# UNIVERSITY OF RHODE ISLAND

## FIFTH-YEAR INTERIM REPORT

UNIVERSITY OF
Rhode Island

Submitted to

New England Association
of Schools and Colleges

January 2003

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## Statement on Report Preparation

This Fifth-Year Report is submitted by the University of Rhode Island according to the accreditation timetable of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. Its primary objective is to inform the Commission of changes and developments that have occurred at the University. Although many of the changes are a reflection of long-term strategic planning, some of the recent developments were triggered as a result of findings reported by the Commission as a follow-up to a NEASC site visit on October 5-8, 1997.

The responsibility for drafting this report was assigned to the Office of the Provost and Vice President for Academic Affairs. The Office gathered information from appropriate academic, administrative and auxiliary units. The data gathered from each of the units served as the basis of the statements shared herein. Following preparation, this report was reviewed by the President and senior administrative officers. A copy was provided to the Faculty Senate.

Those individuals specifically involved in the preparation of the report include M. Beverly Swan, Provost and Vice President for Academic Affairs; Richard Rhodes, Interim Vice Provost for Academic Affairs; Dennis Stark, Vice President for Business and Finance; Thomas Dougan, Vice President for Student Affairs; Professors Robert Felner and Peter Adamy from the School of Education; Kathleen Mallon, Director of Strategic Planning and Institutional Research; and Deborah Grossman-Garber, Director of Undergraduate Programs for the College of the Environment and Life Sciences. Other offices and individuals were consulted as needed.

## Institutional Overview

The University of Rhode Island is the principal public research and graduate institution in the State of Rhode Island with responsibilities for expanding knowledge, for transmitting it, and for fostering its application. Further, the status of the University as a land-grant, sea-grant and urban-grant institution highlights its strong traditions of teaching, research and outreach in a broad range of areas. These fundamental aspects of the University have not changed during the past five years. Alternatively, a number of changes have occurred on the campus. Many of these changes are a reflection of strategic planning. Some changes resulted from the NEASC visit and report. All of the transformations have enhanced student learning, supported research and outreach, improved our ability to deliver services, and created a safer and more hospitable environment on campus. We are proud of our learner-centered environment and of the progress we have made in making this a stronger university.

## Response to Areas Identified for Special Emphasis

As a result of the 1997 site visit by the evaluation team representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, four major areas of concerns were noted. These included:

1. *The need for URI to improve its **planning and evaluation** processes has been highlighted in a number of prior reviews. While the team is pleased to note that the University has made some progress in its planning and evaluation activities since 1992, URI needs to move beyond goal setting and establish an organized, comprehensive, strategic approach to planning that involves all affected campus constituencies.*

2. *All planning must accurately reflect **financial resources**. A key question which must be addressed by URI in its planning processes is whether it has the financial resources to sustain its stated mission.*

3. *The University should adopt a **financial statement** format that follows GASB generally accepted accounting principles for higher education and should address:*
   - *the problem of deficits and low fund balances that curtails its ability to respond to fiscal crisis and*
   - *the decline in net tuition.*

4. *The University lacks a cohesive and broadly-supported **General Education Program**.*

The University has systematically addressed each of these major concerns and has either implemented solutions or made progress towards the implementation of solutions.

**Planning and Evaluation**

- *Campus-wide Strategic Planning*
  Since the 1997 visit of the NEASC team, the University has worked aggressively to fulfill our promise to develop an integrated planning process, one that would bring together academic, student services, fiscal, facilities and development planning. A key initial step was the creation of the Office of Strategic Planning and Institutional Research and the appointment of a staff (accomplished 1997) that would work with the many existing University leadership and governance groups to forge unified plans. The Office of Strategic Planning and Institutional Research, which reports directly to the President, is URI's campus-wide strategic planning unit charged with creating a culture for innovative, participatory, integrated and knowledge-based planning. Hence, this office serves to coordinate and transform vision into plans and communicates this to all members of the University community. A key element in coordinating the transformation of a vision is the role of weaving the fiscal, facility, academic and fund-raising plans into a single integrated whole.

  The planning model the University adopted is one that flows both up and down, seeking knowledge from those closest to the issues and support from those with responsibility for the success of the institution. We developed a Three-Year Strategic Plan (Appendix I) that brings academic programming, student services, fiscal management, facility planning and development around three proposed initiatives. The plan seeks to put students first, to ensure that we do our work as efficiently as

possible within the constraints of limited resources, and that we fulfill our mission as a land-, sea- and urban-grant university. It includes implementation strategies and ways to measure results. The plan has guided our thinking in matters of resource generation and allocation.

That three-year plan is currently being refocused for the next three years. The new plan is aggressive in its goals and contains more specificity than the earlier plan. A draft copy of this document is included in Appendix II.

Two additional planning examples that demonstrate organized, comprehensive and campus-wide input include the Green Hall Gateway Project, a project that consolidated the operations of the Bursar, Financial Aid and Registrar into a single unit, Enrollment Services, and housed in the newly renovated Green Hall, and the University of Rhode Island Kingston Campus Master Plan (adopted 2000), a complex project that will guide the University Capital Program, including deferred maintenance over the next several years. The plan reflects the University's academic goals and philosophy as well as its physical appearance.

- *Learning and Performance Standards*
  The NEASC team expressed concerns about the initiation of "learning and performance standards for all departments and schools" and the linking of "goals with assessment procedures in order to measure progress towards the attainment of those goals." All of our schools and colleges have engaged in defining learning outcomes and linking metrics to the assessment of outcomes. This effort was set in motion in fall 1993 when the Faculty Senate requested that every department declare "performance standards" for its graduating majors. Since 1993, we have made significant progress towards defining learning and performance standards, although there is variation in the extent of incorporation of "assessment" between and among colleges. Not surprisingly, colleges that have external, professional accreditation bodies (e.g., College of Engineering—Accreditation Board for Engineering and Technology; College of Nursing—Commission on Collegiate Nursing Education; College of Pharmacy—American Council on Pharmaceutical Education) have completed descriptions of learning outcomes and have ongoing assessment efforts. The same holds true for accredited academic programs (e.g., Landscape Architecture-American Society of Landscape Architects; Dietetics-Commission on Accreditation for Dietetics Education of the American Dietetic Association) or programs for which there are clear professional standards (e.g., Education.) As examples of our progress, we are including information on the learning outcomes in the General Education Program and assessment of learning outcomes in specific programs. The following are examples of our program in assessment:

  - *Assessment of General Education Outcomes*

    The key to developing an assessment effort is the articulation of what is expected. The new general education curriculum defines the expected learning outcomes. From those definitions we have developed the tools for assessing the efficacy of the program.

Initially, when we revised our general education curriculum we solicited instructors offering a general education course to reflect on whether the course met the student learning outcomes defined in our General Education Program. As part of a reflective process, we asked all instructors to submit evidence that the general education course that they were teaching met the general education goals. The University College and General Education Committee (UCGE) was charged with examining the evidence submitted by faculty who offered general education courses. The standing committee defined what constituted evidence and developed a template for submission of evidence. Each faculty member who wished to teach a general education course was required to file an application for consideration. If a current general education course did not meet the desired learning goals, faculty had the opportunity to revise the course so that it did meet the learning objectives.

Assessment of student achievement of general education goals occurs at a number of different levels. At a basic level, assessment is embedded within general education courses and is evaluated by the instructor. Student learning is also evaluated on an institutional basis. We have and will continue to use performance measures (e.g., grade point average, time to graduate, freshman retention rates, etc.) as outputs for evaluating the success of meeting learning goals in general education courses. We also monitor affective outcomes (e.g., student satisfaction) to gauge how the general education curriculum impacted the attitudes, values and views of our students. Last, the close collaboration of faculty and administrators with the University College and General Education Committee allows (and will allow) for ongoing and persistent evaluation of our General Education Program.

- *Learning Outcomes in the College of the Environment and Life Science*
  An example and model of assessment activity at the University of Rhode Island can be found in the College of the Environment and Life Sciences. It has made great strides towards defining learning standards. This college was selected by the Provost and Vice President for Academic Affairs to serve as a model for the systematic implementation of a program that defined learning standards and metrics for assessing learning outcomes and that used an experiential learning model. In the past, the college had been successful in developing and delivering in-depth, learner-centered education and institutionalizing learning standards (activities supported by the Office of the Provost and through external funding agencies). In addition to the support of the Office the Provost, the college recently won an United States Department of Agriculture Cooperative State Research, Education and Extension Service (USDA-CSREES) Higher Education Challenge Grant (awarded on October 1, 2001) entitled *Experiential Learning and Expected Student Outcomes: Closing the Curricular Loop*. This $100,000 project has been used to train faculty members in the concepts and language of expected student outcomes, institutional assessment, measurement of student outcomes and educational impacts. College faculty members are currently engaged in developing, articulating and publishing desired student outcomes for all thirteen majors that represent the food and agricultural sciences at the University. Importantly, the outcomes for each major have been shared with current freshman

students in each of the thirteen degree programs. To track the progress of each of the students towards meeting the learning outcomes, the college has initiated the implementation of a web-based, electronic portfolio. The incoming class of freshman students (fall 2002) was the first to log onto the portfolio website (a collaborative effort between the college and True Outcomes®). The final objectives of the project are to tie the student outcomes to a rational college assessment plan to gauge institutional effectiveness, then recalibrate present student learning opportunities and strategically develop others (e.g., internships, apprenticeships, undergraduate research projects, inquiry-based learning modules, capstone experiences, etc.).

- *Tracking Learning Outcomes in the School of Education*
  Transition of students from University College to the School of Education is predicated upon the submission of a portfolio that highlights their skills and accomplishments. In this document, candidates are asked to present evidence of academic excellence, work experience/community service with children and schools, multicultural experiences and communication skills. For the past several years, the School of Education has successfully implemented a web-based electronic portfolio system (e-folio) for tracking the learning outcomes and professional accomplishments of their students. The e-folio system has facilitated the incorporation of the Rhode Island Beginning Teacher Standards as a part of the educational outcomes expected of each student. Not surprisingly, the School of Educational faculty members that have developed the e-folio system have received regional and national recognition. This recognition has included invitations to education faculty to present overviews of the electronic portfolio at a recent conference, "Harnessing Outcomes Assessment to Serve Students, Faculty and Their Institutions" sponsored by the Rhode Island Office of Higher Education.

- *Institution-wide Focus on Assessment*
  The University recognizes that clear articulation of outcomes is essential if we are to promote persistent, coordinated, integrated and cumulative learning. To facilitate this effort, the faculty have provided a clear vision of what students must know and must be able to do in a specific discipline. Further, the faculty have expressed the expectations in clear terms and designed learning experiences that address the vision. We believe that we have made significant progress toward expressing the vision and implementing an assessment plan to evaluate the promotion of student development in a learner-centered environment.

**Financial Resources and Financial Statement**

The University of Rhode Island has enjoyed five years of financial stability and modest revenue increases for fiscal years 1998 to 2002. All sources of revenue including tuition and fees, state appropriations, extramural grants and contracts, and private giving have increased steadily in support of the teaching, research and service missions of the University (see CIHE Data Form I; page 21). Specifically, our state appropriation has increased an average of 5.7% per year and grew from $65.5 million in FY1998 to $84.2 million in FY2002 (see CIHE Data Form I and the associated notes for full outline of the

state appropriations; page 21). As is the case for a significant number of public universities, tuition and fees continue to comprise a proportionally larger component of the overall University budget. Over the last five years, revenues from tuition and fees at the University increased from $73.7 million in FY1998 to $92.8 million in FY2002 with a projected $100.3 million in revenues for FY2003. Net tuition was $56.2 million in FY1998 and $70.7 million in FY2002.

The number of extramural grant and contracts awarded to the institution and the associated expenditures increased from $44.3 million in FY1998 to $61.0 million in FY2001. The University successfully competed for and received a $6.0 million Biomedical Research Infrastructure Network (BRIN) grant from National Institutes of Health (NIH) to develop the research capacity to attract further NIH funding. In addition, the University was awarded a $12 million grant to establish a transportation center. Our Graduate School of Oceanography faculty with expertise in hurricane modeling also have applied to National Oceanographic and Atmospheric Administration (NOAA) for $17 million in funding for a hurricane center. Lastly, the University recently has been informed that it is eligible to apply for Experimental Program to Stimulate Competitive Research (EPSCOR) grants that potentially can increase funding from the National Science Foundation (NSF).

The University has a significant commitment to fund raising from alumni, businesses and corporations, foundation and trusts, both for operating and scholarships as well as capital and capital development. During FY2002, private giving for operations and scholarships totaled $9.1 million, and $6.6 million was raised for capital purposes. Further, the current endowment of the University has grown from $11 million in FY1991 to $51 million in FY2002 following the completion of the University's first capital campaign.

The State of Rhode Island continues to allocate funds to higher education for the purposes of asset protection. The University's share of the asset protection funds was $3.6 million in FY1999, $3.6 million in FY2000, $2.6 million in FY2001, $1.4 million in FY2002, and $4.2 million in FY2003 (see CIHE Data Form I and the associated notes for full outline of the state appropriations; page 21). These funds have improved URI's ability to address ongoing maintenance repairs, upgrade major building systems, repair paving and curbing, perform asbestos and PCB abatement and projects, and undertake major renovation, expansion and new construction projects for auxiliary enterprise and campus facilities. For example, Chafee Hall, which was closed on an emergency basis due to PCB contamination in the caulking around the building's windows, was abated and new windows were installed. The University also has received significant funding through the Delaware Capital Account and the Rhode Island Health and Educational Building Corporation (RIHEBC) bond funds, and Rhode Island Capital Funds for new construction (see CIHE Data Form I and the associated notes for full outline of the state appropriations; page 21).

The University continues to have balanced budgets and implement improved budget, accounting and control procedures. From 1998 through 2001, the University used the National Council on Governmental Accounting (NCGA) statement 1 reporting guidelines. These guidelines have been used by the University for approximately 25 years as mandated by the State of Rhode Island. For FY2002, the University was

required by the Governmental Accounting Standards Board to implement statement No. 35, Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities (GASB 35) on July 1, 2001. Therefore, the University now reports its activities as a business-type entity using the economic measurement form and full accrual accounting including depreciation as recommended in the report of the NEASC Visiting Team.

The University's financial position as of June 20, 2002 and as reported under GASB statement 35 showed a net income of $1.86 million. The increase in net assets for the year was $32.5 million and the total net assets at the end of the year were $135.5 million. (The largest portion of the University's assets, $124 million, reflects its investment in capital assets and use of these capital assets to provide services, space and equipment for our students, faculty and staff). The primary source of the $32.52 million asset increase was due to an infusion of state capital and private funds. These funds were used to finance construction in progress and building improvements costs incurred during the year. The University also has adopted strict policies to minimize the likelihood of deficits in auxiliaries, enterprise funds and self-funded programs. KPMG issued a positive review (e.g., unqualified opinion) for the University's FY2002 audit.

Rhode Island, like many states, is in a period of reduced income from taxes and heightened expenditures for health and welfare. This reduction in state revenue has resulted in a decrease in the state appropriation to Higher Education in FY 2003. In response to this reduction, the Board of Governors for Higher Education reduced its allocation to the University by $2.4 million from the prior year. However, the University was allowed to increase tuition and mandatory fees to offset part of the reduced allocation. Notwithstanding the total increase of 8.7% in tuition and mandatory fees for in-state students and 8.2% for out-of-state students, fall 2002 enrollment was modestly higher than budgeted and allowed the University to maintain the quality of its curriculum and research activities.

The current economic downturn has resulted in challenges for the state of Rhode Island and the University. However, the University continues to be competitive in terms of attracting new students with applications approximately 25% above last year at this time. In addition, we continue to generate funds from other external sources in support of our teaching, research and outreach missions.

**General Education**

The General Education Program in place at the time of the 1997 site visit was established in 1981. While this program has served us better than we have often acknowledged, only modest changes had been made to the program in the past two decades. The need for revision had surfaced a number of times since 1981, in proposals presented to the Faculty Senate, in the 1997 NEASC Self-Study Report and in the report of the NEASC visiting team. As a result, President Carothers established a Commission on General Education, the charge to which was:

To revitalize and refocus our general education program to insure its continued appropriateness as a foundation of the University of Rhode Island undergraduate education.

The commission was specifically tasked to:

1. *Evaluate the current general education program and draft a rationale that articulates a philosophy that underlies a general education curriculum.*
2. *Review past statements of intended learning outcomes for general education and propose objectives consistent with the rationale (to be employed in reviewing courses and in future assessment of the effectiveness of the program).*
3. *Develop a plan and strategy to review courses resident in each existing division.*
4. *Develop a plan and strategy to look at the integration of skills and competencies within the content areas represented by the general education divisions, and/or within any proposed changes in the content areas.*

The commission's membership was representative of the colleges and programs in the University. The Provost's Office staffed the committee. Summer support was offered to the academic-year faculty to ensure that the commission's deliberations could continue uninterrupted during the summer.

The commission sought to emphasize the overarching objectives of our General Education Program while finding a means to introduce contemporary concerns directly into the program. It was consciously decided to retain much of the current program's extant structure. Specifically, the program would still contain seven "divisions" similar to the existing seven divisions and have the same credit-hour requirement in each.

- Fine Arts and Literature 6 credits
- English Communication 6 credits
- Foreign Language or Culture 6 credits
- Letters 6 credits
- Mathematics 3 credits
- Natural Sciences 6 credits
- Social Sciences 6 credits

In its deliberations, the commission became keenly aware that general education was not and should not be confused with a student's entire undergraduate degree program. General education represents only about one-third of a baccalaureate degree program. As such, it could not be expected to provide our students with all of the knowledge and intellectual skills that we hope they acquire by the time they reach graduation. General education is part of a foundation for such learning. To make this principle clear, the commission articulated some broad learning objectives that extended beyond general education and applied to all who pursued the attainment of a bachelor's degree.

While skill areas have been part of the "old" General Education Program from the start, the integration of skills into all courses approved for general education credit was the most significant adjustment to the structure of the program. Further, more skill areas were identified and discussed than the three skill areas (i.e., mathematical and

quantitative skills, writing and speaking in English, and communicating across cultures) that were expressly included in the "old" General Education Program. The approach taken by the commission was to focus on eight critical skills to be integrated into general education courses, and each course must include three of these skills.

- Reading complex texts
- Writing effectively
- Speaking effectively
- Examining human differences
- Using quantitative data
- Using qualitative data
- Using information technology
- Engaging in artistic activity

Much debate took place for the need for inclusion of diversity issues as part of the General Education Program. The professional colleges raised concerns about the addition of more credits to the General Education Program. Simply adding credits to a degree program was not a viable option. To address the need for inclusion of diversity issues into the curriculum without adding more courses, an overlay scheme was devised. The University College and General Education Committee suggested that courses that demonstrated the incorporation of the integrated skill "examining human differences" would qualify as a "diversity" course. The Faculty Senate approved a recommendation that students be required to take two "diversity" courses. Importantly, this overlay does not increase the number of credits required in the General Education Program.

Retaining the core areas but integrating a more complex skills component necessitated a review of each course in the program. The commission took the position that each course would have to reapply for inclusion in the General Education Program to guarantee that each course met the goals of the program and that it contained the emphasis on the skills. This plan was approved by the appropriate committees and by the Faculty Senate and the President. To achieve the massive task of re-evaluating each course (374 courses were on the books as fulfilling a general education requirement), an implementation plan was developed.

Briefly, in the adopted review and re-approval process each instructor was expected to demonstrate that a course fits into one of the seven core areas and incorporates three of eight integrated skills listed above. Because the review and re-approval of all courses is known to be time-consuming, the commission suggested a multi-year, phased process to be governed by the University College and General Education Committee working with the faculty and departments offering the courses.

The second critical element of the proposed plan was the call for both administrative and financial support for the program. For many years, there had been requests for the appointment of a designated administrator charged with monitoring and ensuring the delivery of our General Education Program. The commission believed that the overall administration of the program must be assigned at the vice provost level. In addition, effective teaching of general education courses infused with skills as proposed required intentional re-conceptualization of many courses. Faculty could not be expected to do

this without instructional support that included summer workshops. Hence, the implementation plan included resources for planning workshops and faculty stipends.

Finally, the commission recognized that formal, ongoing assessment of the General Education Program was needed. During the process of reviewing, re-approving and, where appropriate, revising general education courses, appropriate assessment initiatives were also included.

*The New General Education Program*
We are currently engaged in the large task of implementing the new General Education Program. A detailed description of the General Education Program as approved and amended by the Faculty Senate of the University of Rhode Island is attached as Appendix III, which also includes the implementation timetable for the program.

*General Education Summary*
Consistent with the suggestions of the NEASC Report, the University has engaged in a robust planning process to identify, introduce and implement a contemporary General Education Program. Importantly, by soliciting input frequently from the University community, the new plan has garnered broad institutional support. We look forward to the complete implementation of the program with the hope that our new general education curriculum will actively engage our students in a sustained academic experience typified by an environment that promotes coherence, community, and a sense of common purpose. Last, we believe that our model of general education addresses the broad traditional objectives of higher education while supporting the specialization of disciplines characteristic of a public research institution.

## Additional Areas of Concern from Team Report

The NEASC Visiting-Team Report identified the following areas of concern:

1. *The University currently has a significant number of* ***interim deans****. The Team's concern is not with those individuals holding interim appointments, but rather with the temporary and ambiguous nature of their responsibilities and authority; the importance of stable and decisive leadership at this critical time is difficult to underestimate.*

2. ***Library and information*** *resource units at URI have had little programmatic response to the President's "Building a New Culture for Learning" themes.*

3. *The University is lacking leadership to aid campus constituencies in understanding the critical ramifications that* ***networked information*** *will have for the conventional, print-oriented, scholarly process.*

4. *Challenges that continue to engage the* ***Division of Student Affairs*** *are the long overdue need to rehabilitate the residence halls, and the existing tension between continued alcohol abuse and the University's commitment to a stronger learning culture.*

*Concern: Interim Deans*

The University has actively pursued the hiring appointments of "permanent" deans. Since, 1997 we have hired 10 new deans. They include:

Dr. Paul Gandel, Vice Provost for Information Services and Dean of University Libraries (1997)
Dr. Edward Mazze, Dean, College of Business Administration (1998)
Dr. Winnie Brownell, Dean, College of Arts and Sciences (1999)
Dr. Dayle Joseph, Dean, College of Nursing (2000)
Dr. Janett Trubatch, Vice Provost for Graduate Studies, Research and Outreach (2000)
Dr. John McCray, Vice Provost for Urban Programs (2001) (former position title: Dean, College of Continuing Education)
Dr. David Farmer, Dean, Graduate School of Oceanography (2001)
Dr. Donald Letendre, Dean, College of Pharmacy (2001)
Dr. Jayne Richmond, Dean, University College (2001)
Dr. Jeffrey Seemann, Dean, College of the Environment and Life Sciences (2001)
Dr. William Lynn McKinney, Dean, College of Human Science and Services (2002).

Currently, only the College of Engineering has an Interim Dean (Dr. Arun Shukla). We anticipate making a permanent appointment to that position within the next few days.

*Concern: Library and Information*

The Office of Information Services (OIS) has evolved into an important portal and is a significant element in the University's "New Culture for Learning." The comprehensive assistance offered through OIS includes Library Services (e.g., access to the on-line card catalog-Helin, on-line reference databases and internet search tools), Teaching with Technology (e.g., classroom equipment, multimedia support, WebCT, Distance Education), Communications (e.g., e-mail, telephone, campus networking, campus TV), Hardware and Software (e.g., virus protection, computer repair, downloadable shareware, licensed software), Computing Facilities (e.g., student computer labs, multimedia labs, parallel processing), Administrative Computing (e.g., ARIES-on line registration, PeopleSoft project), Information Resources Council (e.g., Digital Library Group, Instructional Group, Technology Group) and Help and Learning (e.g., Help Desk, accounts, passwords, "how to" documents). OIS has enabled the seamless transformation of information into every aspect of our culture for learning.

*Concern: Networked Information*

Dr. Paul Gandel, Vice Provost for Information and Dean of the University Libraries, now provides leadership for bringing the campus into the digital age. As mentioned above, Dr. Gandel was appointed in 1997. Through a bond technology initiative approved by voters, URI has received over $29 million (beginning in FY'97 and ending in FY'02) to complete and enhance the technological infrastructure of the University.

The implementation of the Technology Initiative is being done in a two-phase approach reflecting communications and computing priorities. An essential step in enabling the University to compete successfully in the information age was to build a networking infrastructure that met the current and future needs of a modern research university. Complementary to the networking effort are the devices and applications that provide the solutions to instructional, research, outreach and administrative tasks within the University. The plan that describes the information networking effort is attached as Appendix IV. The attached plan was built on the earlier efforts of the 1993 University Communications and Computing Committee (UCCC) Report to the President, the 1995 Elert Voice, the Video and Data Combined Technology Report, the Board of Governors' External Committee Report as well as advisory input from the Information Resources Council of FY'97.

As part of the networking effort and to meet the demands of the complex digital era, PeopleSoft was adopted by the University to be used as the integrated software throughout the institution. Although the initial investment for PeopleSoft has been high, we are encouraged by the efficiencies that will result from its implementation. Indeed, PeopleSoft will be critical to our strategic success in four areas: support for new University initiatives and services, elimination of organizational barriers, meeting federal and state requirements, and elimination of duplication. To these ends, we expect to provide our students, faculty and staff with a better suite of on-line services. Each student will have customized web-access via a portal that contains all of his/her academic and personal information. Staff and faculty will electronically process requisitions, invoices and other documents that are now hand-carried between desks. Indeed, PeopleSoft will provide significant management efficiencies by reducing the complexity of our business processes and our dependence on the "paper net." To date, we have implemented PeopleSoft modules in human resource recruiting, graduate admissions and student financials. We are continuing development and acceptance testing to meet a 2003 deadline for the implementation of one of the most important modules, student administration.

While much of what is described here provides direct support for students and faculty, mention should be made of two courses designed to support students in their research and life-long learning skills. Introduction to Information Literacy is a three-credit course that provides in-depth training. A one-credit special topics course may also be taken concurrently with any course that requires information literacy skills. These courses are taught by Library faculty members and are growing in popularity and reflect directly the involvement of our valuable resource people in "a new culture for learning."

*Concern: Division of Student Affairs*

The University has moved aggressively to meet the identified, critical needs for residence hall rehabilitation suggested in the 1997 NEASC Report. We have undertaken a $64 million renovation project to meet the critical need for rehabilitated, modern student housing. Further, we have solicited proposals for the construction of

apartment-style residences to accommodate 700 new beds and traditional halls to provide for 700-1200 replacement beds.

Currently, Barlow, Bressler, Butterfield, and Weldin residence halls have been completely renovated. Browning Hall is under renovation and work on Adams Hall will begin late spring 2003. Both residence halls will be completed by summer 2003. These six, state-of-the-art corridor-style residence halls will eventually form what will be known as the Freshman Village. Reaction has been positive as evidenced by students referring to the renovated dorms as "Hotel Barlow" and "The Weldin Hotel." The $64 million project will be completed in 2006 with the renovation of a total of 13 residence halls. Likewise by 2006, six residence halls will be replaced as part of a project using private developers to construct apartment-style residence halls (Phase I: 700 new beds), and traditional residence halls (Phase II: 700 to1200 replacement beds). The request for proposals for Phase I will be opened in January 2003 with the expectation that the new beds will be on line by summer 2004.

The University has also renovated three fraternity houses and converted these structures to special interest housing. The International Engineering building (formerly ΣAE) houses URI students and international exchange students participating in our International Engineering Program. The Women's Center (formerly ΦΣK) houses the office of our services and programs for women and serves as a residence for undergraduates in our Women in Science and Technology Program. Finally, the Rainbow Diversity House (formerly ΣΦE) serves as a residence for over 40 students interested in issues of diversity, multiculturalism, and social justice.

In an institutional context, campus academic and residential life has merged. The Office of Housing and Residential Life has teamed with University College to form four, model Living and Learning Communities in our residence halls. This academic/residence hall plan has proven to enhance student performance and we expect to expand this endeavor in the future. Last, the Office of Career Services has become a 24-hour-a-day, 7-day-a-week operation with the expansion of its on-line service for recruiting, posting of jobs and career information.

The University of Rhode Island continues its effort and forthright stance regarding the serious issue of substance abuse. URI had a significant decrease in high risk drinking from 1993 through 1997. Since 1997, our rate of high risk drinking has not changed, according to data from Harvard researcher Dr. Henry Wechsler and our own institutional data. However, we continue to refine policies and our own environmental approach to prevention. For instance, the University has earned several grants to assist in creating a safe and healthy learning environment. We have received $211,850 from the U.S. Department of Education to study the "Interactive Social Norms Correction for First-Year Students." We have also been awarded $30,000 from the National Collegiate Athletic Association to expand and evaluate peer mentor programs for athletes. We currently have a Robert Wood Johnson Innovations Grant for $300,000 which will bring cutting edge researchers and substance abuse prevention experts to our campus to give us ideas for new approaches.

University students, faculty, and staff have partnered with the residents of the Town of Narragansett (police, neighborhood associations, town tavern owners, town council

members, and realtors) to address the issue of substance abuse in Narragansett, a town where over 2,000 URI students live. The Narragansett—URI Coalition, "Building a Community of Mutual Respect," has had significant success in improving our relationship with the town. We believe that the program was the major reason for a 37% reduction in complaints about students. Importantly, the coalition played a significant advocacy role enabling the passage of the Keg Registration Bill in the State of Rhode Island.

The University has also taken significant steps toward becoming a smoke-free campus. Smoking is no longer allowed in our residence halls and the sale of cigarettes ended on our campus in 2001. These policy changes, along with an expanded educational effort, have had a positive impact on the health of our students and the quality of our campus life.

Since the 1997 NEASC Self-Study Report was issued, new facilities and programs have improved safety, improved student services, promoted diversity, provided students with additional recreational opportunities and provided better integration of academic and student affairs. For instance, we received $372,000 from the U.S. Department of Justice for prevention of violence against women. (This grant has been re-funded through 2004 for an additional $300,000). The Office of Disability Services was awarded support from the U.S. Department of Education in 1999 to promote diversity. The grant, "Changing the Culture, Working towards Inclusiveness and Retention for Students with Disabilities," has been re-funded (total received-$797,670) through 2005. The University renovated Butterfield Dining Hall to a state-of-the-art dining facility; constructed a 2,500 seat ice hockey rink; built a new, on-campus 8,000 seat convocation center for intercollegiate athletics, concerts, and other entertainment; and renovated space in our athletic complex to house an academic advising center for intercollegiate athletics.

## Major Changes (Year Initiated or Completed)

- Creation of the Office of Strategic Planning and Institutional Research (1997)
- Institution-wide focus on assessment of learning outcomes (1997)
- Information technology bond ($29.0 million, 1997)
- Multicultural Center opened ($2.2 million, 1998)
- Ocean Technology Center opened ($1.2 million, 1998)
- Residence hall renovation project initiated ($65.0 million, 1998)
- International Engineering Program House opened ($0.7 million, 1999)
- Campus Master Plan adopted (2000)

- Renovation of Ballentine Hall initiated (College of Business Administration; $10.7 million, 2000)
- Implementation of Governmental Accounting Standards Board Statement No. 35, Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities (GASB 35; 2001)
- Three-year Strategic Plan adopted (2001); next iteration in final preparation
- Implementation of a new General Education Program (2001)
- Coastal Institute in Kingston opened ($8.8 million, 2001)
- Chafee Social Science Center renovation completed ($3.8 million, 2002)
- Bradford R. Boss Ice Arena opened ($12.4 million, 2002)
- Thomas M. Ryan Convocation Center opened ($60.2 million, 2002)
- Dr. Robert Ballard joins the faculty (2002)
- Newman Hall (Undergraduate Admissions) renovated and dedicated in honor of former URI President Emeritus Frank Newman ($1.6 million, 2002)
- Rhodes Scholarship awarded to first URI alumna, Rachel Walsh (2001)
- URI Foundation building completed ($2.1 million, 2002)
- Unionization of the graduate and research assistants under the auspices of the AAUP (2002)

## Efforts to Enhance Institutional Effectiveness

*"The Standards for accreditation seek to assure that institutions assess their effectiveness to verify and enhance the fulfillment of their mission and purposes, giving primary focus of educational objectives."* The Three-year Strategic Plan, adopted in 2001, and the draft of the second iteration are attached in Appendices I and II. These documents serve the University of Rhode Island as a guide to align decision-making with our mission and vision. Importantly, they include tangible, measurable outcomes for assessing the effectiveness of institution fulfillment of mission and purpose, with a primary focus on educational objectives. The current Strategic Plan is composed of three initiatives that include: enhancing student success and persistence; increasing organizational and operational efficiency; and supporting research and outreach within the focus areas. For each initiative, measurable outcomes have been identified. In each of the three following subsections a brief overview of progress is provided for selected outcomes.

*Strategic Initiative I. Enhance Student Success and Persistence.* To assess the effectiveness of the first strategic initiative we have observed a number of quality indicators to evaluate student success. These included: enrollment numbers and student profiles (transfer students and incoming freshman class); retention rate; unmet-financial need; student participation in learning communities and integrated student success strategies; campus drug and alcohol use; modernization of academic buildings; provision of campus-based, student-oriented cultural and social activities; provision of multicultural and international learning experiences; faculty to student ratio; graduate assistant teaching support.

Enrollment at the University has increased during the past five years. This increase in total enrollment is a reflection of growth of the incoming freshman class (2,178 freshman in 1998, 2,383 freshman in 2002). Alternatively, the number of transfer students joining the University has fluctuated from a high of 599 students in 1999 to a low of 473 in 2000 to 507 students in 2002. The quality of the incoming freshman class has also improved since release of the 1997 NEASC Report. SAT scores have persistently increased as has the high school rank of incoming freshman. Unmet financial need continues to be a problem as the cost of school grows faster than the pool of resources available to students. Although the financial "gap" has not narrowed, the University has been very aggressive in providing academic scholarships to support the "Best and Brightest" in our Centennial Scholars Program. In fact in 2002, we awarded 524 scholarships (which vary from $1,000 to full out-of state tuition). We believe that the Centennial Scholars Program has had a positive effect on student recruitment, the quality of the student profile and student performance. The University has also encouraged applications from minority and disadvantaged individuals from Rhode Island through our Talent Development Program. This past fall we enrolled our largest Talent Development class and look forward to continued success of this educational opportunity program.

The University has also worked to improve student retention, and our retention rate is higher today (80%) than it was three years ago (77%). We believe that the improvement in our retention is a reflection of early intervention using our first-year seminar (URI 101, *Traditions and Transformations*), enrolling students in learning communities (over 80% of our freshman class participated in a learning community), good academic advising, technology to support learning (e.g., classroom technology, on-line registration, e-mail), and improvements in our infrastructure (e.g., residence hall renovations, combining the offices of the Registrar, Bursar and Financial Aid into a single unit, Enrollment Services). Our new plan calls for us to increase our retention rate to 83% in the next three years. Student surveys (e.g., National Survey of Student Engagement and internal instruments) and the increase in retention rates indicate that our engagement efforts are providing students with the appropriate academic environment to succeed. For instance, students in learning communities more frequently noted that URI was the best college for them than students not in learning communities. As we noted previously, the renovation of residence halls, dining halls and classrooms as well as opening an ice arena and convocation center has provided our students with the environment that successfully merges academics with cultural and social opportunities.

*Strategic Initiative II. Increase Organizational and Operational Efficiency.* The measurable outcomes for this strategic initiative are: to reduce the number of academic majors with greater support for those offered; implement the new General Education Program; implement best business practices in human resources, budget planning and other administrative support areas; enhance the quality of service without increasing the number of core staff; establish fiscal policies to foster entrepreneurial activity; attain fund-raising goals for scholarship and professorship endowments and reallocate general revenue from scholarships to priority programs; and improve the spending of asset protection dollars and make progress against deferred maintenance needs.

We are currently engaged in a planning process to reduce the number of majors that we currently offer, and we are approximately half way through the implementation of the new General Education Program. We expect the program to be fully implemented by fall 2004. Our business practices have been positively affected by the adoption of GASB 35 procedures. An additional business practice that has streamlined the operation of the University and will continue to do so is the implementation of PeopleSoft. With the full implementation of this software, all units (academic, auxiliary, business and finance) will be able to seamlessly communicate and transfer data, thus eliminating or minimizing a paper-based environment. To promote the entrepreneurial activities of faculty, the Research Office provides a full-suite of support personnel to identify prospective funding agencies, assist in writing grants, assist in preparing patents, advance technology transfer and foster industrial support. Our Capital Campaign to secure endowed professorships has grown in the past five years as have our student scholarship donations. Asset protection dollars continue to be used to renovate and upgrade facilities. However, state funds available for asset protection (~$4.0 million/year) are exceeded by the cost of projects that require attention.

*Strategic Initiative III. Support Research and Outreach within the Focus Areas.* The University has identified five interdisciplinary focus areas: Children, Families and Communities; Enterprise and Advanced Technology; Health and Health Promotion; Marine and Environmental Programs; and the Liberal Arts Core. The measurable outcomes that we use to determine success in support of research and outreach in our focus areas include: attracting and retaining highly productive research faculty; creating a leadership position in academic affairs to support urban programs; increasing externally funded and research and outreach programs; increasing state funding for renovation of research and outreach facilities; increasing funding for research and outreach from state and external sources; increasing graduate stipends; and expanding opportunities for undergraduate students to earn academic credit for participation in outreach and research.

Our ability to attract and retain productive research faculty members is best evident in the recent hiring of Dr. Robert Ballard, the world-renowned marine explorer. Further, we have successfully recruited a cadre of industrial engineers in support of the focus area in Enterprise and Advanced Technology, retained high profile environmental scientists and continue to support the work of Dr. James Prochaska in the Cancer Prevention Research Center. The University has also made an effort to address the needs of an increasingly urbanized population. In 2002, Dr. John McCray was appointed as the Vice Provost for Urban Programs. Dr. McCray provides leadership for

our Providence–based programs and is heading an effort to develop an undergraduate baccalaureate program in Urban Affairs.

The level of external funding of research has grown in the past five years (1998-$44.2 million to $60.2 million in 2002). State funding for research facilities has been modest in recent years but we look forward to several state bond issues to support the construction of a biological sciences/biotechnology center and a modern laboratory building for the University's College of Pharmacy. In further support of our graduate mission, we have increased the stipends for graduate and research assistants and provided all graduate and research assistants with medical benefits. We believe that this will improve the quality of graduate assistants and provide the University with a greater competitive edge when vying for prospective graduate students. The University continues to support research and outreach opportunities for undergraduate students. An example of a particularly successful endeavor in engaging undergraduates in research is typified in our Partnership for the Coastal Environment. This partnership, funded through general revenues of the University, has established new paradigms for collaborative exchange. Relying upon three colleges, ten departments, four centers and 69 faculty and staff and representatives of state agencies and private industry, the partnership prepares our next generation of scholars and environmental stewards by teaming undergraduates with faculty and staff to collaborate on applied research and/or outreach in their fields of interest.

## Summary Appraisal and Plans

### The Future

Our goals for the next several years include:

I. Increase total enrollment, freshman retention rates and graduation rates.
II. Increase total institutional revenue and reduce operating costs on a per student basis.
III. Increase support for research and outreach within a more narrowly defined range of activities.

Additional comments:

*Focus*
The University will continue to review programs with an eye toward focusing our activities to take advantage of our strengths and our potential. This will occur across the University and will result in the elimination of some programs and/or activities.

A major goal articulated in the new Strategic Plan calls for us to increase total institutional revenue and reduce operating costs by increasing enrollment in a systematic way, reducing managerial positions, and increasing income from sources such as endowment, patent income, athletic events.

The plan calls for us to focus the range of research and outreach activities and contribute significantly to the economic development of the State of Rhode Island.

*Facilities*
We will continue to improve our facilities. Major renovation as well as new facilities allow us to focus on 1) the way students learn and create better learning environments for them; 2) the way faculty teach and conduct research and adapt to changes there; 3) the way students live and the expectations of an ever-improving student body and adjust our environment to meet those challenges.

Some examples of our capital projects include:

- Sustainable Communities – Master Planning & Green Building
  The development of a model Sustainable Neighborhood in the northeast area of the campus is a direct outgrowth of the Campus Master Plan which was completed in early 2000. The intersection of this plan with the academic initiatives related to sustainability, which was the focus of the University's Honors Colloquium during the 2001 academic year, has resulted in three major outcomes:

  1. further refinement of the Kingston Campus Master Plan and specifications for sustainable construction and maintenance for the entire University,
  2. a recommendation to build a "green" building that will serve as both an icon to sustainability and the home of the academic programs, and
  3. a campus-wide awareness of the need to build and maintain a physical environment that is environmentally friendly and an economic and social culture that is sustainable for both the present residents and future generations.

  A record of the Sustainable Communities Master Plan process and outcomes is available on the University's web site (www.uri.edu/spir) under Planning Projects.

- Addition to Pell Marine Science Library at the Graduate School of Oceanography on the Narragansett Bay Campus—more than a building, this structure will serve as a learning and culture center of the campus.

- Feasibility Study to assess capability of securing private funds for improvement of Keaney Gymnasium and the football stadium

- Biological Sciences/Biotechnology Building

- New building for the College of Pharmacy

*Other Plans*
- Following on the success of our Centennial Scholarship Program (a merit-based program), we plan to support such a fund for transfer students.

- Complete the implementation of the new General Education Program.

- Metropolitan College—Articulate and secure approval for a "Metropolitan College" in South Providence that would integrate the work of the Community College of Rhode Island, Rhode Island College and the University of Rhode Island to serve Rhode Island's growing urban and immigrant populations.

We believe that the University of Rhode Island will continue to deliver programs of excellence that will train the students of the state, the region, country and globe to resolve the challenges that we now face. We are well guided by a clearly articulated mission and vision, and a strategic plan supported by an engaged student body, hard-working staff, committed faculty and visionary senior administrative leadership. We believe that we are better now than we were when the NEASC evaluated us five years ago. We look forward to our continuing evolution.

**CIHE DATA FORM I**
**CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED)**

| Academic Year | 1998-99 | 1999-2000 | 2000-01 | 2001-02*** | 2002-03 |
|---|---|---|---|---|---|
| Fiscal Year (Ends Month 6, Day 30) | 1999 | 2000 | 2001 | 2002 | 2003 |
| **Current Fund Revenues** | | | | | |
| **Restricted & Unrestricted** | | | | | |
| 1) TUITON & FEES | 78,707 | 83,339 | 88,489 | 92,798 | 100,262 |
| 2) GOVERNMENT APPROPRIATIONS | 78,308 | 78,117 | 90,220 | 97,243 | 91,272 |
| 3) GOVERNMENT GRANTS & CONTRACTS | 51,214 | 56,836 | 61,380 | 60,685 | 60,826 |
| 4) PRIVATE GIFTS, GRANTS, & CONTRACTS | 7,659 | 8,775 | 12,537 | 17,080 | 7,818 |
| 5) ENDOWMENT INCOME | | | | | |
| 6) AUXILIARY ENTERPRISES | 40,069 | 42,355 | 44,191 | 45,339 | 54,499 |
| 7) OTHER | 14,018 | 15,984 | 17,549 | 16,298 | 17,158 |
| 8) **TOTAL REVENUES** | 269,975 | 285,406 | 314,366 | 329,443 | 331,835 |
| **Current Fund Expenditures** | | | | | |
| **Restricted & Unrestricted** | | | | | |
| 9) INSTRUCTION | 66,877 | 67,765 | 71,759 | 74,964 | 77,509 |
| 10) RESEARCH | 41,392 | 49,463 | 53,023 | 50,075 | 46,167 |
| 11) PUBLIC SERVICE | 4,147 | 5,042 | 5,522 | 5,877 | 7,072 |
| 12) ACADEMIC SUPPORT | 25,455 | 26,545 | 27,879 | 33,709 | 33,201 |
| 13) STUDENT SERVICES | 15,699 | 15,450 | 16,347 | 17,695 | 18,977 |
| 14) INSTITUTIONAL SUPPORT | 24,745 | 24,551 | 25,209 | 24,017 | 24,310 |
| 15) OPERATION, MAINTENANCE OF PLANT | 20,953 | 24,062 | 25,208 | 32,059 | 36,838 |
| 16) SCHOLARSHIPS & FELLOWSHIPS | 24,683 | 25,594 | 27,659 | 29,285 | 30,267 |
| 17) MANDATORY TRANSFERS | 2,169 | 1,941 | 2,807 | 3,813 | 4,017 |
| 18) NONMANDATORY TRANSFERS | 743 | 626 | 696 | 187 | 0 |
| 19) AUXILIARY ENTERPRISES | 38,324 | 40,185 | 45,647 | 47,419 | 52,663 |
| 20) OTHER | | | | | |
| 21) **TOTAL EXPENDITURES** | 265,187 | 281,224 | 301,756 | 319,100 | 331,021 |
| 22) REVENUE LESS EXPENDITURES | 4,788 | 4,182 | 12,610 | 10,343 | 814 |
| 23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES | 3,043 | 2,012 | 14,066 | 12,423 | -1,022 |
| 24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT (INSTATE) | 4,752 | 4,928 | 5,154 | 5,386 | 5,854 |
| 24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT (OUTSTATE) | 12,756 | 13,148 | 13,596 | 14,164 | 15,324 |

Data source: IPEDS Finance Surveys

Note: Data have not been compiled yet for FY02 and FY03

**State Appropriation Breakdown**

| Academic Year | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2001-02 |
|---|---|---|---|---|---|
| OPERATING STATE APPROPRIATION | 70,256,090 | 73,517,215 | 78,620,837 | 84,243,483 | 81,882,920 |
| ASSET PROTECTION | 3,600,000 | 3,600,000 | 2,600,000 | 1,404,723 | 4,161,115 |
| DEBT SERVICE* | 4,452,830 | | | | |
| SUBTOTAL | 78,308,920 | 77,117,215 | 81,220,837 | 85,648,206 | 86,044,035 |
| RI CAPITAL FUNDS** | | 1,000,000 | 9,000,000 | 11,595,277 | 5,228,911 |
| TOTAL | 78,308,920 | 78,117,215 | 90,220,837 | 97,243,483 | 91,272,946 |

* In 1999-2000, the State of Rhode Island directly assumed the debt service expenses and no longer provided the corresponsending funds.
** New general category for new construction (see Major Change section) and asset protection (asset funds continue to be shown above in a separate category to be consistent with prior 1998-1999 data.
*** Implementation of GASB 34&35.

**CIHE DATA FORM II**
**CHANGES IN FUND BALANCES AND INDEBTEDNESS (000 OMITTED)**

| Academic Year | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|
| Fiscal Year (Ends Month 6, Day 30) | 1999 | 2000 | 2001 | 2002 | 2002 |
| **CURRENT-UNRESTRICTED** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 2,608 | 3,673 | 3,642 | 5,846 | 5,209 |
| NET INCREASE/(DECREASE) | 1,065 | (31) | 2,204 | (637) * | 535 |
| FUND BALANCE END OF YEAR | 3,673 | 3,642 | 5,846 | 5,209 | 5,744 |
| **CURRENT-RESTRICTED** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 3,243 | 4,599 | 11,268 | 24,468 | 35,211 |
| NET INCREASE/(DECREASE) | 1,356 | 6,669 | 13,017 | 10,743 * | 278 |
| FUND BALANCE END OF YEAR | 4,599 | 11,268 | 24,285 | 35,211 | 35,490 |
| **LOAN FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 10,716 | 11,289 | 11,695 | 12,147 | 2,551 |
| NET INCREASE/(DECREASE) | 573 | 406 | 452 | (9,595) * | 161 |
| FUND BALANCE END OF YEAR | 11,289 | 11,695 | 12,147 | 2,552 | 2,712 |
| **ENDOWMENT & SIMILAR FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 47,991 | 58,740 | 64,881 | 61,118 | 53,147 |
| NET INCREASE/(DECREASE) | 10,749 | 6,141 | (3,763) | (7,971) | (4,947) |
| FUND BALANCE END OF YEAR | 58,740 | 64,881 | 61,118 | 53,147 | 48,200 |
| **ANNUITY & LIFE INCOME FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | n/a | n/a | n/a | n/a | n/a |
| NET INCREASE/(DECREASE) | n/a | n/a | n/a | n/a | n/a |
| FUND BALANCE END OF YEAR | n/a | n/a | n/a | n/a | n/a |
| **PLANT FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 280,656 | 291,667 | 255,356 | 229,930 | 122,827 |
| NET INCREASE/(DECREASE) | 11,011 | (36,311) | (25,426) | (107,103) * | 3,594 |
| FUND BALANCE END OF YEAR | 291,667 | 255,356 | 229,930 | 122,827 | 126,421 |
| **INDEBTEDNESS OF PHYSICAL PLANT** | | | | | |
| BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR | (27,423) | (26,896) | (66,709) | (104,952) | 103,130 |
| ADDITIONAL PRINCIPAL BORROWED DURING YEAR | (723) | (41,010) | (40,468) | 469 | 7,975 |
| PAYMENTS MAY ON PRINCIPAL DURING YEAR | (1,250) | 1,197 | 2,223 | (2,291) | (1,996,748) |
| BALANCE OWED ON PRINCIPAL AT END OF YEAR | (26,896) | (66,709) | (104,954) | 103,130 | 109,108 |
| INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS | 1,367 | 2,628 | 4,069 | 4,306 | 4,472 |

Data source: Controller's Office and URI Foundation (Endowment Funds)

* Includes prior year adjustments as a result of GASB 34&35 implementation effective fiscal year 2002.

** n/a = not available

**CIHE DATA FORM III**
**STUDENT ADMISSIONS DATA (Fall Term)**

| Academic Year | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|
| Fiscal Year (Ends Month 6, Day 30) | 1999 | 2000 | 2001 | 2002 | 2003 |
| **Freshman** | | | | | |
| Completed Applications | 9,111 | 10,034 | 9,758 | 10,794 | 11073 |
| Applications Accepted | 7,183 | 7,476 | 7,330 | 7,203 | 7652 |
| Applicants Enrolled | 2,178 | 2,199 | 2,291 | 2,148 | 2383 |
| Statistical Indicator of Aptitude of Enrollees used by Institution (described below) | 1090 | 1096 | 1102 | 1117 | 1112 |
| **Transfers - Undergraduate** | | | | | |
| Completed Applications | 1,382 | 1,502 | 1,464 | 1,409 | 1402 |
| Applications Accepted | 916 | 954 | 819 | 847 | 821 |
| Applicants Enrolled | 550 | 599 | 473 | 529 | 507 |
| **Master's Degree** | | | | | |
| Completed Applications | n/a | n/a | n/a | n/a | n/a |
| Applications Accepted | n/a | n/a | n/a | n/a | n/a |
| Applicants Enrolled | 441 | 467 | 428 | 437 | 491 |
| **First Professional Degree - All Programs** | | | | | |
| Completed Applications | 273 | 269 | 262 | 281 | 334 |
| Applications Accepted | 190 | 187 | 185 | 183 | 193 |
| Applicants Enrolled | 90 | 90 | 91 | 106 | 95 |
| **Doctoral Degree** | | | | | |
| Completed Applications | n/a | n/a | n/a | n/a | n/a |
| Applications Accepted | n/a | n/a | n/a | n/a | n/a |
| Applicants Enrolled | 88 | 81 | 84 | 93 | 95 |

Data sources: Admissions Annual reports for freshman and transfer students,
Student Record System data extracts for First Professional and Graduate Students.

Combined SAT score is used as the statistical indicator of aptitude of enrollees.

Application for graduate studies is managed by individual departments and is not retained in the Student Record System.

* n/a = not available

**CIHE FORM IV**
**STUDENT ENROLLMENT DATA (Fall Term)**

| **Undergraduate** | | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 |
|---|---|---|---|---|---|---|
| First year: | Full-Time Headcount | 2,333 | 2,533 | 2,520 | 2,482 | 2,692 |
| | Part-Time Headcount | 274 | 297 | 267 | 181 | 219 |
| | Total Headcount | 2,607 | 2,830 | 2,787 | 2,663 | 2,911 |
| | Total FTE | 2,426 | 2,641 | 2,636 | 2,531 | 2,771 |
| Second year: | Full-Time Headcount | 2,143 | 2,117 | 2,205 | 2,246 | 2,054 |
| | Part-Time Headcount | 292 | 255 | 271 | 310 | 255 |
| | Total Headcount | 2,435 | 2,372 | 2,476 | 2,556 | 2,309 |
| | Total FTE | 2,196 | 2,146 | 2,248 | 2,310 | 2,107 |
| Third year: | Full-Time Headcount | 2,060 | 2,240 | 2,299 | 2,322 | 2,252 |
| | Part-Time Headcount | 362 | 409 | 452 | 425 | 419 |
| | Total Headcount | 2,422 | 2,649 | 2,751 | 2,747 | 2,671 |
| | Total FTE | 2,185 | 2,373 | 2,328 | 2,451 | 2,398 |
| Fourth year: | Full-Time Headcount | 2,043 | 2,069 | 2,009 | 2,085 | 2,374 |
| | Part-Time Headcount | 615 | 648 | 629 | 629 | 630 |
| | Total Headcount | 2,658 | 2,717 | 2,638 | 2,714 | 3,004 |
| | Total FTE | 2,316 | 2,339 | 2,276 | 2,327 | 2,616 |
| Unclassified: | Full-Time Headcount | 81 | 74 | 76 | 82 | 74 |
| | Part-Time Headcount | 505 | 342 | 305 | 274 | 308 |
| | Total Headcount | 586 | 416 | 381 | 356 | 382 |
| | Total FTE | 220 | 176 | 163 | 159 | 162 |
| Total Headcount Undergrad | | 10,708 | 10,984 | 11,033 | 11,036 | 11,277 |
| Total FTE Undergraduate | | 9,343 | 9,675 | 9,651 | 9,778 | 10,054 |

| **Graduate** | | | | | | |
|---|---|---|---|---|---|---|
| | Full-Time Headcount | 998 | 993 | 976 | 952 | 961 |
| | Part-Time Headcount | 2,543 | 2,525 | 2,248 | 2,176 | 1,879 |
| | Total FTE | 2,162 | 2,165 | 2,023 | 1,961 | 1,871 |
| Unclassified: | Total Headcount | 70 | 48 | 58 | 63 | 63 |
| | Total FTE | 88 | 61 | 68 | 71 | 76 |
| Total Headcount Graduate | | 3,611 | 3,566 | 3,282 | 3,191 | 2,903 |
| Total FTE Graduate | | 2,250 | 2,226 | 2,091 | 2,032 | 1,947 |

| | | | | | |
|---|---|---|---|---|---|
| Grand Total Headcount | 14,319 | 14,550 | 14,315 | 14,227 | 14,180 |
| Grand Total FTE | 11,593 | 11,901 | 11,742 | 11,810 | 12,001 |

Data source: REGIS233 reports

FTE derived by dividing number of credit hours for undergraduates by 15 and number for graduates by 9.

**CIHE FORM V**
**PROJECTED FINANCIAL, TUITION, and ENROLLMENT DATA FOR NEXT THREE YEARS**

| Academic Year | 2003-04 | 2004-05 | 2005-06 |
|---|---|---|---|
| Fiscal Year | 2004* | 2005 | 2006 |

**Projected Financial Data (000s omitted)**

| | | | |
|---|---|---|---|
| Total Current Fund Revenues | 344,151 | 363,079 | 379,781 |
| Total Current Fund Expenditures (including Mandatory Transfers for Principal and Interest) | 344,150 | 361,923 | 379,463 |
| Revenues less Expenditures | 1 | 1,156 | 318 |
| Other Transfers | 0 | 0 | 0 |
| Change in Current Fund Balance | 0 | 500 | 150 |

**Year**

| | | | |
|---|---|---|---|
| Projected Tuition and Fees Charge (full-time instate) | 6,147 | 6,454 | 6,777 |
| Projected Tuition and Fees Charge (full-time outstate) | 16,090 | 16,895 | 17,739 |

**Projected Enrollment - Fall Term**
(Credit Seeking, including Continuing Education)

**Undergraduate**

| | | | |
|---|---|---|---|
| Full-Time Headcount | 9,353 | 9,409 | 9,465 |
| Part-Time Headcount | 1,542 | 1,561 | 1,580 |
| Total Headcount | 10,895 | 10,970 | 11,045 |
| Total FTE | 9,805 | 9,875 | 9,940 |

**Graduate**

| | | | |
|---|---|---|---|
| Full-Time Headcount | 965 | 965 | 965 |
| Part-Time Headcount | 1,880 | 1,880 | 1,880 |
| Total Headcount | 2,845 | 2,845 | 2,845 |
| Total FTE | 1,870 | 1,870 | 1,870 |

*The University is considering increasing enrollments by 1000 students over the next three years. This would impact revenues, expenses and fund balances.

## CIHE DATA FORM VI
## FACULTY PROFILE

| | 1998-99 | | 1999-2000 | | 2000-01 | | 2001-02 | | 2002-03 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| **NUMBER OF FACULTY** | | | | | | | | | | |
| PROFESSOR | 336 | | 350 | | 348 | | 337 | | 342 | |
| ASSOCIATE | 180 | | 167 | | 144 | | 127 | | 124 | |
| ASSISTANT | 95 | | 102 | | 131 | | 136 | | 133 | |
| INSTRUCTOR | 4 | | 2 | | 5 | | 3 | | 1 | |
| TOTAL | 615 | | 621 | | 628 | | 603 | | 600 | |
| **AGE (Low-High/Mean) as of November 1** | | | | | | | | | | |
| PROFESSOR | 39-74/56 | | 38-75/56 | | 39-76/56 | | 40-72/56 | | 41-73/57 | |
| ASSOCIATE | 33-72/48 | | 34-73/48 | | 35-66/49 | | 36-67/50 | | 33-65/49 | |
| ASSISTANT | 27-61/41 | | 27-61/41 | | 26-62/40 | | 25-64/40 | | 26-64/38 | |
| INSTRUCTOR | 32-55/41 | | 30-33/32 | | 31-42/37 | | 33-43/38 | | 34-34/34 | |
| **MALE/FEMALE** | | | | | | | | | | |
| PROFESSOR | 279/57 | | 286/64 | | 285/63 | | 271/66 | | 275/67 | |
| ASSOCIATE | 113/67 | | 99/68 | | 83/61 | | 70/57 | | 71/53 | |
| ASSISTANT | 41/54 | | 46/56 | | 58/73 | | 60/76 | | 59/74 | |
| INSTRUCTOR | 1/3 | | 1/1 | | 1/4 | | 0/3 | | 0/1 | |
| TOTAL | 434/181 | | 432/189 | | 427/201 | | 401/202 | | 405/195 | |
| **YEARS AT INSTITUTION (Low-High/Median)** | | | | | | | | | | |
| PROFESSOR | 0-42/24 | | 1-43/24 | | 0-44/24 | | 1-41/23 | | 0-42/23 | |
| ASSOCIATE | 0-41/10 | | 0-42/11 | | 0-37/11 | | 0-38/11 | | 0-39/10 | |
| ASSISTANT | 0-29/2 | | 0-30/2 | | 0-31/2 | | 0-32/2 | | 0-33/2 | |
| INSTRUCTOR | 0-1/0 | | 1-1/1 | | 0-2/0 | | 1-1/1 | | 2-2/2 | |
| **HIGHEST DEGREE EARNED** | | | | | | | | | | |
| **DOCTORATE** | | | | | | | | | | |
| PROFESSOR | 317 | | 329 | | 328 | | 321 | | 326 | |
| ASSOCIATE | 165 | | 153 | | 133 | | 115 | | 112 | |
| ASSISTANT | 69 | | 73 | | 97 | | 101 | | 102 | |
| INSTRUCTOR | 0 | | 0 | | 0 | | 0 | | 0 | |
| TOTAL | 551 | | 555 | | 558 | | 537 | | 540 | |

| | 1998-99 | | 1999-2000 | | 2000-01 | | 2001-02 | | 2002-03 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| **MASTER'S** | | | | | | | | | | |
| PROFESSOR | 16 | | 18 | | 17 | | 14 | | 14 | |
| ASSOCIATE | 14 | | 13 | | 10 | | 11 | | 11 | |
| ASSISTANT | 25 | | 28 | | 33 | | 33 | | 30 | |
| INSTRUCTOR | 3 | | 2 | | 5 | | 3 | | 1 | |
| **TOTAL** | 58 | | 61 | | 65 | | 61 | | 56 | |
| **BACHELOR'S** | | | | | | | | | | |
| PROFESSOR | 0 | | 0 | | 0 | | 0 | | 0 | |
| ASSOCIATE | 0 | | 0 | | 0 | | 0 | | 0 | |
| ASSISTANT | 0 | | 0 | | 0 | | 0 | | 0 | |
| INSTRUCTOR | 0 | | 0 | | 0 | | 0 | | 0 | |
| **TOTAL** | 0 | | 0 | | 0 | | 0 | | 0 | |
| **PROFESSIONAL LICENSE (JD degree)** | | | | | | | | | | |
| PROFESSOR | 3 | | 3 | | 3 | | 2 | | 2 | |
| ASSOCIATE | 1 | | 1 | | 1 | | 1 | | 1 | |
| ASSISTANT | 1 | | 1 | | 1 | | 2 | | 1 | |
| INSTRUCTOR | 0 | | 0 | | 0 | | 0 | | 0 | |
| **TOTAL** | 5 | | 5 | | 5 | | 5 | | 4 | |

**TEACHING LOAD**

**FALL TERM ONLY FOR EACH YEAR (Low-High/Median in Credit Hours)**

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 0-12/7 | 0-12/7 | 0-12/7 | 0-12/7 | 0-12/7 |
| ASSOCIATE | 0-12/7 | 0-12/7 | 0-12/7 | 0-12/7 | 0-12/7 |
| ASSISTANT | 0-9/6 | 0-9/6 | 0-9/6 | 0-9/6 | 0-9/6 |
| INSTRUCTOR | 3-9/6 | 6-9/6 | 3-9/6 | 3-9/6 | 6/6 |

Excessively large High Credit Hours values are an artifact of assignment of numerous sections of a few large courses to instructors.

**BASE SALARY FOR ACADEMIC YEAR (Low-High/Median x1000 in dollars)**

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 61-119/73 | 47-123/76 | 53-127/79 | 43-133/83 | 65-139/87 |
| ASSOCIATE | 46-78/52 | 48-81/54 | 49-84/56 | 51-87/58 | 55-95/60 |
| ASSISTANT | 36-86/44 | 35-80/45 | 36-83/46 | 39-87/48 | 40-113/50 |
| INSTRUCTOR | 31-49/43 | 32-51/41 | 33-51/42 | 40-45/42 | 41-41/41 |

Calandar year faculty converted to academic year (salary x 9/11ths)

**FRINGE BENEFITS (Low-High/Median x1000 in dollars)**

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 9-25/19 | 8-28/21 | 8-29/21 | 7-29/22 | 10-29/23 |
| ASSOCIATE | 10-21/15 | 10-24/17 | 10-24/17 | 10-24/18 | 12-24/19 |
| ASSISTANT | 8-21/14 | 8-23/15 | 8-24/16 | 8-24/16 | 10-26/17 |
| INSTRUCTOR | 11-15/13 | 5-12/9 | 8-16/14 | 9-14/9 | 10-10/10 |

Benefits include retirement, medical, dental, tuition waiver, group life insurance, and FICA contributions only.

| | 1998-99 | | 1999-2000 | | 2000-01 | | 2001-02 | | 2002-03 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| **NUMBER OF FACULTY APPOINTED (new in academic year)** | | | | | | | | | | |
| PROFESSOR | 5 | | 3 | | 3 | | 5 | | 6 | |
| ASSOCIATE | 4 | | 6 | | 5 | | 2 | | 2 | |
| ASSISTANT | 22 | | 23 | | 40 | | 23 | | 29 | |
| INSTRUCTOR | 4 | | 1 | | 3 | | 1 | | 0 | |
| **TOTAL** | 35 | | 33 | | 51 | | 31 | | 37 | |
| **NUMBER OF FACULTY (Full-time) IN TENURED POSITIONS** | | | | | | | | | | |
| PROFESSOR | 334 | | 347 | | 344 | | 331 | | 333 | |
| ASSOCIATE | 162 | | 148 | | 125 | | 110 | | 109 | |
| ASSISTANT | 4 | | 3 | | 3 | | 3 | | 4 | |
| INSTRUCTOR | | | | | | | | | 0 | |
| **TOTAL** | 500 | | 498 | | 472 | | 444 | | 446 | |
| **NUMBER OF FACULTY DEPARTING (in year prior to current academic year)** | | | | | | | | | | |
| PROFESSOR | 28 | | 9 | | 22 | | 35 | | 18 | |
| ASSOCIATE | 9 | | 9 | | 16 | | 9 | | 9 | |
| ASSISTANT | 12 | | 8 | | 6 | | 11 | | 13 | |
| INSTRUCTOR | 1 | | 1 | | 0 | | 1 | | 0 | |
| **TOTAL** | 50 | | 27 | | 44 | | 56 | | 40 | |
| **NUMBER OF FACULTY RETIRING** | | | | | | | | | | |
| PROFESSOR | 28 | | 9 | | 21 | | 34 | | 18 | |
| ASSOCIATE | 7 | | 8 | | 12 | | 7 | | 7 | |
| ASSISTANT | | | | | | | | | | |
| INSTRUCTOR | | | | | | | | | | |
| **TOTAL** | 35 | | 17 | | 33 | | 41 | | 25 | |

Data sources: AAUP Faculty Compensation Survey and extracts from University Human Resources and Studetn databases.
Data for part-time faculty and retiring faculty are not available.

## CIHE DATA FORM VII Student Headcount by Undergraduate Major and Graduate Program

Fall Term (Year)

Counts of students includes double majors (not a strict headcount)

| Program title | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | |
|---|---|---|---|---|---|---|
| **Certificate Programs** | | | | | | |
| DIETETIC EXPERIENCE | 9 | 3 | 2 | 1 | 0 | GS232GCP |
| EARLY CHILDHOOD EDUC | 5 | 7 | 9 | 16 | 8 | GS510TCP |
| EDUCATION(TEACH CERT) | 4 | 2 | 1 | 1 | 0 | GS513TCP |
| LIBRARY & INF STUDIES | 4 | 3 | 4 | 3 | 4 | GS940TCP |
| MUSIC | 3 | 3 | 3 | 3 | 9 | GS070TCP |
| NURSING CERTIFICATE | | | | 1 | | GS605GCP |
| ***Total Certificate*** | **25** | **18** | **19** | **25** | **21** | |
| **Bachelor's Degree** | | | | | | |
| ACCOUNTING | 213 | 211 | 212 | 184 | 176 | BU310BOS |
| AFR/AFR-AMER STDY | | 2 | 5 | 8 | 7 | AS001BOA |
| AGR & RES TECHNOLOGY | 1 | | | | | RD240BOS |
| ANIMAL SCIENCE & TECH | 125 | 153 | 145 | 140 | 145 | RD210BOS |
| ANTHROPOLOGY | 53 | 45 | 40 | 47 | 55 | AS084BOA |
| APPLD COMMUNICATIONS | 19 | 17 | 19 | 15 | 12 | XD814BGS |
| APPLIED SOCIOLOGY | 4 | 2 | 3 | 3 | 5 | AS086BOS |
| AQUACULT & FISH TECH | 77 | 70 | 56 | 59 | 57 | RD280BOS |
| ART | 32 | 57 | 61 | 63 | 68 | AS053BFA |
| ART HISTORY | 22 | 24 | 30 | 32 | 28 | AS058BOA |
| ART STUDIO | 90 | 85 | 89 | 87 | 137 | AS052BOA |
| BIOLOGY - B.A. | 178 | 136 | 123 | 123 | 117 | AS051BOA |
| BIOLOGICAL SCIENCES - B.S. | 121 | 169 | 206 | 237 | 248 | AS010BOS |
| BIOMEDICAL ENGINEERNG | 24 | 45 | 45 | 63 | 76 | EN432BOS |
| BUSINESS INSTITUTIONS | 45 | 53 | 60 | 51 | 50 | XD811BGS |
| CHEM & CHEMICAL OCEAN | 21 | 16 | 16 | 8 | 9 | AS025BOS |
| CHEMICAL & OCEAN ENGR | 14 | 11 | 15 | 12 | 11 | EN415BOS |
| CHEMICAL ENGINEERING | 84 | 81 | 84 | 75 | 72 | EN410BOS |
| CHEMISTRY - B.A. | 15 | 11 | 15 | 17 | 23 | AS021BOA |
| CHEMISTRY - B.S. | 41 | 28 | 27 | 26 | 33 | AS021BOS |
| CIVIL ENGINEERING | 104 | 105 | 117 | 121 | 139 | EN420BOS |
| CLASSICAL STUDIES | 2 | 3 | 2 | 1 | 2 | AS056BOA |
| CLINICAL LAB SCIENCE | 35 | 23 | 22 | 25 | 22 | RD243BOS |
| COM LIT STUDIES | 10 | 13 | 7 | 4 | 6 | AS041BOA |
| COMMUNICATION STUDIES | 452 | 520 | 589 | 685 | 753 | AS087BOA |
| COMMUNICATIVE DISORD | 135 | 130 | 108 | 92 | 88 | HS541BOS |
| COMPUTER ENGINEERING | 120 | 130 | 136 | 130 | 131 | EN434BOS |
| COMPUTER SCIENCE - B.A. | | | | 9 | 75 | AS022BOA |
| COMPUTER SCIENCE - B.S. | 167 | 210 | 231 | 250 | 196 | AS022BOS |
| CONSUMER AFFAIRS | 9 | 3 | 2 | 2 | 0 | HS508BOS |
| DENTAL HYGIENE (JOINT) | 2 | 11 | 12 | 17 | 17 | HS525BOS |
| DENTAL HYGIENE (4YR) | 5 | 9 | 9 | 7 | 8 | HS529BOS |
| DIETETICS | 117 | 99 | 103 | 83 | 79 | RD235BOS |
| ECONOMICS - B.A. | 29 | 30 | 34 | 41 | 41 | AS057BOA |
| ECONOMICS - B.S. | 11 | 13 | 7 | 16 | 29 | AS059BOS |

| Program title | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | |
|---|---|---|---|---|---|---|
| ELECTRICAL ENGR | 111 | 116 | 117 | 123 | 140 | EN430BOS |
| ELEMENTARY EDUCATION - B.A. | 329 | 327 | 331 | 357 | 323 | HS518BOA |
| ELEMENTARY EDUCATION - B.S. | 1 | | | | | HS517BOS |
| ENGLISH | 229 | 268 | 260 | 292 | 347 | AS060BOA |
| ENVIR ECON AND MGMT | 12 | 12 | 10 | 9 | 8 | RD249BOS |
| ENVIRONMENTAL MGT | 34 | 15 | 1 | 0 | | RD258BOS |
| ENVIRON. PLANT BIOLOGY | 8 | 10 | 5 | 3 | 3 | RD225BOS |
| ENVRMNTL SCI & MGT | 57 | 60 | 65 | 68 | 59 | RD248BOS |
| FINANCE | 176 | 206 | 210 | 213 | 196 | BU345BOS |
| FINANCIAL SERVICES | | | | | 3 | BU347BOS |
| FOOD SCI & NUTRITION | 34 | 32 | 14 | 7 | 4 | RD230BOS |
| FRENCH | 16 | 42 | 54 | 88 | 90 | AS071BOA |
| GEN BUSINESS ADMIN | 225 | 205 | 231 | 230 | 288 | BU305BOS |
| GEOLOGY | 11 | 9 | 14 | 12 | 11 | RD274BOS |
| GEOLOGY & GEOL OCEAN | 38 | 37 | 32 | 27 | 23 | RD275BOS |
| GERMAN | 57 | 75 | 97 | 99 | 107 | AS072BOA |
| HEALTH SERVICES ADMIN | 22 | 20 | 18 | 9 | 8 | XD813BGS |
| HISTORY | 154 | 170 | 188 | 245 | 272 | AS065BOA |
| HOME ECONOMICS | 1 | | | | | HS505BOS |
| HUMAN DEV & FAM STUDIES | 522 | 507 | 519 | 497 | 473 | HS510BOS |
| HUMAN SCIENCE & SERV | 57 | 41 | 27 | 29 | 29 | HS550BOS |
| HUMAN STUDIES | 54 | 48 | 35 | 39 | 33 | XD812BGS |
| INDUSTRIAL ENGR | 32 | 27 | 30 | 31 | 38 | EN440BOS |
| INTERNATIONAL BUSINESS | 17 | 55 | 91 | 108 | 97 | BU370BOS |
| ITALIAN | 15 | 19 | 15 | 18 | 22 | AS074BOA |
| JOURNALISM | 146 | 130 | 128 | 139 | 154 | AS075BOA |
| LANDSCAPE ARCHITEC | 60 | 67 | 60 | 57 | 66 | RD229BLA |
| LATIN AMERIC STUDIES | 4 | 1 | 2 | 2 | 1 | AS068BOA |
| LINGUISTICS | 1 | | | 1 | | AS159BOA |
| MANAGEMENT | 245 | 220 | 185 | 160 | 157 | BU330BOS |
| MANAGEMENT SCIENCE | | 1 | | 1 | | BU335BOS |
| MARINE AFFAIRS - B.A. | 106 | 80 | 41 | 35 | 42 | RD062BOA |
| MARINE AFFAIRS - B.S. | 26 | | 29 | 27 | 31 | RD263BOS |
| MARINE BIOLOGY | 183 | 215 | 228 | 201 | 195 | AS050BOS |
| MARINE RESOURCE DEVEL | 6 | 7 | 9 | 8 | 4 | RD262BOS |
| MARKETING | 253 | 240 | 257 | 253 | 250 | BU350BOS |
| MATHEMATICS - B.A. | 31 | 25 | 36 | 62 | 58 | AS031BOA |
| MATHEMATICS - B.S. | 23 | 26 | 27 | 38 | 36 | AS031BOS |
| MECHANICAL ENGR | 173 | 188 | 194 | 201 | 223 | EN450BOS |
| MGT INFORM SYSTEMS | 253 | 318 | 306 | 236 | 172 | BU336BOS |
| MICROBIOLOGY | 59 | 53 | 58 | 47 | 51 | RD207BOS |
| MUSIC | 42 | 33 | 31 | 39 | 46 | AS070BOA |
| MUSIC COMPOSITION | 3 | 3 | 4 | 5 | 4 | AS099BOM |
| MUSIC EDUCATION | 38 | 42 | 54 | 55 | 53 | AS096BOM |
| MUSIC PERFORMANCE | 9 | 16 | 12 | 13 | 15 | AS100BOM |
| MUSIC THEORY AND COMP | 4 | 2 | 1 | 1 | 0 | AS095BOM |
| NURSING | 400 | 406 | 387 | 393 | 400 | NU605BOS |
| OCEAN ENGINEERING | 56 | 65 | 63 | 88 | 78 | EN460BOS |
| ORCHESTRAL INSTRUMENT | 1 | | | | | AS093BOM |

| Program title | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | |
|---|---|---|---|---|---|---|
| PHARMACY - B.S. | 337 | 217 | 113 | 32 | 1 | PH705BOS |
| PHILOSOPHY | 46 | 42 | 43 | 47 | 48 | AS079BOA |
| PHYS & PHYSICAL OCEAN | 13 | 10 | 7 | 6 | 3 | AS048BOS |
| PHYSICAL EDUCATION | 324 | 314 | 317 | 327 | 328 | HS579BOS |
| PHYSICS - B.A. | 9 | 9 | 9 | 8 | 15 | AS047BOA |
| PHYSICS - B.S. | 12 | 15 | 18 | 20 | 19 | AS047BOS |
| PLANT SCIENCE | 2 | 1 | | 1 | 2 | RD227BOS |
| POLITICAL SCIENCE | 204 | 225 | 227 | 259 | 304 | AS080BOA |
| PSYCHOLOGY | 603 | 616 | 668 | 699 | 755 | AS082BOA |
| PUBLIC RELATIONS | | 3 | 24 | 38 | 43 | AS076BOA |
| RES ECON & COMMERCE | 10 | 10 | 7 | 6 | 4 | RD261BOS |
| SECONDARY EDUCATION - B.A. | | | | 160 | 217 | HS514BOA |
| SECONDARY EDUCATION - B.S. | 200 | 246 | 226 | 100 | 34 | HS514BOS |
| SOCIOLOGY | 134 | 111 | 107 | 107 | 95 | AS085BOA |
| SOIL & WATER RES | 6 | 2 | | | | RD259BOS |
| SPANISH | 36 | 58 | 75 | 97 | 104 | AS078BOA |
| SPATIAL DEV URBAN ENV | | 1 | | | | AS098BOA |
| STATISTICAL SCIENCE | 1 | | | | | AS023BOS |
| TEXT FASH MRCH & DSGN | 195 | 220 | 260 | 245 | 261 | HS540BOS |
| TEXTILE MARKETING | 36 | 46 | 46 | 45 | 49 | HS545BOS |
| THEATRE - B.A. | 2 | 2 | 2 | 6 | 6 | AS055BOA |
| THEATRE - B.F.A. | 77 | 85 | 78 | 79 | 81 | AS055BFA |
| UNDECLARED, AS | 523 | 491 | 464 | 460 | 512 | AS901BOA |
| UNDECLARED, BGS | 141 | 154 | 147 | 127 | 128 | XD905BGS |
| UNDECLARED, BU | 243 | 282 | 207 | 156 | 158 | BU902BOS |
| UNDECLARED, EN | 29 | 42 | 37 | 38 | 23 | EN903BOS |
| UNDECLARED, HS | 80 | 97 | 71 | 72 | 96 | HS904BOS |
| UNDECLARED, RD | 41 | 46 | 31 | 29 | 41 | RD906BOS |
| UNIV COLL UNDECLARED | 244 | 291 | 341 | 397 | 484 | ZN949BOA |
| URB HORT & TURF MGT | 57 | 59 | 62 | 52 | 53 | RD228BOS |
| WAITING FOR BU | 35 | 82 | 200 | 181 | 20 | ZN301BOS |
| WAITING FOR ELEM EDUC | 25 | 24 | 30 | 31 | 44 | ZN518BOA |
| WAITING FOR SECND EDUC | 21 | 30 | 47 | 34 | 55 | ZN514BOA |
| WATER AND SOIL SCIENCE | 1 | 3 | 4 | 2 | 4 | RD247BOS |
| WILDLIFE BIOL & MGT | 113 | 109 | 93 | 64 | 43 | RD246BOS, RD255BOS |
| WILDLIFE CONSERV.BIOL | | | | 17 | 45 | RD202BOS |
| WOMEN'S STUDIES | 17 | 19 | 11 | 10 | 11 | AS089BOA |
| ZOOLOGY | 72 | 28 | 8 | 1 | | AS111BOS |
| ***Total Bachelor's*** | **10,600** | **10,944** | **11,086** | **11,252** | **11,611** | |

| Program title | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | |
|---|---|---|---|---|---|---|
| **Master's Programs** | | | | | | |
| ACCOUNTING | 16 | 21 | 17 | 17 | 33 | GS310MOS |
| ANIMAL & VET SCIENCE | 2 | | | | | |
| AUDIOLOGY | 7 | 10 | 13 | 12 | 9 | GS064MOS |
| BIOCHEM & BIOPHYSICS | 3 | 1 | | | | GS008MOS |
| BIOLOGICAL SCIENCES | 13 | 10 | 8 | 14 | 13 | GS111MOS |
| BUS ADMINISTRATION | 216 | 215 | 202 | 200 | 220 | GS370MBA |
| CHEMICAL ENGINEERING | 12 | 9 | 10 | 14 | 11 | GS410MOS |
| CHEMISTRY | 6 | 6 | 4 | 10 | 8 | GS021MOS |
| CIVIL & ENVIRON ENGR | 36 | 41 | 34 | 29 | 27 | GS420MOS |
| CLINICAL LAB SCIENCE | 23 | 27 | 28 | 25 | 31 | GS035MOS |
| COMMUNICATION STUDIES | | 8 | 21 | 26 | 37 | GS087MOA |
| COMMUNITY PLANNING | 23 | 21 | 24 | 25 | 26 | GS270MCP |
| COMPARATIVE LIT | 1 | 0 | 1 | 0 | 0 | GS042MOA |
| COMPUTER SCIENCE | 31 | 39 | 36 | 43 | 39 | GS022MOS |
| EDUCATION | 157 | 158 | 174 | 148 | 176 | GS525MOA |
| EDUCATION (READING) | 2 | | | | | GS518MOA |
| EDUCATION (SEC HIST) | | 1 | | | | |
| EDUCATION (SEC LANG) | 1 | | | | | GS521MOA |
| EDUCATION(SEC MTH SC) | 4 | | | | | GS522MOA |
| ELECTRICAL ENGR | 33 | 27 | 22 | 25 | 26 | GS430MOS |
| ENGLISH | 21 | 24 | 23 | 22 | 26 | GS060MOA |
| ENVIR. & NAT RES ECON | | | | 2 | 0 | GS234MOS |
| ENVIRON. SCIENCES | | | 14 | 14 | 9 | GS255MOS |
| FISH, AQUACULT & PATH | 12 | 20 | 20 | 14 | 13 | GS233MOS |
| FOOD SCIENCE & NUTRIT | 7 | 14 | 21 | 22 | 18 | GS232MOS |
| GEOLOGY | 5 | 1 | | | | GS024MOS |
| HD CN FS (HD F ST OP) | 8 | 9 | 11 | 11 | 8 | GS510MOS |
| HD CN FS(COLL ST PER) | 26 | 25 | 27 | 29 | 25 | GS512MOS |
| HD CN FS(M FM THR OP) | 19 | 20 | 17 | 18 | 21 | GS511MOS |
| HISTORY | 6 | 4 | 9 | 13 | 15 | GS065MOA |
| LABOR & IND RELATIONS | 17 | 19 | 17 | 12 | 3 | GS946MOS |
| LABOR REL & HUMAN RES | | | | 14 | 19 | GS947MOS |

| Program title | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | |
|---|---|---|---|---|---|---|
| LIBRARY & INF STUDIES | 182 | 178 | 179 | 193 | 211 | GS940MLS |
| MANUFACTURING ENGR | 9 | 10 | 9 | 9 | 8 | GS441MOS |
| MARINE AFFAIRS-MA | 36 | 34 | 28 | 24 | 23 | GS012MOA |
| MARINE AFFAIRS-MMA | 31 | 35 | 30 | 28 | 16 | GS013MMA |
| MATHEMATICS | 6 | 8 | 11 | 7 | 10 | GS031MOS |
| MECH ENGR & APP MECH | 22 | 19 | 14 | 17 | 19 | GS450MOS |
| MEDICINAL CHEMISTRY | 2 | 0 | 0 | 1 | 1 | GS710MOS |
| MICROBIOLOGY | 17 | 12 | 11 | 10 | 14 | GS007MOS |
| MUSIC | 17 | 18 | 16 | 13 | 11 | GS070MOM |
| NATURAL RESOURCES | 44 | 41 | 32 | 28 | 34 | GS254MOS |
| NURSING | 93 | 88 | 71 | 64 | 66 | GS605MOS |
| OCEAN ENGINEERING | 17 | 15 | 10 | 11 | 11 | GS460MOS |
| OCEANOGRAPHY - M.O. | | 2 | 3 | 1 | 0 | GS964MOO |
| OCEANOGRAPHY - M.S. | 21 | 26 | 31 | 29 | 29 | GS960MOS |
| PHARMACEUTICS | 18 | 14 | 24 | 21 | 21 | GS705MOS |
| PHARMACOGNOSY | 2 | 2 | 3 | 3 | 3 | GS720MOS |
| PHARMACOL & TOXICOL | 3 | 4 | 9 | 6 | 3 | GS730MOS |
| PHARMACY ADMINISTRAT | 8 | 8 | 11 | 6 | 5 | GS750MOS |
| PHILOSOPHY | 1 | | | | | GS079MOA |
| PHYSICAL EDUC ( GEN ) | 36 | 43 | 49 | 43 | 21 | GS580MOS |
| PHYSICAL THERAPY | 73 | 73 | 61 | 48 | 50 | GS565MOS |
| PHYSICS | 3 | 3 | 2 | 2 | 1 | GS047MOS |
| PLANT PATHOLOGY-ENTOM | 1 | | | | | GS237MOS |
| PLANT SCIENCE | 1 | | | | | GS236MOS |
| POLITICAL SCIENCE | 10 | 10 | 14 | 14 | 9 | GS080MOA |
| PSYCHOLOGY (SCHOOL) - M.A. | | | 1 | 0 | 1 | GS018MOA |
| PSYCHOLOGY (SCHOOL) - M.S. | 13 | 12 | 8 | 12 | 10 | GS018MOS |
| PUBLIC ADMINISTRATION | 38 | 37 | 30 | 29 | 32 | GS046MPA |
| RESOURCE ECONOMICS | 9 | 11 | 17 | 8 | 9 | GS235MOS |
| SOCIOLOGY | 16 | | | | | GS078MOA |
| SPANISH | | 16 | 23 | 17 | 18 | GS078MOA |
| SPEECH-LANGUAGE PATH - M.A. | 2 | | | | | GS053MOA |
| SPEECH-LANGUAGE PATH - M.S. | 48 | 45 | 40 | 45 | 45 | GS054MOS |
| STATISTICS | 7 | 5 | 5 | 5 | 8 | GS023MOS |
| TEXT FASH MRCH & DSGN - M.A. | 5 | 2 | 1 | 1 | | GS524MOA |
| TEXT FASH MRCH & DSGN - M.S. | 19 | 16 | 23 | 21 | 17 | GS540MOS |
| ***Total Master's*** | **1,517** | **1,517** | **1,519** | **1,475** | **1,519** | |

| Program title | Fall 1998 | Fall 1999 | Fall 2000 | Fall 2001 | Fall 2002 | |
|---|---|---|---|---|---|---|
| **Doctorate Programs** | | | | | | |
| APPLIED MATH SCIENCE | 11 | 15 | 13 | 10 | 10 | GS027PHD |
| BIOCHEM & BIOPHYSICS | 2 | 2 | 2 | 1 | 0 | GS008PHD |
| BIOLOGICAL SCIENCES | 17 | 18 | 18 | 18 | 13 | GS111PHD |
| BOTANY | 3 | 1 | 1 | 0 | 1 | GS009PHD |
| BUS AD (FINANCE OPT) | 13 | 12 | 10 | 8 | 6 | GS371PHD |
| BUS AD (MGT OPTION) | 10 | 11 | 12 | 9 | 11 | GS374PHD |
| BUS AD (MGT SC OPT) | 9 | 9 | 4 | 7 | 7 | GS372PHD |
| BUS AD (MKT OPTION) | 8 | 5 | 7 | 6 | 7 | GS373PHD |
| CHEMICAL ENGINEERING | 9 | 9 | 13 | 8 | 6 | GS410PHD |
| CHEMISTRY | 31 | 28 | 30 | 31 | 29 | GS021PHD |
| CIVIL & ENVIRON ENGR | 7 | 5 | 2 | 4 | 4 | GS420PHD |
| EDUCATION | 25 | 43 | 46 | 39 | 29 | GS525PHD |
| ELECTRICAL ENGR | 32 | 26 | 24 | 20 | 22 | GS430PHD |
| ENGLISH | 61 | 48 | 41 | 48 | 52 | GS060PHD |
| ENVIR. & NAT RES ECON | | | | 5 | 20 | GS235PHD |
| ENVIRONMENTAL SCIENCE | | | 9 | 11 | 10 | GS255PHD |
| FOOD SCIENCE & NUTRIT | 10 | 8 | 8 | 6 | 7 | GS232PHD |
| IND & MANUFACT ENGR | 6 | 7 | 8 | 8 | 7 | GS440PHD |
| MARINE AFFAIRS | 2 | 5 | 7 | 8 | 6 | GS012PHD |
| MATHEMATICS | 10 | 10 | 9 | 12 | 7 | GS031PHD |
| MECH ENGR & APP MECH | 10 | 13 | 13 | 11 | 13 | GS450PHD |
| MEDICINAL CHEMISTRY | 4 | 1 | 1 | 1 | 1 | GS710PHD |
| MICROBIOLOGY | 5 | 7 | 6 | 9 | 11 | GS007PHD |
| NATURAL RESOURCES | 7 | 11 | 10 | 17 | 17 | GS254PHD |
| NURSING | 50 | 44 | 48 | 43 | 34 | GS605PHD |
| OCEAN ENGINEERING | 9 | 8 | 6 | 4 | 5 | GS460PHD |
| OCEANOG (CHEM OPTION) | 1 | 1 | | | | GS961PHD |
| OCEANOGRAPHY | 64 | 55 | 55 | 57 | 56 | GS960PHD |
| PHARMACEUTICS | 12 | 11 | 11 | 14 | 14 | GS705PHD |
| PHARMACOGNOSY | 3 | 1 | 1 | 2 | 3 | GS720PHD |
| PHARMACOL & TOXICOL | 5 | 7 | 5 | 10 | 11 | GS730PHD |
| PHYSICS | 21 | 19 | 15 | 13 | 15 | GS047PHD |
| PLANT SCIENCE | 2 | 1 | | | | GS236PHD |
| PSYCHOLOGY (CLINICAL) | 47 | 45 | 39 | 42 | 47 | GS016PHD |
| PSYCHOLOGY (GEN-EXP) | 31 | 26 | 28 | 27 | 28 | GS017PHD |
| PSYCHOLOGY (SCHOOL) | 26 | 28 | 26 | 22 | 25 | GS018PHD |
| RESOURCE ECONOMICS | 18 | 17 | 18 | 15 | 1 | GS061PHD |
| ***Total Doctorate*** | **581** | **557** | **546** | **546** | **535** | |
| **First Professional Programs** | | | | | | |
| PHARMACY--PMD | 224 | 349 | 387 | 465 | 491 | PH760PMD |
| ***Total First Professional*** | **224** | **349** | **387** | **465** | **491** | |
| ***Grand Total, All Programs*** | **12,947** | **13,385** | **13,557** | **13,763** | **14,177** | |

Data source: Student Record System as of October 15th each year.

## CIHE DATA FORM VIII
## Undegraduate Course Credit Hours (summer, fall, and spring academic year)

SUMMER & FALL ONLY

| Discipline / Department | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|
| ACCOUNTING | 4681 | 4884 | 5211 | 4884 | 2511 |
| AFRICAN & AFRICAN-AMERICAN STUDIES | 426 | 468 | 393 | 558 | 336 |
| AQUACULTURAL SCIENCE & PATHOLOGY | 308 | 238 | 341 | 415 | 610 |
| ART | 6074 | 6268 | 6207 | 5898 | 3166 |
| ASTRONOMY | 1080 | 1080 | 969 | 1050 | 597 |
| BACHELOR GENERAL STUDIES | 1291 | 927 | 828 | 645 | 363 |
| BIOLOGICAL SCIENCES | 12596 | 12464 | 12082 | 11176 | 5998 |
| BIOMEDICAL SCIENCES | 3602 | 3179 | 3133 | 2610 | 1497 |
| BUSINESS | 561 | 459 | 555 | 324 | 201 |
| BUSINESS ANALYSIS & COMPUTING | 6492 | 6588 | 7038 | 5475 | 2766 |
| BUSINESS LAW | 1404 | 1554 | 1482 | 1509 | 843 |
| CELL & MOLECULAR BIOLOGY | 930 | 1191 | 797 | 909 | 276 |
| CHEMICAL ENGINEERING | 1026 | 966 | 1005 | 987 | 634 |
| CHEMISTRY | 10466 | 10915 | 10767 | 10792 | 6500 |
| CIVIL ENGINEERING | 1330 | 1252 | 1804 | 1814 | 1118 |
| CLASSICS | 738 | 813 | 837 | 811 | 543 |
| COLLEGE OF NURSING | 5475 | 5372 | 5132 | 5024 | 2838 |
| COMMUNICATION STUDIES | 12438 | 14034 | 15156 | 16019 | 8934 |
| COMMUNICATIVE DISORDERS | 2110 | 1918 | 1677 | 1800 | 914 |
| COMMUNITY PLANNING | 198 | 189 | 234 | 490 | 177 |
| COMPARATIVE LITERATURE STUDIES | 117 | 291 | 207 | 96 | 24 |
| COMPUTER SCIENCE | 4513 | 4795 | 4981 | 5884 | 3472 |
| CONSUMER STUDIES | 963 | 679 | | | |
| DENTAL HYGIENE | 53 | 57 | 58 | 93 | 42 |
| DIVERSITY AND MULTICULTURALISM | | | 33 | 45 | 0 |
| ECONOMICS | 6542 | 6970 | 6844 | 7431 | 3803 |
| EDUCATION | 9853 | 9583 | 8914 | 9796 | 4748 |
| ELECTRICAL ENGINEERING | 2498 | 2501 | 2717 | 3281 | 2144 |
| ENGINEERING | 765 | 872 | 844 | 955 | 338 |
| ENGLISH & COLLEGE WRITING PROGRAM | 21031 | 20284 | 21613 | 23081 | 13814 |
| ENTOMOLOGY | 257 | 273 | 306 | 324 | 288 |
| FILM STUDIES | | 249 | 327 | 489 | 210 |
| FINANCE | 2718 | 2947 | 3243 | 3231 | 1783 |
| FISHERIES SCIENCE & TECHNOLOGY | 226 | 194 | 323 | 327 | 0 |
| FISHERIES, ANIMAL & VETERINARY SCIENCE | 3068 | 3612 | 4622 | 4407 | 2387 |
| GEOGRAPHY | 666 | 822 | 771 | 654 | 570 |
| GEOSCIENCES | 3588 | 3685 | 3301 | 3305 | 1687 |
| GRADUATE SCHOOL OF OCEANOGRAPHY | 924 | 917 | 1067 | 771 | 801 |
| HISTORY | 9708 | 9885 | 9066 | 9222 | 5574 |
| HUMAN DEVELOPMENT & FAMILY STUDIES | 8137 | 8271 | 8944 | 9107 | 5023 |
| HUMAN SCIENCE & SERVICES | 435 | 310 | 332 | 345 | 106 |
| INDUSTRIAL & MANUFACTURING ENGINEERING | 561 | 555 | 558 | 750 | 438 |
| INSURANCE | 243 | 288 | 348 | 486 | 282 |
| JOURNALISM | 2440 | 2576 | 2998 | 3037 | 1650 |
| LANDSCAPE ARCHITECTURE | 1472 | 1552 | 1695 | 1520 | 766 |
| LANGUAGES | 12987 | 13588 | 13481 | 14404 | 8619 |
| LATIN AMERICAN STUDIES | 0 | 0 | 3 | 3 | 0 |

| Discipline / Department | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|
| LETTERS | 837 | 951 | 834 | 405 | 93 |
| LIBRARY | 51 | 126 | 441 | 681 | 417 |
| MANAGEMENT | 6265 | 6484 | 5514 | 5369 | 3021 |
| MANAGEMENT SCIENCE & INFORMATI | 2659 | 3359 | 3504 | 3081 | 1491 |
| MARINE AFFAIRS | 1808 | 1495 | 1177 | 1381 | 517 |
| MARINE RESOURCES DEVELOPMENT | 332 | 308 | 72 | 96 | 0 |
| MARKETING | 3986 | 4105 | 4293 | 4579 | 2493 |
| MATHEMATICS | 13689 | 14518 | 14476 | 15053 | 9368 |
| MECHANICAL ENGINEERING | 1982 | 2367 | 2373 | 2553 | 1767 |
| MEDICAL TECHNOLOGY | 246 | 106 | 168 | 177 | 108 |
| MICROBIOLOGY | 1938 | 1974 | 2120 | 2088 | 1274 |
| MILITARY SCIENCE | 285 | 233 | 253 | 318 | 178 |
| MUSIC | 5647 | 5955 | 6046 | 6280 | 3318 |
| NATURAL RESOURCES SCIENCE | 2511 | 2468 | 2315 | 2309 | 1374 |
| NEW ENGLAND STUDIES | 93 | 105 | 45 | 45 | 51 |
| NUTRITION AND FOOD SCIENCE | 5781 | 5561 | 5641 | 5335 | 2774 |
| OCEAN ENGINEERING | 281 | 380 | 301 | 474 | 291 |
| APPLIED PHARMACEUTICAL SCIENCE | 2612 | 2305 | 1681 | 1374 | 1064 |
| PHARMACOLOGY & TOXICOLOGY | | | | | |
| PHARMACY | 0 | 0 | 164 | 319 | 172 |
| PHARMACY PRACTICE | 2282 | 2002 | 2146 | 2150 | 753 |
| PHILOSOPHY | 6318 | 6594 | 7218 | 7359 | 3939 |
| PHYSICAL EDUCATION | 4097.5 | 4467.5 | 4222.5 | 4267 | 2294 |
| PHYSICAL THERAPY | 544 | 490 | 325 | 309 | 357 |
| PHYSICS | 5296 | 5671 | 6103 | 6379 | 3392 |
| PLANT AND SOIL SCIENCE | 1698 | 2101 | 1810 | 1560 | 1158 |
| POLITICAL SCIENCE | 5221 | 5245 | 5658 | 6371 | 3841 |
| PRIOR LEARNING ASSESSMENT | 26 | 38 | 18 | 31 | 13 |
| PSYCHOLOGY | 15515 | 16416 | 16100 | 16251 | 9275 |
| PUBLIC RELATIONS | 9 | 84 | 138 | 57 | 102 |
| RELIGIOUS STUDIES | 1986 | 1848 | 1821 | 1746 | 1101 |
| RESOURCE DEVELOPMENT & EDUCATION | 634 | 556 | 600 | 560 | 56 |
| RESOURCE ECONOMICS | 707 | 618 | 411 | 353 | 240 |
| SOCIOLOGY & ANTHROPOLOGY | 10275 | 9730 | 9789 | 9604 | 5649 |
| STATISTICS | 2274 | 2076 | 2220 | 2700 | 1467 |
| TEXTILES, FASHION MERCHANDISING & DESIGN | 3166 | 3026 | 3665 | 3732 | 2152 |
| THEATRE | 5169 | 5533 | 5283 | 5446 | 2959 |
| WOMENS STUDIES | 1023 | 1524 | 1518 | 1847 | 841 |
| Total Undergraduate | 284234.5 | 291334.5 | 293707.5 | 298873 | 168751 |

Source: REGIS537 Course Enrollment Summary Report

Credits are counted at the course level, not the student level

| Discipline / Department | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|

SUMMER & FALL ONLY

| Miscellaneous | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|---|---|
| ADULT AND EXTENSION EDUCATION | 177 | 11 | 2 | 2 | 0 |
| COMMUNITY SERVICE | 358 | 329 | 389 | 284 | 253 |
| HEALTH | 687 | | | | 0 |
| HEALTH SERVICES ADMINISTRATION | 114 | 48 | 30 | 33 | 0 |
| HONORS PROGRAM | 1293 | 1797 | 1950 | 2021 | 1120 |
| INTERNSHIPS/EXPERIMENTAL EDUC | | 1569 | 2040 | 1743 | 1323 |
| LABOR RELATIONS & HUMAN RESOURCE | 0 | 0 | 0 | 33 | |
| PHD IN EDUCATION | 79 | 184 | 128 | 162 | |
| UNIVERSITY OF RI | 1983 | 2042 | 2088 | 2020 | 2142 |
| UNIVERSITY YEAR FOR ACTION | 2145 | 630 | 0 | 0 | |
| URBAN AFFAIRS | 3 | 0 | 0 | 0 | |

Source: REGIS537 Course Enrollment Summary Report

Credits are counted at the course level, not the student level

# Appendix I

## Balancing Mission with Resources: A Three-Year Strategic Plan
**July 1, 2000 to June 30, 2003**

The University's unique planning process is a dynamic blend of grassroots planning, departmental initiatives, and the work of our Faculty and Student Senates, guided by the University's vision and mission statements. The following strategic initiatives emerged from the work of many community members in all of these planning forums, including the University's senior administration and the Board of Governors. Collectively, these initiatives should help guide decision-making at all levels as we work to better align our limited resources with University priorities. Our three strategic initiatives are as follows:

I. Enhance Student Success and Persistence
II. Increase Organizational and Operational Efficiency
III. Support Research and Outreach Within the Focus Areas

Our proposed implementation strategies and measurable outcomes for each initiative are listed below.

### I. Enhance Student Success and Persistence

**Implementation Strategies:**

1. Track students as they graduate, transfer, or drop-out to inform recruiting and retention strategies
2. Close the gap of unmet financial need
3. Increase support for student learning services and learning communities
4. Increase drug and alcohol interventions
5. Create a variety of campus housing and learning environments
6. Create additional social and recreational opportunities for students on campus
7. Prepare students to function in a global community
8. Provide more web-based and 24-7 student services
9. Maintain a faculty large enough in number to meet the needs of the curriculum
10. Enhance teaching support for faculty, graduate assistants, and part-time faculty

**Measurable Outcomes:**

1. Achieve retention goal of 2% increase per year for three years, increased enrollment of transfer students, and maintenance of stable freshman class
2. Reduce the gap of unmet financial need
3. Increase participation in learning communities and implementation of integrated student success strategies
4. Reduce the level of drug and alcohol abuse by students
5. Construct new campus housing with 21st-century amenities and continue the modernization of academic buildings
6. Increase the number of campus-based, student-oriented cultural and social activities
7. Ensure continued diversification of the campus community and increased availability of multicultural and international learning experiences
8. Go-live with web-based PeopleSoft student enrollment module and relocate Enrollment Services to a renovated Green Hall
9. Maintain acceptable faculty-to-student ratio
10. Increase faculty and graduate assistant teaching support

**II. Increase Organizational and Operational Efficiency**

**Implementation Strategies:**

1. Stabilize the number of academic majors by consolidating high-cost/low-enrollment academic programs
2. Restructure general education to better meet the needs of students and the goals of the faculty
3. Re-engineer administrative services using process redesign, reorganization, and integrated information management technologies like PeopleSoft
4. Consider outsourcing and other alternative ways to deliver and manage capital projects, facilities-related services, and fundraising
5. Realign the mixture of varsity sports and recreational programs to match resources and meet student demand

6. Encourage entrepreneurism and develop formula for distribution of revenue from revenue-generating programs to University priorities

7. Enhance access to data needed to inform decision-making

8. Shift focus of fundraising from capital projects to endowment and annual support and replace some general revenue support of financial aid with fund-raised dollars

9. Restructure asset protection planning process to improve ability to address issues of deferred maintenance in a timely manner

**Measurable Outcomes:**

1. Reduce the number of academic majors with greater support for those offered

2. Implement new General Education program

3. Implement best business practices in human resources, budget planning, and other administrative support areas

4. Enhance the quality of service without increasing core staff/FTE

5. Change the balance of varsity athletic and recreational programs to meet student demand and resource availability

6. Establish fiscal policies to foster entrepreneurial activity

7. Increase collection and use of student data to inform decision-making

8. Attain fund-raising goals for scholarship and professorship endowment and reallocation of general revenue dollars from scholarship to priority programs

9. Improve ability to spend current asset protection dollars and make progress against deferred maintenance needs.

**III. Support Research and Outreach Within the Focus Areas**

**Implementation Strategies:**

1. Maintain competitive faculty salaries

2. Provide support for new faculty

3. Continue to upgrade research facilities per the master plan

4. Seek additional legislative support for land-grant programs

5. Coordinate urban research and outreach programs at the University level
6. Support increased stipends for graduate students
7. Support enhancements of library capital and academic information systems
8. Incorporate the research and outreach missions into the curriculum
9. Promote Board of Governors initiative in teacher education reform

**Measurable Outcomes:**

1. Increase ability to attract and retain highly productive research faculty
2. Increase externally funded research and outreach programs
3. Increase state funding for renovation of research and outreach facilities
4. Increase funding for research and outreach from state and external sources
5. Create leadership position within academic affairs for urban programs
6. Increase graduate stipends
7. Achieve funding goals for library and information technology
8. Expand opportunities for undergraduate students to earn academic credit for participation in outreach and research activities
9. Implement goals established by the Office of Higher Education's Teacher Preparation Policy Group

**DRAFT**

# Appendix II

## The University of Rhode Island

## Three-Year Strategic Plan

### July 1, 2003 to June 30, 2006

The University of Rhode Island employs a dynamic planning process that builds upward from those closest to the work of the University and downward from those charged with more formal leadership responsibility. It is focused by our vision for the future and informed by our values as a learning community. It includes the work of our Faculty Senate and Student Senate, our vice presidents and deans, and a myriad of other work groups and advisory councils. It is congruent with the goals and objectives of the Board of Governors for Higher Education and with the vision for Rhode Island articulated by the Commissioner for Higher Education, the Governor and the General Assembly. That overall goal is the increased attainment of higher education by the people of Rhode Island.

Three years ago we identified three strategic initiatives which pulled together the planning of our various constituent groups in a plan entitled "Balancing Mission with Resources." Those initiatives were:

I. Enhance student success and persistence
II. Increase structural and operational efficiency
III. Support research and outreach within the focus areas [identified in our mission statement]

These initiatives were coupled with implementation strategies (including the allocation of resources) and the methods to be used for evaluation purposes. Three years later we can say that these broad initiatives were sound and that we made reasonable progress on each. However, it is also clear now that we need to be more specific in identifying the goals of each initiative. Accordingly, the initiatives and goals set forth in this plan have a greater degree of specificity. This will make it easier to direct our energies and resources toward achieving the goals we set.

We have not included in this plan what might be called "maintenance goals," those on-going activities which are necessary to our success. For example, we remain committed to reducing the abuse of alcohol and other controlled substances by our students. However, our on-going program appears to be successful and it does not appear to be necessary to establish a new initiative in this area. We remain equally committed to increasing the quality and diversity of our student body and to high quality teaching, research and outreach.

## Strategic Initiatives

I. Increase total enrollment, freshman retention rates and graduation rates.
II. Increase total institutional revenue and reduce operating costs on a per student basis.
III. Increase support for research and outreach within a more narrowly defined range of activities.

## Implementation Strategies and Measurable Outcomes

**I. Increase total enrollment, freshman retention rates and graduation rates.**

A. Improve and integrate our data tracking system on student recruitment, enrollment, matriculation, transfer, attrition, and graduation.
B. Increase freshman retention to 83% by the end of this planning period
C. Further develop the establishment of learning communities so that every freshman student is a part of at least one learning community.
D. Increase graduation rates to 62% after six years, by the end of this planning period.
E. Increase transfer enrollment by 20% over the three-year period of this plan.
F. Create a merit based scholarship program for transfer students, growing to $500,000 annual allocation by year three.
G. Reduce average unmet financial aid needs by 10%.
H. Increase the number of Kingston on-campus housing options by 500 "beds."
I. Increase the number of general-purpose classrooms on the Kingston Campus by ten.
J. Increase the number of full-time, tenure track faculty fully committed to undergraduate education by twenty.
K. Complete implementation of the new General Education Program.
L. Articulate and secure approval for a "Metropolitan College" in South Providence which would integrate the work of CCRI, RIC and URI to serve Rhode Island's growing urban and immigrant populations.

**II. Increase total institutional revenue and reduce operating costs on a per student basis.**

A. Grow total enrollment by 1000 FTE undergraduate and graduate students over the course of this plan (800 and 200 respectively).
B. Increase hours of use of Kingston and Providence facilities by 15%.
C. Increase enrollment of part-time, non-matriculating students by 25%.
D. Increase summer school enrollment by 10% per year over the course of this plan.

E. Suspend or eliminate undergraduate degree programs that graduate fewer than ten students per year and graduate degree programs that graduate fewer than five students per year.
F. Reduce managerial employee FTE by 10% over the course of this plan.
G. Achieve the integration of faculty salaries into all major awards applied for and received from federal agencies
H. Secure at least $2M in endowment gifts per year over the course of this plan.
I. Prepare for the next capital campaign, to go public in September of 2005.
J. Increase patent and license income by 30% over the course of this plan.
K. Assure appreciation of assets held in the URI Foundation by 7% per year.
L. Achieve income from endowment held in the URI Foundation by 5% per year.
M. Establish a major ancillary business on or near the Kingston Campus which will contribute a revenue stream of at least $500K per year.
N. Increase income from intercollegiate athletic events and booster giving by 10% per year.
O. Fully institutionalize the Kingston Campus traffic and parking system such that the system increases in quality and user satisfaction each year of this plan.

**III. Increase support for research and outreach within a more focused range of activities.**

P. Identify those areas of research and outreach which most directly support Rhode Island's goals for economic development, consistent with our founding mission as a land grant institution.
Q. Reallocate graduate faculty lines and 20% of institutionally supported graduate student assistantships to the areas identified.
R. Attract and retain highly productive research faculty.
S. Invest in highly specialized library and data base systems only for those areas identified.
T. Establish a research corporation, with all appropriate approvals.
U. Secure at least $1M per year in Rhode Island dedicated state funding for research and outreach activities at URI.
V. Over the course of this plan, secure funding to design, construct and equip appropriate research facilities on the Kingston and Narragansett Bay campuses. These include specifically the Pell Campus Center, the Biosciences building, the "Sustainable Communities" building, and a new facility for the College of Pharmacy.

# Appendix III

## UNIVERSITY OF RHODE ISLAND
## REVISED GENERAL EDUCATION PROGRAM
## SPRING 2001
(Approved and amended by the Faculty Senate)

*Framework*
The purpose of general education at the University of Rhode Island is to lay a foundation for the lifelong enrichment of the human experience and for a thoughtful and active engagement with the world around us. This foundation is built on recognition of the complex nature of the natural and human worlds. The objective of general education is to introduce students to the fundamental dimensions of this complexity and to build an appreciation of different ways of understanding it and different cultural responses to it.

Specifically, courses in the seven (7) core areas of general education address:
KNOWLEDGE
- Artistic and literary expression and interpretation *(Fine Arts/Literature)*
- Wisdom and traditions of the past and present in a global setting *(Letters)*
- Interrelationships of the natural world *(Natural Sciences)*
- Human behavior in social, economic, cultural, and political contexts *(Social Sciences)*

SKILLS
- Mathematical and quantitative skills and their applications *(Mathematical/Quantitative Reasoning)*
- Writing and speaking in English *(English Communication)*
- Communicating across cultures *(Foreign Language/Cross-cultural Competence)*

In addition, because particular skills are essential to a thoughtful engagement with the world, each course in general education must incorporate opportunities to practice three (3) or more of the following:
- Reading complex texts
- Writing effectively
- Speaking effectively
- Examining human differences
- Using quantitative data
- Using qualitative data
- Using information technology
- Engaging in artistic activity

General education is only a portion of any undergraduate degree program. Major and minor requirements along with electives contribute significantly to students' education. All programs should include in their curricula opportunities

for students to develop further the skills that this general education program addresses. As a consequence of the interaction between general education and major programs, the University of Rhode Island expects that all programs will lead students toward:

- the ability to think critically in order to solve problems and question the nature and sources of authority
- the ability to use the methods and materials characteristic of each knowledge area with an understanding of the interrelationship among and the interconnectedness of the core areas
- a commitment to intellectual curiosity and lifelong learning
- an openness to new ideas with the social skills necessary for both teamwork and leadership
- the ability to think independently and be self-directed; to make informed choices and take initiative

*Core Definitions*

Fine Arts & Literature: courses that promote aesthetic interpretation and an appreciation of its role in human experience; courses related to historical and critical study of the arts and literature as well as creative activity

Letters: courses that examine human values, thought and culture in social, historical, and philosophical contexts through the use of primary sources and critical expositions.

Natural Sciences: courses that employ scientific methods to examine the physical nature of the world, the biological dimension of human life, and the nature of the environment and its various life forms

Social Sciences: courses related to the study of human development and behavior and varying social, economic, cultural, and political solutions to societal and global problems

Mathematical & Quantitative Reasoning: courses that advance skills in, understanding of, and appreciation for mathematics and the disciplines that have grown from mathematics.

English Communication: courses that improve written and oral communication skills

Foreign Language/Cross-cultural Competence: courses that promote understanding of one's own cultural perspective in a multicultural world and develop the skills necessary to work, live, and interact with persons from different backgrounds, including developing bilingual skills, the comparative study of cultures, the study of cross-cultural communication, and/or study/internships abroad

*Definitions of Integrated Skills*

These skills should be addressed in a substantial part of the coursework and in the evaluation of students' performance.

Read Complex Texts: Course requires students to "read," evaluate, and interpret primary sources, critical commentaries, or works of art.

Write Effectively: Course requires written assignments designed to allow students to practice and improve writing skills with regular feedback from the

instructor such as by submitting drafts and revisions, by writing a series of comparable papers, or by writing long assignments in shorter units.
Speak Effectively: Course requires oral presentations designed to allow students to practice and improve speaking skills with instructor and/or group feedback.
Examine Human Differences: Course requires assignments which examine the role of difference within and across national boundaries. Appropriate examples of "difference" would include but not be limited to race, religion, sexual orientation, language, culture, and gender.
Use of Quantitative Data: Course requires assignments which involve the analysis, interpretation, and/or use of quantitative data to test a hypothesis, build a theory, or illustrate and describe patterns.
Use of Qualitative Data: Course requires assignments which involve the analysis, interpretation, and/or use of qualitative data to test a hypothesis, build a theory, or illustrate and describe patterns.
Use of Information Technology: Course requires assignments which involve the use of information technology such as web-based research (access to and evaluation of information), participation in class-related internet conferencing, or introduction to and use of computer programs.
Engage in Artistic Activity: Course requires assignments which involve the creative process in the practice of fine arts skills and aesthetic appreciation with instructor and /or group feedback.

*Diversity Overlay*
Two of the courses taken as part of a student's general education program must be selected from courses designated by a "D." Courses approved for the "D" designation meet the requirements for the examining human differences skill area (all sections of that "D" course must include the examining human differences skill). This overlay does not increase the number of credits required in the general education program.

# *Timetable for Implementation of the General Education Program*

## *Phases of Proposed Process*

| Phases | Administration | Faculty | Accomplishments |
|---|---|---|---|
| **Pre** (10/00-12/00) | Allocation of funds; designation of administrator, orientation of deans; workshops; website; faculty consulting begins. | UCGE Committee reviews proposals and establishes subcommittees; proposal presented to the Faculty Senate for endorsement. | The pre-phase is completed. |
| **Phase #1** (2/01-3/02) | Administrative support for faculty workshops and course revision, etc. | Reapplication process for Social Sciences (S) and Foreign Language/Cross Cultural Competency (FLCC). Review groups include faculty from related disciplines. | The application for course evaluation is adopted. Working groups define the requirements for courses seeking S and FLCC designations. Workshops for S and FLCC held. Course applications for S are being received and considered by UCGE. Faculty Senate has begun approval of S courses. |
| **Phase #2** (11/01-10/02) | Collaboration with UCGE on progress report to the Senate; support for course development and workshops specifically include Letters (L). | Progress report to the Faculty Senate. Reapplication process begins for L; review groups include faculty from related disciplines. | Working group defines the requirements for courses seeking L designation. Workshops for L held. Progress report shared with Faculty Senate. Faculty Senate approves diversity overlay. |

| Phases | Administration | Faculty | Accomplishments |
|---|---|---|---|
| **Phase #3** (4/02-9/02) | Continued support for course development and workshops specifically include Fine Arts and Literature (A) and English Communications (EC); collaboration with UCGE on progress report to the Senate. | Reapplication process begins for A and EC; review groups include faculty from related disciplines. | Working groups define the requirement for courses seeking A and EC designations. Applications for A and EC courses solicited. UCGE considers EC course applications |
| **Phase #4** (11/02-3/03) | Collaboration with UCGE on progress report to the Faculty Senate; continued support for course development and workshops specifically include Natural Sciences (N) and Math and Quantitative Reasoning (MQ). | Progress report to the Faculty Senate. Reapplication process begins for (N) and (MQ); review groups include faculty from related disciplines. | Working groups for N and MQ are being formed. |
| **Post** (5/03-4/04) | Monitor and provide support for enhanced program; review of distribution of skills courses and enrollments; report on review to the Faculty Senate. | Monitor program and collaborate on review of distribution of skills courses and enrollments; report on review to the Faculty Senate. | |

# Appendix IV

# University of Rhode Island

## Strategic Five-Year Plan for Information Technology

**Introduction**
The purpose of this plan is to define the key strategic technology initiatives at the University over the next three years. Happily, much of this plan will focus on the implementation of an ambitious Information Technology Initiative approved by the voters of RI in 1996. Through this initiative, URI will receive a total of $29M beginning in FY'97 and ending in FY'02. The University will apply this funding to complete and enhance the technological infrastructure based on strategic priorities and objectives articulated in the 1993 University Communications and Computing Committee (UCCC) Report to the President and the 1995 Elert Voice, Video and Data Combined Technology Report.

The implementation of the Technology Initiative is being done in a two-phase approach reflecting communications and computing priorities. An essential preliminary step in enabling URI to successfully compete in the information age is to build a networking infrastructure that meets the current and future needs of a modern research university. Complementary to the network are the devices and applications that provide the solutions to instructional, research, outreach and administrative tasks within the University. This plan describes the strategies to enhance the communications and computing infrastructure as well as the applications that use it. It is built on the earlier efforts of the UCCC, the Elert report, the Board of Governors External Committee Report as well as advisory input from the Information Resources Council of FY'97.

**Vision**
The University strives to be innovative, flexible and responsive in providing information resources, access, technology and services to a vibrant community that seeks excellence in teaching, research, administrative and out-reach services in an increasingly competitive and changing environment. Through programs and services offered by its Office of Information Services (OIS), the University seeks to:

- strengthen URI's learner-friendly environment for undergraduate, professional and graduate education; expand the learning environment to include a diverse community of scholars from a wide array of cultural, economic, and ethnic backgrounds; and enhance the interaction among students, faculty and support personnel;
- provide the information resources and leading-edge technologies that support the creation of interdisciplinary partnerships and programs, and enable our participation as a leader in the world-wide research community through collaborations with governmental, educational and industry institutions in fulfillment of our land grant, sea grant and urban grant mission; and create a

communications and information infrastructure that will enhance our ability to share our knowledge and talents with residents of the State and collaborate with other Rhode Island institutions of high education, public and private.

**Unique Strengths**
The creation of the Office of Information Services has provided the leadership and coherent framework for information services and technology strategies and standards. OIS includes the University Libraries, the Technical and Operational Services, Management Information Services, Networking and Telecommunications Services, and Information and Instructional Technology Services groups.

The staff of OIS represents a combination of expertise and energy. It is a group of seasoned professionals, the majority averaging over sixteen years of service and many senior members with over twenty years of service. Most hold post-graduate degrees in a broad range of disciplines, and as such understand the general research and instructional needs of their clientele, the students, faculty, and staff of the University and its sister institutions and the residents of the State. This blend of information technologists, librarians and support staff is committed to:

- Developing, installing, maintaining and operating state-of-the-art academic and administrative computing systems
- Providing voice, video and data communications facilities across the University
- Safeguarding intellectual freedom
- Preserving and organizing the institution's records
- Providing sophisticated reference services and engaging in bibliographic exchange on regional, national, and international scales
- Sharing the common mission of providing outstanding customer services and support

The goal of this staff is not only to meet current user needs in these areas, but also to provide an excellent foundation as technology and requirements change.

The University has established itself as a technology resource within the RI system of higher education and with State and municipal agencies. The strong working relationship between the State institutions of higher education along with the size of the State of Rhode Island present opportunities for partnerships and effective sharing of resources. The HELIN library consortium, the RHENET system-wide network and the RINET K-12 network are examples of collaborative efforts where URI is playing a leading role.

**Core Values**
The University, through the Office of Information Services, is committed to providing information, technology, and services to create and nurture a community of learning. In this University community, information resources should be ubiquitous and universal, available to everyone, at anytime, from anyplace. They should enhance student and faculty interactions while supporting independent and individual styles of learning. They should foster perpetual, lifelong learning and the pursuit of knowledge beyond the academy. The criteria for selection and evaluation of these services will be based on

the extent to which they contribute to and enhance the University's overall guiding principles of infrastructure, reliability, collaboration, and customer service.

**Goals**

- Provide a variety of information and technology services to support learning, research, outreach and administration.
- Maintain and develop a technology infrastructure adequately funded as an on-going operational expense.
- Provide an information technology environment that supports a student body where all students are expected to have access to a networked personal computer.
- Provide an electronic information environment that provides on-line access to information in support of the learning, research, outreach and administrative activities of the University community.
- Establish a campus environment with high expectations with respect to the use of technology for faculty, staff and students.

**Strategic Objectives that Support the Information Technology Goals**

- To enhance teaching and learning through the use of information technology including (but not limited to) the provision of specially equipped labs and classrooms, computer-enhanced presentations, demonstrations, simulations, tutorials, video, distance learning, and access to libraries and knowledge bases.
- To provide information technologies necessary to support a major research university and enhance our ability to compete for research funds.
- To provide effective access to data for students, faculty, alumni, the public and other administrative support services that will enable data-based planning and well-informed participative decision making.
- To enhance cost-effectiveness of information resources through cooperative planning, commitments to appropriate standards, and resource sharing at departmental, college, and University levels, as well as, with the regional campuses and other state agencies.
- To develop a seamless communication network that provides access to information, computing resources, and people within the University, throughout the country, and around the world from any desktop workstation.

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**Planning Assumptions**

- The mission of the University engages a diverse group of people who use information as a central part of their activities.
- Information technology is a fundamental element of the University support structure for instruction, research, public service, and administration.
- Information technology is regarded as a strategic asset and will receive the required personnel, operating, and capital support.
- The University is willing to maintain a skilled, experienced service staff.
- Information technology is a University concern, crossing division boundaries.
- Computing and networking will be an increasingly essential part of administrative work and will transform the nature of office work. Many existing administrative processes will need to be redesigned to take advantage of newly-integrated systems.
- The University does not plan to commit resources to high-risk, unproved technologies in order to develop the reputation of a pioneer.
- The University will use proven products that conform to industry standards.
- Current cabling standards will support long-term requirements, conform to dominant industry standards, and represent a low-risk investment for the next fifteen to twenty years.
- The University must continue to employ advanced networking technologies as applications drive the demand for capacity. Therefore, we must plan to provide resources for continuous network upgrades and expansion.
- As communication services become integrated within more functions of the University, every member of the University community will expect to have ubiquitous and seamless access, in the sense that networking and telecommunication services should be across technology platforms and integrated with other services.
- Priority should be given to exploring ways that technology can foster a more engaged learning environment through greater student/faculty interaction.
- Effective integration of technology into the curriculum is dependent upon extensive faculty involvement.
- Limited funding will compel us to share resources, develop more cost-effective support strategies, utilize more efficient tools and adopt standards.
- As systems become more complex and users more dependent on technology tools, the need for support will increase.
- The demand for, and scope of, distance learning will increase.
- Statewide consortia will play an increasingly important role in the University's information technology strategies.
- We are evolving towards a time when most students will own a personal computer. We should develop policies that will enhance functionality while minimizing costs, both for students and for the University.
- As personal computers become a requirement for most courses, students will come to the campus expecting the University to have the infrastructure to support their use.