

Criterion Two

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Roosevelt Responds Effectively to Changing Social and Economic Conditions Through a Diversified Academic Portfolio and an Urban/Suburban Presence (core component 2a)

A balance of locations: Since the 1996 opening of the Albert A. Robin Campus in Schaumburg, four of Roosevelt's five colleges have offered complete programs to day and evening students at both campuses. In the second half of the 1990s, increased enrollment on the Schaumburg campus offset enrollment declines in Chicago. Conversely, the first few years of the new century have seen enrollment declines in Schaumburg and increases in Chicago. This experience has clearly demonstrated the stabilizing effect of maintaining a presence in two distinct locations.

While the balance between the two campuses has resulted in equilibrium over time, academic leaders are constantly analyzing enrollment trends and outside forces so that the offerings on each campus may be modified to better meet the needs of the communities and constituencies served. In 2005, Transaction Teleservices, an outside marketing agency, conducted a survey to assess changing needs in the northwest suburbs. In addition, the Schaumburg Campus Executive Office conducted an internal survey to discover why certain students began their programs on the Schaumburg campus but did not persist (available in the Resources Room). In Fall 2005, the provost/executive vice president appointed a task force to study the pattern of declining enrollment in Schaumburg and make recommendations to reverse the trend. The October meeting of the University Senate was devoted entirely to an analysis of enrollment statistics and a discussion of their implications for the Schaumburg campus. At this meeting, members of the faculty offered their perspectives on how the University might focus the mission of the Schaumburg campus and improve its visibility in the surrounding communities. The deans took up these topics at a retreat in January 2006. They have brought forth several proposals to the University community during the Spring semester (see Responses to Issues Identified in 1996).

A balanced curriculum: Many forces outside of the University's control impact enrollment patterns and the demand for particular programs. By offering a balanced portfolio of majors and graduate degrees, Roosevelt has been successful in managing the various upturns and downturns in specific fields that inevitably

occur. A recent example has been increased enrollments in education over the past few years and the decrease in computer science and telecommunications. In response to the increase in education courses, the College of Education has acquired eight new full-time faculty lines since 2000, an increase of 28%. Conversely, the College of Arts and Sciences has reassigned vacancies in full-time computer science lines to other departments that are trending upwards.

Maintaining a balanced curriculum that is responsive to changing educational and professional needs requires constant vigilance and analysis. To this end, all academic departments conducted academic environmental scans in 2004-2005 to assess the strength of each program as well as the current demand. One goal of the scans was to eliminate programs with low demand and to redirect resources into growing programs. As a result, the College of Arts and Sciences eliminated ten programs and initiated one new program specifically for the Schaumburg campus. The Program Review process, launched in Fall 2005, will carry out this type of analysis systematically on a six-year cycle so that all academic programs will be routinely assessed for their continuing strength and relevance (see core component 1a).

The academic environmental scans of 2004-2005 revealed that enrollments are currently increasing in fields such as biology and history and declining in fields such as finance. In the future, these patterns will undoubtedly change or even reverse. An institution like Roosevelt that is highly dependent on predictable enrollments for reliable revenue projections is well served by a diverse curriculum that maintains equilibrium over time.

A balanced student body: Roosevelt has been responsive to the educational needs of many populations over time. Because Roosevelt's programs accommodate students with varying life circumstances, the University is not totally dependent on students with a single profile for maintaining enrollments.

FULL-TIME/PART-TIME STUDENTS

Roosevelt attracts full-time and part-time, traditional and nontraditional students. In recent years, the University has made a concerted effort to recruit an increasing proportion of full-time students. In 1996, only 33% of undergraduate students and 20% of graduate students were full-time; by Fall 2005, these numbers had increased to 50% of undergraduates and 27% of graduates. The new residence hall that opened in Fall 2004 and a variety of recruitment and retention efforts have contributed to the shift in these proportions. Most significantly, the introduction of a full-time tuition rate for full-time undergraduates across the colleges in Fall 2005 has made full-time study attractive to an increasing number of Roosevelt's students.

TRADITIONAL/NON-TRADITIONAL-AGE STUDENTS

Traditionally a commuter campus, Roosevelt has always served adult students, many of whom work full-time. However, traditional students, under the age of 24, have been applying to Roosevelt in increasing numbers in recent years. In Fall

2005, the percentage of traditional age undergraduates was 41.3% compared to 28.2% in 1996 at the University's last comprehensive review.

STUDENTS FROM DIVERSE ETHNIC BACKGROUNDS

During an era when racial and religious quotas were the norm, Roosevelt was founded on the principle that all qualified students should be admitted regardless of their background. Today, when diversity is actively sought by most institutions, Roosevelt continues to attract a large percentage of minority students. Today, the focus is on recruiting more Latino students, especially in the northwest suburbs where the Latino population is increasing rapidly (see core components 1b and 5c). Table 1 of Chapter 1 details Roosevelt's percentage of students by ethnicity.

INTERNATIONAL STUDENTS

The presence of international students at Roosevelt has declined in the aftermath of 9/11 (see core component 4c). Recognizing that the presence of students from abroad greatly enriches the intellectual environment, the University regularly participates in international open houses to inform potential students of our programs. In addition, the Office of International Programs has made every effort to facilitate international students' entry to the United States and Roosevelt. Roosevelt has offered an Executive MBA to cohorts from China since 1999, and the University now has several cohorts of proud alumni in China. The president, provost, deans, and assistant provost for Asian programs travel regularly to China to meet with alumni and recruit new cohorts. The University is currently seeking Chinese cohorts to study public administration and computer sciences as well as the Executive MBA. The dean of the College of Arts and Sciences accompanied the president and assistant provost for Asian programs to China in November 2005, to recruit students for these programs.

A balance of delivery systems: In 1945, Roosevelt offered courses only in traditional face-to-face classrooms. As early as the 1970s, after the establishment of the Evelyn T. Stone University College, the University developed the External Studies Program, print-based courses delivered via the US Postal Service, so that students who could not come to campus because of distance, disability, family demands, or other restrictions could earn college credit. All of the students who availed themselves of this opportunity for the past year were degree-seeking Roosevelt students. In Spring 2005, 227 students took courses through the External Studies Program; 203 in Summer 2005, and 297 in Fall 2005. A survey conducted in 2004-2005 indicated a high level of satisfaction among students with this program.

With the advent of online technology, distance learning is now offered through RU Online as well as the External Studies Program (see Chapter 6). The online delivery system has also made it possible for Roosevelt to reach out to students through the Illinois Virtual Campus and the University Center of Lake County. Although increasing numbers of students avail themselves of online courses, the need to maintain print-based courses has not come to an end. Roosevelt continues to serve students who may not have regular access to technology but who wish to further their education.

Roosevelt also has the capacity to deliver on-site courses for corporations, government agencies, and other organizations. Partners in Education (PiE) provides educational opportunities at locations in downtown Chicago and various locations in the suburbs. Working with businesses and other organizations provides valuable information for the University to gauge the educational needs of the community and develop programs to meet those needs.

Roosevelt Deploys Its Resources in Support of the University's Educational Mission (core component 2b)

Financial resources: The University's financial plan is designed to achieve the goals of the University's strategic plan. The financial plan calls for the allocation of resources to support competitive compensation for full-time and adjunct faculty (see Responses to Issues Identified in 1996). It also includes resources to support professional development for faculty and increased financial aid for students.

Total institutional aid has increased in both absolute dollars and as a percentage of tuition and fees in the past decade. Total institutional aid increased from \$3,171,000 in the 1996 fiscal year to \$10,464,000 budgeted in the 2006 fiscal year. This represents an increase of \$7,293,000 in total institutional aid or, 229% over the ten-year period. Total institutional aid represented 9.61% of tuition and fees in the 1996 fiscal year; whereas, total institutional aid represented 10.84% of tuition and fees in the 2005 fiscal year budget. Although institutional aid as a percent of tuition and fees compares favorably to private four-year peer group averages, the University makes an effort each year to increase the available funds for assisting students with tuition and housing costs (see core component 5b).

A major element of the financial plan is to increase the endowment and quasi-endowment funds to equal the operating budget. Graph 1 shows the growth in the University's endowment from the end of fiscal year 1996 to the end of fiscal year 2005. By December 31, 2005, the endowment had grown to over \$60 million.

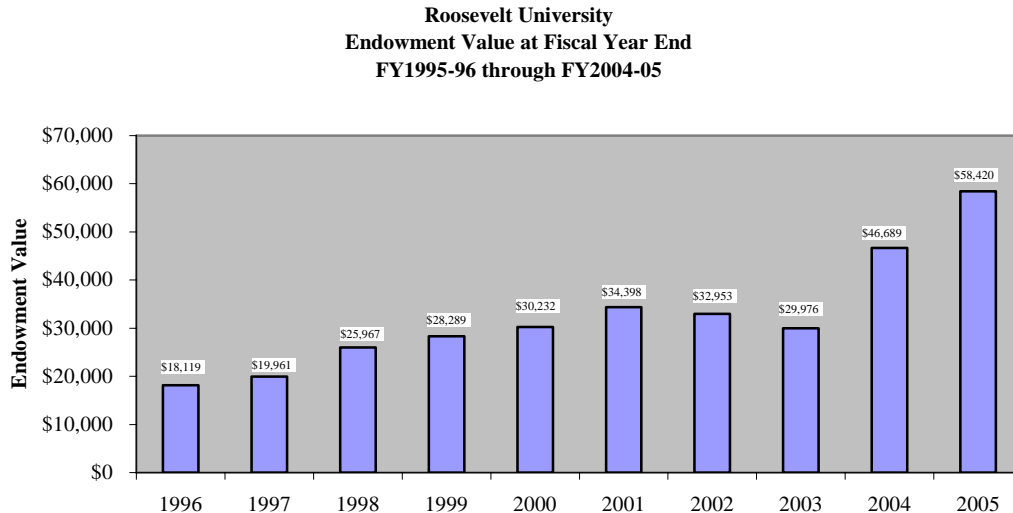
The University will evaluate and monitor use of current resources and use capital planning to support efficient and effective use of physical and online resources. The financial plan calls for continuous efforts to identify resources to improve and increase efficiencies in the delivery of student and financial services. The entire plan may be found on the website.

<http://intranet.roosevelt.edu/strategicplan/fin-plan-tabular032404.pdf>

External support: In his Convocation address on September 6, 2005, President Middleton emphasized the importance of external support for the University to realize its aspirations. The two main sources of outside support are fund-raising and sponsored research. The fund-raising goal for FY 2004-2005 was \$5 million. President Middleton reported that, at the close of the fiscal year on August 31,

2005, the goal had been exceeded by more than \$250,000 (see Responses to Issues Identified in 1996).

Graph 1



To increase the University's ability to compete for sponsored research, a highly qualified and experienced scholar/administrator, took over the role of vice provost for sponsored research in July 2005. The vice provost will take the lead in identifying funding sources, assisting in the preparation of proposals, and putting in place an incentive system for sharing outside funds (see core component 1d).

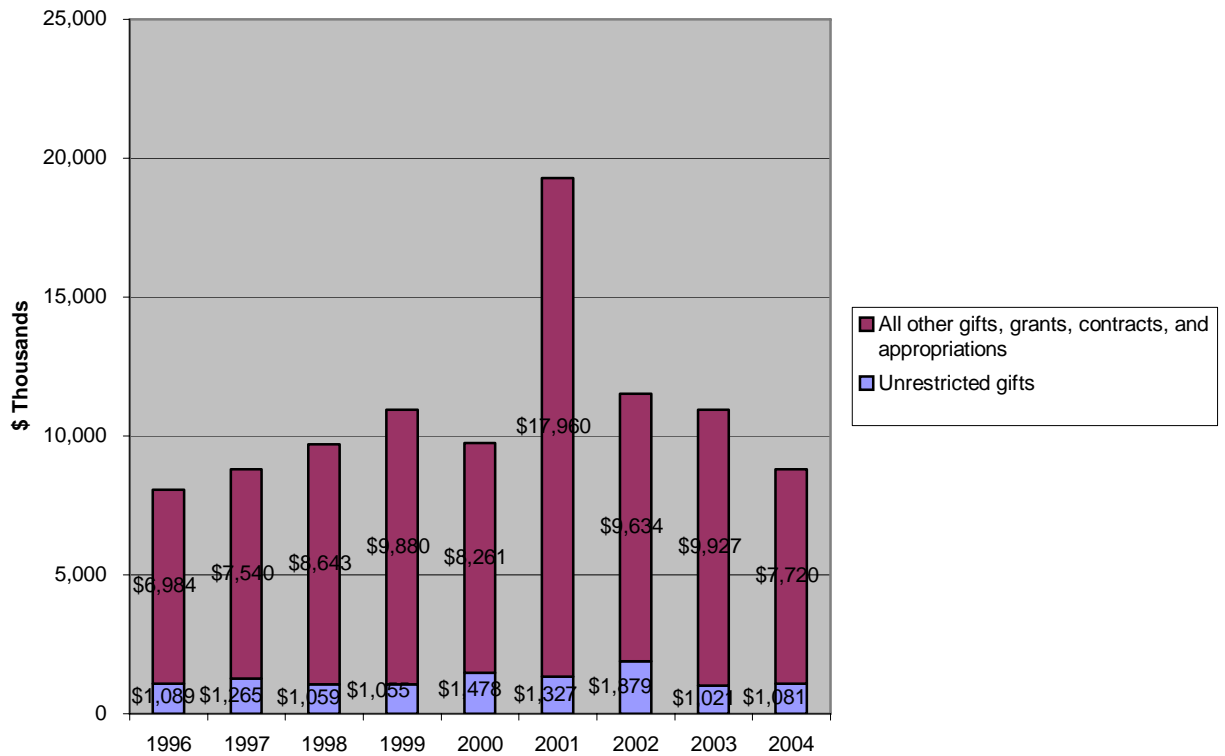
In September 2005, the vice provost announced that, after a successful trial period, Roosevelt had subscribed to SPINPlus, a powerful software package for searching grant and research opportunities. This package enables individual faculty members to locate grant opportunities and to construct a personal profile that will generate automatic e-mail notifications when grant opportunities in his/her area of interest are announced. To familiarize Roosevelt's faculty with the use of SPINPlus as well as the GENIUS/SMARTS system, the vice provost conducted workshops for all interested faculty in Fall 2005.

The newly created position of vice president for governmental affairs has also given a voice to Roosevelt in state and national capitals. Roosevelt anticipates securing a greater share of governmental support for various projects and programs when the University's story is told to our representatives and advocates in Springfield, IL, and Washington, DC (see core component 4a).

Graph 2 shows that total amount of external support received by the University from all sources from 1996 to 2004. The sharp increase in 2001 was the result of a single extraordinary gift.

Graph 2

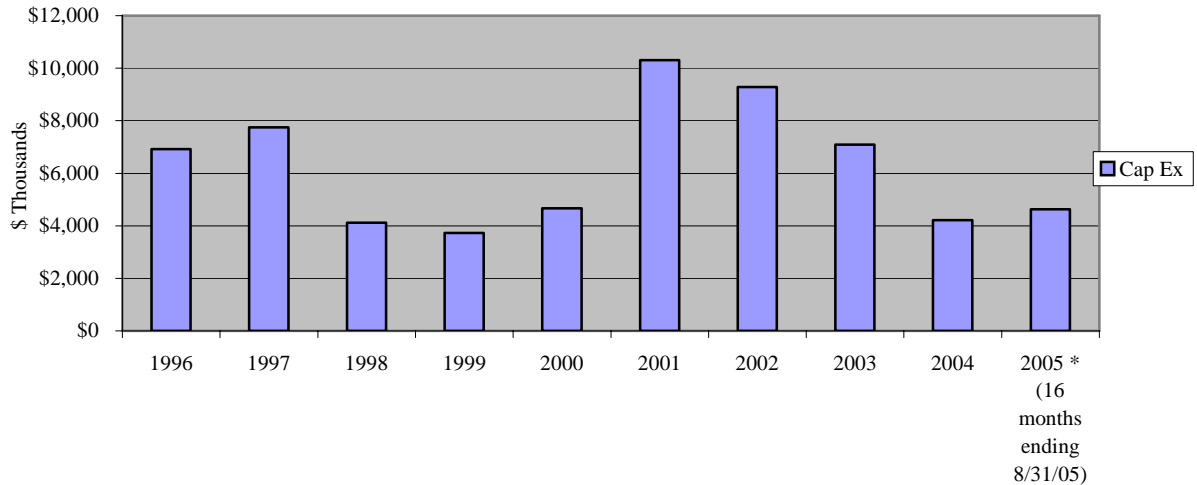
Total External Support - Cash Basis



Physical resources: The University has made significant investments in physical facilities in the past 10 years (see core component 2d), and will continue to make significant investments to support academic quality and institutional growth. For the 2005-2006 fiscal year, the Board of Trustees approved capital expenditures of \$3,226,000. Graph 3 shows the investment that the University has made in instructional space since 1996.

Graph 3

Roosevelt University
Capital Expenditure on the Educational Enterprise,
FY1995-96 through FY2004-05



To guide decision-making in this area, the Board of Trustees appointed a Facilities Committee in 2003-2004. Trustees on this Committee work with members of the Finance Committee to make long-term strategic decisions concerning the University's physical resources. In 2004-2005, President Middleton created a Campus Planning and Development Committee to make recommendations concerning policies and standards for existing and proposed facilities. Representatives of all colleges and administrative units as well as student government organizations serve on this new committee so that the interests of every constituency may be represented.

ENVIRONMENTAL CONCERNS AND INFRASTRUCTURE

In planning upgrades for the existing facilities—especially the vintage Auditorium Building—the University gives priority to environmental and accessibility considerations that were not contemplated when the building was designed in the late 19th century. Reusable and recyclable carpet tiles replace yard goods to avoid waste of materials and, ultimately, pollution of the environment. Energy-efficient lighting replaces older systems whenever renovations are made. In Spring 2005, the University installed new energy-efficient lights on floors 3 through 5 of the Auditorium Building. This project, partially funded by the Illinois Clean Energy Foundation, improved the quality of lighting while reducing energy consumption by two-thirds. Recent infrastructure investments in the Auditorium Building include the renovation of seven elevators, installation of a new central chiller for cold water, and four new, fuel-efficient boilers.

LIFE SAFETY AND ACCESSIBILITY CONSIDERATIONS

Life safety is a top priority in upgrading University properties. A major project in the Auditorium building resulted in the enclosure of all four major stairwells with fire-rated materials and the creation of alarmed areas of rescue assistance on each landing of each stairwell. The University also installed new fire-alarm systems in the Auditorium Building and the adjoining Herman Crown Center.

Roosevelt is currently in the third year of a five-year 504 transition to improve accessibility in the Auditorium Building. The plan estimated the cost of these improvements at \$952,000. Bathrooms have been made accessible wherever possible in all University properties, signage conforms to ADA code, and ramps and door openers have been installed where needed. In Fall 2005, the University purchased an ADA-accessible van for transportation between the Chicago and Schaumburg campuses.

PRESERVATION OF HISTORIC SPACES

In 2000, the University's architects, Booth Hansen, prepared a Conservation Master Plan for historic interior spaces at the Auditorium Building. The plan, funded in part by a grant from the J. Paul Getty Trust, recommended specific conservation and restoration strategies for eight areas of the building, including the Michigan Avenue lobby, the Grand Staircase, the Wabash Avenue lobby, Fainman Lounge, the Sullivan Room, the Spertus Lounge, the Library Reading Room, and Ganz Hall. Preservation work in landmarked Ganz Hall thus far has included restoration of the original Fleury murals and reconstruction of Louis Sullivan's unique electroliers. In July 2002, Mayor Richard M. Daley presented Roosevelt with a Chicago Landmark Award for Preservation Excellence for work that completed on the Conservation Master Plan.

The University will restore additional historic areas of the Auditorium Building as funding becomes available. In 2000, Booth Hansen also authored a full strategic master plan for the Auditorium Building that includes surveys of all the building's major mechanical systems, a recommended ten-year program for improvements, and many recommendations related to program and space assignments within the building.

PRIORITIES FOR FUTURE IMPROVEMENTS

In his Convocation address in September 2005, President Middleton identified some of the University's priorities for enhancement of physical facilities. He announced that the University would conduct a comprehensive review of facilities early in academic year 2005-2006 in light of the need for larger classrooms, more space for faculty offices, science laboratories, a medium-sized theatre, improved library space, and a fully developed student union in Chicago and, possibly, Schaumburg. Accordingly, in Fall 2005, the Finance Committee of the Board commissioned a study on the strategic use of all University properties. Recommendations based on the comprehensive review, conducted by real estate consultants Grubb and Ellis, were presented to the University's Board of Trustees in December 2005.

Technology resources: Roosevelt University's strategic plan for information technology is designed to achieve the goals of the University. Its vision statement reads as follows: "Roosevelt University employs state-of-the-art technologies to support and extend the reach of its core educational and social justice mission; inspire excellence and innovation in teaching, learning and scholarship; and foster community collaboration and communication."

To achieve these goals, the Department of Information Technology (DoIT) is committed to providing students and faculty with computing and networking resources befitting a top quality university, on a par with, or superior to, its institutional peers. Within the resources available, DoIT has built and will maintain a computing, network, telecommunication, and service infrastructure appropriate for supporting technology-based learning, teaching, research, service, and administrative activities. The IT system provides computer systems to facilitate advising, student services, academic program planning, the libraries, marketing, financial systems, human resources, and other support service operations. It has established a network through which all members of the University community learn, teach, recruit, raise funds, communicate, share information, and work in a multi-site environment. It also maintains the University's website as a marketing tool and the point of entry to University information. The complete IT plan for may be found on the website. <http://intranet.roosevelt.edu/technology/ITSP040825.pdf>

The use of e-mail has greatly increased communication between administration and full-time faculty. In Fall 2003, all adjunct faculty were given Roosevelt e-mail accounts, thus greatly improving the University's ability to share information with the large and protean group of part-time faculty. In Spring 2006, DoIT will implement a new portal system that will enable all Roosevelt students to have free Roosevelt e-mail accounts. Official roll-out of this system is scheduled for January 2007; however, a usable beta version will be running in Fall 2006.

Core component 2d of this chapter and core component 3d provide details on the growth of information and instructional technology resources at Roosevelt over the past decade.

Marketing resources: The goal of the Marketing Department is to support the University's strategic plan through judicious use of resources. The marketing plan is designed to enhance the visibility and image of the University in its recruitment areas and to attract the kind of students who will benefit from Roosevelt's unique culture. One of the major goals of the University is to maintain a diverse student body. To achieve this goal, the University advertises in minority media and creates publications that honestly reflect the University's diversity.

In 2003-2004, Lipman Hearne, Inc., the University's advertising agency, conducted focus groups to identify defining characteristics of Roosevelt students. "Independence" emerged as the salient characteristic of Roosevelt students, and the award-winning "Just Watch Me" campaign was designed around this finding (see

core component 1c). The complete marketing strategic is on the website.
<http://intranet.roosevelt.edu/strategicplan/ess-revised-strategic-plan.pdf>

Roosevelt Evaluates Institutional Effectiveness and Plans for Continuous Improvement (core component 2c)

Evaluation of University processes: In 2003, the University established a new position of internal auditor to monitor and evaluate systems, processes, and procedures across the University and to ensure compliance with applicable financial, legal, safety, and regulatory standards. The internal auditor reports to the president and the Audit Committee of the Board of Trustees with recommendations for change, if warranted.

Evaluation of academic programs: The academic environmental scans conducted in 2004-2005 and the program review process launched in Fall 2005 provide an ongoing evaluative cycle. The academic departments and programs are examined for institutional resources, enrollment patterns, professional activity of the faculty, success of alumni, and other measures by which to gauge their effectiveness. Significantly, each Program Review will include a site visit and report by outside experts to confirm or modify the findings of the department itself (see core components 1a, 2d, and 3a).

Evaluation of student learning outcomes: Chapter 3 describes in detail the advent of a “culture of assessment” at Roosevelt since the last comprehensive evaluation. Faculty have established learning objectives for their academic disciplines and found appropriate ways of measuring outcomes. In this way faculty and administrators may reliably evaluate what is effective in the curriculum and pedagogy of each area and what needs revision. External corroboration of the methods and findings of each discipline is built into its five-year assessment cycle. Many academic departments have already instituted changes to their curricula based on these assessment activities (see core component 3a).

Evaluation of teaching effectiveness: Chapter 3 details how the University and individual departments assess teaching effectiveness. In Spring 2005, the University Senate adopted a new two-part system for student evaluation of teaching, initiated in Fall 2005. Preliminary response to this system will be available in Spring 2006 (see core component 3b).

Evaluation of faculty activity: Annual productivity reports by faculty help college deans identify strengths and weaknesses in faculty members’ professional development and provide guidance, where necessary. In 2004-2005, the Office of the Provost developed a new uniform Faculty Activity Report (FAR) in consultation with the deans and made the form available online in Spring 2005. The new form gives faculty members the opportunity to evaluate their teaching effectiveness, as well as to report on their scholarly and professional activities, their

service to the University, and their engagement with outside communities. The FAR also asks faculty to articulate goals for the coming year. Because the FAR is available online throughout the year, faculty may add items as they occur, thereby pacing the work of entering information and ensuring completeness of the report by the annual April deadline.

Surveys: Chapters 4 and 5 discuss in detail the use of surveys such as the National Survey of Student Engagement, Faculty Survey of Student Engagement, and the Noel-Levitz Student Satisfaction Inventory. These surveys are part of the University's efforts to assess institutional effectiveness (see core components 4a and 5a).

Roosevelt faculty completed another survey, the Higher Education Research Institute (HERI), in 2002-2003. This survey provided a detailed profile of faculty members, as well as national normative data for faculty at similar institutions. Most significantly, this survey revealed different reactions to membership on Roosevelt's faculty from the male and female respondents, with male respondents showing generally greater satisfaction.

ALUMNI SURVEYS

Roosevelt surveyed alumni from all colleges and programs in 1998 and in 2001 under the auspices of the Assessment Committee. For these surveys, only the experience of recent alumni was deemed relevant to program improvement; therefore, alumni going back six years were surveyed. Results of these surveys confirmed previously held beliefs that many students choose Roosevelt because of its convenient locations, its small classes, and the quality of its faculty. The Assessment Committee was disappointed, however, that little information on the effectiveness of individual colleges and disciplines could be garnered from these surveys. Complete results of the 2001 survey may be found on the website (see core component 4b). http://intranet.roosevelt.edu/ir/Alumni_Survey.htm

In 2003-2004, the Assessment Committee turned its attention to developing an exit survey for graduating seniors (see below). In 2004-2005, the Committee adopted a policy whereby individual academic units, working with the Alumni Office, could survey their own alumni, asking questions that are most relevant to their specific areas and also using a standard set of questions about the University as a whole. The Committee members hoped that this approach would yield better results about the effectiveness of individual disciplines and programs. Core questions for alumni surveys are available in the Resources Room.

EXIT SURVEY FOR GRADUATES

In 2004-2005, the Assessment Committee linked an online exit survey to the graduation application for graduating seniors. On this survey students evaluate their overall University experience as well as their experience in their individual majors. Some early results of this survey are given in Chapter 4. Over time, individual programs will be able to compare the results of the exit survey with results of their alumni surveys to assess the impact of their programs on graduates after they leave the classroom. (see core component 4b).

Roosevelt Uses Coordinated Planning at Multiple Levels To Achieve Mission-Based Growth (core component 2d)

Strategic planning: Roosevelt completed a formal strategic plan in 1998 in response to a recommendation by the 1996 Report of the North Central Association's site team. The plan was the result of an all-University effort, involving all University stakeholders. Since 1998, strategic planning has become part of Roosevelt's culture.

2003 STRATEGIC PLAN

Roosevelt's most recent strategic plan was prepared in 2002-2003. It was also the result of an all-University effort. Preparation of the Plan was the outcome of meetings involving full- and part-time faculty, administrators, staff, the Board of Trustees, students, alumni, and members of the external community. The Education Alliance, a higher education consulting team, facilitated the strategic planning process and put the final plan in writing. Roosevelt's Board of Trustees formally adopted the Plan in April 2003 (see core component 1a and Appendices).

The University has made a concerted effort to make the 2003 Strategic Plan well known to the campus communities and readily available to anyone who wishes to refer to it. Links to it are on the University home page, the University Intranet, and at the top of the University's daily e-mail newsletter that is distributed to all faculty and staff. The Strategic Plan has also been published in both printed and electronic forms. <http://www.roosevelt.edu/strategicplan>

INDIVIDUAL UNIT STRATEGIC PLANS

The Strategic Plan of 2003 was the launching point for additional in-depth discussions leading to the development of more focused strategic plans prepared in 2003-2004. By April 2004, eight focused, sub-plans, based on the overall strategic plan, had been created in the areas of academic affairs, enrollment and student services, facilities, finances, marketing, public relations, technology, and the Albert A. Robin campus. These focused plans have served as planning and budgeting guides for the academic and administrative units that participated in their formulation. They have also been widely published in paper and electronic form and are available for review at the website given above.

Planning and budgeting cycle: Since 1998, the University has carried out planning and budgeting in light of the goals of the University's strategic plans. Today, planning and budgeting processes are deliberately aligned with the institution's mission and strategic objectives. Annual budget allocations result from planning reports presented by colleges and administrative units to the Planning and Budget Committees.

PLANNING COMMITTEE

Over the past five years, the Planning Committee, with a member from each of the five colleges and chaired by the provost/executive vice president, has made a concerted effort to expand its role from that of a pre-budget committee to a bona fide voice in the strategic planning of the University. To that end, the provost/executive vice president has convened meetings in the fall and in the spring, removed from the annual winter planning and budget cycle. In Fall 2005, the faculty members of the Planning Committee worked on strategic planning for the Schaumburg campus, facilities planning, and enrollment modeling in venues separate from the annual planning and budget cycle. The Planning Committee has also continued to fulfill its traditional role, meeting intensively in February to hear presentations by the deans and vice presidents and to give endorsements to initiatives and budget requests that are deemed worthy of support. Since the adoption of the 2002-2003 Strategic Plan, deans and vice presidents have tied these presentations explicitly to its goals and objectives, and Committee deliberations have been in light of the Plan.

In a spirit of openness, the provost/executive vice president invited the deans and vice presidents to sit in on all presentations in February 2005. This more inclusive format improved understanding of strategic directions across the academic and administrative units and brought to light some shared priorities that resulted in joint proposals. The provost/executive vice president continued this new practice for the current planning/budget cycle.

BUDGET COMMITTEE

The Budget Committee, with responsibility to the Board of Trustees, reviews budget requests submitted by budgetary units, evaluates endorsements from the Planning Committee, and formulates an overall budget for submission to the Finance Committee of the Board of Trustees. The Finance Committee and the Executive Committee of the Board may make further changes. Ultimately, the Board of Trustees approves the final budget at its June meeting.

SOUND FISCAL MANAGEMENT

As a result of careful planning at all levels and outstanding leadership by the University's current senior vice president for finance and operations/CFO, the University has balanced its annual fiscal year operating budget as far back as records go. Graph 4 shows that the University has realized budget surpluses in recent years.

The Institutional Snapshot at the end of this Self-Study provides the details of revenues and expense for the past two fiscal years. As of the writing of this report, indicators for the current fiscal year are promising.

A decade of growth: The strategies developed through the strategic planning process and given expression the strategic plans of 1998 and 2003 have resulted in significant growth in student enrollments, full-time faculty and staff, square feet of

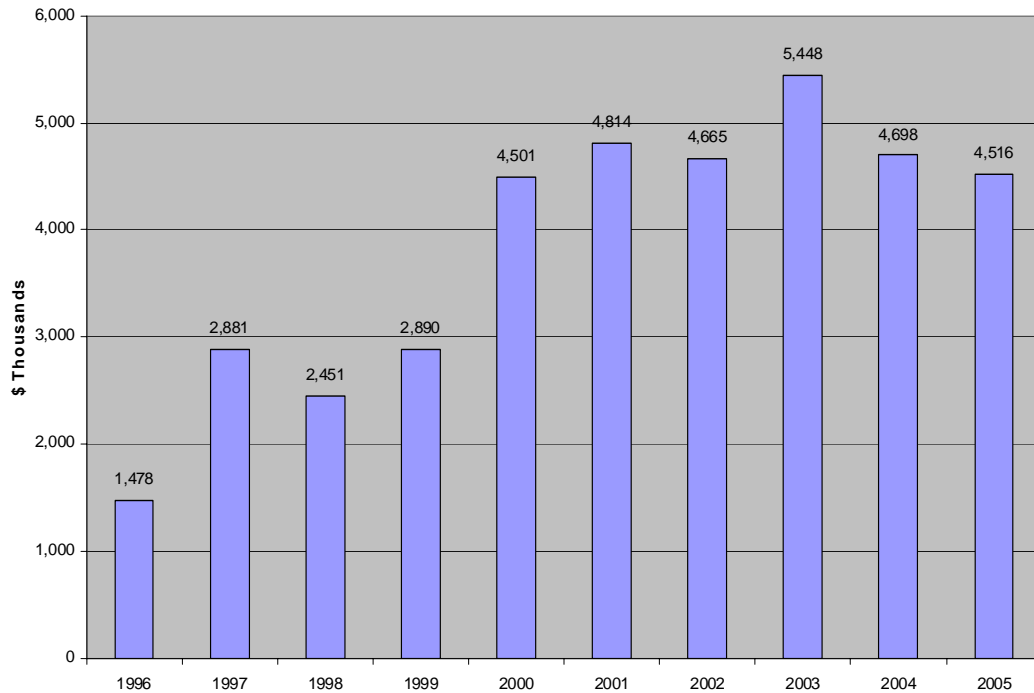
physical plant, investment in technology, and improvements in academic quality and student success.

ENROLLMENT GROWTH

From 1996 to 2000, student enrollments grew by 10%. After 2000, student headcounts flattened, but credit hours continued increasing through Fall 2005. Between fiscal years 2000-2001 and 2003-2004, credit hours increased 6.3%, from 127,360 to 135,398. Enrollment growth stabilized during 2004-2005 in both headcount and credit hours.

Graph 4

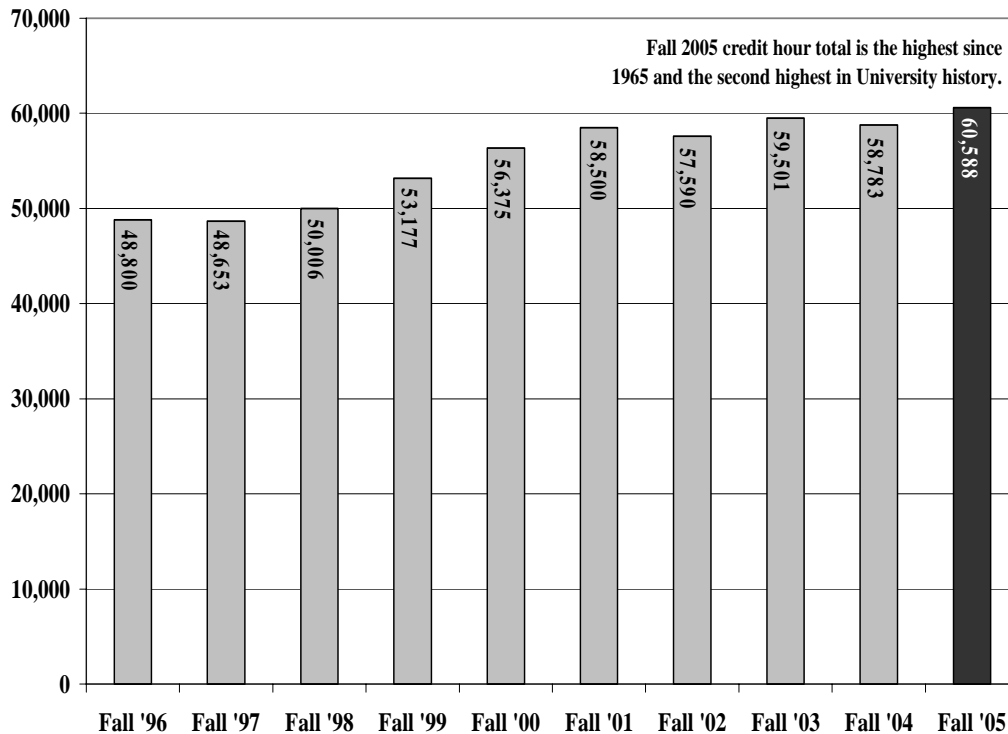
**Excess Unrestricted Revenue over Expenses, before Depreciation on Educational Assets,
Unconsolidated Budget Basis
1996 - 2005**



In January 2005, the assistant vice president for institutional research presented an enrollment projection model based on multi-year trends to the University’s senior administrators. The model predicted low enrollments for Fall 2005 unless vigorous interventions were carried out. A number of interventions resulted from this projection, including an additional \$486,000 in targeted, need-based financial aid and personal telephone calls made by faculty to continuing but as-yet-unregistered students over the summer. Graph 5 shows that the results of these efforts was a successful Fall 2005 enrollment, with credit hours the second highest in the history of the institution. To put the enrollment numbers in Graph 5 in the proper context, it is necessary to consider the effect of the new flat tuition rate for full-time undergraduate students on the number of credit hours.

Graph 5

Total Credit Hours Fall 1996-Fall 2005



EFFECT OF FLAT TUITION

In Fall 2002, the Chicago College of Performing Arts introduced a flat full-time tuition rate for its students, 90% of whom attend the University on a full-time basis. From this initial experience, it became clear that full-time students benefit from flat tuition; therefore, in Fall 2005, a flat tuition rate was introduced for full-time undergraduate students across the University. Because of this change, the University will be able to calculate tuition revenues only by a detailed analysis of enrollments, based on student mix for academic year 2005-2006 and beyond. In the past, credit hours of enrollment and tuition revenues were considered virtually interchangeable ways of assessing the University's financial position in a given year. This equation will no longer hold true.

FOCUS ON RETENTION AND GRADUATION RATES

Since the adoption of the 2003 Strategic Plan, the University has focused its efforts increasingly on retention and graduation rates, and measured its success in students' ability to get "out the door" rather than "in the door" (see core component 3a). To achieve this goal, the University has enforced its admission standards more strictly than in the past with a resulting increase in academic indices of entering students. In Fall 2004, the grade point averages of new freshmen, transfer, and graduate students were significantly higher than the previous year; the average ACT score of in-coming freshmen was 21.9, a whole point higher than it was in

2002. By Fall 2005, the average ACT score of incoming freshmen was 22.5, another significant gain over earlier years. With academic indices of in-coming students on the rise, the University expects to achieve increasing rates of retention and graduation in the coming years.

FACULTY GROWTH

Since 1996, the number of full-time faculty has grown 14.6% from 185 to 212, keeping pace with the growth in student headcount and credit hours. Since the adoption of the 2003 Strategic Plan, the University has been working to increase the percentage of credit hours taught by full-time faculty. The Board of Trustees set a preliminary goal of 60% of credit hours to be taught by full-time faculty by the year 2010. In Fall 2005, the percentage of credit hours taught by full-time faculty stood at 43.4%. The president reports to the Board of Trustees each December on the University’s progress toward this goal. Table 1 shows the results for the past three Fall semesters.

Table 1

Percentage of Credit Hours Taught by Full-time Faculty By College			
	Fall 2003	Fall 2004	Fall 2005
College of Arts and Sciences	37.3	41.2	44.3
Walter E. Heller College of Business Admin	54.0	45.1	48.5
College of Education	46.5	46.3	42.0
Chicago College of Performing Arts	57.6	48.8	45.9
Evelyn T. Stone University College	38.8	48.9	39.1
TOTAL	41.9	44.2	43.4

FULL-TIME NON-TENURE-TRACK FACULTY

In Fall 2003-2004, the Roosevelt faculty changed a long-standing policy and voted to allow the addition of a few full-time, non-tenure-track positions to the faculty. The number of such positions was explicitly limited to no more than 5% of full-time tenure-track positions. These new positions carry a normal teaching load of 24 semester hours. Addition of full-time, non-tenure track faculty positions was consonant with the expressed wishes of the adjunct faculty, many of whom are eligible for and have sought full-time teaching opportunities at Roosevelt. Thus far, former members of the adjunct faculty have competed successfully for these new positions, filling five of the eight approved positions.

INCREASE IN FULL-TIME COVERAGE THROUGH SCHEDULING

The University does not expect to achieve all of the proposed increase in full-time faculty coverage through the addition of full-time faculty lines. The colleges have exercised increased discipline in scheduling with a concomitant reduction in small sections and an increase in average class size. Table 2 below shows the increase in

average class size by college from Fall 2001 to Fall 2004. In Fall 2005, the average class size for courses across the University as a whole was 18.33, up from 17.4 in Fall 2004.

Table 2

Average Class Size by College				
	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Arts and Sciences	16.34	15.38	16.08	17.00
Business Admin	19.59	19.75	20.10	19.92
Education	16.26	16.14	16.50	16.93
Performing Arts	16.71	15.98	18.58	17.21
University College	14.34	13.77	15.40	18.00
University Totals	16.75	16.08	16.96	17.40

To further improve the colleges' ability to schedule classes in the most rational way, the Walter E. Heller College of Business Administration has produced a rolling three-year schedule of required courses to serve as a model for the other colleges. These three-year schedules, when completed by all colleges, will further assist in section management and increased full-time faculty coverage.

GROWTH OF ADMINISTRATION AND STAFF

The University has added several key positions to senior management in recent years to help guide the University in the fulfillment of its strategic goals. These new positions include an internal auditor, a vice president for governmental relations, a vice president for technology/CIO, and a vice president for human resources (see core component 1d).

To support the work of the growing faculty and provide services to the students on two campuses and three sites, the number of University-funded administrative employees has grown by 22.3% from 160 in 1996 to 206 in 2005. The total number of clerical union employees has remained relatively unchanged at 147 while the physical resources and security staff members grew by 25% to a total of 44 employees. Allocation of employees reflects the University's commitment to the support of the faculty and students. Table 3 shows the growth of distribution of non-faculty positions among administrators, support staff, physical resources staff, and security.

In addition to the University-funded administrators and staff noted above, Roosevelt has 32 administrators and three clerical union employees in grant-funded positions. These subsidized academic and student support programs include the Institute for Metropolitan Affairs in the College of Arts and Sciences, two

federally-funded programs in the College of Education (Gear Up and Jumpstart), three TRIO Programs in student services (Project Prime, Veteran’s Upward Bound and Educational Talent Search) and the Human and Community Renewal Program through the State of Illinois in the Evelyn T. Stone University College.

Table 3

Classification	Academic, Enrollment & Student Services *	Executive Council & Deans’ Council	All Other Support Staff	Total
Administrators	118	19	69	206
Clerical Union	105	0	42	147
Physical Resources & Security	0	0	44	44
Total	223	19	155	397
	56.2%	4.8%	39.0%	
* Departments with faculty support and/or primary student contact: college offices, enrollment and student services and the Library.				

Even with the growth in staff, some departments are operating with relatively light staffing. For example, the need for additional academic advisors has been widely discussed across the University. Although there has not been consensus about whether advisors should be centrally located in Enrollment and Student Services or assigned to specific colleges and programs (the University currently has some of each), there is consensus on the need for additional staff dedicated to helping students plot an efficient course to their academic and professional goals.

GROWTH AND IMPROVEMENT OF INSTRUCTIONAL SPACES

Dual development of the University’s urban and suburban campuses has progressed apace with enrollment growth. The Schaumburg campus, newly opened in 1996, has had several significant build-outs that have added classroom space, videoconferencing rooms, and a technology resource center (see core component 5b). These additions have added 53,000 square feet to campus facilities, which started out in 1996 at 150,000 square feet. The campus can accommodate future growth; approximately 22,000 square feet remain available for future expansion.

The University has made a wide range of improvements to the Chicago campus since the 1996 site visit, with more than \$25 million expended on capital projects between fiscal 1997 and fiscal 2004. These improvements have included facility renovation, facility expansion, and technology upgrades.

A 1997 study of classrooms in the Auditorium Building resulted in the remodeling of over 30 classrooms, the addition of new “wired classrooms” and videoconferencing facilities, remodeling and upgrading of computer laboratories,

creation of an orchestra rehearsal room, and modernization of chemistry laboratories (see core component 3d). Even with the many improvements that the University has made to instructional spaces in recent years, additional improvements are always needed. The University must continuously assess the state of these spaces and seek opportunities to improve them. In 2005, the University applied to the State of Illinois for a \$1 million to upgrade 48 stations in the biology laboratories. In preparation for these upgrades, the University has engaged an architectural firm, Earth Tech, to make design recommendations.

CENTER FOR PROFESSIONAL ADVANCEMENT

In addition to improving its two owned properties in downtown Chicago, the University has expanded its downtown presence significantly since 1996. In 2001, the University opened a Center for Professional Advancement in the Gage Building at 18 South Michigan Avenue. The University leases 84,450 square feet at this address, all of which were fully renovated to the University's specifications to house professional graduate and returning adult programs, among others. Two colleges (Walter E. Heller College of Business Administration and Evelyn T. Stone University College) and two departments in the College of Arts and Sciences (communications and computer science and telecommunications) moved from the Auditorium Building to this state-of-the-art facility. These organizations serve over 45% of the University's Chicago campus students. The building increased Roosevelt's inventory of classrooms downtown by nearly 50% and added many computer and multimedia classrooms.

Remarkably, even with the relatively recent addition of five full floors in the Gage Building, the University finds itself tight on space in Chicago. The space that was vacated in the Auditorium Building was quickly absorbed into new faculty offices, better working areas for staff, and much needed rehearsal spaces for the Chicago College of Performing Arts. The space in the Center for Professional Advancement is also fully occupied and, in some cases, more densely occupied than is desirable. Some short-term relief from this space shortage has been offered by the Herman Crown Center (see Residence Halls below).

UNIVERSITY LIBRARY

In Summer 2005, a long-sought change was made to the Library when the Performing Arts Library moved into newly allocated and upgraded space. Roosevelt's music library has long been considered one of the best in Illinois; however cramped quarters had made access to its holdings difficult. The new space on the 11th floor of the Auditorium Building now houses the entire 80,000-item collection in open, browsable shelving as well as the collections of The Theatre Conservatory.

In Fall of 2004, the newly created Campus Planning and Development Committee endorsed a proposal to relocate the McCormick-Tribune Library on the Schaumburg campus to provide increased space and an outside entrance that would allow the Library to remain open during hours when the rest of the campus is closed. Unfortunately, this project could not be included in the FY06 budget.

Another long-sought investment in Library resources—one that has not yet been fulfilled—is the creation of adequate space and staffing for the University archives. The University has an extensive collection of historical documents and archival materials dating back to the formation of the University and to the landmark building that it occupies. Other important archival materials include those of the Chicago Musical College, dating back to 1867, and documents on the legacy of Franklin and Eleanor Roosevelt. Unfortunately, the fate of these documents and artifacts is in jeopardy as the materials have been relegated to spaces that are inadequate in size, temperature, humidity, and protection from light and chemicals. Furthermore, the University does not employ a trained archivist to manage and conserve these precious collections, although Library staff attempt to provide some access to them.

Responses to Issues Identified in 1996 in the Introduction and Chapter 3d provide details on the Library's collections, instruction, and online services.

FACILITIES FOR STUDENT ACTIVITIES AND STUDENT LIFE

Building on Roosevelt's long-standing ethic of "students first," the University has sought to create more and better space to meet student needs in non-classroom areas. In 2002, the University created an Academic Commons for students in the Scholars Program, Women's and Gender Studies, the *Oyez Review*, and other student organizations with strong curricular ties. The University allotted office space to other student organizations in Schaumburg in 2002 and in Chicago in 2004. In addition, the University has created functional, comfortable, and attractive "hang out" space in all three classroom buildings, accommodating the needs of commuter students and residential students alike.

For students on the Chicago campus, the University opened a one-stop Student Success Center in the Auditorium Building, providing access to staff in advising, advocacy, admissions, financial aid, and registration within a few steps of each other. About 80 students visit the Center on an average day. This translates into over 20,000 interactions with students in the course of a year that are more convenient and efficient—for students and staff alike.

The John M. and Christine Licht/Duraco Products Student Center was completed in 2001 at the Schaumburg campus. The Center includes the Office of Student Activities, game room, fitness center, student organization office suite, student organization conference room, dining center, a private dining room, and a student lounge and event space. In Summer 2005, the Albert A. Robin Campus combined the offices of Student Accounts and Financial Aid to create the Student Finance Center. Cross-trained professionals staff the Center and respond to student questions and issues concerning financial aid and/or student billing. Connected to the Student Finance Center is the Student Self-Service Center, a facility where students may get answers via computer to questions about registering, financial aid, billing, and other student service areas.

RESIDENCE HALLS

Also downtown, the University became a partner in the Educational Advancement Fund, a consortium of Roosevelt University, DePaul University, and Columbia College Chicago, to construct a state-of-the-art student residence hall at the corner of State Street and Congress Parkway. University Center of Chicago, as it is called, opened in September of 2004 with eighteen stories offering rooms for over 1,720 students. This facility effectively doubled Roosevelt's residential capacity to approximately 600 students and provided Roosevelt students with a wider range of housing options.

The appeal of the new residence hall has resulted in a reduced census in the 1970s-vintage Herman Crown Center. Vacancy in this building has temporarily eased the shortage of space in the Auditorium Building and the Center for Professional Advancement. In 2004, the Department of Human and Community Renewal moved into a renovated suite of offices on the fourth floor of the Herman Crown Center; and in 2005, the Counseling Center made the fifth floor its home.

Existing mechanical systems in the Herman Crown Center are nearing the end of their service lives. Furthermore, a new City of Chicago ordinance requires the installation of sprinkler systems in high rise buildings, including university residence halls such as the Herman Crown Center. One-third of these sprinklers must be installed by 2009. Therefore, the University has decided that the Herman Crown Center has reached the end of its useful life and must be replaced. Discussions on this issue began late in 2005.

GROWTH IN TECHNOLOGY

In the last decade, accessing, processing, and transmitting information via information technology has become a routine part of everyday life for every member of the University community. In 1997, the Information Technology Department constructed a wide-area high-speed network that has been continuously expanded and upgraded. The University has expanded its bandwidth to the Internet as usage has increased. The number of student accessible computers has increased from approximately 100 in 1996 to more than 700 in 2004-2005. In 2004-2005, 689 desktop computers were installed in labs, classrooms, offices, and libraries as part of the University's computer refreshment cycle. As of Fall 2005, all University faculty and administrators will be provided with desktop or laptop computers on a three-year replacement cycle. Also in 2005, the University received a \$10,000 grant from the Illinois Century Network to install 28 wireless dataports in the Auditorium Building

In 1999 the President's Cabinet appointed a subcommittee, the Information Technology Steering Committee, to oversee the strategic development of the University's technology resources. The management of technology was reorganized again in 2003-2004, when the Division of Information Technology (DoIT) was created, headed by the newly created position of vice president for technology and chief information officer. Once formed, DoIT moved decisively to create a tactical plan to realize the forward-looking Strategic Plan for Technology

that had been developed as an outgrowth of the 2003 Strategic Plan. That plan is currently in the first year of a three-year implementation process.

The Strategic Plan for Technology will take a major step forward over the next few years when the Division of Information Technology undertakes the implementation of an Oracle Portal. To make this possible, the CampusEAI Consortium awarded the University a six-year \$1,224,500 grant in 2006.

Besides developing its technology infrastructure and management structure, the University has moved steadily to integrate technology into the teaching and learning of its students and faculty. The University's course management system, provided by Blackboard, is automated to create accounts for all students, all faculty, and all courses. Every faculty member and every student can use the course management system in every course offered by the University to communicate, interact digitally, distribute information, and engage in learning activities. In 2000 the University launched RU Online, a fully online program. By 2004-2005, credit hours in fully online courses exceeded 6,600 (see Chapter 6).

Teaching and learning with technology at Roosevelt is not confined to fully online courses. Internet supplemented instruction, hybrid courses, videoconferenced courses, and the use of smart classrooms, computers on wheels, and wireless mobile classrooms on carts has skyrocketed, from virtually nil in 1996 to near full penetration in 2005-2006. Rare is the instructor who has not integrated instructional technology in new and creative ways since 1996. To assist faculty in using new technology the University has offered ongoing group and one-on-one faculty training since 1999. In addition to regularly scheduled training, numerous boot-camps, workshops, and symposia have been sponsored by the Office of the Provost, RU Online, the colleges, schools, and departments.

Additional information on the technology strategic plan and the growth of instructional technology resources at Roosevelt may be found in the Responses to Issues Identified in 1996; core component 2b; and core component 3d.

Conclusion

Goal setting, the use of data to establish performance measures, and regular accountability are part of the fabric of Roosevelt's planning processes at all levels. The ongoing strategic planning process is organic, continuous, and focused on academic quality, student success, and financial sustainability. The 2003 Strategic Plan guides annual and long-term budgeting processes and enhances Roosevelt's capacity to fulfill its mission.

Summary of Recent Achievements

- **Fall 2005 credit hours are at the highest level since 1965 and second highest in Roosevelt history.**
- **The University's endowment is at an all-time high.**
- **A flat tuition rate was introduced in Fall 2005 for all full-time undergraduate students.**
- **The Performing Arts Library moved into its new home in Summer 2005.**

Strengths

- **Roosevelt has a strong balance sheet.**
- **Roosevelt has increased the size of its full-time faculty.**
- **Roosevelt has an evolving plan for facilities.**
- **Roosevelt has kept abreast of technology changes and planned for continuous improvement.**

Challenges

- **Identify the proper mix of programs on each campus and respond to changing external demands.**
- **Diversify and grow revenues, especially in non-tuition areas.**
- **Increase sources of capital funds.**
- **Optimize the use of current and future facilities.**

