

## *Criterion Three*

*The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

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***Planning and activities 1996 to the present:*** Since the 1996 visit, Roosevelt University has worked with focused determination to address each challenge noted in the evaluation team’s report. Because student learning is the University’s core business, the assessment of student learning has received special attention, and the University has made significant progress in all areas.

In 1996, the site team recommended that Roosevelt establish an Office of Institutional Research and Student Assessment and suggested that this office help link assessment results to institutional planning and budgeting. The report specified the need for assessment to be an integral part of all colleges in both general education and specialized majors at both undergraduate and graduate levels. In 1999, the University established a one-person Institutional Research office and in 2002 added an analyst position.

The 1998 Roosevelt University Strategic Plan reflected the recommendations of the 1996 Evaluation Team. In the area of student learning and effective teaching, the 1998 Strategic Plan recommended creation of an honors program, improvement of academic advising, implementation of a comprehensive student assessment protocol, and increasingly student-friendly student services. The plan committed the University to increase support for faculty research and professional development, review faculty workload and evaluation, and more clearly articulated criteria for tenure and promotion.

### **Academic Programs Make Learning Objectives Explicit and Measure Learning Outcomes (core component 3a)**

***Assessment culture:*** Over the past ten years—and especially in the last five years—Roosevelt has developed a “culture of assessment.” Assessment activities are under way in every academic unit, and the value of assessment for the improvement of programs and curricula is well understood. It is not the case, however, that all of the academic units turned the “assessment corner” at the same time; therefore, Roosevelt’s current challenge is to achieve consistency in the now uneven assessment efforts of the various disciplines.

#### **ASSESSMENT RUBRICS**

Much time and effort has been spent in the various departments developing rubrics for individual courses and entire programs. A significant feature of many of these departmental efforts has been the inclusion of the part-time faculty in the

development of outcomes rubrics and training for their implementation. Departments have paid part-time faculty to attend assessment meetings, and their participation has been essential to the success of assessment activities. In addition to improving the measurement of student learning outcomes, these assessment meetings have had the added benefit of bringing part-time faculty in touch with departmental goals and standards.

#### ASSESSMENT WEBSITE

A tangible manifestation of Roosevelt's progress may be found on the University's Intranet site. The site contains broad information about assessment resources and University assessment activities; it features each year's assessment activities from individual academic units, an assessment plan model, an assessment rubric, and links to outside sources for planning and implementing assessment activities. <http://intranet.roosevelt.edu/assessment/default.asp>

A review of this site will reveal that some academic units are well into the assessment cycle; while others are in relatively early stages. Some specific instances will be discussed below. Regardless of their place on the assessment curve, all units are committed to measuring learning outcomes and are prepared to respond with curricular modifications. Where these modifications have already occurred, departments are prepared to re-assess the success of the changes they have made. Assessment reports may be found online and in the Resources Room. <http://intranet.roosevelt.edu/assessment/04-05-reports/default.asp>

#### ASSESSMENT COMMITTEE

Roosevelt has long recognized that learning outcomes must be articulated by faculty and that program changes based on assessment results must also belong to the faculty. However, the administration has a key role to play in providing resources, workshops, and consultation to support the faculty in their efforts as well as scheduled milestones to ensure progress. The University's Assessment Committee was restructured in 2002-2003 to include a significant representation of administrators who could bring information and resources back to their faculties and also monitor progress on their assessment activities. The newly restructured Committee required every academic unit to submit a five-year assessment plan. The five-year plans were then assessed using a rubric to underscore the need for multiple measures, outside validation, collection and analysis of data, and all of the assessment imperatives. The rubric for assessing the assessment plans may be found online and in the Resources Room. <http://intranet.roosevelt.edu/assessment/pdfs/rubric.pdf>

Bi-annual deadlines specified by the Assessment Committee keep the administration informed of the ongoing efforts of each department. Assessment Committee co-chairs meet with faculty leaders from individual units to address specific strengths and deficiencies in their activities and to provide financial and consulting support, when indicated. With the 2005 reorganization of academic units into departments, the composition of the Assessment Committee was again changed to include all department chairs as well as other faculty and administrators responsible for assessment in individual departments.

#### **ASSESSMENT BUDGET**

The funds allocated specifically for assessment efforts have increased steadily as more and more departments have made requests for outside examinations, outside consultants, workshop and conference attendance, and stipends for adjunct faculty to attend meetings. The University has also allocated funds to participate in nationally normed surveys, such as the National Survey of Student Engagement, the Faculty Survey of Student Engagement, alumni surveys, and graduating senior surveys. In 1996-1997, no funds were allocated specifically for assessment, although \$7,000 was actually spent. For 2005-2006, \$71,100 has been allocated for assessment—a ten-fold increase in ten years.

#### **ASSESSMENT CONSULTANT**

By the end of 2004-2005, there were a number of departments that had accumulated data on student outcomes; they were unsure as to how to analyze and accumulate the data effectively over time. In response, the Office of the Provost engaged a data analyst to work intensively with departments over the summer of 2005 to create systems that would enable them to store, analyze, and archive data effectively. The University anticipates that effective management of accumulated data will be the next surge propelling the assessment momentum.

#### **ASSESSMENT LEADERS**

Several academic units have taken the lead in developing and implementing effective assessment plans. The Theatre Conservatory has implemented an outstanding multi-year, multidimensional assessment plan that is a model for the University's other academic units. Two of the colleges have focused on revisions to general education. The College of Arts and Sciences uses student portfolios as a basis for assessment in composition and other general education requirements. Assessment efforts in the Evelyn T. Stone University College resulted in the development of an accelerated initial seminar, Methods of Critical Reasoning, for graduates of community colleges.

#### **ASSESSMENT OF GENERAL EDUCATION**

Chapter 4 details the efforts of the General Education Assessment Committee to evaluate the success of general education in individual areas such as composition, mathematics, and other required general education courses. These efforts have resulted in significant revisions to the content and pacing of general education courses (see core component 4b).

The dean of the College of Arts and Sciences has asked the General Education Committee to review the sequence of courses that comprise the general education requirements in 2005-2006 or as soon thereafter as is feasible. One specific question that this review will address is the possibility of adding a credit-bearing First-Year Experience course to the general education requirements, or adapting an existing general education requirement to incorporate the goals of the First-Year Experience.

#### BLACKBOARD ASSESSMENT INITIATIVE

In Fall 2005, the College of Education and the Training and Development program piloted the use of an integrated system within Blackboard to accumulate course data, assess outcomes against established standards, and create individual student portfolios. If this system functions as anticipated and if it is affordable, the associate provost for instruction and the Assessment Committee may recommend that its University-wide adoption.

*College assessment initiatives:* Each of the colleges that comprise Roosevelt University has a distinct mission and houses unique programs with specific academic purposes; therefore, assessment activities vary from college to college and from discipline to discipline. Learning outcomes for each discipline have been developed by the corresponding faculty. The faculty have also set explicit standards and established measurements appropriate to their fields.

#### COLLEGE OF ARTS AND SCIENCES

Each of the majors within the College of Arts and Sciences has developed and implemented an assessment plan with each unit demonstrating varied degrees of progress in collecting and analyzing data. Assessment leaders among the majors include the history department, where the faculty has developed rubrics to assess required history research papers at both the graduate and undergraduate levels. This faculty continues to meet regularly to discuss the assessment process and the results of assessment efforts. Discussions in 2004-2005 focused on process questions including the significance of numerical data in the assessment of research papers, the significance of evaluation categories, and the rubrics designed to assess student papers. The faculty also discussed issues raised by assessment results, especially the use of adequate primary and secondary sources in student research papers.

The chemistry program is another leader in assessment. The faculty recognized the need to assess incoming students because transfer students often enter the chemistry program with credits in introductory chemistry and mathematics from other institutions with varying levels of mastery in these content areas. The chemistry faculty use the American Chemical Society (ACS) General Chemistry Exam covering Chemistry 101 and basic algebra skills as a way to assess student readiness for Chemistry 202, the most common course for transfer students. Results from the first group of students are similar to nationwide performance. Because of the success of the ACS exam in the general chemistry sequence, the chemistry department has implemented the ACS organic chemistry exam at the end of the Organic Chemistry sequence (Chemistry 212). The chemistry department also tracks its alumni as a way of evaluating adequacy of the curriculum.

Some other departments whose assessment cycles have already resulted in curricular revisions are communications, mathematics, and women's and gender studies. Annual assessment reports of each of the majors within Arts and Sciences may be viewed on the assessment website and in the Resources Room.

<http://intranet.roosevelt.edu/assessment/04-05-reports/default.asp>

#### WALTER E. HELLER COLLEGE OF BUSINESS ADMINISTRATION (WEHCBA)

An early leader in assessment at Roosevelt, the WEHCBA was the first to adopt a five-year assessment cycle. The College's multidimensional approach focused on a single perspective each year. During the 1999-2000 academic year WEHCBA compared its degree programs to those of a number of other universities, the standards of two professional accrediting bodies (Association of Collegiate Business Schools and Colleges and Association to Advance Collegiate Schools of Business), and requirements of the State of Illinois CPA Society. Based on the first year's assessment, a total of 33 changes were proposed. Changes included course elimination, course creation, and revision to some required core courses.

In the second year, WEHCBA examined student performance and attitudes. Program changes resulting from these analyses included the creation of "boot camps" in accounting and mathematics and changes to the orientation for new part-time faculty. Alumni were the focus of the 2001-2002 assessment. Data from various analyses led to revision of a graduate course to emphasize leadership, the development of a course focusing on social responsibility, and an increase in the number of required oral presentations. The fourth year focused on assessment of student outcomes; the fifth year brought in external reviewers to evaluate several graduate programs and analysis of graduates' performance on the Illinois CPA examination.

Continuing efforts in assessing learning outcomes is mandated by the College of Business Administration's accreditation by the Association of Collegiate Business Schools and Programs that was granted in July 2003. Assessment tools for the undergraduate and graduate programs include standardized examinations from the Educational Testing Service, simulation products, and outside evaluators.

An outstanding example of assessment of learning outcomes for students earning a BS in Business Administration is the *Business Strategy Game*, undertaken in the integrative capstone course, Business Policy and Strategy, for majors in accounting, finance, human resources management, management, and marketing. In this online simulation, groups of students compete within the College and with groups of similar students across the country in forming an international company and making strategic decisions concerning plant operations, distribution and warehouse operations, work force compensation, sales, marketing, and finances over a period of 20 years. Faculty teaching the capstone course in Spring 2005 found that the online simulation was a satisfactory way to determine students' ability to apply knowledge gained in the classroom to the functional areas of business. They were also pleased to learn that Roosevelt students perform well relative to students from other colleges and universities participating in the exercise. A detailed description of the use of this assessment tool may be found on the University's website.

<http://intranet.roosevelt.edu/assessment/04-05-reports/bsbaCapstone.pdf>

## COLLEGE OF EDUCATION

An assessment plan was developed in 2001 in preparation for accreditation review by the National Council for Accreditation of Teacher Education (NCATE). This plan included a four-year cycle of assessment activities with a Spring 2005 completion date. Assessment efforts since 2001 have evolved as a result of changes in state law and regulations, efforts to align outcomes and data collection with the conceptual framework of the College of Education, and the resources and needs of area schools.

The College of Education is composed of three major areas: teacher education (early childhood, elementary education, secondary education, special education, and reading), educational leadership, and counseling and human services. Graduates in all areas participate in external assessments required by the Illinois State Board of Education (ISBE) for certification and licensing. Therefore, compliance with State standards for various disciplines is inherent in the assessment of all programs in the College of Education. The ISBE uses the results of these examinations to evaluate programs at each university.

All programs monitor the quarterly reports of the ISBE which provide pass-rates and individual scores on the various tests required for certification: The Basic Skills Test (required by ISBE for entry into initial certification programs); the Content Test (required by ISBE prior to student teaching); and the Assessment of Professional Teaching (APT, required by ISBE prior to certification). The College has just completed a detailed analysis of test results for students completing initial certification programs in the last four years. The report shows that the overall pass-rate of Roosevelt students for the subject area tests and the APT is very high, ranging from 86% to 100%. Except in the subject area history test, passing percentages are all well above 90%. The relatively low score in history may be explained by a change in the ISBE requirements from a social studies to a history major, which was not reflected in the preparation of many of Roosevelt's secondary education students at the time of testing. The program has since been revised so that students will be fully prepared to meet ISBE requirements.

All programs require student teaching or other field-based experiences. In all programs, students are assessed based on their performance in the external settings. For assessment of student teaching, the mentor teacher, the University supervisor, and the student teacher him/herself complete an evaluation form twice during the student-teaching period. This form is based on the College's conceptual framework. There are 40 items in this evaluation form, and students are rated on each item on a four-point scale. A recent study analyzed the data accumulated as part of this evaluation, and an analysis by program area showed that student teachers increased in proficiency on all items between the initial and final evaluation. On all items, the score on the final evaluation exceeds an average of 3.5.

Students in the educational leadership program and in the teacher education programs accumulate electronic portfolios during their course work at Roosevelt University. Faculty in the College of Education defined requirements for the

portfolios carefully and associated required material with specific courses. The contents of the portfolios cover both the conceptual framework of the College of Education and professional standards in the various programs. The educational leadership program has the most complete set of guidelines, with rubrics developed for each portfolio entry. The elementary education program just started mandating electronic portfolios in Spring 2006.

Portfolios are uploaded by students to TaskStream, a provider that facilitates the process of generating, evaluating, and analyzing portfolios in education. There are several advantages to using this provider, specifically, the ease with which the content of portfolios may be cross-referenced with professional standards, the ability to score files using rubrics developed for each item electronically and to provide feedback to students at the same time; and the ability to obtain summary data. Although most programs have collected portfolios from students for some time, record keeping had posed a problem. With TaskStream, it is now possible for the College of Education to provide data in many different formats, both across students and across items that relate to the same standard. Thus, student portfolios now provide a basis for analyzing student achievement and making decisions about program improvement.

Two organizations accredit programs in the College of Education. The National Council for Accreditation of Teacher Education (NCATE) accredits the teacher education and educational leadership programs, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the counseling and human services program. The professional accreditation process requires a great deal of attention to program assessment and program development; requirements for documentation of student outcomes are quite specific and demanding. Because of its accountability not only to the Illinois State Board of Education but also to its accrediting bodies, the assessment of academic quality is an ongoing and essential process in the College of Education.

#### **CHICAGO COLLEGE OF PERFORMING ARTS**

Cited above as an assessment leader, The Theatre Conservatory has instituted an annual assessment plan that is fully integrated into the ongoing work of students and the faculty. Outcomes are categorized into cognitive, affective, and psychomotor domains. The Conservatory uses a pre- and post-test model, whereby all incoming students take an assessment examination during orientation week. This exam comprises materials that draw on all cognitive aspects of course work included in the theatre curriculum. Graduating seniors take the assessment exam. This post-test measure reveals individual student accomplishment, as well as general program effectiveness. In addition, each faculty member schedules an individual review session with each student every semester. Faculty use an assessment rubric, and data compiled from these rubrics to provide a statistical summary sheet for the Conservatory to use in determining overall programmatic success. Freshmen complete a year-end survey designed to assess the most positive and negative aspects of student learning. This tool helps refine the first-year experience of theatre students. Finally, each undergraduate student completes

an exit survey that mirrors the freshman assessment tool to help the program evaluate students' perceptions of their educational and training experiences.

Most impressive is The Theatre Conservatory's use of assessment results to revise the program. A sampling of recent changes includes requiring a play-reading list for incoming freshmen; development of a vocabulary list to introduce freshmen to common terminology; development of new class rubrics; and clarification of course objectives when students indicated confusion about specific course learning outcomes. The Theatre Conservatory plans to continue its multidimensional approach to assessment and the continuous improvement cycle that has resulted from a focused attention to measuring student learning.

The Music Conservatory routinely assesses its students' performance and progress in addition to evaluating the effectiveness of courses, instruction, and performance programming. Objectives and outcomes for both undergraduate and graduate programs are derived from the required competencies of the National Association of Schools of Music (NASM). Recent additions to The Music Conservatory's overall assessment efforts have been the analysis of data after separating jury grades from studio grades; phasing out of letter grades for performance situations in favor of numeric grades; fourth-semester interdepartmental review for undergraduates prior to admission to the upper division; and assessment of entering graduate students' knowledge of musical materials. The Music Conservatory is developing a system of rubrics and weighted scoring that will be applied throughout a student's residency at Roosevelt and yield outcomes data tied to current practice.

Music students routinely perform for faculty and/or peers outside of the classroom or studio, beginning with the audition for admission, throughout the degree in jury and concert settings, and culminating in the senior recital. One measure of student success is outside validation through competitions, positions in professional organizations, and positions in pre-professional festival organizations. In these settings, students compete with regional, national, or international pools of applicants. The list of 2004-2005 winners is posted to the assessment website and may also be found on the Conservatory's website.

<http://ccpa.roosevelt.edu/music/default.htm>

#### **EVELYN T. STONE UNIVERSITY COLLEGE**

This College focuses on adult and professional education and houses both academic programs and academic delivery systems. The College has a mission of outreach, student-centered education, and innovation. The entire college has focused on assessment unique to each program but aligned with the college mission. The academic delivery systems have used assessment methods to demonstrate comparable levels of academic achievement to traditional, on-campus course delivery.

Recent efforts in the College have focused on the process of quality assessment efforts on a college-wide basis. To spearhead assessment activity in University College, all faculty and academic program leaders participated in an assessment

workshop in September 2003 conducted by Dr. Milt Hakel of Bowling Green State University. This workshop helped focus faculty on the assessment process and on the importance of a continuous assessment effort.

Professional programs in University College have used external benchmarks in their assessment efforts. For example, the Manfred Steinfeld School of Hospitality and Tourism Management has aligned learning outcomes with industry standards, and the Graduate Program in Training and Development based a recent curricular review on core competencies identified by the American Society for Training and Development. The Paralegal Studies Program, the only program accredited by the American Bar Association (ABA) in Illinois, has a long history of sophisticated program assessment efforts designed to meet and maintain ABA approval. The Paralegal Studies Program also monitors student retention and job placement rates as part of its overall assessment efforts. The professional programs in University College use alumni and employer surveys as a regular part of their assessment efforts. Because of the increasing demand for online delivery, the Graduate Program in Training and Development recently compared student success in on-campus and online sections of its introductory course as part of its assessment efforts.

The largest program in University College is the Bachelor of General Studies and Bachelor of Professional Studies (BGS/BPS), a fast-track bachelor's degree program for adults 24 years and older. Assessment efforts in these programs focus on the seminar sequence that all students take as general education courses.

Beginning in 1997, the BGS/BPS faculty began a process of cross-grading senior thesis research papers to determine grading consistency and student achievement of learning outcomes including critical thinking, writing, and research skills. In 2005-2006 the process also focused on the rubric itself as a teaching and assessment tool and considered ways to incorporate rubrics throughout the curriculum. Modeled on the Senior Thesis process, the BGS/BPS faculty began cross-grading research papers in the introductory seminars. This process was designed to provide baseline data on students entering the program. Establishment of a portfolio system will facilitate assessment throughout the program.

Additional assessment efforts are alumni surveys, a study of student persistence in the BGS/BPS program, and the continuation of teaching workshops for faculty and sharing of teaching resource documents. Assessment in the BGS/BPS program has resulted in curricular change. Technological and Quantitative Literacy was introduced in Fall 2005 as a general education requirement. The design of this course reflects BGS/BPS students' need to understand real-world applications of mathematics and functional uses of technology outside the classroom.

Academic delivery systems also incorporate assessment efforts designed to ensure quality service to their constituents and achievement of learning outcomes comparable to on-campus delivery. The External Studies Program uses student surveys, faculty surveys, and grade comparisons to measure program success.

Partners in Education collaborated with the Bachelor of General Studies and Bachelor of Professional Studies programs to offer faculty workshops on teaching. This program uses midterm and final student evaluations and faculty self-report measures in their assessment efforts.

The College's newest delivery system, RU Online, uses mid- and end-of-term student and faculty evaluations to measure satisfaction with the program including important variables such as sufficiency of interaction with faculty and other students. RU Online uses grade distribution comparisons as one way of assessing achievement of student learning outcomes between online and on-campus delivery. For details on assessment in RU Online, see Chapter 6, "The University's strategies for evaluating the change."

#### **UNIVERSITY LIBRARY**

The Roosevelt University Library is another leader in assessment. Beyond the traditional statistics measuring current holdings, the focus is on examining the Library's impact on achievement of student learning outcomes. As part of this new focus, the Library joined the University Assessment Committee and created its own Library Assessment Committee. The latter crafted a five-year assessment plan that included desired outcomes, measurements, and steps for using assessment results to improve Library resources, services, and information literacy of students. Librarians have also worked closely with the director of composition so that instruction that takes place in the Library reinforces the research and writing objectives of the composition program.

In 2003, the Library participated in the Illinois Statewide Library Assessment project. The resulting 2004 comparative analysis enabled the Library to identify collection strengths and weaknesses. In 2004 and 2005, the Library participated in the development of the Association for Research Libraries' Standardized Assessment of Information Literacy Skills (Project SAILS). The instrument, when completed, will use data on particular information competency skills to target specific learning objectives.

In December 2005, the Library completed a self-study based on the "Standards for Libraries in Higher Education" issued by the Association of College and Research Libraries. Results of this self-study are available in the Resources Room and online.

<http://intranet.roosevelt.edu/assessment/04-05-reports/standardsForLibraries.pdf>

***Institutional Use of Assessment Outcomes:*** At the University level, the administration has made a focused effort to use assessment activities and data to measure the University's progress in achieving the goals of the 2003 Strategic Plan.

#### **PROGRAM REVIEW**

The Office of the Provost initiated a systematic program review process in Fall 2005 (see core component 1a). Through Program Review, all academic programs rotate through a six-year evaluation cycle. In Spring 2005, the University created

a half-time associate provost position to oversee the consistency and rigor of the process and to provide support for the faculty in gathering and analyzing relevant data. After each department undergoing review has prepared a self-study, outside evaluators are invited to serve as corroborators and consultants to the departments. At the time of the Higher Learning Commission's site visit in April 2006, the first year of this new program review process will be close to completion and early results may be available. Information on the program review process in general and this year's specific reviews may be found on the Program Review website.

[www.Roosevelt.edu/provost/programreview/default.htm](http://www.Roosevelt.edu/provost/programreview/default.htm).

#### GRADUATION AND RETENTION RATES

Persistence to graduation is an indicator that the University is succeeding in meeting the needs of its students. Graduation and persistence indicators reveal that in recent years Roosevelt has made considerable progress in this area. Tables 1-3 below show six-year graduation rates for full- and part-time students by level.

**Table 1**

entering year	full-time freshmen		full-time transfers		all full-time undergraduates	
1996	(n=152)	25.7%	(n=281)	54.8%	(n=433)	44.6%
1997	(n=155)	25.2%	(n=262)	64.5%	(n=417)	49.9%
1998	(n=194)	36.6%	(n=284)	63.4%	(n=478)	52.5%

**Table 2**

entering year	part-time freshmen		part-time transfers		all part-time undergraduates	
1996	(n=90)	10.0%	(n=446)	34.5%	(n=536)	30.4%
1997	(n=94)	5.3%	(n=458)	35.8%	(n=552)	30.6%
1998	(n=102)	6.9%	(n=514)	35.2%	(n=616)	30.5%

**Table 3**

entering year	full-time graduate		part-time graduate		all graduate	
1996	(n=182)	62.1%	(n=415)	45.8%	(n=597)	50.8%
1997	(n=137)	52.6%	(n=478)	39.5%	(n=615)	42.4%
1998	(n=160)	51.3%	(n=381)	47.0%	(n=541)	48.2%
1999	(n=234)	70.5%	(n=429)	54.3%	(n=663)	60.0%
2000	(n=255)	67.5%	(n=438)	46.6%	(n=693)	54.3%

Table 4 shows the number of degrees and certificates conferred by the University in selected years from 1995 to 2005. This number has increased by 65.8% over the past decade, indicating the University's progress towards achieving its retention and graduation goals.

**Table 4**

<b>Degrees and Certificate Conferred</b>				
	<b>1995-1996</b>	<b>1998-1999</b>	<b>2001-2002</b>	<b>2004-2005</b>
<b>Doctorates</b>	<b>19</b>	<b>19</b>	<b>15</b>	<b>13</b>
<b>Masters</b>	<b>458</b>	<b>694</b>	<b>851</b>	<b>1,082</b>
<b>Bachelors</b>	<b>763</b>	<b>733</b>	<b>861</b>	<b>863</b>
<b>Certificates</b>	<b>10</b>	<b>39</b>	<b>63</b>	<b>115</b>
<b>TOTAL</b>	<b>1,250</b>	<b>1,485</b>	<b>1,790</b>	<b>2,073</b>

In 2003, President Middleton appointed a Retention Committee charged with developing and implementing strategies to improve student success and, specifically, the retention of full-time freshmen. Through the work of the Retention Committee, the University has undertaken numerous initiatives, including midterm reports on students in academic jeopardy, phone surveys of students who did not return, expanded orientation for new students, and development of a First-Year Experience course for students new to higher education. In just three years, retention of full-time freshmen has increased from 51.9% to 70.2%. Table 5 shows the increase in retention of cohorts of full-time freshmen and transfers for students entering Roosevelt since Fall 1996. Continuing focus on student success promises to move these percentages even higher in the coming years.

**Table 5**

<b>Retention Rates of Full-time Freshmen and Full-time Transfers</b>				
<b>Fall Entry Term</b>	<b>Freshmen</b>		<b>Transfers</b>	
	<b>Students in Cohort</b>	<b>1<sup>st</sup> Year Retention Rate</b>	<b>Students in Cohort</b>	<b>1<sup>st</sup> Year Retention Rate</b>
<b>1996</b>	<b>153</b>	<b>60.1%</b>	<b>281</b>	<b>69.0%</b>
<b>1997</b>	<b>165</b>	<b>59.4%</b>	<b>263</b>	<b>75.3%</b>
<b>1998</b>	<b>199</b>	<b>59.3%</b>	<b>284</b>	<b>75.7%</b>
<b>1999</b>	<b>237</b>	<b>66.2%</b>	<b>291</b>	<b>77.3%</b>
<b>2000</b>	<b>206</b>	<b>62.1%</b>	<b>349</b>	<b>75.9%</b>
<b>2001</b>	<b>233</b>	<b>51.9%</b>	<b>427</b>	<b>71.7%</b>
<b>2002</b>	<b>224</b>	<b>68.3%</b>	<b>313</b>	<b>74.8%</b>
<b>2003</b>	<b>230</b>	<b>71.3%</b>	<b>347</b>	<b>76.1%</b>
<b>2004</b>	<b>238</b>	<b>70.2%</b>	<b>352</b>	<b>77.3%</b>

**Roosevelt University Is A Teaching Institution That  
Supports Excellence and Innovation  
(core component 3b)**

***Faculty responsibility for curriculum:*** Faculty are the source of curricular content; and faculty are charged with approving curricular change at the departmental, college, and University levels. Curricular changes and innovations require approval first from the initiating faculty member's department. Proposed changes are then sent to the individual college's curriculum committee, where proposals are again reviewed. With approval of the college curriculum committee, curricular issues are sent to the appropriate college council for further review and approval. Proposals at the graduate level are then reviewed by the Graduate Council for final approval. At the undergraduate level, curricular changes that affect only one college are announced to the Undergraduate Curriculum Committee. Proposed changes that impact two or more colleges must be approved at the University level by the Undergraduate Curriculum Committee. Each of these approval bodies is made up of full-time members of the faculty.

***Faculty professional development activities:*** Reciprocity between faculty development and excellence in the classroom is axiomatic in higher education. Roosevelt University is committed to excellence in teaching and has, therefore, sought ways to provide increasing levels of support for the faculty's professional development activities (see core component 4a). Objective 6, Goal 1 of the 2003 Strategic Plan addresses the importance of professional development: "Provide professional development opportunities for faculty and staff to utilize the heterogeneity of the student body to enhance student success."

Professional development activities are available to faculty on a variety of levels. Individual departments and colleges offer a variety of development opportunities, and University-wide opportunities are offered through the Office of the Provost. Offerings in the use of instructional technology are available to faculty through the Division of Information Technology and through RU Online, with a focus on technical tools in the former and a focus on online pedagogy and the use of the course management system in the latter. RU Online staff members also work with individual faculty members on integrating technology into teaching and on technology "tools of the trade."

#### **COLLEGE OF ARTS AND SCIENCES**

Faculty in the College of Arts and Sciences engage in a wide range of professional development activities to enhance the content and pedagogy of the courses. In 2004-2005 for example, faculty from the English department attended a New Media Classroom Summer focused on "Learning to Look: The Twenties and Thirties and the Making of a Visual American Culture" at Assumption College. A faculty member in the communication department was chosen as a fellow for the 2004 American Society of News Editors Excellence in Journalism program and was assigned to the Boston bureau of the Associated Press for a six-week editing experience. The same professor was also chosen as a fellow in the Journalism and Mass Communication Leadership Institute for Diversity, overseen by the Association for Education in Journalism and Mass Communications. Science faculty honed their craft by attending a workshop "Integrating FT-NMR into the Undergraduate Curriculum" at Illinois Wesleyan University, a National Science Foundation sponsored workshop on "Multi-Initiative Dissemination Project" that described four new NSF-sponsored chemistry curriculum reforms, and the North American Prairie Conference.

#### **WALTER E. HELLER COLLEGE OF BUSINESS ADMINISTRATION**

Since 2000, the Walter E. Heller College of Business Administration has sent full- and part-time faculty to the conference, "Perfecting the Craft," sponsored by the Chicago Area Faculty Development Network. Internally, the College posts professional opportunities and offers an internal web-teaching boot camp focused on teaching web-enhanced courses. A new mentoring program in the College is focused on helping faculty achieve their potential in the classroom and to increasing faculty involvement with students to improve retention.

#### **COLLEGE OF EDUCATION**

Professional development is part of the College of Education's general philosophy of teaching and is required to earn specific accreditations and approvals. In elementary education, the integration of technology has been an ongoing focus that has driven professional development activities. The four faculty members who taught Education 480 Inquiry in the Classroom met bi-weekly throughout 2003-2004 with the technology coordinator in the College of Education, to work on integrating technology into the course. Each new faculty member was paired with an experienced faculty member teaching sections of the same course. These pairs met on a regular basis to plan for instruction and assessment in those courses. The faculty of the educational leadership program also focused on technology, specifically on using electronic portfolios and online collaboration in their classes. To this end, faculty participated in Task Stream and IBM Learning Village software training. The entire language and literacy faculty participated in the Winter Retreat as part of the Literacy Project at Roosevelt. This event presented a workshop on "Linking assessment to literacy development" funded by the Chicago Community Trust and sponsored by the Chicago Public Schools.

#### **CHICAGO COLLEGE OF PERFORMING ARTS**

Professional development for the artist-faculty in this College is unique; faculty are focused on continuous improvement of their craft, and many are active on the

national and world stages. Most recently orchestral faculty attended the International Clarinet Symposium, the Mid-West Band and Orchestral Clinic, and the North American Saxophone Alliance. Jazz faculty attended the International Association of Jazz Educators Conference, adjudicated over 30 high school and college bands at various Chicagoland Jazz Festivals, presented and coordinated the new music reading session at the International Music Educators Association all-state conference, and presented numerous trumpet master classes for Conn-Selmer, Inc.

Theatre faculty participated in the Fitzmaurice certification program towards certification in this technique of vocal work. Another faculty member studied Japanese theatre in Japan and at the Noh Training Center in America to prepare to develop an undergraduate class in Japanese theatre. Other faculty continued their research into assessment in the arts.

#### EVELYN T. STONE UNIVERSITY COLLEGE

Because teaching in the Bachelor of General Studies and Bachelor of Professional Studies programs is centered on a common set of general education seminars, faculty members collaborate regularly on course development, curriculum review, and the incorporation of technology into the classroom. Full-time and part-time faculty in these programs attend regular workshops on teaching interdisciplinary seminars. Two BGS science faculty members are research associates at Chicago's Field Museum, maintaining a strong collaboration between the Field and Roosevelt University. Similarly, faculty members in the graduate program in training and development are active in professional organizations and meet regularly to keep the curriculum in line with trends in the profession. To maintain American Bar Association approval, the leaders of the Paralegal Studies Program are involved in professional organizations, and they use their faculty meetings to share information related to teaching and to discuss the effectiveness of specific teaching techniques. Recent topics include learning outcomes and assessment, faculty evaluation, and integrating technology throughout the curriculum. All University College faculty participated in an assessment workshop in 2003, and faculty consistently look for improved ways to integrate technology into teaching.

#### UNIVERSITY LIBRARY

Resources for professional development, purchased with Teacher Quality Enhancement (TQE) project funds, are housed in the University Library. Because the grant period ended last year, new sources need to be identified for continuing purchases in this area. The University website offers online resources to support teaching and learning at Roosevelt University. Faculty members can avail themselves of training on Library resources and on the uses of these resources in their classrooms. Web-based resources include ideas for effective teaching and discipline-based resources for faculty.

<http://www2.roosevelt.edu/Library/default.asp>

***Center for Teaching and Learning:*** An eagerly awaited addition to Roosevelt's faculty development offerings is a centralized Center for Teaching and Learning. In 2004 Provost Reid appointed a faculty task force charged with planning such a

Center to serve as a central resource for the support of teaching and learning at Roosevelt University. This Center promises to house resources, offer workshops and seminars to Roosevelt University faculty and to external constituents, focus on integrating technology into teaching, and provide support for faculty interested in exploring new teaching practices. An initial home for the new Center was dedicated in January 2006, within the University Library on the 10<sup>th</sup> floor of the Auditorium Building. When fully realized, the Center will be a physical manifestation of Roosevelt's commitment to excellence in teaching and to the professional development support such excellence requires.

As a major step towards the realization of the Center for Teaching and Learning, Provost Reid created a new associate provost position for instruction and academic programs in the spring of 2005. A faculty member and administrator who is widely respected for her work on program development and the introduction of online education at Roosevelt assumed this new position in Fall 2005. Under her leadership, the Center for Teaching and Learning is now taking shape for the benefit of faculty and students alike.

<http://faculty.roosevelt.edu/ruonline/ctl>

***Teacher Quality Enhancement:*** Faculty from across the colleges took part in the Teacher Quality Enhancement (TQE) project that resulted from a three-year grant to the College of Education. One of the lasting benefits of this grant is a special University website on effective teaching. This site provides faculty with guidance on developing course goals, establishing a positive classroom environment, promoting active learning, and assessing the achievement of learning objectives.

[www.roosevelt.edu/fac-staff/effective/default.htm](http://www.roosevelt.edu/fac-staff/effective/default.htm)

In April 2004, the TQE faculty and others with research interest in pedagogy sponsored the first Roosevelt University Mini-Conference on Teaching. Conference topics included teaching for social justice, developing a detailed syllabus, active learning strategies for promoting critical thinking, inquiry-based learning in teacher preparation, embracing diverse learning styles, and a showcase of online courses developed through RU Online. Approximately 80 full- and part-time faculty, administrators, and staff members attended the initial event. A second Mini-Conference on Teaching in April 2005 attracted 90 participants and featured workshops, teaching roundtable discussions, and a showcase of on-line learning and Library resources. A third Mini-Conference on Teaching is scheduled for April 21, 2006. Each of the mini-conferences has resulted in published booklets documenting the proceedings (available in the Resources Room).

### ***Evaluation of Teaching:***

#### **STUDENT EVALUATION OF TEACHING**

Because of its focus on excellence in teaching, Roosevelt University has always emphasized the importance of faculty evaluation. For many years, the University used a home-grown instrument for student evaluation of teaching, and individual departments often supplemented this instrument with questions in narrative form.

Full- and part-time faculty expressed concern regarding the value of this instrument and what they believed to be administrators' over-reliance on a single question for decisions related to promotion and tenure. The provost responded to these concerns in 2001 by appointing a task force to recommend an instrument that was scientifically designed and normed against other institutions.

The work of the task force resulted in the faculty's adoption of the IDEA survey for a three-year period from Fall 2002 through Spring 2005. One of the attractive features of this survey was its emphasis on learning objectives identified by the person teaching each course. Faculty were evaluated only on those objectives that they designated "Essential" or "Important" to the course. Unfortunately, the survey proved unpopular with the faculty who found the administration of it overly complex and the resulting statistical reports difficult to interpret.

In 2004-2005, the final year of the IDEA survey, faculty again expressed concern about the instrument and its use. Another faculty task force was formed to look into alternative assessment tools and their appropriateness to the Roosevelt University mission, programs, and populations. The Task Force on Faculty Evaluation issued a report in January 2005 recommending adoption of the Educational Testing Service SIR II for a trial period of three years beginning in Fall 2005. The Task Force based this recommendation on the belief that this instrument was most appropriate to Roosevelt University's need to provide feedback to faculty and to evaluate faculty teaching effectiveness for administrative purposes. The task force noted specific strengths including a clear structure, applicability of questions to varied teaching venues, clear summaries for each class, the optional addition of ten course-specific items, and known validity and reliability. The most troubling shortcoming of the form was its length. The complete Task Force report may be found online.

[www.roosevelt.edu/provost/evals/report050218.htm](http://www.roosevelt.edu/provost/evals/report050218.htm)

The ETS SIR II was formally adopted at the April 2005 meeting of the University Senate. At the time of the site visit by the Higher Learning Commission, the University will have had one semester of experience with the new form and may have some preliminary sense of its usefulness.

#### **PEER EVALUATION OF TEACHING**

The 2001-2002 Evaluation of Teaching Task Force was charged with developing a process for peer evaluation of teaching in addition to identifying an instrument for student evaluation of teaching. The Task Force made a recommendation for peer evaluation to be conducted by means of teaching portfolios. The recommendation also specified the composition of these portfolios and evaluation points in a faculty member's career. The part-time faculty were then and continue to be particularly eager to have a system, in addition to student evaluations, by which their effectiveness in the classroom could be fairly evaluated.

To date, this plan for peer evaluation has not been implemented largely due to other priorities and the required commitment to establish review standards and conduct the reviews. Nevertheless, this or some other systematic form of peer

review would be a desirable addition to the overall evaluation scheme. The creation of the Center for Teaching and Learning may provide a context in which this initiative may come to fruition.

***Recognition of teaching excellence:*** Many members of the Roosevelt faculty have been honored with teaching awards locally, nationally, and internationally. When this happens, the University makes an extra effort to promote and publicize their accomplishments through the University website and the media. At any point in time a sampling of current news releases may be viewed on the University website. <http://www2.roosevelt.edu/pr/default.asp>

A selection of posted releases for six months through August of 2005 is excerpted below. All of these releases were posted in celebration of faculty accomplishments in teaching and scholarship (see core component 5d for additional faculty awards).

- David Hamilton was appointed Chair in Contemporary Public Policy for 2005-2006 at the University of Guelph near Toronto. One of the highest honors given by the Fulbright Scholars Program, the award was based on competition by academicians with outstanding teaching and research records from across the country.
- Shamsul Chowdhury won a prestigious Teaching Excellence Award from the Association of Collegiate Business Schools and Programs.
- Gerald F. Bober received the Kathy Osterman Industry Award from the Chicago area chapter of Meeting Planners International (MPI).
- Composer Stacy Garrop won the \$20,000 Raymond and Beverly Sackler Music Competition Prize to write a chamber ensemble piece entitled “Mirror, Mirror.”

### ***Innovative practices that enhance learning:***

#### **INTENSIVE FORMATS**

Roosevelt’s commitment to meeting the educational needs of all academically qualified individuals requires the adoption of innovative teaching practices to enhance learning. To this end, Roosevelt faculty have developed intensive course deliveries in many disciplines and have found them to be effective in the achievement of learning outcomes. These innovations have been especially attractive to students during summer session.

#### **COHORTS AND COMMUNITIES**

Roosevelt reaches out to the community by delivering face-to-face and online courses through the Partners in Education program and through cohort programs in education. Roosevelt has also formed partnerships with community colleges and developed program-to-program degree completion opportunities, whereby students follow a fully integrated curriculum from the associate’s degree through

the baccalaureate and even through graduate school, if desired. In Fall 2005, new freshmen on the Schaumburg campus had the opportunity to participate in learning communities and take introductory courses with a cohort of like-minded peers. These learning communities were developed to increase the quality of the initial college experience for first-time participants. Preliminary evaluation of the success of these new learning communities will be available when the site team visits the Schaumburg campus in Spring 2006.

#### **ONLINE, HYBRID, AND WEB-ENHANCED COURSES**

Roosevelt has invested heavily in technology and regularly offers faculty development workshops in the use of technology in teaching. An online showcase is part of Roosevelt's annual conference on teaching, and faculty are compensated for developing fully online content modules that can be adapted to web-enhanced formats. All Roosevelt classes are now automatically provided with Blackboard portals, and many faculty use this course management system to enhance face-to-face teaching. The advent of RU Online in 2001 focused the institution on both fully online course design and on web-based enhancement of classroom-based learning (see Chapter 6).

#### **STUDY ABROAD**

In keeping with its mission to educate citizens for responsible participation in a global society, Roosevelt has, in recent years, placed renewed emphasis on study abroad opportunities (see core component 4c). This is a growing area for Roosevelt and one in which the advice and experience of the site team will be sought.

The University maintains exchange programs for qualified undergraduates with the University of Bamberg, the University of Tubingen in Germany, the University of Nottingham Trent, and the London Metropolitan University in England. Exchange programs specifically for performing arts students have been arranged with Royal Northern College of England, University of Melbourne in Australia, and Sibelius Academy in Finland.

Opportunities for undergraduates and graduates are available through Roosevelt's membership in the International Student Exchange Program (ISEP), a consortium of 245 institutions in 35 countries. In the summer of 2005, Roosevelt students studied in England, the Czech Republic, Spain, Germany, Costa Rica, and Israel. Fall study abroad also included Italy and Finland.

In January 2006, Roosevelt initiated a series of intensive courses, offered between Fall and Spring semesters, to provide students an opportunity to take high interest courses and make additional progress toward degree completion. This intensive term, tentatively referred to as J-Term, will provide an opportunity for international study—especially in foreign languages—during the winter break. A course in Spanish language, offered in Mexico, was part of the initial offerings in January 2006. Additional courses of this kind are envisioned for future J-Terms.

#### TEACHING IN THE RESIDENCE HALL

Roosevelt is a partner with Columbia College and DePaul University in a unique 1,700-bed residence hall. To take advantage of the special opportunities afforded by this one-of-a-kind environment, Roosevelt plans to offer academic course(s) in the residence hall in the future. It is hoped that academic work, offered within the living environment, will stimulate discussion among the residents from the various institutions and enliven the intellectual lives of students both in and out of the classroom.

*Internships and other experiential opportunities:* Academic work in the classroom is often enhanced by learning experiences sponsored by a workplace (see core component 5b). As a higher percentage of the University's student body attends full-time and is of traditional age, more of these opportunities will become necessary to fully prepare students for lives as professionals. Some internships are offered through the University's career center and others directly by the academic department. A greater degree of communication between these two sources of internships would facilitate students' ability to select the best internship for their needs.

In some programs of the College of Arts and Sciences, such as creative writing, an internship is an option that a student may elect. In many other programs an internship is required so that students will be prepared to enter their fields with the necessary professional skills. Specifically, an internship is required for students majoring in art history, journalism, advertising, public relations, communications, and public administration. Students in the allied health programs in medical technology, nuclear medicine technology, and radiation therapy technology spend an entire year (30 semester hours) on site in a hospital, completing course work and developing the hands-on skills necessary to work in clinical settings.

In 2005, Roosevelt alumnus Leonard Eiserer awarded a \$60,000 three-year grant to the department of communication to support internships in business newsletters.

Qualified juniors and seniors in the Walter E. Heller College of Business Administration are encouraged to take advantage of an internship, especially if they have not experienced career-oriented work experience in the past. These internships may include college credit if a faculty supervisor sponsors the project and an employer-manager completes a standard intern evaluation form.

Consistent with the requirements of State of Illinois teacher certification, every program in the College of Education requires some combination of clinical or field experience together with a student teaching assignment. For example, students majoring in early childhood education must complete two student teaching assignments, one in preschool/kindergarten and another in primary grades. Students majoring in elementary teacher education must complete a pre-student-teaching field experience followed by a student teaching assignment in

an elementary school setting. Students majoring in special education are required to complete both an internship and a student teaching assignment.

Within the Chicago College of Performing Arts, all the world's a stage; and experiential learning is the very nature of the curriculum. In The Music Conservatory for example, departmental performance classes and regular student recitals afford students the opportunity to gain experience and poise in public appearances. In The Theatre Conservatory, all theatre and musical theatre majors are required to audition for all University theatre productions, and they are expected to perform any role in which they are cast. Further, The Theatre Conservatory encourages advanced students to work with professional theatre companies through specially arranged internships. The University maintains internship arrangements with many theatres in the Chicago area and throughout the nation. Qualified students may participate in internships in areas of acting, directing, stage and arts management, design, theatre technology, business and marketing, public relations, development, and front of house.

***Faculty participation in professional organizations:*** Throughout the University, faculty engage with experts in their academic disciplines through participation in professional organizations. The nature and scope of these organizations are as varied as the faculty they serve (see core component 4a). The organizations listed below are merely a sampling of Roosevelt faculty affiliations. An exhaustive list would be ever changing because faculty constantly seek new networks through which to keep up-to-date in their disciplines, to contribute to the advancement of knowledge, and to bring recent developments in their fields to their courses and their students.

#### SERVICE-LEARNING

Since the adoption of the 2003 Strategic Plan, service-learning has become an increasingly important part of Roosevelt's academic culture. Developments in this critical area are detailed in Chapters 1 and 5 (see core components 1b and 5b).

### **Roosevelt Creates Effective Learning Environments (core component 3c)**

***Small average class size:*** Class sizes at Roosevelt University reflect a commitment to student-centeredness and to the achievement of academic learning outcomes. Along with class sizes that allow for personal interaction, Roosevelt strives for classes large enough to provide dynamic discussions, various points of view, and lively interaction. In Fall 2004, the average class size at Roosevelt University was 17.4. Across the colleges, the average ranged from 16.93 to 19.92. The largest class in Fall 2004 was The History of Western Music III with 50 students. It was the only class of that size; the next largest had 46 students. In Spring 2005, the largest class was The History of Western Music II with 49 students; the next largest class that term had 42 students.

Certain classes that require an intensive level of interaction with the faculty are held to smaller enrollments than the average. Doctoral classes, writing classes, and classes that provide remediation are smaller than other classes. In the College of Arts and Sciences, for example, average class size at the 700 level was 10.17 compared to a 17.98 average class size at the 200 level. Similarly, in the College of Education, 500-level classes averaged 9.33, while 200-level classes averaged 16.75.

Surveys of prospective students, current students, and alumni indicate that Roosevelt's small class size is an significant feature in attracting, retaining, and graduating students.

### *The University supports students with diverse learning needs:*

#### **DIVERSITY IN AGE AND EXPERIENCE**

Roosevelt's programs serve students from pre-high school through post-retirement. Since 2001, Roosevelt has participated in the Bridge program offered through the Education to Careers office of the Chicago Public Schools. Through this program, qualified juniors and seniors who are interested in vocational/technical fields may earn college credit while still in high school. Through Bridge and the previously existing EXCEL program, Roosevelt has served over 500 students from more than a dozen Chicago high schools with courses in business, accounting, hospitality and tourism management, and computer science.

Gear Up is a program that acquaints pre-college-age students with skills and work habits they will need to succeed when they enter college. Educational Talent Search offers academic and personal support to students primarily in grades 6 to 12 who are from low-income and first-generation backgrounds. The mission of the program is to keep students in school, witness their high school graduation, and assist them with enrollment into post-secondary institutions. Services provided include both group and individual career assessment and exploration, academic support and advisement, the dissemination and clarification of financial aid information, assistance with the college planning process, and tutorial support (see core component 5c).

Traditional-age students, for whom Roosevelt is their first college experience, have been required since 2004-2005 to participate in a First-Year Experience class to assist them in handling their college studies successfully. The course provides information about academic and personal resources so that students new to the university experience will be aware of the many avenues of support available to them, as well as to meet the people who are available to make their college experience manageable and rewarding. The opportunity for first-time freshman on the Schaumburg Campus to participate in learning communities is described above under "Innovative Practices" (see core component 5c).

Adult students in the Bachelor of General Studies and Bachelor of Professional Studies programs have a required initial course designed to help them adapt to

college-level work and to prepare them for success in subsequent courses. Depending on the amount of previous college work, students take either the Pro-Seminar in Critical Skills, which focuses on critical reading and thinking, expository writing, and research skills, or Methods of Critical Reasoning, an advanced interdisciplinary research course. In addition to developing the skills needed for success in university-level work, these courses build communities of learners for adult students whose lifestyles often preclude them from spending significant amounts of non-class time on campus. Rooted in adult learning principles, all BGS/BPS courses incorporate the many and varied learning styles of adults. These courses also connect students to a faculty mentor who becomes their academic advisor in their initial semester and who remains a liaison between the student and the University community throughout the student's program of study.

The Institute for Continued Learning on the Schaumburg Campus provides study groups for retirees and others who wish to pursue a variety of academic and cultural topics on a noncredit basis with like-minded peers (see core component 4a).

#### **DIVERSITY IN ACADEMIC PREPAREDNESS**

Since 1998, Roosevelt has offered an honors program, Roosevelt Scholars, for academically advanced undergraduates. Honors students take some of their courses within their cohort and others in the general curriculum. Each of them prepares and presents an honors thesis, and special opportunities for enrichment are made available to them. This program, under the leadership of a distinguished professor of economics, has been a great success; and the number of students entering the program continues to grow. The first cohort to enter the Scholars Program included 47 students. In Fall 2005, 54 students entered, and the total number of students in the program was 169.

Roosevelt's Scholars Teach and Reach (STAR) provides scholarships and programmatic support to students who are academically strong and who plan to become teachers. This program, under the direction of an associate professor in the College of Education, seeks out high school seniors from Chicago Public Schools, particularly minority students, and makes it possible for them to explore and fulfill their ambition to become teachers.

Student Support Services/Project Prime is a federally funded TRIO program designed to increase the retention and graduation rates of low-income, first-generation undergraduates who show academic promise. Services include academic advising and various forms of counseling, tutoring, developmental courses in basic skills, cultural enrichment, and off-campus educational activities.

Roosevelt also provides individualized assistance for students who are admitted to the University with some need for academic support. The Academic Success Center offers numerous academic support services for Roosevelt students including tutoring, strategic learning, course-specific study groups, study skills workshops, as well as a quiet, comfortable place to study. Students can work on

specific writing problems or use the Center as a forum to discuss special projects, paper topics, or ideas.

#### **VETERANS**

Roosevelt offers Veterans Upward Bound, a federally funded program designed to help veterans prepare for a college education. Services include computerized testing in reading, English/writing and mathematics; evening and Saturdays classes in reading, English/writing, mathematics, science, and study skills; a search for veterans' educational benefits; academic and career counseling; personal tutoring and computer-based instructions; and assistance in completing college admission and financial aid applications.

#### **STUDENTS WITH LEARNING DISABILITIES AND OTHER DISABILITIES**

Roosevelt's Learning and Support Services Program (LSSP) assists students with learning disabilities in their pursuit of a college education. Services are provided on an individual basis with emphasis on planning, tutoring, counseling, and modified test taking.

The Academic Success Center offers services for students with disabilities, such as auxiliary aids, academic and testing accommodations. The Center assists students with disabilities in negotiating disability-related barriers to the pursuit of their education and promotes increased awareness of disability issues on campus.

#### **STUDENT ORGANIZATIONS SUPPORT DIVERSITY**

A wide range of student organizations supports the diverse cultures, interests, and aspirations of the student body. Organizations such as Black Organization for Student Support, the Feminist Majority, RU Latinos, and RU Proud bring together students with specific group identifications and provide opportunities for mutual support and action. Other organizations center on professional interests, performing arts, religious affiliations, recreation, or special interests.

#### **STUDENT PERCEPTIONS OF SUPPORT FOR A DIVERSE STUDY BODY**

In Spring 2002, Noel-Levitz conducted a survey of 1,450 students to assess satisfaction with various aspects of their experience at Roosevelt (see core component 5a). The results were compared to results in two earlier years and to those of a selected peer group of institutions, including DePaul University, Columbia College, Pace University, Northeastern University, Detroit Mercy, and Long Island University. In 2002, 624, or 43%, of surveyed students responded. Two areas in which Roosevelt students rated their experiences more highly than students in peer institutions was the University's "responsiveness to diverse populations" and "concern for the individual." Roosevelt students also gave some of their highest ratings in response to questions about Roosevelt's commitment to older students and commitment to evening students.

### *Advising at every level supports student success:*

#### **STUDENT SATISFACTION SURVEY**

The Noel-Levitz survey asked students to value-rank the importance of advising and their satisfaction with advising at Roosevelt. Roosevelt students ranked academic advising as very important. The rating of academic advising by Roosevelt students surpassed that of students in the peer institutions by the largest margin of any item on the survey. Complete findings of the survey may be found on the Institutional Research website and in the Resources Room.

<http://intranet.roosevelt.edu/ir/Satisfaction.htm>

#### **RU ASSESSMENT**

Roosevelt believes that proper placement of students into courses appropriate for their skill level is the first step toward academic success. All undergraduate students, therefore, take the Roosevelt University Assessment (RUA), an online placement examination in English and mathematics. Based on the RUA and any previous college work, students are placed in the appropriate writing and mathematics courses (see core component 4b).

#### **UNDERGRADUATE ADVISING**

Entering undergraduate students in the colleges of Arts and Sciences, Education, and Business Administration are advised by professional advisors in the Advising Center on each campus. These advisors help incoming and transfer students plan a course of study that will fulfill their academic and professional objectives. After these students have declared a major, advising is taken over by faculty in their chosen discipline. Students in the Evelyn T. Stone University College and the Chicago College of Performing Arts are advised in the college from the beginning of their academic programs. Students are required to make contact with their advisor prior to registering each term to ensure that each course for which they register moves them closer to degree completion. The desirability of additional advisors, whether centrally housed or college based, is discussed in Chapter 2 (see core component 2d).

An online “advisor finder,” developed by the College of Arts and Sciences was expanded to include all colleges of the University prior to Summer 2005. This site enables students to identify times when faculty advisors in their majors will be available to give advice and approve course registrations. Available for all terms, this service is particularly valuable in the summer when faculty may be away from campus for extended periods. [www.roosevelt.edu/advisorfinder](http://www.roosevelt.edu/advisorfinder)

The College of Business Administration took the lead in 2005 towards creating three-year schedules of required courses to facilitate advising and make it possible for students to map out an efficient course to degree completion. The other colleges and departments have been encouraged to follow suit as soon as possible.

#### GRADUATE STUDENT ADVISING

Graduate students are advised by faculty in their fields throughout their degree programs.

#### CAREER COUNSELING

Career counselors on both campuses meet with students, former students, prospective students, and alumni to help them identify suitable career paths and prepare for interviews. Access to career counseling is a lifelong benefit for Roosevelt's students and alumni.

#### ADVISING FOR ONLINE STUDENTS

Chapter 6 details the growth of online education at Roosevelt. In addition to course work, students who study online may access all services at Roosevelt University including academic advising. Like on-campus students, online students are required to obtain advisor approval before registering for courses. In addition, online students may access Library resources, registration information including the course catalog and course descriptions, career services, and the counseling center through the online portal. Through membership in the Illinois Virtual Campus, RU Online students can avail themselves of tutoring, proctoring, and other student services at sites throughout the State of Illinois.

### **Roosevelt's Learning Resources Address the Needs of Faculty and Students (core component 3d)**

**Chicago Campus:** Roosevelt's building is the Auditorium Building, an architectural landmark dating from the 1880s, housing the magnificent and acoustically perfect Auditorium Theatre. University leaders have taken great care to preserve the historic areas of this building while bringing its instructional spaces and laboratories up to 21<sup>st</sup>-century standards. When enrollment growth and the need for additional access to technology became clear, the University sought a second downtown Chicago location and built out instructional spaces specifically for technology-driven programs. In January 2001, Roosevelt opened the Center for Professional Advancement, housing the Walter E. Heller College of Business Administration, the Evelyn T. Stone University College, the School of Computer Science and Technology, and the School of Communication. The addition of this location increased access to technology for Chicago campus students and aligned its physical growth with the needs of its academic programs (see core component 2d).

**Albert A. Robin Campus:** Roosevelt University's Schaumburg campus was the first full-service campus in the northwest suburbs, and it retains the initial commitment to complete services for suburban students. Over the last several years, build-outs of the Schaumburg campus have added space for student activities, an expanded food service area, and much-needed classroom space. All student service offices are represented at the Schaumburg campus, allowing suburban students to go through the admission process, seek academic advisement, register, pay, buy books, attend classes, and access Library, computer, and science lab resources. Two videoconferencing classrooms on each

campus provide the opportunity for courses and meetings to be conducted simultaneously on both campuses (see core component 2d).

***Campus Planning and Development Committee:*** In Fall 2004, President Middleton appointed a new committee to advise him on the strategic use of the University's physical resources. This committee has established policies for expansion of physical resources and the allocation of existing resources. The policies and procedures established by this new committee will facilitate decision-making for future issues concerning classroom and other instructional spaces (see core component 2b).

***University Library:*** The Library has placed emphasis on teaching information literacy skills in recent years. The Library has appointed an instruction coordinator, and learning objectives for Library instruction sessions are based on the information competencies defined by the Association of Research and College Libraries. Library staff members are involved in orientations for both new faculty and new students, and they participate in the First-Year Experience course initiated in Fall 2004. Because of its key role in the teaching/learning process, the Library has dedicated space to house the new Center on Teaching and Learning.

The University Library has worked diligently to provide access to resources to all Roosevelt students regardless of where they live and learn. The McCormick-Tribune Library was established to serve the Schaumburg campus, and its budget allocation has increased commensurate with the growth of student population. Although the Schaumburg collection remains relatively small, there has been an increase in staffing, a 10-fold increase in onsite print collections, an 11% increase in Library hours, and a significant increase in online resources and support available to Schaumburg campus students. Library materials housed on the Chicago campus are delivered to students on the Schaumburg campus with a two-day turn around time. The Library also extended limited services to the Center for Professional Advancement when Roosevelt opened that location in January 2001; however, recent staff reductions have placed further limitations on hours and services available to students at this location.

The Library staff has worked tirelessly with the RU Online program to make the Library readily accessible through the Blackboard Course Management System; the Performing Arts Library uses the Blackboard system to deliver streaming audio for reserve item listening. An electronic reserve system, initiated in 2003, improved off-campus access to reserve documents; and voice recognition software and magnifiers were installed for students with visual impairments. As a result of attending a conference on e-books, the Library staff is making specific e-books available to faculty and students regardless of their location. The Library has a continuing goal of expanded collections and extended hours and has made great strides in these areas through strategic use of available resources (see Response to Issues Identified in 1996 and core component 2d).

***Instructional technology:*** In the last few years, Roosevelt has increased the number of classrooms with fixed computer projection capability; 12.6% of Roosevelt classrooms now have this capability, and there are plans to increase the number of such classrooms each year as the budget allows. Wired Internet connections are available in 93% of classrooms at all Roosevelt University locations; and 10% of classrooms and 15% of campus spaces have wireless Internet access. In 2004, two computerized testing laboratories for administering the Roosevelt University Assessment exam were constructed, a new videoconferencing room was built at the Schaumburg campus, all videoconferencing facilities were upgraded, and a wireless network and student computer kiosks were added to the Fainman Lounge on the second floor of the Auditorium Building.

Additional information on the technology strategic plan and the growth of instructional technology at Roosevelt may be found in the Response to Issues Identified in 1996 and core components 2b and 2d.

***Science laboratories:*** The University has done much to improve laboratory facilities since 1996; however, given the University's goal of increasing programs in the sciences, further development is still needed. On the Schaumburg campus, the University built new biology laboratories as well as cell and tissue culture facilities. Schaumburg also purchased Geographic Information System (GIS) hardware and software and created additional student/faculty research space and an instrument room. Chicago has made significant renovations to the general and organic chemistry laboratories, including state-of-the-art workstations, chemical storage facilities, and experimental areas. Chicago also has a new cell and tissue culture facility. Both campuses now have wireless computing for all science laboratories, digital photographic documentation systems for biotechnology, and magnetic resonance (NMR) equipment for chemistry.

Core component 2d describes an application that the University has made to the State of Illinois for \$1 million to upgrade 48 stations in the biology laboratories and the design work that has been undertaken to prepare for these upgrades.

***Special instructional spaces:*** In 2002 the University created a large, much-needed orchestra rehearsal space on the 10<sup>th</sup> floor of the Auditorium Building. Other rehearsal spaces for The Music Conservatory and The Theatre Conservatory were made possible by the relocation in 2001 of several colleges and programs to the new Center for Professional Advancement in the Gage Building. Renovations to the Center for Professional Advancement included a special telecommunications classroom; and in 2003, the University constructed a "convergence classroom" in Schaumburg for media-intensive programs in communications. In 2005 the University built a state-of-the-art interview suite for use by the master's program in counseling and human services and various programs in psychology. Occupying space formerly assigned to the outdated Language Laboratory, this interview space has made the replacement of the Language Laboratory a priority.

**Quality assurance:** Roosevelt assesses the effectiveness of its programs, services, and facilities in all of the ways that have been detailed in this and previous chapters. In addition to those already mentioned, the University has additional internal and external sources through which to evaluate its success.

#### UNIVERSITY ANNUAL REPORTS

Oversight and consistent reflection are essential to achieve and maintain academic excellence, and Roosevelt's systems of quality assurance include regular review of its educational strategies, activities, processes, and technologies. Historically, each Roosevelt University academic program submitted an annual report that reviewed its progress toward goals from the previous year, identified areas of strength and needs for improvement, and outlined goals and strategies for achieving them for the upcoming year. These reports were consolidated into a University-wide annual report (available in the Resources Room).

#### PROFESSIONAL ACCREDITATIONS

As part of quality assurance, Roosevelt seeks to achieve professional accreditation in all areas where such accreditation exists. Professional accrediting bodies set standards for the resources such as Library holdings and specialized facilities. These standards help the University gauge the necessary level of support for teaching and learning in these programs. As of Fall 2005, the following colleges/programs have professional accreditation: College of Education, Walter E. Heller College of Business Administration, The Music Conservatory, Counseling and Human Services, chemistry, and the doctoral program in psychology. The Paralegal Studies Program has approval from the American Bar Association. In addition, the University is preparing to apply for professional accreditation in computer science, communication, and online education.

**Budget priorities:** Because teaching and learning are the core of Roosevelt University, budget allocations have to reflect these priorities. In difficult economic times, the University has made hard decisions to focus its spending on areas that have the greatest positive impact on teaching and learning. Allocations for classroom space, academic technology, and the Library have been priorities in recent budget and planning initiatives (see core components 2b and 2d).

### Conclusion

Teaching and learning are at the heart of Roosevelt's mission. The University has made a focused effort to provide a variety of formats and flexible schedules to meet the needs of a diverse student body. A significant level of funds are allocated every year to keep the institution up-to-date in classroom facilities and instructional technology, and Roosevelt faculty are supported in their efforts to continuously improve their teaching and participate actively in their disciplines. Faculty deliberate within their departments about learning outcomes for graduate and undergraduate students and design assessment plans so that the success of achieving these outcomes may be measured and changes may be made to curricula or individual courses, when indicated.

### **Summary of Recent Achievements**

- **The University initiated Program Review in Fall 2005.**
- **The Center for Teaching and Learning had its grand opening in January 2006.**
- **The University piloted cohorts on the Schaumburg campus in Fall 2005.**
- **The University piloted J-term in January 2006.**
- **The University introduced a new two-part system for students to evaluate teaching in Fall 2005.**

### **Strengths**

- **Faculty regard teaching as their primary role at Roosevelt.**
- **Roosevelt has developed a culture that values the meaningful assessment of learning outcomes.**
- **Roosevelt has made significant investments in upgrading and increasing instructional space.**
- **Roosevelt has developed new ways of reaching out to a variety of student populations.**

### **Challenges**

- **Continue to support and expand assessment efforts.**
- **Implement plans for peer evaluation of teaching portfolios for full- and part-time faculty.**
- **Develop effective medium- and long-range schedule planning.**

