of Social Work Education. The self-study report will be submitted in Fall 2003.

The Human Development Counseling Program underwent the Council for Accreditation of Counseling and Related Educational Programs (CACREP) site visit during May 2002, which included the review of the community counseling and school counseling concentrations. The CACREP Board has extended the program's accreditation for two years.

A report on strategic planning and assessment processes was made in May 2003 to the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration (NASPAA) regarding reaccreditation of the Public Administration MPA degree. The decision will be conveyed in July. Continued reaccreditation through 2009 is expected.

In FY 2004, UIS will continue to pursue the accreditation of programs as described above.

Enhance instruction through a program to develop contributions of part-time faculty. The Ad Hoc Committee on Part-time and Nontenure track faculty surveyed department chairs, part-time faculty, and full-time nontenure track faculty in an effort to develop policies and practices aimed at making the best use of such faculty. The committee developed a series of recommendations for the campus as a whole, for colleges, and for departments, which will be reviewed and implemented in the coming year.

Develop a vision for the campus as a leading public, liberal arts institution. In FY 2003, Chancellor Ringeisen convened the National Commission on the Future of UIS. The goal of the commission is to produce a concise vision that describes the campus' aspirations for the kind of institution it will be in ten years. Approximately 200 faculty, staff, alumni, and friends of UIS serve on the commission's thirteen task forces. The commission report is expected in October.

Strengthen undergraduate education. Alumni surveys reveal high levels of satisfaction with UIS undergraduate programs. The one-year-out survey results from 1999 through 2001 baccalaureate graduates reveal that more than 90% express both a positive attitude toward the campus and toward their bachelor's degrees and are satisfied with the quality of education received in their majors. These results are consistent with the baseline set for graduates from 1991-1997.

Recruiting for the third cohort of the Capital Scholars Program has been successful. As of June 30, 2003, deposits had been received from 133 candidates, indicating that they plan to attend in the fall. The average ACT score for these students is 25.9, and the average class rank percentile is 79.2--essentially unchanged from last year.

The 13 courses of the Capital Scholars integrated core curriculum have been developed and offered. Various programs have begun to revise their curriculum to reflect lower, as well as upper, division offerings. An assessment plan is being developed and implemented under the direction of the program's associate director, working in conjunction with a nationally known authority in assessment of interdisciplinary programs. This effort has led to a model approach to assessment of learning outcomes, one component of which was featured at the IBHE assessment workshops held in Spring 2003.

In FY 2004, UIS will continue to develop lower-division bridge courses, as appropriate, in its undergraduate majors. The campus will intensify its efforts to recruit minorities to the Capital Scholars Program.

Improve graduate education. Alumni surveys reveal high levels of satisfaction with UIS graduate programs. The one-year-out survey results from 1999 through 2001 reveal that 94% to 96% express a positive attitude toward the campus, 94% to 96% express a positive attitude toward their master's degrees, and about 90% (88%-92%) are satisfied with the quality of education received in their majors. These results are consistent with the baseline set for master's graduates from 1991-1997.

As noted in the FY 2002 report, responsibilities for enrollment management were transferred to the Division of Academic Affairs to increase the effectiveness of campus recruitment and retention efforts. As part of that reorganization, the associate vice chancellor for graduate education and research, who was already responsible for the graduate assistantship program, assumed oversight of graduate admissions. Accomplishments during the past year include development of the graduate studies website, clarification of graduate application requirements for prospective students, and increased coordination among the Office of Admissions and Records, the Office of Graduate Studies, the Graduate Assistantship Office, and the Office of Graduate Internships.

One of UIS's principal initiatives related to graduate education is its Doctor of Public Administration offering. Enrollment has been level at 20-23 students since the program's initiation. As of May, 2003, the DPA program had awarded its first four doctorates.

The annual Outstanding Master's Thesis Award was instituted in Fall 2001 as a means of recognizing and honoring achievement in completing the campus' graduate thesis/project requirement. The Fall 2002 honoree was entered in the Midwest Association of Graduate Schools' Outstanding Master's Thesis competition.

In FY 2004, the campus will continue to increase efficiency in the application process by processing departmental graduate admissions decisions electronically through Banner software.

Improve the quality and availability of learning-related technology. The number of computers on campus dropped slightly from 1,067 in FY 2002 to 1,012 in FY 2003, but still up 30% from the baseline of 779 set in FY 1999. UIS began tracking this statistic in FY 1999 when the definition of a fully capable computer met the criterion of “capable of running Microsoft Office 2000.” By FY 2003, that definition had changed substantially, to “capable of running three simultaneous Office XP applications.” In light of this definition, in FY 2003 the computers at UIS were 76% fully capable, 13% marginal, and 11% deficient. UIS will use this figure as a new baseline in future reporting years.

Ground was broken for what will be the largest and most technologically advanced building on the UIS campus. The four-story, 125,000 square-foot building will house classrooms and state-of-the-art computer labs, the offices of Enrollment Management, and various other student affairs offices. The College of Business and Management and many departments of the College of Liberal Arts and Sciences will move to the structure when it opens in 2004.

In FY 2003, thirteen smart classrooms were added, resulting in 90% of UIS classrooms being “smart.” With that level of classroom enhancement, it is fair to say that UIS is a technology-intensive campus.

To meet students’ needs for assistance, the computer support center offers 207.5 person hours per week on the help desk. While this number was down slightly from the FY 2002 figure due to budget cuts, it was still up 260% from the baseline of 57.5 in FY 1999.

A total of 47 wireless laptops are now available (compared to five a year ago), with 40 dedicated to classroom use on portable carts and seven available for faculty and student checkout.

The Educational Technology Office installed two projectors in Brookens Auditorium, significantly enhancing instructional capabilities and student life. The first is a high-end data projector for displaying computer screens, video/DVD projection, and video conferencing. The second is a 35mm film projection system that allows the campus to show feature-length films (new releases, sneak previews, classics, and educational title). The sound system provides full Dolby digital sound support for the 35mm projector.

The UIS Career Services Office implemented several technological improvements to give students access to timely and comprehensive career information. Among these were: *ERecruiting*, which provides students with a database to search open positions and to submit resumes for review by companies/employers; *CareerSearch*, a database that helps students organize job searches; and *DISCOVER*, a career exploration system that not only profiles interests, competencies, and skills, but also generates such critical information for students as educational expectations, supply, and demand.

Brookens Library migrated to the new Voyager software platform. The system provides better account access, the ability to renew online, and greater integration of functionality.

In FY 2004, UIS will develop plans for a New Technology Learning Center and begin to seek funding for it.

Enrich the quality of student life. Continuing efforts of the past several years to expand the array of arts and sciences courses and activities, the campus hired its first theater faculty member, complementing hires made the previous year in music and forensics. In addition to the lower-division Capital Scholars art and music course, UIS offered credit for music participation and forensics participation, and a course on principles of acting. A full year of first-year calculus-based physics was offered, and two full years of languages Spanish, French, German, Russian, Chinese, and Japanese enrolled about 250 students.

The past year offered a significant increase in opportunities for student involvement in cultural activities. Highlights follow:

- The music program initiated a choir, pep band, string ensemble, and drum circle. The forensics team competed nationally, winning several individual honors and eighth place as a team in speech and debate at a national forensics tournament. The first two plays of the UIS Theater Program were well received, allowing UIS students to work with local actors.
- The Office of Student Volunteers and Service-Learning completed its first full year of operation. The office promotes community engagement and partnerships in education, the environment, neighborhood improvement, and social action. Over 20 educational, co-curricular service-related programs were offered to promote an ethic of civic engagement on campus.
- This year marked the 25th Annual International Festival and the inaugural Annual Japan/America night.
- A major milestone was the initiation of UIS men's basketball. New athletic programming increased overall participation by 13.5%. Most significantly for the future, a student referendum passed to construct a new Recreation/Wellness center (proposed opening Fall 2006).
- A Spring Film Series was begun, providing a wide selection of foreign and independent films. Attendance for these films exceeded 1,000.
- Among the speakers on campus this past year were the award-winning young adult author Richard Peck, noted civil rights attorney Morris Dees, former chair of the U.S. Commission on Civil Rights and historian Mary Frances Berry, and co-chair of the United States Lincoln Bicentennial Commission, Harold Holzer. Educator James Koch delivered the twenty-second annual David Dodds Henry Lecture.

UIS hired new directors in Student Life and Housing & Residential Life.

The men's basketball program was successfully integrated in the Prairie Stars lineup and shocked the NAIA community with several upset victories over nationally ranked opponents. The

Student Life gymnasium was updated to accommodate more spectators; a new sound system was installed, and new signage was added to increase corporate sponsorship opportunities. The first cheerleading team and pep band generated greater enthusiasm at games.

UIS joined the American Midwest Conference (AMC), considered to be one of the top NAIA conferences in the country. Continued efforts toward NCAA affiliation have been suspended as the campus focuses on enhancing the current program. One aspect of that enhancement will be the addition of women's softball in Spring 2004 as the campus' seventh sport.

The campus reinforced the commitment to academics among student athletes through development of a new policies and procedures guide for coaches and staff and a student-athlete handbook. Additionally, a Student-Athlete Advisory Board and an Intercollegiate Athletics Committee were formed.

During FY 2003, the campus had 56 registered student organizations. This number was down slightly from the FY 2002 figure due to clarification on standards regarding legitimate student organizations. The current number of organizations is 36% above the baseline of 41 established in FY 1999.

The SORC, Student Organization Resource Office, opened on the main concourse of the Public Affairs Center. The dedicated space will serve the business and conferencing needs of student government and clubs

A residential population of students is needed to create the critical mass for strong co-curricular programs. The number of non-Capital Scholars residential students remained virtually level in FY 2003 at 401. With two classes of Capital Scholars in the Lincoln Residence Hall, their numbers grew significantly to 206, bringing the total for the campus to 601, which was 73% above the baseline of 348 set in Fall 1996.

Planning is underway for renovating one of the oldest apartment complexes on campus. The renovation is intended to provide more attractive housing options for the majority of the student/customer base, including converting external stairways to internal stairways, replacing worn-out roofs, and upgrading plumbing and electrical infrastructure.

Both the Division of Student Affairs and the faculty and staff of the Capital Scholars Program will maintain and encourage for co-curricular, residential, recreational, and cultural opportunities. The campus will continue to plan for future housing needs, including renovation of the older apartments and possible construction of a new residence hall.

Illinois Commitment Goal Six: Productivity, Cost-Effectiveness, and Accountability

Illinois colleges and universities will continually improve productivity,

cost-effectiveness, and accountability

Develop a peer group. During FY 2003, UIS began to use its newly identified peer group to conduct comparisons of tuition and faculty/staff compensation.

Improve productivity. To facilitate staff training on the Banner Enterprise Resource Planning system, the Provost's office and the Office of Business and Administrative Services cooperated in purchasing and staffing two mobile wireless training labs. Hands-on training and tutoring for staff was thereby accomplished over the busy spring semester with no disruption of dedicated instructional computer labs. As other elements of Banner become operational over the next few years, the mobile labs will ensure timely, cost-efficient delivery of training.

Reallocate resources from low priority to high priority areas. In FY 2003, UIS responded to a budget rescission of \$2.2 million (8.8% of state support) by eliminating reserve capacity, utilizing tuition dollars from higher enrollments, and eliminating vacant faculty and staff positions.

In FY 2004, UIS will continue to realign its spending with the budget cuts experienced from the state level.

Decentralize budget to increase accountability. In FY 2003, the campus moved to a more decentralized budget model. Centrally held funds in the Provost's office were moved to college budgets. In FY 2003, \$648,400 was moved; an additional \$933,600 will be moved at the start of FY 2004. This will allow for increased incentives for planning, cost containment, and revenue generation and will allow UIS to respond more swiftly and effectively to change.

In FY 2004, the campus will develop an Income Fund distribution model, exploring ways to tie college budget allocations to enrollments and thus strengthen the tie between college decisions and revenue streams.

Best Practices

Goal 4: Access: Academic Best Practice Online Degree Completion Programs in Liberal Arts and Sciences

Description

In 2002, the campus received a grant from the Alfred P. Sloan Foundation to develop five new online degree completion programs in the humanities and sciences and expand the online degree program in Master Teaching and Leadership. The focus of the program is extending selected degree programs in the College of Liberal Arts and Sciences to students who cannot come to campus to complete their degrees. Over a period of three years, the grant will fund the deployment of 54 new online courses and the launch of five new online degree programs.

Justification

Across the state of Illinois (and beyond the state's boundaries) are many thousands of students who have completed an associate's degree or have made significant initial progress toward a degree in the arts and sciences. However, for geographic, family/work obligations, physical disability, or other reasons, many of these students have stalled in completing their degrees. As a result, careers are stunted and life-long hopes and dreams are unfulfilled.

The University of Illinois at Springfield has a history of serving this population in the central Illinois region through evening classes, weekend classes, teleclasses, and other alternative means of delivery and scheduling. But, until recently, only students within a comfortable driving distance from campus could benefit. Online delivery of classes enables students nearly anywhere in the world to attend UIS on their own schedule, day or night.

Nationally, very few online degree completion programs are offered in the humanities and sciences. The Sloan Consortium catalog of online degree programs lists only one other English degree completion program online, no history degree completion program, and no math baccalaureate degree completion program. UIS is not only demonstrating excellence in its offerings, but is leading the country in offering Liberal Arts and Sciences online.

FY 2003 Outcomes

- An online degree completion program in English was launched in the fall term.
 - Enrollment demand for the program is very strong, with all classes filling to capacity and applications for online majors overwhelming. The Fall 2003 cohort was admitted early in the spring and applications are now deferred to Fall 2004.
- Planning and preliminary course development was completed for the online Computer Science degree completion program that will launch in the fall.
- Planning and preliminary course development was completed for the online History degree completion program that will launch in the fall.
- More than two-dozen new online courses were developed through the year.

Goal 6: Accountability: Administrative Best Practice The Noel-Levitz Study

Assessing the Delivery of Academic, Business, and Student Services

Description

In FY 2003, UIS administered the Student Satisfaction Inventory (SSI) to a sample of approximately 30% of enrolled students. The SSI assesses student satisfaction on the delivery of academic, business, and student services, all of which are key factors in student retention.

Justification

The UIS administration realizes that student satisfaction is closely linked to their satisfaction with the delivery of academic, business, and student services. In April 2001, therefore, the campus formed a partnership with Noel-Levitz, a nationally recognized consulting firm that specializes in assisting colleges and universities with strengthening student recruitment and retention practices through both market analyses and an examination of current enrollment management practices.¹

The Student Satisfaction Inventory (SSI), a baseline assessment tool used during this consultation, measures the degree of importance students place on various academic, business, and student services as well as students' satisfaction with these services. By comparing the aggregate responses against the distributional properties of the data, as well as against national norms, the SSI provides an analysis of the areas of strength as well as the priorities for action that should be considered to improve academic, business, and student services.

In April 2001, over 1,200 students completed the SSI. The respondent sample, which comprised approximately 30% of the student body, was stratified to reflect headcount across the undergraduate and graduate populations as well as the four academic colleges.

Although the SSI results confirmed that UIS was achieving its mission of teaching excellence, students indicated several areas that could be improved. These priorities for action² included course availability (scheduling a wider variety of courses and scheduling courses often enough and at more convenient times), reducing the run-around for students (especially among financial assistance, admissions/records, and bursar) and extending service hours; putting student fees to good use; providing adequate financial assistance and announcing awards in a more timely manner; improving career services; clarifying the graduate assistantship/internship process;

¹ Although these activities were primarily aimed at undergraduate student populations, the information extracted from these initiatives had a significant bearing on graduate enrollment as a large proportion of the campus' graduate enrollment is comprised of students who earned a baccalaureate degree from UIS. Given that over 40% of the total student enrollment is at the graduate level, a Noel-Levitz consultant specializing in graduate enrollment was also brought to the campus to examine practices, policies, and staffing in this area.

² Priorities for action are defined as those items that students identify as being very important but have a low level of satisfaction or as those items with a large gap between the level of importance and the level of satisfaction.

improving parking as well as security staff response times; and providing channels for expressing student complaints.

In Fall 2002, an Enrollment Management Task Force was formed by the Provost. One charge to the group involved the formation of a retention subcommittee. This subcommittee, comprised of faculty and staff across the colleges and divisions, was asked to recommend actions that could be taken to enhance student retention and increase student satisfaction with the academic, student, and business services on the campus. The retention subcommittee, using the results of the SSI and the UIS Undergraduate Retention Plan that was developed during a campus-wide strategic planning session held in July 2001, began working with various members of the campus community across the academic affairs, student affairs, and business services divisions to address the areas that the SSI indicated as priorities for action.

This past April, the SSI was again administered to a sample of undergraduate and graduate students. As before, the sample was stratified to reflect student headcount across the undergraduate and graduate populations as well as the four academic colleges. In addition, all students enrolled in the Capital Scholars Program were asked to participate. A total of 1,378 students completed the SSI, a sample that represents approximately 30% of the 4,397 students enrolled during the Spring 2003 semester.

FY 2003 Outcomes

The results of the SSI confirmed that students continued to identify campus strengths as being

- quality of academic instruction available at UIS
- valuable course content
- faculty expertise
- services provided by admissions, registration, and financial assistance staff
- campus safety and security
- reputation of the institution within the community.

The SSI also indicated that the efforts of the campus to improve academic, student, and business services were effective in several ways. In particular, students reported increased satisfaction with

- usage of student activities fees
- business office hours
- application processes associated with graduate assistantships/internships
- career services
- amount of financial assistance available for students and the timeliness of the award announcements
- available channels for expressing student complaints
- fairness/unbiased treatment of faculty with respect to individual students.

In FY 2004 the campus will further analyze the results of the Spring 2003 SSI and develop an action plan based on the findings.

Section II: Performance Indicators

Institutional Context

The University of Illinois at Springfield (UIS) is one of the three campuses of the University of Illinois. The campus is located in an attractive setting on 750 acres on the southeast side of Springfield, the state capital.

UIS was established in 1970 as Sangamon State University under the governance of the Board of Regents. On July 1, 1995, UIS became the third campus of the University of Illinois.

The campus, which has the Carnegie classification of Master's I institution, offers 20 baccalaureate degrees, 19 master's degrees, and one doctoral degree across its four colleges: Business and Management, Education and Human Services, Liberal Arts and Sciences, Public Affairs and Administration.

UIS strives to be an institution in which excellence in teaching is the central function and the overriding goal; faculty are teacher-scholars; and students are engaged in a lively intellectual, cultural and social life.

UIS emphasizes high-quality instruction as well as research, and service carried out through community partnerships that contribute to social progress, governmental effectiveness, educational excellence, and economic development. In FY02 the value of grants and contracts generated through these partnerships totaled \$6.9 million. The campus has an emphasis on public affairs. Leadership for those activities is provided by the Abraham Lincoln Presidential Center for Governmental Studies. Students have first-hand access to state government and public service activities through special courses, research projects, service learning, and an extensive array of internships.

Fall 2002 enrollment was 4,451 (2,445 undergraduate, 2,006 graduate). After enrollment declines from Fall 1997 through Fall 2000, enrollments now approach the historically high enrollment level of 4,611 achieved in Fall 1996. The five programs with highest enrollments in Fall 2002 were business administration, management, educational leadership, computer science, and psychology. Teacher education certification was being pursued by 354 students (Fall 2002) in conjunction with their majoring in liberal arts disciplines.

UIS was founded as a senior institution serving junior-senior transfer students and master's students. Due to the absence of a lower division for most of the campus' history, the proportion of graduate students (44%) is unusually high in comparison to the typical Master's I institution. With the exception of the campus' international students (most of whom are graduate students), graduate students have typically been part-time students from the central Illinois region seeking professional advancement. Historically, many of the undergraduate transfer students have been part-time adult, returning learners seeking to complete their degrees. Given the nature of this clientele, the average undergraduate student age in Fall 2002 was 29, while the average master's

student age was 35. To meet the needs of this clientele, the campus has a long tradition of making most undergraduate degree offerings available both days and evenings, while graduate curricula are largely delivered in the evenings or on weekends.

During the past ten years, the campus has seen a shift in the mix of full-time to part-time students. In Fall 1992, 44% of undergraduates and 16% of graduate students attended full-time; in Fall 1997, the proportions were 48% for undergraduates and 19% for graduate students; and in Fall 2002, the proportions were 59% for undergraduates and 22% for graduate students—a dramatic increase in full-time students, particularly at the undergraduate level, including a growing number of traditionally-aged students.

Over the past ten years the campus has become increasingly diverse; minority enrollments over the past several years have been at their highest historical levels, with total minority enrollment at greater than 11% and African-American enrollment at 8%. Through its Enrollment Management Task Force, the campus is actively engaged in efforts to ensure that minority students are not only recruited, but also retained.

In October 1999, the IBHE approved establishment of lower-division offerings at UIS through the Capital Scholars program. The Capital Scholars curriculum is designed for academically highly capable, full-time, residential students with an emphasis on service learning. The first cohort of 116 students matriculated in Fall 2001. As these students move through their four-years at UIS, the Capital Scholars program—along with the growing UIS population of 18- to 24-year-old transfer students—will result in an increase in the proportion of full-time students taking day classes. Together, these students are creating the critical mass needed to generate a higher level of co-curricular programming.

Even with the anticipated increase in the number and proportion of full-time day students, the campus is actively engaged in reaching out to its traditional clientele of adult, returning students, and except that the mode of delivery now is increasingly via online offerings. As of Fall 2003 UIS will be offering three undergraduate degree-completion programs and two graduate degrees online. In Spring 2003, UIS offered the greatest number credit-bearing enrollments in online courses among Illinois public universities despite being the smallest state public university campus in overall enrollment. Online enrollments now comprise 13% of total enrollments.

The predominant economic/fiscal force affecting this campus throughout its history has been the availability of resources for achieving its mission. The campus has experienced a substantial decline in the proportion of its budget derived from state support (from 81% in FY 1990 to 71% in FY 2003—with the FY 2004 percentage dropping to 66%), while trying to hold tuition to affordable levels. To address this problem, the campus has streamlined program offerings, sought to increase enrollment, and cut administrative costs. Nonetheless, the adequacy of the resources continues as a significant concern.

The campus looks toward a future in which it will become one of the leading small public liberal arts institutions in the country, with a continued emphasis on public affairs. It will be a campus

marked by strong liberal arts offerings at the undergraduate level, undergraduate and graduate professional programs of quality and distinction, and a lively intellectual, social, and cultural life.

Common Indicators

Table 1.1
Percent of Baccalaureate Degree Recipients Employed or Enrolled in Further Education within One Year of Graduation

	Baccalaureate Degree Cohort		
	2001	2000	1999
Employed	88.6	91.6	93.4
Enrolled	32.7	25.7	29.8
Employed and/or Enrolled	92.3	94.3	96.7

The decline in the number employed and increase in the number enrolled reflects the downturn in the economy.

Table 2.1
Number of Students Completing Requirements for Initial Teacher Certification

	2002	2001	2000
Elementary Certifications	32	45	63
Secondary Certifications	26	13	24

In Fall 2001, the teacher education program implemented curricular changes aimed at meeting new standards for teacher certification. The greater number of elementary certification completions in 2000 (compared to 2001 and 2002) reflects the decision of a number of students to accelerate completion of their certification requirements so that they could graduate under the earlier standards. The campus continues to place a high priority on meeting Illinois' needs for certified teachers, as evidenced by the planning underway to make the UIS teacher education program available to students in the Peoria area. UIS anticipates an increase in the number of students completing elementary certification in next several years.

Table 4.1
Diversity: Total Degrees Conferred, by Ethnic Group

FY 2002	Black, Non-Hispanic			Hispanic			Other Total			Springfield Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	9	38	47	4	3	7	201	358	559	214	399	613

Masters	9	17	26	3	4	7	141	185	326	153	206	359
Doctorate	0	0	0	0	0	0	0	0	0	0	0	0
Campus Total	18	55	73	7	7	14	342	543	885	367	605	972

FY 2001	Black, Non-Hispanic			Hispanic			Other Total			Springfield Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	9	33	42	2	4	6	216	333	549	227	370	597
Masters	2	31	33	1	1	2	105	210	315	108	242	350
Doctorate	0	0	0	0	0	0	0	0	0	0	0	0
Campus Total	11	64	75	3	5	8	321	543	864	335	612	947

FY 2000	Black, Non-Hispanic			Hispanic			Other Total			Springfield Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Bachelors	13	32	45	5	5	10	218	373	591	236	410	646
Masters	5	12	17	0	2	2	112	183	295	117	197	314
Doctorate	0	0	0	0	0	0	0	0	0	0	0	0
Campus Total	18	44	62	5	7	12	330	556	886	353	607	960

Since FY 2000 the campus has seen a modest increase in Black, non-Hispanic degree completion, from 62 degrees awarded in FY 2000 to 73 in FY 2002. The increase is largely attributable to students completing graduate degrees. During this period degree completion at the undergraduate level has been essentially stable.

Over the longer term, UIS has achieved significant advances in degree completion of Black students, with a 49% increase in degrees conferred to Black, non-Hispanic students between FY 1992 and FY 2002. The increase is particularly notable at the graduate level, moving from nine master's degrees conferred in FY 1992 to 26 master's degrees conferred in FY 2002.

The campus recognizes that substantial progress needs to be made in reaching out to and recruiting Hispanic students, whose enrollment and degree completion levels have remained level over the past ten years.

Table 5.1
Pass Rates on Professional/Occupation Licensure Exams (UIS percentages reflect all candidates sitting for the exam)

	2002	2001	2000
CPA Licensure – UIS	37.0%	25.0%	28.7%
CPA Licensure – National	12% (estimated)	12% (estimated)	12.1%

UIS pass rates are consistently above the national average.

Table 6.1

Cost of Instruction per Credit Hour as a Percent of Sector Average

Level	FY 2002		FY 2001		FY 2000	
	Cost per Credit Hour	% of Sector Average	Cost per Credit Hour	% of Sector Average	Cost per Credit Hour	% of Sector Average
Lower Division	\$258.22	68.0%				
Upper Division	\$260.19	12.4%	\$246.45	11.8%	\$232.80	10.9%
Graduate I	\$306.46	-23.5%	\$324.32	-15.3%	\$295.54	-19.0%
Graduate II	\$1,156.91	84.0%	\$1,010.34	69.5%	\$796.69	35.3%
Total	\$280.27	13.1%	\$276.43	17.7%	\$256.39	15.1%

As the smallest of the Illinois public university campuses, UIS prides itself on small class size and attention to students as individuals. One of the results is that the campus does not offer traditional large lecture courses as found at other Illinois public university campuses. Consequently, the undergraduate instructional costs at UIS have, historically, been above the average for other public university campuses.

The Capital Scholars program, reflected in the FY 2002 costs, epitomizes the campus' effort to deliver high quality instruction through innovative curriculum and classes smaller than those typically found in lower division education at public universities.

At the master's level, however, instructional costs are substantially lower than the average for other public university campuses. Over the past three years, cost per credit hour for master's level instruction has steadily declined in comparison to the statewide sector averages. In FY 2002, UIS' Graduate I costs of instruction were 19% below the sector average, declining to 23.5% below the sector average in FY 2002.

UIS' single doctoral program necessarily leads to above average costs in comparison to campuses with many doctoral offerings.

Table 6.2
Administrative Support Cost per Credit Hour as a Percent of Sector Average

Level	FY 2002		FY 2001		FY 2000	
	Cost per Credit Hour	% of Sector Average	Cost per Credit Hour	% of Sector Average	Cost per Credit Hour	% of Sector Average
Lower Division	\$81.27	79.2%				
Upper Division	\$81.73	27.2%	\$73.77	19.9%	\$66.79	14.8%
Graduate I	\$92.71	-7.7%	\$90.75	-6.0%	\$79.77	-11.5%

Graduate II	\$294.52	139.6%	\$240.31	104.6%	\$183.46	70.2%
Total	\$86.50	31.4%	\$80.31	27.8%	\$71.67	21.8%

The pattern of administrative cost comparisons mirrors that of the instructional costs. The campus must provide a base level of support functions. Being a smaller campus leads to having these costs spread over a smaller number of credit hours, leading to higher-than-average administrative costs. It is worth noting, however, that administrative costs at the master's level for the past three years ranged from 6% below the statewide average (FY 2001) to 11.5% below the statewide average (FY 2000).

Time-to-degree for First-time Freshmen (degree completion within 150% of catalog time, continued enrollment, or transfer)

UIS' initial cohort of first-time freshmen matriculated in Fall 2001. Therefore, data on this performance indicator will not be available for this campus until Fall 2007.

Mission Specific Indicators

Retention

Relevant Illinois Commitment Goals:

- Goal 4 – Access and Diversity
- Goal 5 – High Expectations and Quality
- Goal 6 – Productivity and Accountability

Retention of Capital Scholars, First to Second Year

	2002	2001	2000
Retention	92%	NA	NA

Nationally, the average first-to-second year retention is 74.1%. When UIS created the Capital Scholars Program, the campus hoped to establish an innovative curriculum and living-learning environment that would result in substantially higher first-to-second-year retention rates. The campus established the goal of 85%. With a first-to-second-year retention of 92% for the first cohort of Capital Scholars, the campus has significantly exceeded that goal.

Fourth-year retention (percent enrolled plus cumulative percent graduated) of degree-seeking transfer students

	TRANSFER COHORT		
	1998	1997	1996

Retention	61.1%	68.4%	64.4%
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Fourth-year retention of transfer students (percent enrolled plus cumulative percent graduated) over the past ten cohorts (1989 – 1998) ranged from 57.4% to 68.4%. Although the value for the 1998 cohort (61.1%) is lower than for the two preceding cohorts, it is above the median for the past ten years (60.9%). The campus anticipates that with the planned increase in full-time, residential transfer students, fourth-year retention values will increase. Meanwhile, through the efforts of the Enrollment Management Task Force, the campus is increasing its efforts to encourage re-enrollment of students who stop-out and to remove administrative barriers that might reduce degree completion.

Online Course Retention

	Spring 2003	Spring 2002	Spring 2001
Retention	94.3%	96.3%	88.2%

Nationally, the online retention figure is in the 70-75% range.

Public Affairs

Relevant Illinois Commitment Goal

- Goal 1 – Economic Growth

Dollar Value of Grants and Contracts

	2003	2002	2001
Grants and Contracts	\$6.9 million	\$6.8 million	\$6.5 million

This level of funding is particularly notable in light of budget rescissions in state agencies with which UIS partners.

Student Engagement

Relevant Illinois Commitment Goal

- Goal 5 – High Expectations and Quality

National Survey of Student Engagement Indices

The first full administration of the National Survey of Student Engagement at UIS was in Spring 2003. Institutional reports will be available in late August, and benchmark reports will be available in November. Therefore, data are not available for inclusion in this table at this time.

	2003	2002	2001
Level of academic challenge		N/A	N/A
Active & collaborative learning		N/A	N/A
Student-faculty interaction		N/A	N/A
Enriched educational experiences		N/A	N/A
Supportive campus environment		N/A	N/A

Faculty Scholarly Productivity

Relevant Illinois Commitment Goal

- Goal 5 – High Expectations and Quality

Table 5.X

Annual Number of Refereed Presentations and Publications

	2002	2001	2000
Presentations and Publications	181	161	218

Based on a five-year comparison, there has been a 10% increase in the annual number of refereed presentations and publications. The unusually high figure for 2000 may be attributable to data definition problems.

Goal-Setting Process

The goal-setting process at the University of Illinois is coordinated by a university-level committee that provides guidance and maintains consistency across the campuses. That committee establishes general goals consistent with its overall mission of teaching, research, and service, which the campuses then flesh out with their respective missions in mind.

At the Springfield campus establishing goals in the following retention-related areas will be the responsibility of the Enrollment Management Task Force:

Common Institutional Indicators

- Completions by race, ethnicity, disability status, and gender
- Extent to which institutional quality and effectiveness are recognized by graduates through the alumni surveys

Mission-Specific Indicators

- Retention of Capital Scholars, first-to-second year
- Fourth-year retention (percent enrolled plus cumulative percent graduated) of degree-seeking transfer students
- Online course retention

Establishing goals for the following teacher education indicator will be the responsibility of the dean of the College of Education and Human Services, in consultation with the teacher education faculty:

Common Institutional Indicator

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

Establishing goals for the remaining common and mission-specific indicators will be the

responsibility of the Chancellor and Provost in consultation with the deans and other appropriate administrative leaders:

Common Institutional Indicators

- Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation
- Net price of attendance
- Pass rates on professional/occupational exams relative to state and/or local averages
- Cost of instruction per credit hour by student level as a percent of sector average by level
- Administrative and support cost per credit hour (all levels) and as a percent of sector average
- Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred.

Mission-Specific Indicators

- Dollar value of grants and contracts
- Target levels on NSSE indices
- Annual number of refereed presentations and publications

Section III: Program Review Report

University of Illinois at Springfield Eight-Year Program Review Cycle

<u>CIP Code</u>	<u>UIS Programs</u>	<u>IBHE Due Date</u>
23.0101	English (B.A., M.A.)	June 2003
27.0101	Mathematical Sciences (B.A.)	
13.0401	Educational Leadership (M.A.)	June 2004
42.0601	Human Development Counseling (M.A.)	
22.9999	Legal Studies (B.A., M.A.)	
03.0103	Environmental Studies (M.A.)	June 2005
24.0101	Liberal Studies (B.A.)	
24.0199	Individual Option (M.A.)	
60.1301	Center for Teaching and Learning	
52.0201	Business Administration (B.B.A.)	June 2006
52.0299	Management (B.A.)	
52.0201	Business Administration (M.B.A.)	
52.0301	Accountancy (B.A., M.A.)	
45.0601	Economics (B.A.)	
52.1201	Management Information Systems (M.S.)	
44.0701	Social Work (B.S.W.)	June 2007
44.0000	Human Services (M.A.)	
43.0104	Criminal Justice (B.A.)	
54.0101	History (B.A., M.A.)	
45.1001	Political Studies (B.A., M.A.)	
45.9999	Sociology/Anthropology (B.A.)	
60.4404	Abraham Lincoln Presidential Center for Governmental Studies	June 2008
44.0401	Public Administration (D.P.A.)	
09.0199	Communication (B.A., M.A.)	
09.0401	Public Affairs Reporting (M.A.)	
50.0702	Visual Arts (B.A.)	
11.0701	Computer Science (B.S., M.S.)	June 2009
40.0501	Chemistry (B.S.)	

51.1005	Clinical Laboratory Science (B.S.)	June 2010
51.2201	Public Health (M.P.H.)	
26.0101	Biology (B.S., M.S.)	
44.0401	Public Administration (M.P.A.)	
44.9999	Graduate Certificate in Management of Nonprofit Organizations	

English, B.A. and M.A.

The English program has been in transition over the review period, with the retirement of all the founding faculty members and the hiring of a new generation of teacher-scholars. As a result, the program review will be completed during the upcoming academic year. However, the following activities are noted in the English program:

- began lower-division instruction for the Capital Scholars program, including lower-division bridge courses for English majors
- developed an online degree completion program, with instruction delivered by regular program faculty
- developed and began offering a set of courses for students seeking careers in creative writing. One aspect of this activity was developing and obtaining governance approval for a distinct, rigorous creative writing closure activity

1. **Reporting Institution:** University of Illinois at Springfield

2. **Program Reviewed:** Mathematical Sciences, B.A
 College of Liberal Arts and Sciences

3. **Date:** AY 2002-2003

4. **Contact Person:** Harry Berman
 Telephone: 217-206-7411
 Email: berman.harry@uis.edu
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5. **Major Findings and Recommendations**

Context and Major Findings

The baccalaureate program in mathematics at UIS, while small (21 majors in Fall 2002), is clearly central to traditional liberal learning, with connections to all science majors and the undergraduate general education curriculum.

During the review period the number of majors ranged from a low of 13 to a high of 30. However, the strong service role of the program is evidenced in the finding that despite the small number of mathematical sciences majors, the program is consistently in the top half of UIS programs in credit hour production per staff year.

With the future development of the Capital Scholars program, strengthening of instruction in mathematics will be central to the campus' aspirations to become a leading public liberal arts institution.

Alumni surveys indicate that 81% of graduates obtain work related to their major and that 96% are satisfied or very satisfied with the quality of their education in their major.

Actions Taken Since the Last Review

The program eliminated the graduate program in applied statistics in order to focus resources on the undergraduate major.

The program revised the undergraduate curriculum to clarify for students appropriate clusters of courses for students with differing career goals (e.g., teaching, actuarial science, business).

Actions to Be Taken

The program will develop and implement a program to assess learning outcomes for mathematics majors.

As UIS expands the Capital Scholars program during the next review period, the campus will need to develop a clear understanding of the curricular role of mathematics in lower-division instruction and to clarify the program's service role in general education and its service role for other science majors. The program is requested to develop recommendations on staffing service courses and courses for majors. Questions to be answered include: How many tenure track faculty should the program have? To what extent should instructors or graduate assistants be used for lower-division courses? What pattern of course caps is appropriate for lower-division mathematics courses?

Delivery of an online degree-completion program in mathematics would complement UIS' other online degree-completion programs (e.g., English, history, computer science, liberal arts) and would build up the historically low enrollment of majors in this program. The program is encouraged to follow through with plans for online delivery of the mathematical sciences degree.

6. Outcome

- Programs in Good Standing
- Programs Flagged for Priority Review
- Programs Enrollment Suspended

Section IV: Status Report on Assessment of Learning Outcomes

Background

In the FY 2002 Results Report, UIS reported that in the fall of 2001, the Provost established the Assessment Task Force. The charge of the Task Force is to review UIS' assessment processes and to recommend policy and structural changes to make assessment more useful to the campus, both for improvement of curricula and for communication with external audiences. The task force is comprised of faculty representatives from each of the campus' four colleges, as well as staff from UIS' Center for Teaching and Learning and from the Division of Student Affairs. The task force is co-chaired by the Associate Vice Chancellor for Academic Planning and the Dean of the College of Liberal Arts and Sciences. The focus of this status report will be on the activities of the task force.

FY 2003 Activities

The task force's principal objective is to facilitate progress toward establishing a culture of assessment of learning outcomes at UIS and, in so doing, to help achieve the IBHE goal that by 2004 all programs will systematically assess student learning and use assessment results to improve programs. Put another way, the task force is the central coordinating body for achieving two important outcomes: helping programs at what the NCA terms the *planning level* of assessment to advance to the *emerging level* and helping programs that are at the emerging level to advance to the *maturing level*.

To achieve this objective the Assessment Task Force carried out the following activities in FY 2003:

- Identified assessment liaisons
The task force recognized that creating a culture of assessment across the campus would be aided greatly by having one person in each department serve as the principal channel of communication and advocate for assessment in that department. With help from the deans, these assessment liaisons were identified early in fall 2002.
- Organized workshop on primary trait analysis
In FY 2002, UIS, Southern Illinois University at Edwardsville, and Northern Illinois University collaborated on submitting three HECA grants to support joint assessment activities across the three campuses. Unfortunately, with the elimination of HECA grants in the category of Teaching, Learning, and Quality, none of these proposals was funded. However, SIUE and UIS collaborated on and were able to carry out one component of the proposals. The director of SIUE's Undergraduate Assessment Office and a UIS faculty member jointly presented a workshop to UIS faculty on Primary Trait Analysis, an important tool used for assessment of learning outcomes. The workshop served as an occasion to bring together the assessment liaisons with

members of the assessment task force.

- Organized discussion of assessment of learning outcomes in graduate programs
The idea of assessment of learning outcomes has been prominent at the undergraduate level for two decades, but assessment of learning outcomes at the graduate level is much less developed and poses special challenges. The Assessment Task Force organized a workshop on assessment of learning outcomes at the graduate level, with special emphasis on using the closure activity as a basis for measuring program outcomes.
- Organized workshop on use of portfolios in assessment
One of the most popular and powerful ideas in the field of assessment is the design and analysis of portfolios of student work. However, the proper use of portfolios requires departments to achieve clarity about the purposes to which the portfolio will be put, how the portfolios will be gathered and stored, and how they will be analyzed. Drawing on the expertise of colleagues at Illinois State University, the Assessment Task Force conducted a workshop on this topic in Spring 2003.
- Solicited and reviewed proposals to attend NIU weeklong e-portfolio workshop
Increasing attention is being given to handling portfolios in electronic databases accessible to faculty, students, and outside stakeholders. For several years, NIU has conducted a weeklong workshop on development and use of electronic portfolios. This year, NIU generously offered space at the portfolio workshop for participation by UIS faculty. The UIS Provost's Office offered stipends for participation comparable to those received by NIU faculty. The task force solicited and reviewed proposals from faculty to participate in the workshop. Ultimately, five UIS faculty joined their colleagues at NIU as workshop participants.
- Conducted two disciplinary collaboration sessions with faculty from SIUE – disciplines represented were Political Studies, English, History, and Public Administration
Achieving the goal of assessment of learning outcomes in all academic programs rests on adapting the tools of assessment to meet the instructional challenges of particular disciplines. With this in mind the Assessment Task Force conducted two disciplinary workshops in which they brought together faculty from SIUE and UIS in fields of Public Administration, Political Studies, English, and History to share perspectives on assessment.
- Presented at Summer 2002 and Spring 2003 IBHE Assessment Conferences
In its *Levels of Implementation* document, the NCA notes that one of the indicators of an institution's progress in implementing assessment practices is when faculty speak publicly, both formally and informally, to peers and other stakeholders in support of assessment of learning outcomes. By that indicator, the campus is, indeed, making progress, as evidenced in the participation of UIS faculty in both the Summer 2002

and Spring 2003 IBHE assessment conferences.

- Developed website and newsletter to improve communication about assessment
The UIS strategy for advancing the assessment agenda recognizes that regular communication about assessment activities is a key element of building a culture in which assessment of learning outcomes is viewed as a standard part of what faculty do. During the past year, the Assessment Task Force designed a website and posted information about the above activities. The task force also approved a design for a newsletter that will feature best practices and lessons learned from attempts at instituting assessment of learning outcomes.

In addition to these task force-related activities, the campus administered the Noel-Levitz Student Satisfaction Inventory (see Best Practices description) and the National Survey of Student Engagement, both of which assesses students' perceptions of learning outcomes.

AY 2003-2004 Activities

Among activities planned for AY 2003-2004 are:

- In early fall each college will establish goals for advancing the assessment of learning outcomes for each of its departments. These assessment goals will be reported to the Provost's office followed by end-of-year updates in order to gauge campus progress.
- The Assessment Task Force will follow up on last year's portfolio workshops and assist departments seeking to institute portfolios as a tool for assessment of learning outcomes.
- The Assessment Task Force will initiate a newsletter featuring best practices and lessons learned and will continue to develop its website.
- The Assessment Task Force will continue to provide other forms of assistance to programs to enable them to advance to the next level of implementation of assessment. Particular emphasis will be given to programs in which there is no external accreditation.