

2005 PERFORMANCE REPORT
UNIVERSITY OF ILLINOIS AT SPRINGFIELD

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

SECTION I:
INSTITUTIONAL CONTEXT

Mission Statement

IBHE Focus Statement

The University of Illinois at Springfield has a broad role in serving the central Illinois region. A junior-senior and graduate level university that also serves lower-level students through cooperation with two-year colleges, it offers programs to meet the needs of transfer and adult students as well as residential, traditional-aged students. Located in the state's capital, the University of Illinois at Springfield has a special mission in public affairs. In addition to pursuing statewide goals and priorities, the University of Illinois at Springfield

- emphasizes public affairs and the integration of liberal arts and professional studies in its curricula;
- emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;
- concentrates graduate offerings in selected disciplines that are able to share faculty and course work in a mutually supportive environment; and
- organizes instructional, public service, and research programs that are within the programmatic priorities of the university.

The University of Illinois at Springfield currently is engaged in a strategic planning process. An updated mission statement is expected to be approved next year.

Environmental Analysis

Environmental factors having a positive effect on the campus' ability to address the goals of the Illinois Commitment

- Increased globalization provides opportunities for UIS to form partnerships with organizations in other countries, thus enhancing the ***quality of education and economic growth***. This has led to joint undertakings among UIS and organizations in countries such as Japan, France, China, and Poland.
- The recent opening of the Abraham Lincoln Presidential Library and Museum in Springfield provides partnership opportunities for UIS to improve the ***quality*** of its academic programs and to promote ***economic growth***.

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- Improvements in the accessibility and functionality of the technology supporting online education enhances the campus' ability to provide *access* to education to a larger and more diverse student population
- Being located in the state capital enhances UIS' ability to pursue public affairs activities (such as student internships and research projects/contracts) with state government. This allows the university to increase the *academic quality* of its educational offerings and to undertake projects that promote the *economic growth* and well-being of the state.
- Efforts by the State of Illinois to improve high school education may lead to better prepared college students, thus allowing UIS to enhance its *academic quality*.
- An increase in the number of elementary and high school teachers and administrators who are retiring presents an opportunity for UIS to *increase the number of students* who will seek education-related degrees and to work with K-12 educators to *improve teaching and learning at all levels*.
- The substantial increase nationally in the demand for post-baccalaureate education (master's degrees and graduate certificates) has created the opportunity for developing new curricular areas, thus improving the *quality* of the academic program and increasing *access* to education and career advancement.
- The increase in the number of Illinois high school graduates encourages the development of programming at UIS to provide *access* to greater numbers of first-year students.
- The increase in the proportion of full-time students at UIS has strengthened the campus' ability to create a rich cultural and social life, which in turn is associated with the *quality* of the educational experience.

Environmental factors having a negative effect on the campus' ability to address the goals of the Illinois Commitment

- Level state funding, coupled with prior-year budget reductions and increasing costs (e.g., utilities, health insurance), present challenges for UIS as it strives to provide high *quality* academic programs and support services for its students.
- Cutbacks in state government employment levels in Springfield could affect the demand for higher education and the availability of tuition reimbursement, making higher education *less accessible and affordable* for some.
- Increased national security measures have made it difficult for some prospective international students to come to the United States, thus hindering the university's efforts to promote *diversity and access*.
- Competition with states providing more support for higher education enabling them to hire away strong faculty poses a threat to the *quality* of education.
- Illinois is the #2 exporter of students to other states, which reduces the pool of students in Illinois and the ability of higher education to *help business sustain strong economic growth*.

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- The relatively limited ability of the IBHE to regulate private institutions offering online education puts the campus at a competitive disadvantage in its efforts to increase *access* to education.

SECTION II: PROGRESS

POLICY AREA ONE: Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

COMMON INSTITUTIONAL INDICATORS

Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
197	214	92.1 %

a) Institutional goal(s) for this indicator:

The goal, assuming continued improvement in the Illinois economy, is to have the proportion of graduates reporting that they are employed or enrolled in further education within one year of graduation return to levels achieved in the late 1990s (around 95%).

b) Brief interpretation of institutional performance and related implications:

Survey results over the past seven years (baccalaureate graduates 1997 through 2003) indicate some fluctuation in the proportion of graduates reporting that they were employed (full-time or part-time) or enrolled in further education at one year after graduation. The figures have ranged from 92.1% for 2003 graduates (surveyed in 2004) to 96.4% for 1997 graduates (surveyed in 1998). One factor that may be contributing to these fluctuations is the variation in the overall Illinois economy. During the period 1998-2000, the state's unemployment rate ranged from 4.3-4.6%, compared to 6.1-6.6% during the period 2002-2004.

MISSION-SPECIFIC INDICATORS

Mission-specific indicator associated primarily with Goal 1:

Dollar value of grants and contracts

	FY 2003	FY 2004	FY 2005
<i>Grants and Contracts</i>	\$6.9 million	\$6.9 million	\$5.9 million

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a) Institutional goal(s) for this indicator:

The goal, assuming improvement in the Illinois economy, is to meet or exceed the levels of grants and contracts achieved in FY 2003 and FY 2004.

b) Brief interpretation of institutional performance and related implications:

UIS had \$6.9 million in externally funded grants and contracts in FY 2003 and FY 2004; however, the funding level decreased to \$5.9 million in FY 2005. The difference in funding for FY 2004 versus FY 2005 primarily is attributable to a three-year \$1.2 million grant that was received from the Sloan Foundation in 2004.

The decrease in contracts and grants also is a result of increased competition for funding and a decrease in state funds as a result of budget reductions. The National Science Foundation (NSF) reports that there was a 15-year low in the success rates for applicants for NSF funding in FY 2004, with only one in four applicants obtaining funds compared to one in three in FY 2000. State budget cuts have led to budget reductions in the Center for State Policy and Leadership including personnel reductions that have affected the Center's ability to seek outside funds. Many of the state agencies that contract with UIS also have experienced budget cutbacks.

On the positive side, state funding for UIS student programs remains strong. Among the major FY 2005 state grants that support student-related programs, the funding for the Graduate Public Service Internship Program (GPSI) supported a record high level of interns, there was a slight increase in funding for the Applied Study Term program (an individualized student field experience), and the funding for the Illinois Legislative Staff Internship Program supported by the Illinois General Assembly remained level. These levels of funding for student programs are notable given the tight fiscal condition of the state.

The number of UIS grant and contract applications was higher in FY 2005 (82 applications totaling \$11.3 million) than in FY 2004 (74 applications totaling \$9.6 million). The campus views this as a very positive development since more applications will eventually yield more grant awards.

POLICY AREA TWO: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Fiscal Year 2005 Accomplishments

- UIS has expanded its educational degree and certificate programs to address the needs of K-12 education.
- UIS received a \$250,000 Federal Set Asides Monies Grant to develop and offer a blended (online and on-campus) secondary mathematics certification program. The first cohort of 20 candidates started the online math teaching program in Fall 2004.

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- The Masters Teacher Leadership (MTL) concentration in the Master's of Educational Leadership was converted to a separate degree program for Fall 2004. During Spring 2005, the MTL degree program had 195 candidates.
- In Summer 2004, the first cohort of post master candidates completed the Superintendent's Endorsement program. A second cohort of 20 school principals began the program in Fall 2004.
- A new cohort of 30 students for the Master's in Educational Leadership was started at the Sangamon Association Special Education District (SASED) in Fall 2004.
- The university continued its efforts to increase diversity among K-12 teachers.
 - Eight minority candidates were accepted into the Midstate Student Support for Teaching Program in Fall 2004. This program is a partnership designed to prepare African American students for college and a teaching career and to assist the Springfield and Decatur school districts in the recruitment of minority teachers.
 - Two UIS male black graduates from the teacher education program accepted teaching positions at Lanphier High School (a high school in Springfield) for Fall 2005.
- FY 2005 was the sixth year of the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) partnership between UIS, Lincoln Land Community College, the Springfield Public School District 186, and the Springfield Urban League. The mission of the program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.
 - This program provides academic support services to three cohorts of students who began the program as 7th graders and who were 10th, 11th, and 12th graders during FY 2005. During FY 2005, the program provided academic support services (e.g., tutoring, workshops for parents and students, campus and classroom visits) to 892 students, 30% of whom were minorities and 58% of whom were receiving free or reduced price school lunch.
 - Data collected for the GEAR UP program suggest that there have been some notable improvements in the participating schools.
 - As of Spring 2005, 80% of the seniors in the GEAR UP Program had applied to post-secondary schools, compared to approximately 50% of the prior year's graduating class, which was not a GEAR UP cohort.
 - The attendance at parent-student workshops has increased significantly from an average of 10-15 attendees per workshop in previous years to an average of 100 parents and 127 students per workshop for the first five workshops in FY 2005.
 - Information obtained by a group of teachers that attended a conference using GEAR UP program funds was the inspiration for a significant school restructuring project that began in Fall 2004. The high school is moving to smaller learning communities focused on increased course expectations.
 - There have been improvements in the participating high school's PSAT test scores. One of the most notable improvements has been that the math scores of African American students have doubled.
 - The program selected the first high school student for the GEAR UP/Capital Scholar Tuition Waiver at UIS and the first five students for the GEAR UP tuition waivers to attend Lincoln Land Community College for two years followed by UIS for the remaining two years.
 - The university received two grants from Southern Bell Corporation (SBC) of \$50,000 each to supplement Year 6 of the GEAR UP Project. These grants were used to fund professional development for math teachers and online tutoring for high school students.
 - UIS submitted an application for a new \$3.9 million GEAR UP grant.

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- UIS has sponsored or participated in a variety of activities designed to enrich the educational learning opportunities at the middle and high school levels.
 - UIS partnered with the American Association of University Women to host the *Expanding Your Horizons in Math, Science, and Technology* conference for junior high girls. This one-day event included sessions on a variety of topics, such as veterinary medicine, money and banking, and computer technology. Sessions also were held for the parents of the attendees addressing issues such as how to finance a college education and how to choose high school courses to keep options open for college.
 - The Public Policy High School Initiatives Program (a UIS project with support from the Illinois State Board of Education and the McCormick Tribune Foundation) awarded seven grants in FY 2005 to teams of Illinois secondary classroom teachers to develop hands-on real-life civic education in the classroom. The program also provided mentoring and support to the DuBois Elementary School Living History Program and the education program at the Lincoln Home National Historic Site in Springfield.
 - The Center for State Policy and Leadership sponsored the development of *Civics Plan-It*, an online electronic magazine on civics education and community volunteerism that is written for high school students and their teachers. The Center also administered the Abraham Lincoln & Leadership Summer Institute, a summer residential education program for Illinois high school sophomores (one week) and juniors (four weeks).

Fiscal Year 2006 Plans

- UIS will work to increase the enrollment in the online math certification program and explore the possibility of expanding the online certificate program to include science teaching.
- The teacher education program will continue to focus on documentation, data gathering, and conducting multiple assessments for accreditation.

Fiscal Year 2006 Challenges

- UIS needs to expand core education courses to Peoria for the Illinois Central College candidates; however, this will be difficult given the existing faculty resources.

COMMON INSTITUTIONAL INDICATORS

Annual number of undergraduate students completing requirements for initial teacher certification by certificate area (*Applies only to institutions with teacher education programs*)

Certificate Area	2001-02	2002-03	2003-04
Early Childhood Education			
Elementary Education	32	67	58
Secondary Education	26	26	16
Special Education			
Total	58	93	74

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a) Institutional goal(s) for this indicator:

Given the past significant increases in the enrollment in the UIS teacher education program, the university seeks to maintain relatively stable enrollments in the teacher education program over the next few years.

b) Brief interpretation of institutional performance and related implications:

Enrollment in the UIS teacher education program has increased by 72% during the past five years (Spring 2000 – Spring 2005), while the growth rate for the most recent year was more moderate at 4.2%. Given existing resources and the desire to maintain the high quality of this program, UIS seeks to maintain relatively stable enrollments over the next few years.

The teacher education candidates taking the Illinois Certification Testing System's Content Area exams have been very successful. The majority of the candidates have passed the exam on the first try and most others pass it on the second try.

MISSION-SPECIFIC INDICATORS

No mission-specific indicators primarily related to Goal 2

POLICY AREA THREE: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Fiscal Year 2005 Accomplishments

- In FY 2005 UIS reached several milestones related to financial aid.
 - A private donor funded two \$1000 scholarships specifically for students with disabilities. This was the first such scholarship in the campus' history. The donor has indicated an intention to expand funding for this purpose in the future.
 - A scholarship was created for the global studies program.
 - The campus received a sizable endowment that will fund two \$2,500 scholarships for students in the College of Business and Management.
 - The number of named scholarships available increased from 94 to 99 and the total number of awards available from these scholarships increased from 168 to 177.
- In FY 2005, the university continued to work on raising students' awareness of the scholarship process. Through this effort, the university received 329 applications, compared to 208 in FY 2003.
- FY 2005 was the first full year implementation of the Temporary Assistance to Needy Families (TANF)/Low Income Degree Scholarship program. This program, which is funded through a grant from the Illinois Department of Human Services, provides financial assistance to low-income single parent undergraduate students who meet the eligibility criteria.

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- UIS allocated \$51,000 to student need based funding to help address the “MAP gap” (the difference between tuition and mandatory fees and the maximum grant from the Illinois Monetary Award Program).
- The number of Graduate Public Service Internships in FY 2005 was 16% higher than the number of internships in FY 2004 (104 compared to 90). This program provides a tuition waiver, a stipend, and work experience in state agencies and nonprofit organizations. (FY 2005 marked the 30th anniversary of the Graduate Public Service Internship Program.)
- Since the migration of the financial aid system to the Banner administrative support system in FY 2004, the Financial Assistance Office has continued to improve the usage and functionality of Banner. This system allows the university to identify and prepare financial aid awards and allows students to check their financial aid information online.
- UIS participates in a variety of outreach efforts to help educate middle and high school students and their parents about the costs of college and the types of financial assistance that are available.
 - The UIS Financial Aid Office provided educational sessions to parents of students from high schools in Springfield and the surrounding communities.
 - The UIS GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Program) Project sponsored a series of parent-student workshops on issues such as the cost of college education and how to fill out the Free Application for Federal Student Aid (FAFSA).
 - UIS conducted a workshop on “Financing a College Education” for the parents of junior high girls who attended the *Expanding Your Horizons in Math, Science, and Technology* conference. UIS was a co-sponsor of this conference, which was presented and sponsored by the American Association of University Women.

Fiscal Year 2006 Plans

- UIS will strive to meet the financial needs of all students through financial assistance that maximizes aid and minimizes loans.
 - In FY 2006, UIS’ enrollment management, financial aid, and the development office staff will continue to cultivate private donors to supplement public sources of financial aid.
 - UIS will increase its need-based aid funds by 15% to offset the gap between tuition and the Illinois Monetary Award Program (MAP) awards.
 - UIS will utilize federal work-study funds to increase the number of graduate assistantships.
 - The number of Graduate Public Service Internship placements is on track to increase from 104 placements in the Fall 2004 term to 123 placements in the Fall 2005 term.
- The university will be implementing document management and imaging, along with automated data entry solutions, within the financial aid office. The intent is to replace manual data entry with automated character recognition and to route and store documents electronically instead of in hard copy. This will help UIS reduce costs and improve financial aid services to students.
- UIS will continue to develop new approaches to help parents and students be better prepared to understand college financial aid opportunities.

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Fiscal Year 2006 Challenges

- The state funding of the Monetary Award Program (MAP) for FY 2005 is not sufficient to keep up with the increased costs of higher education. This will put pressure on UIS and its students to identify alternative ways to meet students' financial needs.
- Increases in student loan interest rates will make the use of loans more expensive for students.
- Constraints in the availability of funding will make it more challenging to achieve a balance between providing a level of financial aid appropriate to the selective admissions standard of the Capital Scholars Honors Program and providing an appropriate level of needs-based assistance to new and returning students.

COMMON INSTITUTIONAL INDICATORS

Net price of attendance for undergraduates who apply for aid by income quintile, after MAP, IIA, Pell, SEOG, and institutional grant aid are subtracted

Student/Family Income	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2003											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0-27,335	7	7	25950	7	4200	7	22710	3	1500	7	30250	0	0
\$27,336-48,215	22	13	19098	0	0	15	44689	0	0	22	73588	6	3500
\$48,216-70,006	25	2	2000	0	0	5	11378	0	0	25	63550	4	2700
\$70,007-99,999	36	0	0	0	0	0	0	0	0	36	124944	1	8625
\$100,000 & Up	16	0	0	0	0	0	0	0	0	16	50618	0	0
Unknown	9	0	0	0	0	0	0	0	0	9	9500	0	0
Totals	115	22	47048	7	4200	27	78777	3	1500	115	352450	11	14825

a) **Institutional goal(s) for this indicator:** Not required for the 2005 report.

b) **Brief interpretation of institutional performance and related implications:** Not required.

In FY 2005 all full-time first-time freshman were in the Capital Scholars program, UIS' honors program. The campus continues to make substantial institutional awards to Capital Scholars to attract highly academically qualified students to the campus.

MISSION-SPECIFIC INDICATORS

No mission-specific indicators primarily related to Goal 3

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POLICY AREA FOUR: Illinois will increase the number and diversity of citizens completing training and education programs.

Fiscal Year 2005 Accomplishments

- UIS continues to be a leader in online education. The offering of online programs is consistent with the UIS mission of serving nontraditional students, including those who may be balancing work, family, and educational needs. These students may find the online programs to be more flexible and adaptable to their geographical and time constraints.
 - Two additional online programs were added in FY 2005 (a B.A. in Philosophy and a B.A. in Mathematical Sciences with a secondary math certification), bringing the total number of UIS online degree programs to eight.
 - During Spring Semester 2005, 22.5% of the total credit hours generated at UIS were taken in online classes. More than one-third of the UIS students (34.5%) took an online course during Spring Semester 2005, including 761 students who enrolled only in online courses. The online students were located in 39 states, the District of Columbia, and foreign countries on five continents.
 - Eight new online degree programs are in the developmental stage, including one (an M.S. in Environmental Studies with a concentration in Natural Resources and Sustainable Development) that will begin offering courses in Fall 2005. The development of these programs is being funded in part through a \$1.2 million grant from the Sloan Foundation.
- Online education offers a means for increasing the diversity of the learning experience.
 - The UIS online enrollment includes more students from outside Illinois and from outside Sangamon County (the county in which the university resides) compared to the on-campus enrollment. In Spring 2005, about 30% of the online undergraduate students were from outside Illinois, while only about 2% of the on-campus undergraduate students were from out of state.
 - In FY 2005, UIS developed an online partnership with Chicago State University (CSU) whereby online or blended (part online, part on-campus) courses from each university can be teamed together to allow the students from the two campuses to work together on projects or participate in online discussions. This increases diversity in that UIS is in a downstate setting with a high percentage of white students, while CSU is in an urban setting with a high percentage of African American students.
- UIS has expanded its certificate and degree offerings in response to market demands and the desire to increase the educational opportunities for citizens. New degrees offered in FY 2005 included the previously mentioned online B.A. in Philosophy and the B.A. in Mathematical Sciences with a secondary math certificate. New certificate programs included a Certificate in Information Assurance, a Certificate in Computer Security, and a Certificate in Law for Human Services and Social Work.
- One way to attract a more diverse student body is to have a more diverse faculty. Through strong leadership and support at all levels, UIS has been able to increase its faculty diversity, including racial and ethnic diversity and representation from underrepresented groups for particular types of positions.

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- In FY 2005, 29% of the 17 new faculty hires were minorities (5 black faculty members). UIS also hired a Native American for the Assistant Dean of Students and a woman as the Dean of the university's largest college.
- Faculty recruiting conducted during FY 2005 included a concerted effort to increase diversity. Search committees reached out to candidates from underrepresented groups through activities such as contacts with minority listservs, professional organizations, and caucuses. Some of the Deans provided extra funds for travel and flyers associated with reaching out to minority caucuses and bringing in extra candidates for diversity. Through these efforts, 21% of the 39 new faculty hires are minority (2 black faculty members, 5 Asian faculty members, and one American Indian faculty member).

Fiscal Year 2006 Plans

- The university will explore additional options for graduate level recruitment, including efforts to increase the diversity of the students
- UIS plans to continue to try to increase the diversity of the Capital Scholars Honor's Program.
- The university will continue to try to increase the private funding of scholarships.

Fiscal Year 2006 Challenges

- Efforts to increase the diversity and numbers of students requires funds, including funding for scholarships. The university's tight financial condition will make these recruiting efforts more challenging. The university will need to develop more private funding of scholarships.

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity and gender

Source: IPEDS Degrees Conferred Survey. [Supporting data is available on the IBHE web site.] Institutions are not required to submit additional data.

Completion by Race and Gender			
Baccalaureate Degrees	2002	2003	2004
Black	7.7%	5.9%	9.0%
Hispanic	1.1%	1.2%	1.4%
White	89.1%	89.5%	86.6%
Other	2.1%	3.5%	3.0%
Total	100.0%	100.0%	100.0%
Male	34.9%	33.1%	37.9%
Female	65.1%	66.9%	62.1%

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Completion by Race and Gender			
	2002	2003	2004
Post-Baccalaureate Degrees			
Black	7.2%	7.3%	8.6%
Hispanic	1.9%	0.5%	1.3%
White	81.1%	82.7%	78.0%
Other	9.7%	9.4%	12.1%
Total	100.0%	100.0%	100.0%
Male	42.6%	44.1%	42.5%
Female	57.4%	55.9%	57.5%

a) Institutional goal(s) for this indicator:

To continue the positive trend seen over the past decade in increasing the minority representation in the student body

b) Brief interpretation of institutional performance and related implications:

There has been an increase during the past few years in the number of black students who have graduated from UIS. Fifty-six black students finished their baccalaureate degrees in 2004, compared to 47 in 2002. Black students accounted for 9.0% of the total UIS baccalaureate degrees granted in 2004. A similar trend occurred at the graduate level. Thirty-nine black students received a post-baccalaureate degree from UIS in 2004, compared to 26 in 2002. About 8.6% of the post-baccalaureate degrees in 2004 were awarded to black students.

The number of Hispanic students receiving UIS degrees is smaller and has remained relatively constant over the past few years. Hispanic students accounted for 1.4% of the UIS baccalaureate degrees in 2004 compared to 1.1% in 2002. At the post-baccalaureate level, Hispanics accounted for about 1.3% of the degrees in 2004 compared to 1.9% in 2002.

Minority students accounted for 12.2% of the UIS student enrollment in Fall 2004 (7.7% black students, 2.7% Asian Pacific Islander students, 1.5% Hispanic students, and 0.3% American Indian/Alaskan students) compared to 9.8% in Fall 1994. The campus continues to seek to diversify the student body through active recruitment and retention efforts (such as participation with the College Summit, an organization whose mission is to increase the college enrollment rate of low-income students), as well as through special programs such as the Leadership in Public Service Program (undergraduate) and the Whitney M. Young, Jr., Fellowship program (graduate).

In terms of gender, women have constituted the majority of the UIS student body, both undergraduate and graduate, for at least the past 10 years. In Fall 2003, the representation of women among all students was 59.0%.

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MISSION-SPECIFIC INDICATORS

Mission-specific indicators associated primarily with Goal 4:

Retention of Capital Scholars, first-to-second year

	2001 class	2002 class	2003 class
<i>Retention</i>	92.2%	78.4%	80.2%

a) Institutional goal(s) for this indicator:

UIS' goal is to keep the first-to-second year retention of Capital Scholars at a level comparable to or higher than the retention rate for moderately selective programs across the country.

b) Brief interpretation of institutional performance and related implications:

The first-to-second year retention rate for the Capital Scholars is higher than the average rate for four-year public colleges (offering bachelors and masters) with selective admission criteria. The national average was 76.9% (ACT Institutional Data File, 2004) compared to 80.2% for the UIS 2003 Capital Scholars students.

The university continues to take steps to improve retention, including gathering information about student perceptions through interviews with non-returning students, early detection of problems through fall term interviews with parents of first-year students, development of a peer-mentoring program, and administration of survey instruments addressing a variety of aspects of student life and students' educational experiences (e.g., CIRP, NSSE).

Fourth-year retention of degree-seeking transfer students

	<i>Transfer Cohort</i>		
	1998	1999	2000
<i>Retention</i>	61.1%	66.9%	70.8%

a. Institutional goal(s) for this indicator:

UIS' goal is to continue to show improvement in the fourth-year retention of degree seeking transfer students over the next few years.

b. Brief interpretation of institutional performance and related implications:

The indicator shows an increasing trend in the fourth-year retention rate for degree-seeking transfer students. The retention rate has increased from 61.1% for the 1998 transfer cohort to 70.8% for the 2000 cohort.

UIS is making a systematic effort to maximize student retention through administration of the Noel-Levitz student satisfaction inventory. This survey, which is administered every two years in spring semester to a sample of 30% of the population, provides information on perceived gaps in student satisfaction. The university has used this information to develop ways to improve student

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satisfaction, including offering business services at times that meet the needs of transfer students, many of whom are working adults; implementing a standardized class schedule to avoid unnecessary overlapping of courses; and developing a system to detect students at-risk of dropping out.

Online course retention

	Spring 2003	Spring 2004	Spring 2005
<i>Retention</i>	94.3%	94.2%	90.8%

a) Institutional goal(s) for this indicator:

The goal is for the UIS online course retention rate to meet or exceed the national online course retention rate.

b) Brief interpretation of institutional performance and related implications:

A recent study conducted by the University of Wisconsin-Extension (2005) found that among the survey respondents who track course completion rates, 55% had online completion rates in excess of 80%, while 35% had rates between 91% and 100%. This suggests that UIS' online course retention rate is close to the top one-third among these established online-offering institutions.

The university has made a concerted effort to maintain high online retention rates. This has included offering library services and support services online and having online coordinators and peer tutors to assist UIS online students with university and course-related issues.

Note: In Spring 2005 the campus adopted a new approach to calculating online student retention. Consequently, the Spring 2005 figure is not strictly comparable to those for previous years.

POLICY AREA FIVE: Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

COMMON INSTITUTIONAL INDICATORS

Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys

2003 Baccalaureate Survey: 9-Year Follow-Up of 1994 Graduates	% responding positively
<i>Graduate Satisfaction</i>	
What is your present attitude towards the university?	96.6
What is your present attitude towards the degree major?	94.9
How well did your degree prepare you for the career path you are following?	91.4

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2003 Baccalaureate Survey: 9-Year Follow-Up of 1994 Graduates	% responding positively
<i>Educational Effectiveness: How effective were your college experiences in</i>	
Helping to better develop your critical thinking ability?	96.6
Helping to better develop your sense of ethics?	89.6
Contributing to a better understanding of diversity?	86.7
Helping you become a more active citizen?	78.5
Improving the quality of your life (aside from financial benefits)?	88.5

Source: Baccalaureate Follow-Up Survey, Survey Research Lab, Center for State Policy and Leadership, University of Illinois at Springfield.

a) Institutional goal(s) for this indicator:

The goal is for UIS to maintain the current high levels of graduate satisfaction and educational effectiveness.

b) Brief interpretation of institutional performance and related implications:

The results from the 9-year follow-up survey of 1994 graduates show consistently high levels of graduate satisfaction and perceptions of educational effectiveness. For the graduate satisfaction questions, the percentage of respondents responding positively ranged from 91.4% for how well the major prepared the student for her/his career path to 96.6% for the student's attitude towards the university. For the educational effectiveness questions, the percentage of respondents responding positively ranged from 78.5% for helping the student become a more active citizen to 96.6% for helping the student develop his or her critical thinking ability.

Pass rates on professional/occupational licensure examinations relative to national averages

Field	Examination	Pass Rates (%)					
		2001		2002		2003	
		Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l
Law	Illinois Bar Exam, First-Time Takers						
Medicine	U.S. Medical Exam, Step 2						
Dentistry	National Dental Board Exam, Part II						
Nursing	National Council Licensure Exam, RN						

a) Institutional goal(s) for this indicator:

Pass rates on Law, Medicine, Dentistry, and Nursing are not applicable to the University of Illinois at Springfield. These programs are not offered on this campus.

b) Brief interpretation of institutional performance and related implications:

Pass rate interpretation: N/A

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MISSION-SPECIFIC INDICATORS

Student Engagement: National Survey of Student Engagement Benchmark Scores

Benchmark	Student level	2003 UIS Score*	UIS Standard Score**	2004 UIS Score*	2004 UIS Standard Score**
Level of Academic Challenge	First-year	61	2.3	56	1.0
	Senior	58	0.6	57	0.1
Active and Collaborative Learning	First-year	52	2.6	44	.6
	Senior	48	-0.6	44	-1.9
Student-Faculty Interaction	First-year	37	-0.2	37	-.2
	Senior	41	-1.0	42	-1.1
Enriching Educational Experiences***	First-year	53	1.4	36	2.9
	Senior	36	-1.2	31	-1.2
Supportive Campus Environment	First-year	47	-3.3	57	-1.1
	Senior	59	0.0	60	0.1

*Spring 2003 and Spring 2004 NSSE Survey. Spring 2003 was the first full administration of the NSSE survey to UIS undergraduates. The score is the weighted arithmetic average (mean) of the corresponding survey items. Each benchmark is put on a 100-point scale.

**Compared to NSSE Master’s Institutions. Standard scores (SS) show the magnitude of the difference between the UIS value and other master’s institutions. A positive sign means that UIS’ score is greater than the comparison group average; a negative score means that it is lower. Assuming the group means are normally distributed, a SS of 0.5 means that the benchmark score is greater than 69% of all comparison group schools and 1.0 is greater than 84%. Likewise, a negative SS of -0.5 corresponds to a score that is better than 31% of the comparison group and -1.0 corresponds to an institution score better than only 16% of the comparison group. A SS of 0.0 means that the UIS score is higher than approximately 50% of the comparison group.

*** In 2004, the NSSE changed the way it calculates the scores. The figures in the table reflect the recalculated values for 2003 based on the new procedures. The NSSE guidelines indicate that the “enriching” items on the survey in 2004 are not comparable to the data from prior years. The guidelines note that most institutions will have substantially lower “enriching” scores in 2004, especially for first-year students.

a) Institutional goal(s) for this indicator:

Obtain NSSE scores that are comparable or better than those of comparison institutions.

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b) Brief interpretation of institutional performance and related implications:

The UIS NSSE 2003 and 2004 scores for first-year students include only responses from Capital Scholars Honors students since they currently are the only first-year students at UIS. The first class of Capital Scholars Honors students started in 2001 and so the senior year data for 2004 include both Capital Scholars Honors students, as well as transfer students. The 2003 senior year data, however, reflect responses solely from transfer students since the first class of Capital Scholars Honors students had not reached their senior year in 2003.

The first year student data indicate that Capital Scholars students perceived the level of academic challenge to be substantially higher than the perceptions of first-year students in other master's institutions. The UIS 2004 standard score of 1.0 indicates that UIS scored higher than 84% of NSSE schools on this dimension. UIS also did well among first-year students on perceptions of an enriched educational experience. There has been an improvement in the perceptions of a supportive campus environment (going from a -3.3 standard score in 2003 to a -1.1 standard score in 2004), suggesting that new interventions, such as the peer mentoring system, have helped. However, this is an area that needs further attention.

Benchmark scores for UIS seniors are similar to those of comparison institutions in the areas of academic challenge and a supportive campus environment. The UIS scores are lower than those of comparable institutions in the areas of active and collaborative learning, student-faculty interactions, and enriching educational experiences.

Faculty Scholarly Productivity: Annual number of scholarly publications and presentations

	2002	2003	2004
<i>Presentations and Publications</i>	181	212	209

a) Institutional goal(s) for this indicator:

For the number of faculty publications and presentations to equal or exceed the levels achieved during the past two years (roughly 210 per year).

b) Brief interpretation of institutional performance and related implications:

UIS continues to develop a faculty of teacher-scholars, who value excellence in teaching, but who are actively engaged with their disciplines. Although publications and presentations are not the only indicators of engagement with the discipline, they do provide a useful index for gauging the overall scholarly productivity of the faculty. Using the same criteria over this three-year period as to what constitutes a scholarly publication or presentation, the table shows a 15% increase between 2002 and 2004. The number of faculty presentations and publications in each of the past two years is even more pronounced when compared to the 1997 level of 164.

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POLICY AREA SIX: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

COMMON INSTITUTIONAL INDICATORS

Cost of instruction per credit hour

Source: IBHE, Academic Discipline Unit Cost Study. [Supporting data is available on the IBHE web site.] Institutions are not required to submit additional data.

a) Institutional goal(s) for this indicator:

Continue the trend of having UIS instructional costs move toward the statewide average.

b) Brief interpretation of institutional performance and related implications:

Between FY 2002 and FY 2004, UIS reduced its total cost per credit hour by 5%, whereas the state average decreased by 3%. UIS' ranking within the state among the 12 public campuses went from the third most expensive per credit hour in FY 2002 to the fourth most expensive per credit hour in FY 2004. Additionally, UIS is closing the gap on the statewide average. In FY 2004, UIS' per credit hour costs were \$34.18 more than the statewide average, compared to \$42.26 more than the statewide average in FY 2002.

Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time

a) Institutional goal(s) for this indicator:

Not applicable to UIS since the university admitted its first group of first-year students (Capital Scholars) in Fall 2001.

b) Brief interpretation of institutional performance and related implications:

N/A

MISSION-SPECIFIC INDICATORS

- No mission-specific indicators primarily related to Goal 6