

**THE ILLINOIS ARTICULATION INITIATIVE:  
ANNUAL REPORT 2001-2002**

**Submitted for:** Information.

**Summary:** Planning for the Illinois Articulation Initiative (IAI) began in January 1993. However, the program was not implemented until the summer of 1998. May 2002 marked the end of the fourth year of implementing the transferable General Education Core Curriculum (GECC), which was designed to ease transfer for students among Illinois colleges and universities. In addition to the adoption of the GECC, 27 major panels also have been convened. This item reviews the current status of the IAI, highlights the past year's activities, and considerations for the future.

**Action Requested:** None.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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ANNUAL REPORT 2001-2002**

**Executive Summary**

This item reviews the current status of the Illinois Articulation Initiative (IAI). May 2002 marked the end of the fourth year of implementing the transferable IAI General Education Core Curriculum (GECC). The GECC was designed to ease transfer for students at Illinois colleges and universities through the assurance of quality and comparability of certain courses. In addition to the GECC, since January 1993, faculty panels also have developed lists of appropriate courses to be taken by lower division students in preparation for transferring into the 27 most popular baccalaureate majors.

The Annual Report begins with a history of the development and implementation of the IAI. It also includes a brief summary of a November 2000 national study comparing state general education transfer projects.

The second section discusses findings reflecting the current status of the IAI project; observations about the impacts of IAI and the effectiveness of several broad goals and objectives; issues that have been raised in the past year and progress toward resolution of those concerns; the current efforts to evaluate the effectiveness of the various components of IAI using multiple measures; and a brief discussion about marketing the IAI.

The report concludes with a summary of highlights of this past year's activities and several considerations for future study.



STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

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**Introduction**

This item reviews the current status of the Illinois Articulation Initiative (IAI). May 2002 marked the end of the fourth year of implementing the transferable IAI General Education Core Curriculum (GECC). The GECC was designed to ease transfer for students at Illinois colleges and universities through the assurance of quality and comparability of certain courses. In addition to the GECC, since January 1993, faculty panels also have developed lists of appropriate courses to be taken by lower division students in preparation for transferring into the 27 most popular baccalaureate majors.

**History of the Illinois Articulation Initiative**

In January 1993, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the transfer coordinators of Illinois colleges and universities jointly launched the Illinois Articulation Initiative to ease the transfer of more than 30,000 students, annually, among Illinois public and independent, associate, and baccalaureate degree-granting institutions. The IAI grew out of the Board's 1990 undergraduate education policies on transfer and articulation. Three key concepts in these policies provided the underlying foundation for IAI: (1) that "associate and baccalaureate degree-granting institutions are equal partners" in educating college freshmen and sophomores; (2) that "faculties should take primary responsibility for developing and maintaining program and course articulation;" and (3) that "institutions are expected to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and academic rigor."

The IAI is one of the most ambitious transfer projects in the country. To date, over 18,000 courses have been reviewed and approved through the combined efforts of over 900 faculty members serving on five general education panels and 27 major panels. (The 27<sup>th</sup> major panel—physics—had its initial meeting this year.) Illinois has one of the nation's most consistent, comprehensive, course approval and quality assurance processes, assuring that all approved courses are comparable and meet the high standards established by the faculty panels.

The IAI developed in three phases. The primary purpose of Phase I was to develop a GECC that "would be acceptable in transfer at all Illinois institutions in lieu of each college or university's own campus-wide general education curriculum of comparable size."

- The GECC is a limited array of lower division general education courses that serves as a statewide *generic substitute* for a participating institution's general education curriculum. The IAI is particularly beneficial for those students who are uncertain about what their major will be or to which baccalaureate institution they will transfer.

- The IAI statement of purpose indicates that the GECC does not replace the college or university’s own general education curriculum. “It is assumed that, while each degree-granting institution has developed its own general education program as part of its undergraduate degree requirements, most general education program objectives are similar from one institution to another.”
- The IAI assumes that participating institutions will offer at least some of the courses in each of the categories identified by the panels.
- The GECC is meant to transfer as a package. Individual courses may transfer at the discretion of the receiving institution.

Phase II expanded the project to create models for easing transfers into major programs. To date, 27 major panels have been established to articulate courses that prepare students for work in specific majors.

Phase III instituted the process of regular five-year reviews designed to ensure that the panels’ recommendations would continue to be relevant, i.e., that they would continue to reflect common practice in the first two years of coursework in a baccalaureate degree. In addition, panel members developed a plan and criteria for reviewing previously approved, institutionally matched courses to ensure that they would continue to be comparable. In 1999-2000, the five general education panels (Communication, Mathematics, Humanities/Fine Arts, Social and Behavioral Sciences, and Physical and Life Sciences) undertook fifth-year reviews. Three have been completed, and the Communication and Physical and Life Sciences panels are reviewing courses over a five-year period. In 2001-2002, fifth-year reviews were undertaken by the following major panels: Biological Sciences, Business, Clinical Lab Sciences, Computer Science, Mass Communication, and Theatre Arts. The four education panels (Early Childhood, Elementary, Secondary, and Special Education) have been examining state and professional standards that will be used to draft new standards-based recommendations. The Engineering panel continues to review courses over a five-year period.

### **Illinois Articulation Initiative in the National Context**

A November 2000 study, based on a survey of state-level transfer programs by Barbara Townsend and Jan Ignash, found that the majority of statewide general education policies were initiated between 1985 and 1995—in large part to facilitate transfer between and among postsecondary institutions. Thirty-four of the 43 states responding to the survey reported that they have some type of statewide transfer articulation policies in place. The other nine states surveyed reported no statewide policies (Delaware, Maine, Michigan, New York, Pennsylvania, South Carolina, Tennessee, Texas, and Wisconsin). In many of these states without statewide transfer programs, the governing boards of systems and/or institutions determined general education requirements.

Agreements in seven states (California, Connecticut, Florida, Idaho, Illinois, North Dakota, and Washington) included both public and private institutions. All three states with the largest community college enrollments in the nation (California—20 percent, Florida—six percent, and Illinois—six percent) have created statewide transfer policies.

Twenty-two states called for general education requirements that proscribed either number of credits or distribution of credits, but did not speak to specific courses. Twenty-four states were more prescriptive in their general education requirements. States also reported

varying policies about the transferability of degrees. Six states limited transferability to the Associate in Arts (AA); only one state transferred Associate in Applied Science (AAS) degrees.

Thirteen states have adopted a model similar to Illinois' IAI model, which involves setting out course descriptions and then evaluating individual courses against that standard.

Most state-level transfer agreements articulate similar traditional general education objectives. Some states add highly unique objectives: awareness of environmental issues, knowledge of state history, and development of computer technology skills. Implementation of objectives and assessment of their outcomes, however, vary widely.

### **Current Status**

The Illinois Articulation Initiative has achieved the following implementation outcomes to date:

- It maintains one of the most extensive inventories of individually approved courses in the country. As of June 14, 2002, 7,794 general education courses and 10,622 major courses have been approved for a total of 18,416 courses in the database. Since last year, 941 new courses have been added to the inventory.
- Participation in IAI is entirely voluntary, and there is broad “buy-in” by the state’s institutions. It includes participants from all sectors: private and public, two-year and four-year institutions. One hundred nine institutions and over 900 faculty members, transfer coordinators, and administrators have actively participated in IAI.
- The IAI brings faculty together across institutions to discuss general education and lower-division coursework in various majors and come to agreement on acceptable statewide standards.
- Through their activities on the various panels, faculty members have extended meaningful communication about curriculum with their colleagues, statewide. As a result, institutions have conducted extensive reviews of their curricula, resulting in a variety of changes, including raised standards and more clarity in communicating course requirements to students.
- The most obvious outcome of the extensive network of faculty panel reviews of course syllabi has been statewide quality assurance. Every IAI course has been reviewed and approved by panels made up of faculty members from public and private, two- and four-year institutions. Faculty panels set standards for IAI courses, and students can be assured that standards in the courses listed are comparable across all participating institutions.
- The internal mechanisms for resolving differences have worked well. Panel members have worked hard to collaborate on seeking solutions. Curriculum-related concerns, in particular, have been discussed extensively and, for the most part, resolved. The following section of the report explores these issues in greater detail.

- The majority of students graduating with AA and AS degrees from community colleges have completed the IAI package because the IAI has been adopted by public community colleges as their core general education curriculum.

### **Curriculum-Related Concerns**

As IAI moves from development and implementation into a maintenance phase, some concerns persist, most of which are curriculum-related. In general, the process of dialog and discussion among the participating institutions in the state has resulted in consensus, though not always unanimity. Several issues have been resolved, others are close to resolution, and discussions continue on some topics. Topics on which the IAI participants have reached consensus (but not necessarily total agreement) include: Advanced Placement (AP) scores; the requirement of a grade of C or better for transferring writing courses; college algebra; and transfer of foreign language courses. The Steering Panel discussed all issues at length, and either a recommendation was made, or the Steering Panel deferred to the discipline panel's decision. During the past year, two issues—a request for a separate associate degree for students majoring in the sciences, and how to handle the transferability of non-IAI approved courses—were explored by the Steering Panel and recommendations were made.

**Associate of Science Degrees.** The first issue centers on whether or not the current GECC meets the needs of students seeking the Associate of Science degree. The Steering Panel rejected requests to design a second set of general education requirements to parallel the GECC and made the following recommendations:

To invite the co-chairs of the chemistry and physics panel to bring to the Steering Panel a recommendation with a new degree configuration, with the understanding that completion of this degree would not fulfill the requirements of the General Education Core Curriculum. Students who choose the option of completing such a degree would be required to fulfill the general education requirements of the school to which they transfer.

No further action was recommended at this time.

**Transferring Non-IAI Approved Courses.** The second issue centers on how institutions should handle the transfer courses that have not been approved by the panels, such as credits from out-of-state or non-IAI participating institutions. The Steering Panel passed a recommendation that allows for the transfer of non-IAI approved courses through a slightly amended process of articulation.

Because this recommendation will require minor changes to IBHE transfer policy, it will be circulated in Fall 2002 to IAI participating institutions for their review and comment. If acceptable, the amended policy will be submitted for Board approval.

### **Evaluating IAI and Student Transfer: Multiple Measures of Effectiveness**

The IAI was formally implemented in summer of 1998, and students served by the IAI recommendations are just beginning to transfer to universities in large numbers. Preliminary data are just beginning to be collected and analyzed. A variety of studies are underway, some solicited by the Board, and others undertaken by individual institutions. As more data become available, the findings can be integrated with more general transfer data.

At a macro level, we do know the following about the number of students who are likely to transfer in Illinois and, therefore, to be affected by IAI (fall 2000 data).

- Community colleges enrolled a total of 340,101 students in credit courses (fall only); 137,012 (40.3 percent) of these students were enrolled in baccalaureate transfer programs, of which 82,939 were freshmen.
- Traditionally, transfer students are thought of as transferring only from two- to four-year institutions (although this does represent the largest percentage of transfers). In recent years, however, student transfer patterns have been marked by a new fluidity—students move between four-year institutions, and from four-year institutions to community colleges, and often take coursework at multiple institutions. Unfortunately, because we cannot track individual student migration across institutions, it is difficult to evaluate the nature of student enrollments—whether they are seeking a course or two, a certificate, or a degree. This “churn” in the market is reflected in Table V-1 of the *IBHE Data Book* (fall 2000 data): 7,130 students transferred to community colleges; 8,756 to public universities; 7,659 to independent, not-for-profit institutions; and 851 to for-profit institutions. A total of 2,911 students transferred from public universities; 11,624 from community colleges; 2,449 from independent not-for-profit institutions; 181 from for-profit institutions; and 7,231 students from “other” institutions (out-of-state, foreign, and unknown).
- In 2000, 13,919 students were awarded associate transfer degrees: 7,861 AA degrees; 4,272 AS degrees; and the balance received degrees with other titles, e.g., AES, AGS, and AFA.

It is impossible to gather precise information on student transfers without a statewide student unit record system. While a student data system exists, it does not include the data necessary for individual student identification across public and private, and two- and four-year systems, which would allow for in-depth analysis of academic decisions and transfer effectiveness. In addition, until recently, private universities have not participated in the shared record system. Thus, we do not know for certain how many baccalaureate degree-seeking students transferred to universities.

**IAI Panel Five-Year Reviews, Surveys, and Recommendations.** Several studies undertaken by IAI panels as part of their five-year review processes have explored the “state of the field,” as well as the effectiveness of the IAI panel activities. One of the unanticipated, but welcome, outcomes of bringing faculty across the state together to look at curriculum has been a greater interest on the part of the panels in understanding how curricula are changing and continually responding to new ideas, standards, and directions in the academic arena. These surveys are an effort on the part of panels to participate in a statewide continual improvement process to keep the state’s transfer curriculum current and responsive to changes. They also more broadly reflect the dynamics of continual quality improvement in the curriculum.

This past year, for example, the General Education Communication panel refined a set of guidelines to help campuses conform to the panel’s standards; the Clinical Laboratory Science panel recommended raising the TOEFL score for international students; the Nursing Panel conducted a survey of all nursing programs in the state to determine the status of articulation, statewide; the Mass Communication panel is revising recommendations for one of its specialties; and the Music panel surveyed participants on technological capacity in the music field and the nature of writing requirements in music courses.

**Institutional Studies/Observations.** Large numbers of students who have completed the GECC just now are beginning to enter baccalaureate institutions. In an effort to get a preliminary look at the impact of IAI, public community colleges and universities were contacted to determine whether they had conducted any studies to assess their experiences with IAI or transfer, in general. Several institutions have shared the results of their studies, which are summarized below. Since most of these studies involved only one institution, or very small numbers of students, care should be taken to not generalize these findings to the whole state.

- Northern Illinois University and College of DuPage will undertake a collaborative study of the transfer practices of students moving between those two institutions. The study will focus on IAI. A questionnaire has been developed and will be completed in the fall.
- University of Illinois at Springfield conducted a small survey of transfer students, and specifically queried them about their awareness of IAI. The majority had not heard about IAI, but 24.5 percent noted that they had. Few students remembered their advisors recommending and promoting IAI. Only 6.3 percent of students noted that they had used the iTransfer website.
- Illinois State University (ISU) completed a study in April of several aspects of transfer, with the following findings based on Fall 2001 data: 52 percent of upper division students at ISU are transfer students; 25 percent of the transfer students from two-year institutions have completed an associate degree, and an additional one percent have completed the GECC. Students completing the GECC are still in the pipeline. Very few transfer students who were awarded the baccalaureate degree between December 1999 and December 2001 report completing the GECC—only four percent (N=192) of a total of 4,761 graduates. It may be several years before large enough numbers of IAI completers go through the system to provide meaningful data on IAI-GECC effectiveness. Seventy-six percent of those graduates completed their GECC with all faculty-approved IAI courses.
- Central Illinois Higher Education Consortium/Illinois State University completed a study of community college students transferring to universities in their region. Students transferring to ISU completed an average of 70.6 credit hours, and many noted that they would have appreciated more and better advising. The students also were surveyed about their transfer advising experience, and results indicated how important advising at both the community college and the university was to their transition. Forty-one percent indicated a “website devoted to transfer information outlining the process” would be “most helpful.” (The IAI website team is in the process of developing that information.)
- The University of Illinois at Chicago, Urbana-Champaign, and Springfield prepares an annual *Transfer Characteristics Study*, which provides some insight into transfer behavior in the state. Thirty-five percent of students at UIUC and 60 percent of students at UIC earned transfer credit. Fifty-five percent of all students transferring to UIC earned more than one semester of credit (12 hours). Most students transferring to UIUC transferred one or two courses, with over 60 percent transferring less than 12 hours, or three to four courses. At UIS, more than two-thirds of transfer students attended an Illinois community college, most transferred 60 hours or more, and more than a quarter had completed an associates degree.

- Southern Illinois University Edwardsville noted that transfer students continue to persist and graduate at good rates (approximately 58-60 percent over the past five years). They view this as demonstrating IAI success.

**Statewide Evaluation of the IAI.** The University of Illinois at Chicago, in cooperation with eight two-year and four-year institutions, was awarded a Higher Education Cooperation Agreement (HECA) grant to undertake a longitudinal study of the effectiveness of IAI. An experimental design was set up to compare the length of time-to-degree required by “native” students and community college transfer students, and pre- and post-IAI transfer behavior. Each year, transcripts of 400 students from these eight institutions will be studied to see whether completing the IAI makes transfer easier and more efficient. In addition, the evaluation team will undertake extensive in-depth interviews with students about their transfer experience.

Preliminary observations of interest included:

- The establishment of the GECC had no significant effect on enrollment patterns (attempted hours, hours completed or passed, or hours passed in specific disciplines).
- Freshmen at two-year institutions enrolled in more general education courses than freshmen at four-year institutions (as expected). These courses taken by students at two-year institutions were more often pre-requisites for major courses. Further study may clarify whether this more conscious course-taking behavior reduces time to degree.
- There was no significant difference in cumulative GPA or in total hours earned between native and transfer students.

**Evaluation of the iTransfer Website.** In 2001, the website staff used the five-year review of their services and effectiveness that included a survey of faculty, transfer coordinators, and chief academic officers from participating institutions to make improvements to the website.

Some of the changes made to the website were influenced by the survey, including the following: a search function titled School Review was added to allow schools to review all data regarding them in one section on the website. Two additional search options were added that display the IAI majors a particular school is participating in and display schools participating in a particular IAI major. Cosmetic changes also were completed to assist with navigation. The staff also completed design, development, and testing for the remaining majors in Phase II. Development was started on a new section titled Transfer Hints in order to expand the website’s assistance to students. Based on feedback from various groups, development also was started on some new ways to present the major panel recommendations.

Participation in IAI is highest among public institutions, and highest in the General Education Core Curriculum. A total of 7,795 GECC courses and 10,625 major courses were included in the IAI website database on June 21, 2002, for a total of 18,420. Forty-eight public two-year institutions participate in the IAI GECC. Together, they field a total of 4,214 courses for an average of 88 courses per institution. Eleven public baccalaureate institutions field a total of 959 courses, or an average of 87 courses per institution. (The University of Illinois at Springfield currently does not have a general education program). Thirty-six independent institutions participate in IAI and field a total of 1,404 courses, or an average of 39 courses per institution.

Participation in the major panels can vary significantly based on the array of majors offered by an institution—not all institutions offer a full complement of majors. Forty-eight public community colleges offer courses to help students prepare for transfer to baccalaureate institutions. Participation by both public and private four-year colleges and universities also is very important in helping students transfer easily among institutions. Twelve public universities are actively involved in many of the major panels, and the public institutions tend to offer the broadest array of program majors (due, in part, to both their broad missions and their size). The majority of community college students transfer to public universities. Twenty-seven two- and four-year independent institutions participate in various major panels as well.

The 48 two-year public institutions field a total of 6,601 courses for transfer to a major, for an average of 138 courses per institution. In general, community colleges offer courses to prepare students for all majors. The twelve four-year public universities field a total of 1,536 courses in majors, for an average of 128 courses per institution. Seven of the public universities offer coursework in 20 to 26 of the majors; the other five range from 6 to 19. The difference in the number of majors “covered” reflects the differing program arrays at the various institutions. Not all universities offer degrees in agriculture, clinical laboratory science, social work, or engineering, for example. Twenty-six independent institutions field 1,750 major courses, for an average of 67 courses per institution.

Website usage continues to increase. New reporting mechanisms do not allow us to make precise comparisons between years at this time, but from 8/31/2000 to 6/30/2002, there were 4,996,549 “hits” on the IAI website, an average of 7,468 hits per day. A total of 1,890,245 pages were viewed. This averaged 2,825 page views a day. During this same time period, there were 179,708 unique visitors, and 15,593 repeat visitors. During 2000, the website received over 1.3 million hits. In 2001, that number increased to over 1.7 million hits. This year, 2001-2002, we estimate that the number of hits was close to 2 million.

### **Increasing Student Awareness of Transfer and IAI**

Good programs often languish for lack of visibility and “advertising.” Making transfer and IAI an important part of student information and decision-making has always been a primary goal of the Initiative. Activities this past year in two areas have focused on how to better serve student needs for current information about transfer issues.

**Visibility on Institution Websites.** In the spring of 2001, a small, informal survey was undertaken by staff to determine how institutions were presenting and promoting information about transfer and the IAI on their websites. Over the past year, this study was refined, and a draft of the results was shared with transfer coordinators. The websites of all public universities and community colleges were examined for their ease in accessing information about transfer, IAI, and the iTransfer website. In general, transfer, and specifically the IAI, received low visibility on institutional websites and catalogues. The Technical Task Force will explore these findings in the coming year to determine how best to market IAI for student and advisor use, and how to increase student awareness of IAI and transfer information. A draft of this study is available in the iTransfer.org library.

**Pilot Project: A Model for an Illinois Course Applicability System Transfer Website.** Last year, Northern Illinois University and the College of DuPage were awarded a HECA grant to undertake a pilot project to model the processes and procedures for activating an Illinois network connected to a national transfer website, the CAS. With this program, students

are able to answer their most burning transfer questions: How will my credits transfer? What will count? What courses should I take at my current institution that will transfer?

This model project has been implemented; marketing and education/training materials have been developed. Training and assessment activities are planned during the summer. There is a growing interest from two- and four-year schools in CAS's ability to function both as an advising and marketing/recruiting tool. The community college advisors are especially interested in CAS because of the cross-reference Degree Audit Record System (DARS) report, which is a powerful web-accessible tool for advising students of progress toward degree completion. This report lists not only the academic program requirements and the NIU courses that fulfill them, it also lists the community college courses that students can take while enrolled at their community college to fulfill the requirements.

Northern Illinois University staff gave presentations to the following groups on CAS this past year: Transfer Coordinators, IAI Technical Task Force, a statewide Community College Articulation Conference (approximately 75 community college counselors), and a demonstration at NIU's Technology Showcase 2002. As a part of continuing outreach, NIU will survey institutions in the state about interest in a statewide conference to showcase the CAS pilot project to all Illinois state universities and colleges and will continue to showcase the CAS pilot project at their annual Community College Articulation Conference, and at the Fall and Spring Transfer Coordinators meetings, as well.

Building on the successes achieved in this pilot project, a second CAS project—a collaborative effort between the University of Illinois at Chicago and the City Colleges of Chicago—has been proposed for completion in the 2002-2003 school year.

### **2001-2002 Summary of Activities**

In general, the year 2001-2002 can be characterized as a year during which several major issues were resolved, new initiatives were undertaken by the members, and recommendations were brought forward. IAI activities:

- Explored concerns and sought consensus on two issues central to IAI—general education requirements for students interested in majors in the sciences, and the transfer of non-IAI approved courses;
- Continued the fifth-year review process for the following panels: General Education Communication, General Education Social and Behavioral Sciences, Business, Computer Science, Music, all Education panels, Engineering, Mass Communication, and Theatre.
- Initiated a discussion of a standards-based approach to the work of the education panels;
- Convened a new panel in Physics, which is in the process of developing recommendations;
- Designed a new “paperless” process for reviewing syllabi on-line; and
- Completed a pilot project for a statewide student transfer network--the Course Applicability System.

## Considerations for the Future

There are three areas affecting the overall operation of IAI that would likely improve the effectiveness in the long term. After discussions of these matters in the coming year with the IAI panels and Steering Committee, recommendations may be developed and brought to the Board. These three areas are timeliness and data needs, refining IAI learning outcomes, and improving administrative processes.

**Measuring IAI Effectiveness—Timeliness and Data Needs.** There is a growing interest in undertaking a more systematic evaluation of IAI's effectiveness. The need for assessing the outcomes of IAI has been raised in several venues in the past year. This interest is partly in response to the first wave of community college students who have completed the IAI package and are transferring to four-year institutions. Given that students take between five and six years to complete a baccalaureate degree, and that the IAI was not fully implemented until 1998, it may be several years before enough meaningful data can be gathered to assess the IAI impact on time-to-degree.

There are important gaps in our data. The Illinois Board of Higher Education currently has no systematic way of definitively knowing how effectively IAI is serving individual student needs.

- The lack of a centralized, integrated student unit record system means that we cannot track students across institutions, systems, or sectors.
- The current Shared Enrollment and Degree files do not allow for effectively tracking students transferring from community colleges to public universities, and the files do not include complete data from private institutions.

To better understand the impact of the IAI on student course-taking behavior and on timely baccalaureate degree completion, an expanded and improved student unit record system is needed that would allow for systematic analysis of student enrollment patterns across multiple systems. Given these data shortcomings, however, it will be difficult to gather and interpret this data in order to assess the overall effectiveness of IAI. In the meantime, the program will continue to rely either on independent studies undertaken by institutions of their own transfer students, or on small statewide studies with limited dollars.

**Measuring IAI Effectiveness—Refining IAI Learning Outcomes.** *The Illinois Commitment* requires that all institutions have program assessment in place by 2004. Because IAI is a central piece of the coursework at over 100 institutions in the state, it is important that the IAI participants continue to review and clarify, where necessary, the goals of the IAI curriculum, and clearly identify the anticipated student learning outcomes in course descriptions. By further clarifying student learning outcomes and the goals and objectives of the GECC, institutions will be better able to evaluate the effectiveness of the IAI general education program.

**Measuring IAI Effectiveness—Improving Administrative Processes.** Since its implementation in 1998-1999, the Illinois Articulation Initiative has achieved an important level of stability, and is respected across the state. Compared to programs in other states, the Illinois transfer network is one of the strongest and most inclusive. The active involvement of 110 institutions reflects a shared commitment to helping students transfer easily and smoothly by maintaining quality and comparability across the state. The Illinois Articulation Initiative's strength is reflected in the collaboration among individual faculty members from many

disciplines, between public and private institutions, between two- and four-year institutions, and between ICCB and IBHE.

As part of an ongoing effort to reduce administrative costs related to the administration the IAI project, the website staff piloted a “paperless” on-line syllabus review process.

Staff continues to study ways of improving the delivery of information and other transfer services to students, thus making transferability between all institutions in the state easier and more academically effective and efficient. As the awareness of the IAI grows, students will come to depend upon having access to even more information to assist them in making decisions about academic programs and institutions.

Staff will continue to explore other best practice options for enhancing student access to information about transfer of credits among institutions as well as for accessing better and more discrete data regarding student transfer data.

**IAI STEERING PANEL MEMBERSHIP  
2000-2001**

**General Education Field Panel Representatives**

Esther DiMarzio, Kishwaukee College  
Margaret Dust, Chicago State University  
James Harris, John A. Logan College  
Thomas Joswick, Western Illinois University  
Kenneth Nordin, Benedictine University  
John Norton, Moraine Valley Community College  
James O'Leary, South Suburban College  
Linda Sons, Northern Illinois University  
Gary Trammell, University of Illinois at Springfield  
Denis Wright, Joliet Junior College **CO-CHAIR**

**Public University [At-large] Representatives**

Mary Herrington-Perry, Eastern Illinois University  
David Kay, University of Illinois at Urbana-Champaign  
Charles Miller, Northern Illinois University  
Gerald Pogatschnik, Southern Illinois University at Edwardsville, **CO-CHAIR**

**Community College [At-large] Representatives**

Carl Lorenz, Parkland College  
Julie Fleenor, William Rainey Harper College  
John Bennett, Lake Land College  
Linda Uzureau, Prairie State College  
Margot Vance, Illinois Central College  
Debra LaCour, Southeastern College

**Private Institution [At-large] Representatives**

Lois Backas, Roosevelt University  
Richard Wilders, North Central College  
Gary Wenzel, Concordia University

**Illinois Transfer Coordinators' Representatives**

Marilyn Murphy, University of Illinois  
Sheryl Paul, University of St. Francis  
Fred Peterson, Heartland Community College