

2006 PERFORMANCE REPORT

University of Illinois at Springfield

SECTION I: CONTEXT

UNIVERSITY CONTEXT

The University has faced a harsher financial environment in this decade than in the last half century. The State appropriation to the University of Illinois from general revenue funds is about \$710 million for our day-to-day operations. Along with student tuition, these funds pay most of our faculty and staff salaries and wages; heats, cools and lights our buildings; puts books in the libraries; and equips our classrooms and instructional labs. It is, in short, the underlying foundation for our central mission of teaching, research, public service and economic development. The University Administration and faculty have worked closely with the Board of Trustees to address key issues of resource management, administrative reorganization, tuition and financial aid policies.

During FY 2002, the economic environment and outlook for State revenues changed dramatically. From FY 2002 to FY 2005, the direct general tax appropriation from the State declined by more than 16%, representing a loss of \$130 million. Consecutive years of mid-year rescissions totaled over \$75 million. In addition to these direct reductions, the University was faced with over \$100 million in unavoidable expenses such as Medicare payments, utility costs, legal liability costs, O&M for new buildings, salary increases and contract agreements over the last four years. The total reductions, redirections and unavoidable expenses facing the University have been \$220 million. Even with the addition of tuition increases, these reductions placed extraordinary stress on the University. The impact is felt now and will be for years to come.

We are proud of the extraordinary accomplishments of the students and faculty of the University of Illinois, but we must be realistic about the future. The cumulative effect of cost increases and State budget difficulties during the last dozen years has significantly eroded the resource base of the University of Illinois. Given those realities, the University has worked hard to reduce its budget. Principles were articulated to guide budget reduction steps. The funds from these reductions were used to protect core missions of the University. However, as much as costs are reduced, it cannot cover the entire burden of reduced State support.

Over the next years, the University will continue to lose faculty, administrative, professional and support staff positions. Many, but not all, personnel reductions can be addressed through attrition and closing vacant positions but the effects of these reductions are serious and long lasting. Our ability to compete and sustain quality is severely strained. Cuts of the magnitude levied in past years will affect the ability of Illinois' higher education system to fulfill its mission and meet the expectations of legislators and the general public about the quality, scope and scale of programs for which they have come to expect for Illinois. Stated simply, though the University of Illinois is doing everything possible to protect the quality of its instructional programs we can no longer mask the cumulative affect of these reductions.

For Fiscal Year 2007, State support for the operating budget is 1.4% greater than FY 2006 levels. Additional tuition revenues were derived from three sources: general increases for all students, a set of special-purpose increases from which all income was specifically dedicated to improvement of instructional programs largely at the professional level, and the second year of the tuition guarantee program.

In 2003, the University of Illinois Act was amended (110 ILCS 305/25) to include a four-year tuition guarantee for new students beginning with the fall 2004 cohort. The purpose of the undergraduate guaranteed tuition plan is to provide a high degree of certainty about tuition costs for students and

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families. The plan applies to all undergraduate students enrolled in a baccalaureate degree program on one of the three campuses of the University of Illinois. The plan treats every student as part of a cohort defined by the date of entry to the University in which each cohort is guaranteed an unchanged tuition schedule for four years.

FY 2007 continued the absence of new State funded capital projects for the University of Illinois. Our first capital priority is always repair and renovation of existing facilities on our three campuses. Continued internal reallocations will allow the University to address the most pressing needs to strengthen our traditional missions of teaching, research and public service.

Changes in Funding for Education

The following tables and figures illustrate the changes in funding which higher education has experienced in the recent past. Funding improvements for the State's educational systems at all levels has frequently been cited as among the State's highest budget priorities; budget needs for education have played a central role in the justification for recent tax increases. A closer examination of actual State tax appropriations, however, reveals that education's share of the State budget today is well below its position prior to the income tax increase of 1989-1990. Table 1 illustrates that the budget share for higher education has dropped substantially since that increase was enacted, resting today at a level below that prior to the tax increase. For FY 2006, the share for elementary/secondary education declined to 27.9%. For FY 2006 higher education's share of the total budget decreased further to 8.8%, down from 8.9% a year earlier. It should be noted that virtually all of the increase in State general funds for higher education operations and grants between FY 2005 and FY 2006 is due primarily to an increase in the general funds portion of SURS total funding. The State Pension fund portion of SURS funding for FY 2006 and FY 2007 was significantly reduced over prior estimates of funding need due to PA 98-4.

Table 1
State of Illinois General Tax Appropriations
(Percent Share of the Total)

Year	Elementary/ Secondary	Higher Education	DCFS, Human Services, & Corrections	DHFS	All Other
1980	28.8%	12.9%	10.7%	33.8%	13.7%
1990	26.7%	13.1%	12.9%	30.7%	16.6%
1995	23.6%	11.3%	15.9%	35.4%	13.8%
2000	26.3%	11.0%	25.9%	23.1%	13.7%
2001	26.1%	11.1%	25.8%	23.5%	13.6%
2002	26.4%	11.1%	25.8%	22.5%	14.3%
2003	27.0%	10.9%	26.1%	23.3%	12.8%
2004	28.4%	9.9%	24.4%	29.1%	8.2%
2005	30.0%	9.6%	24.8%	26.3%	9.3%
2006	27.8%	8.8%	23.4%	30.6%	9.4%
2007	28.8%	8.4%	22.9%	30.3%	9.6%

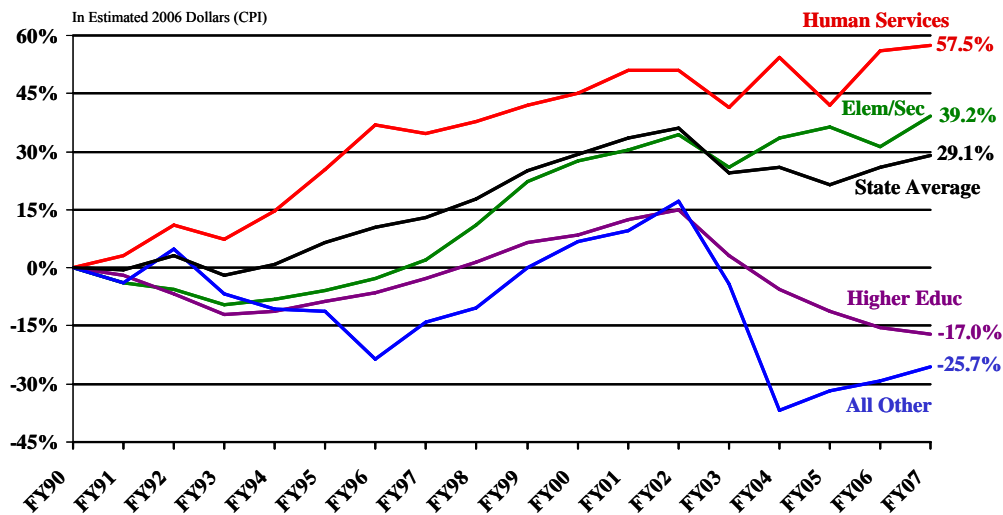
Note: Beginning in FY04 the State's Group Health Insurance program moved from CMS (all other) to DHFS (aka Public Aid)

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During the same period, budget shares for other human or social services have risen sharply. Just before the 1989-1990 tax increase, the State invested almost identical shares of its budget in higher education (13.1%) and the combined set of major human service agencies, which includes children and family services, human services and corrections (12.9%). By FY 2006, that relationship has changed dramatically. The three human service agencies together have climbed to a share of 23.8%, growth of 85.1%, while higher education has fallen to 8.8% and a decline of about 33.0%.

Changes in tax support among State agencies are further demonstrated by the trends shown in Figure 1, which illustrates tax funding shifts for State agencies since FY 1990 after appropriations are adjusted for inflation. The significant boost in recent years to elementary/secondary education has brought its budget experience over the statewide average, after several years of below average experience. Unfortunately, higher education has seen gains of the late 1990s and early part of this decade completely eroded and have fallen back to negative growth after adjusting for inflation. Fiscal needs of agencies that support children and family services, mental health and corrections have taken a higher State priority and their budgets have soared by 60% even after accounting for inflation.

**Figure 1
State Tax Appropriations Changes by Agency**

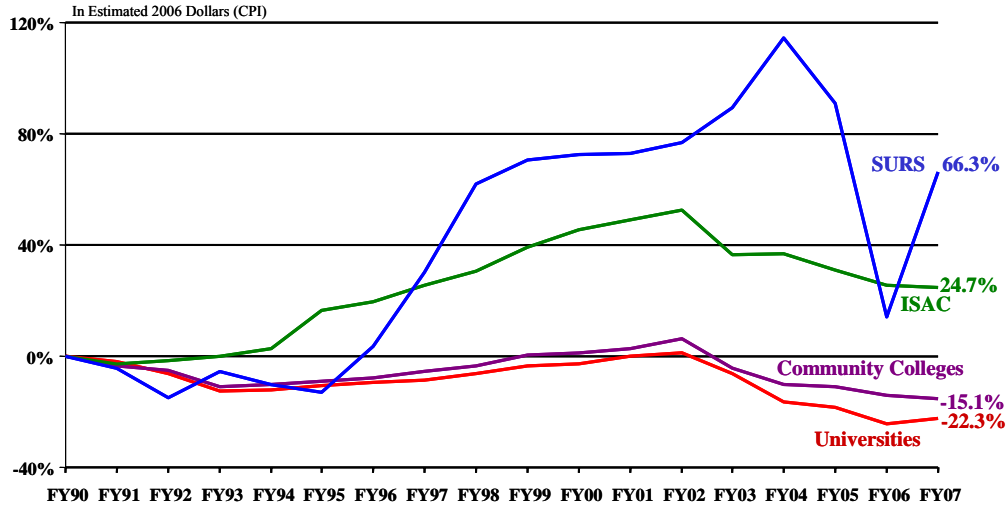


FY 2002 to FY 2007 excludes the \$45 million payment to CMS from Universities for Health Insurance.
Health Insurance moved from CMS (included in All Other) to Human Services in FY 2006 and adjusted back to FY 2004.
Source: Illinois State Budgets.

Tax support has varied dramatically within the components of the higher education budget as well. Figure 2 displays changes in tax support among the four largest segments of the higher education budget: universities, community colleges, the Illinois Student Assistance Commission (ISAC) and the State Universities Retirement System (SURS), again adjusted for inflation. The growth in ISAC support is clearly evident, driven upward by changes in the maximum award that students can receive, an ever-expanding cadre of students seeking financial assistance and tuition and fee increases in public and private universities and community colleges. As with all sectors within higher education over the past four years, ISAC faced significant reductions.

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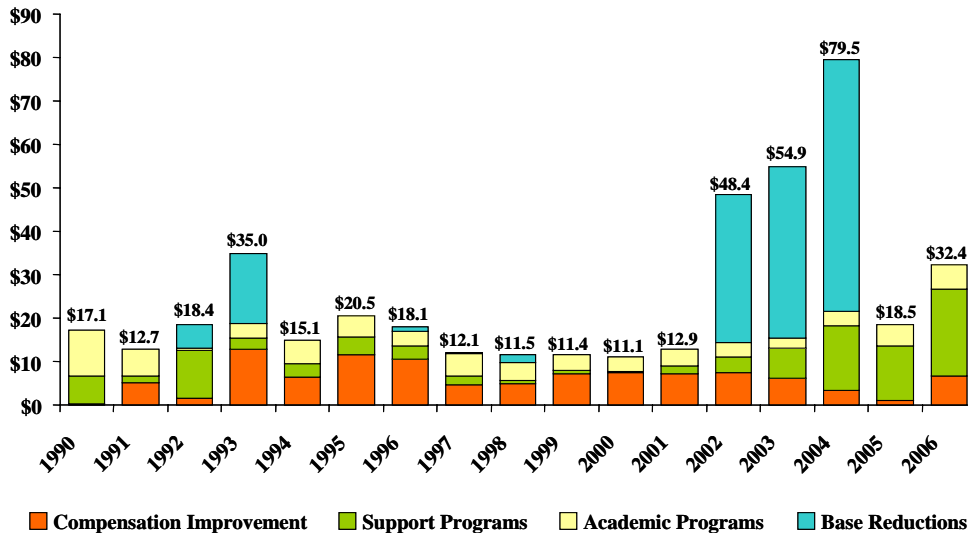
**Figure 2
Cumulative Change in State Tax Appropriations
by Higher Education Sector**



FY 2002 to FY 2007 excludes the \$45 million payment to CMS from Universities for Health Insurance. Due to the changes in SURS funding from General Funds to State Pension Fund in FY 2005, for comparison purposes SURS funding includes the State Pension Fund. Source: IBHE (Final FY 2007 Budget as signed by the Governor).

As has already been emphasized, the University responded to its decline in budget share primarily through a comprehensive review of academic and support programs, priorities and a corresponding reallocation of existing funds. Since FY 1990, more than \$261.8 million in existing resources have been redirected to high priority academic programs and \$156.8 million returned outright to the State via budget cuts. Figure 3 illustrates the size of the reallocations accomplished annually since FY 1990 and identifies the principal uses of reallocations each year.

**Figure 3
Uses of Reallocated Funds
FY 1990 to FY 2006
(Dollars in Millions)**



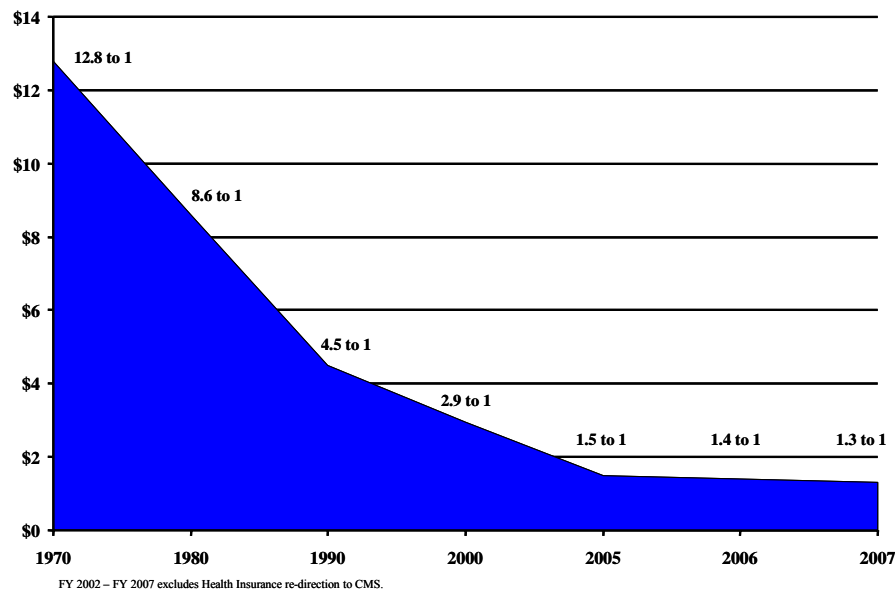
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Since FY 1980, tuition revenue has become a much more visible component of the University's total appropriated funds budget as students and their families have been asked to share the burden of offsetting declining State support. For the decade of the 1990s, however, general tuition increases remained at approximately the level of the consumer price index. During the same period, the University has trimmed budgets internally by more than \$2 for every \$1 generated through additional tuition increases.

As illustrated in Figure 4, thirty-five years ago the University received over \$12 in State tax support for each \$1 in tuition revenue it collected from students. Today, that figure has dropped to \$1.40.

Figure 4
State Support per Tuition Dollar
FY 1970 to FY 2007



The University will continue to work within a constrained fiscal environment and make difficult priority decisions into the future. The University recognizes the fiscal environment and will continue to reallocate towards top priorities. This report is intended to show exemplify the progress made towards those goals.

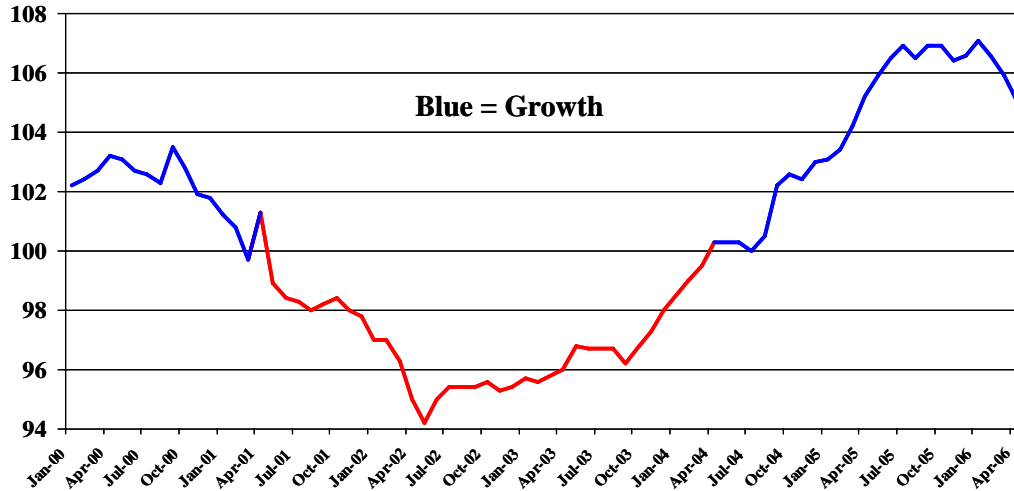
The Future of Funding

This decade has been a challenging one for the State. The nation, and Illinois, had a significant economic downturn in the early part of this decade. As measured by the University's Institute of Government and Public Affairs "Flash Index" the Illinois economy had an extended period of contraction (marked in red). Over the past two years, the Illinois economy has slowly been expanding significantly, along with tax revenues (marked in blue).

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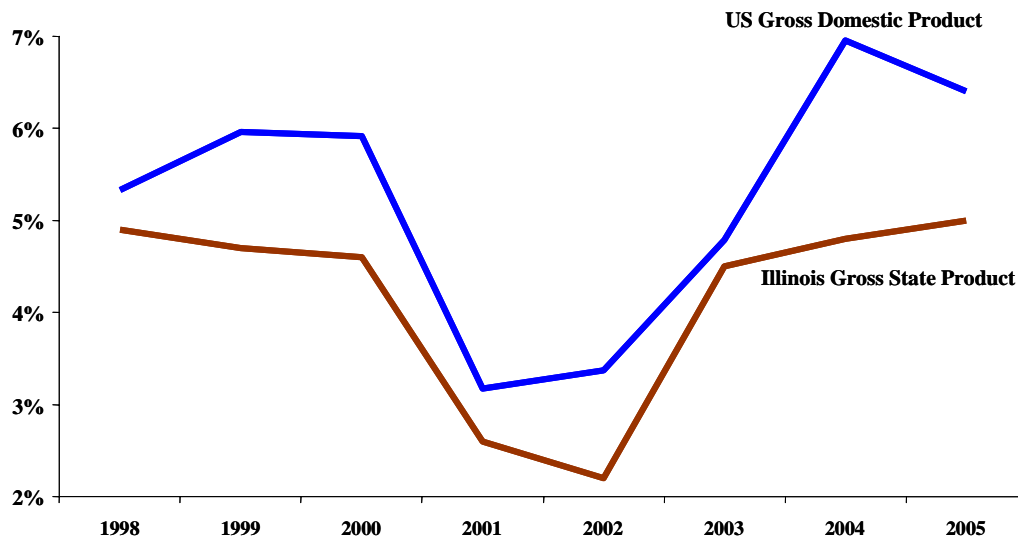
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Figure 5
U of I Flash Index
January 2000 to April 2006



However, even though the Illinois economy has been growing, and at a pace exceeding many of the states in the mid-west, its economic growth has been below national averages. State employment has lagged national averages; manufacturing employment is 25% below 1998 levels, with overall employment still below the 2000 peak. Trends for the last decade show that Illinois has underperformed national growth as measured by Gross Domestic Product or GDP. While it is possible that this trend will reverse, there is no evidence of this happening.

Figure 6
Illinois vs. National Economic Growth
(Nominal GSP vs. GDP)



Source: Bureau of Economic Analysis (BEA)

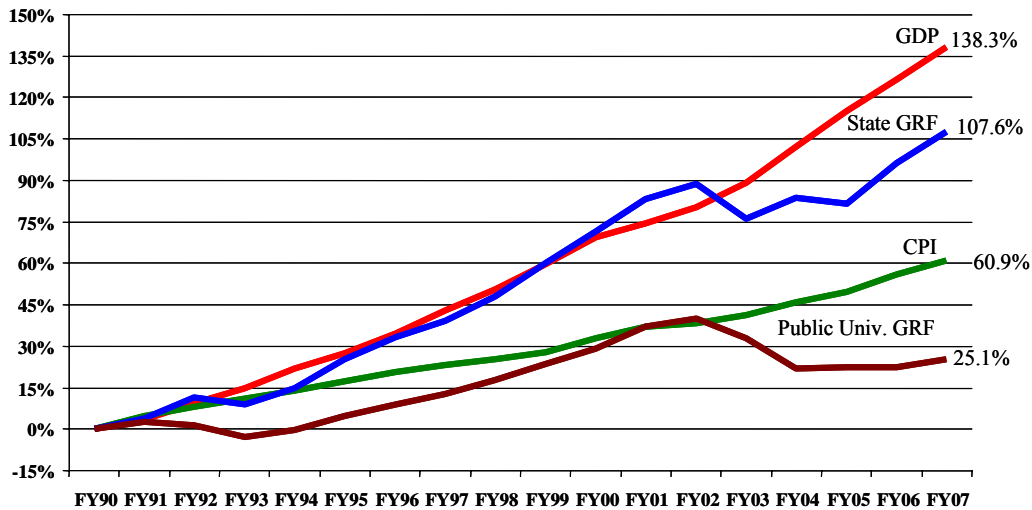
In addition to economic growth weaker than national trends, Illinois has another major problem specific to Illinois. The State's five public pension systems are massively underfunded with a liability of over \$38

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billion or a 60% funded ratio. State payments to the retirement systems are scheduled to increase from \$1.4 billion in FY 2007 to \$3.8 billion by FY 2010. The State faces many legal mandates and entitlements that require funding, and the State has also determined that health care and elementary/secondary education are the highest priorities (as displayed in Table 1). The result is limited available funds for direct appropriations to public universities. Simply put even with economic growth there are more high priorities for State funding than there are available revenues.

Figure 7
Cumulative Growth
FY90-FY07



FY02 to FY06 exclude \$45 million in payments to CMS from Universities for Health Insurance
Source: Illinois State Budgets

Despite these challenges, the University of Illinois’s impact is both deep and wide. The University of Illinois extends to 550,000 alumni in addition to 70,000 current students and 28,000 faculty and staff. It extends to the citizens of Illinois who helped build this great institution. It extends to the leaders and practitioners of business, industry and the professions in this important State and well beyond. And it extends to those who come to us for first-rate services: patients in our hospitals and clinics, on-line learners, fire and police training, users of Extension.

Many of these stakeholders care about the state of the University and its future. But caring and responsible stewardship are two different things. Stewardship requires that the University’s leaders—from trustees to administration, from Foundation to college advisory boards, from active alumni to entrepreneurial faculty, from tuition payers to taxpayers—share an unshakable commitment to the value and the values of public higher education, and particularly to the University of Illinois.

It is clear that a new understanding and an agreement or “compact” to ensure a reliable flow of resources to maintain and develop the excellence of the University of Illinois needs to be hammered out. The Illinois Compact comprises five parties, all doing their part to ensure proper funding for this dynamic treasure, the University of Illinois. The State of Illinois does its part. Tuition payers and their families—with proper financial aid—do their part. University of Illinois faculty through the excellence of their work and their success in winning competitive grants and contracts do their share. Private donors will do their part and step up as the University moves towards another capital campaign. Equally important, the

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leadership of the University at every level must be committed to making tough-minded reallocation and reduction decisions through good times and bad to ensure the resources with which we are entrusted are being put to the best and highest use.

In short, the Illinois Compact binds us together in explicit support of the University, which itself expresses the highest aspirations of the State and its citizens.

Planning for Change

The future of the University of Illinois will be built upon the legacy of success provided by previous generations of faculty, students, staff and other key stakeholders. To ensure that the University's future is worthy of its past and present greatness, it is essential that it have a strategic plan that recognizes the extraordinary changes facing higher education; the opportunities presented by an expanding national and international marketplace for postsecondary education and training; and the parallel challenges of an environment characterized by increasing competition for the best students, faculty, staff and other resources. Creative and innovative strategies must be developed and implemented through the planning process that enable the University to successfully compete in this dynamic environment and to manage the strategic issues that are critical to achieving its vision. Perhaps more importantly, these strategies must be developed within a cohesive conceptual construct that recognizes and capitalizes on the distinctive strengths and contributions of the three campuses (Chicago, Springfield and Urbana-Champaign), University Administration, University of Illinois Foundation and University of Illinois Alumni Association toward this vision.

The University of Illinois strategic plan outlines the following four strategic goals:

- The University of Illinois will achieve and be recognized for both academic excellence and extraordinary education and development of our students.
- The University of Illinois will be the recognized higher education leader in innovation, quality and service.
- The priorities of the University of Illinois will reflect the most urgent needs of the State, our communities and the world.
- The University of Illinois will have the resources (people, money and facilities) required for excellence.

The University of Illinois is a treasure for our State and its people. But it is a dynamic treasure, not a museum treasure. It is dynamic because of the transforming power of education in people's lives. Today, in the face of new technologies and the forces of globalization, a quality education has never been more important in enabling people to achieve their dreams. We see the growing divide between people with a good education — people who have bright prospects for their lives — and people who lack a good education and, as a result, face tough times that are likely only to get worse. The University of Illinois is a dynamic treasure because knowledge — the original, cutting edge knowledge that comes from research — is the true capital of the new economy. Land and natural resources still matter in a state's endowment. But educated people and knowledge that creates industries to put those people to work matter more.

To meet the challenges of an eroding budgetary foundation, increased need for a University of Illinois education by the citizens of Illinois and the students of the nation and world, an ever-expanding information base, a steep upward trajectory in systems and technology investment, and the impact of a

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seemingly shrinking globe, constant vigilance is critical to ensure the quality of our programs and the correctness of the direction of our day-to-day activity. With that foundation, the University submits this annual Performance Report.

The two points of IBHE focus this year in the Performance Report fit well with the planning efforts of the University. The goals IBHE has directed for the state's higher education institutions, Policy Area Five (High Quality) & Policy Area Six (Accountability and Productivity), speak directly to the vision the University sees for itself both as a product of the state of Illinois and a body of the global system higher education. Emphasis on quality is an overarching, ever-present current that fuels the planning and decision-making at the University of Illinois but, with a goal of quality, the institution must question that its every action, both those large and small, fits the pursuit of excellence. Moreover, as a member of the state, the University must report that those actions demonstrate "the efficient and effective use of the limited resources entrusted to it." (Committee to Review Priorities, Productivity, and Accountability: Final Report and Recommendations, August 23, 2005). This report addresses both the University's pursuit of excellence and its commitment to good stewardship in the use of its resources.

Though budgetary challenges confront us at every turn, the University of Illinois remains a vibrant and vital treasure of Illinois and the world's higher education community and strives to foster new opportunities for innovation, quality, and service.

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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.

During AY 2005-2006, UIS developed the following new mission statement:

- The University of Illinois at Springfield provides an intellectually rich, collaborative, and intimate learning environment for students, faculty, and staff, while serving local, regional, state, national, and international communities.
 - UIS serves its students by building a faculty whose members have a passion for teaching and by creating an environment that nurtures learning. Our faculty members engage students in small classes and experiential learning settings. At UIS, the undergraduate and graduate curricula and the professional programs emphasize liberal arts, interdisciplinary approaches, lifelong learning, and engaged citizenship.
 - UIS provides its students with the knowledge, skills, and experience that lead to productive careers in the private and public sectors.
 - UIS serves the pursuit of knowledge by encouraging and valuing excellence in scholarship. Scholarship at UIS is broadly defined. Faculty members are engaged in the scholarship of discovery, integration, application, and teaching. Excellence in teaching and meaningful service depend on a foundation of excellence in scholarship.
 - One vital area in which UIS extends its scholarship, teaching, learning, and expertise beyond the campus is in the broad area of public affairs. From its location in the state

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capital, UIS shapes and informs public policy, trains tomorrow's leaders, and enriches its learning environment through a wide range of public affairs activities, programs, and organizations.

- UIS empowers its students, faculty, and staff by being a leader in online education and classroom technology. UIS uses technology to enhance its distinctive learning environment and extend that environment beyond the boundaries of the campus.

Environmental Analysis

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

- While Illinois will experience only slight population growth in coming years, a “baby boomlet” of high school graduates is now under way and will persist for the next few years. UIS – with relatively new facilities and room to expand, a new general education curriculum, and a young but highly credentialed faculty – is prepared to compete successfully for superior students who are looking for **a high quality education** offered by a small public liberal arts institution.
- As baby boomers reach retirement age and as people in general are living longer, the number of retirees is increasing. This offers opportunities in the areas of alumni relations, development, mentoring, and building a community that recognizes the wisdom and experience that retirees have to offer.
- The Latino population is growing faster than any other segment in Illinois and the African American population remains the largest minority group. UIS' proximity to Chicago, St. Louis, and the Hispanic community in Beardstown, Illinois, along with the new UIS general education curriculum, which emphasizes issues of diversity and globalization, positions UIS to **increase its diversity** by recruiting and retaining a growing number of Latino and African American students, staff, and faculty.
- The college-age population nationwide is growing. UIS' online programs will allow the university to offer higher education to an **increasing number and diversity of students**.
- Nationally, the growth of programs such as Campus Compact and the American Democracy Project are signs that civic engagement, citizenship, and community service are re-emerging as critically important at colleges and universities. With UIS' history of service to non-traditional students and its strong focus on public affairs, the university is poised to build on its foundation and traditions of offering a **high quality education** through a blending of real-world opportunities for students with academic offerings.
- Rapid technological innovation has led to a need for lifelong learning that will allow individuals to continuously adapt and update skills that will be needed **to support economic growth**. Given that lifelong learning is one of UIS' strengths and is one of the central themes of the new general education curriculum, the university is well positioned to meet the lifelong learning needs of the non-traditional student nationally with our online presence and with our considerable experience on campus in working with non-traditional students.

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- The new millennium sees a renewed federal, state, and local focus on building capacity to anticipate, prepare, and respond to emergencies of all types, including those related to natural disasters and homeland security. With a heritage of public affairs activities and strong graduate programs addressing the principles of preparedness and security, UIS is uniquely positioned to provide **high quality academic programs** to help train local and first responders and administrators to build solid programs in emergency preparedness and homeland security.
- Location is a major plus for UIS. Its presence in the state capital means opportunities for strong networks of alumni in state government, meaningful state government internships, challenging public policy research and public outreach opportunities, and the opportunity to tap state government retirees for assistance in research, teaching, and outreach projects.

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

- Competition from proprietary institutions and other non-traditional educational providers in the marketplace for students (both nationally and internationally) has greatly increased in recent years. As UIS offers more professional programs online while the proprietary institutions expand online offerings in the liberal arts, UIS will face increased challenges in **increasing the number of students**.
- Growth in faculty compensation at private institutions has surpassed public universities, and the intense competition for faculty will continue. UIS will become more and more a part of this competition as it pursues its top-tier status. This will make it more difficult for UIS to attract and retain the faculty to ensure **high quality academic programs**.
- UIS at one time received almost 90% of its operating revenue from the state. That figure has dropped to about 40% and continues to decline. UIS will have to look to other sources of revenue as it strives to become a premier university that offers **high quality educational programs**.

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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 2004 undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation (surveyed in 2005)

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed And/or Enrolled
<i>165</i>	<i>173</i>	<i>95.4%</i>

a) Institutional goal(s) for this indicator:

The goal for the current year, assuming continued improvement in the Illinois economy, was 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%). Given that this goal was obtained this year, the goal for future years is to maintain or improve the percentage of students who are employed and/or enrolled within one year of graduation.

b) Brief interpretation of institutional performance and related implications:

The survey results for the percent of undergraduate degree recipients who are employed and/or enrolled one year following graduation increased from 92.5% for 2003 graduates to 95.4% for 2004 graduates. This level is consistent with the university's goal for this indicator.

Survey results over the past eight years (baccalaureate graduates 1997 through 2004) 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 1998-2001, the state's unemployment rate ranged from 4.4-4.9%, compared to 6.1-6.6% during the period 2002-2004. The 95.4% figure for 2004 graduates is impressive given that the state's unemployment rate was 6.0% in 2005. (The unemployment rates were obtained from the *State of Illinois Comprehensive Annual Financial Report, 2005*.)

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MISSION-SPECIFIC INDICATORS

Mission-specific indicator associated primarily with Goal 1:

Dollar value of grants and contracts

	FY 2004	FY 2005	FY 2006
<i>Grants and Contracts</i>	\$6.9 million	\$5.9 million	\$6.1 million

a) Institutional goal(s) for this indicator:

The goal, assuming improvement in the Illinois economy, is to meet or exceed the \$6.9 million level of grants and contracts that was achieved in FY 2004.

b) Brief interpretation of institutional performance and related implications:

UIS had \$6.9 million in externally funded grants and contracts in FY 2004; however, the funding level decreased to \$5.9 million in FY 2005. The decrease from FY 2004 to FY 2005 primarily was attributable to a \$1.2 million grant that was received from the Sloan Foundation in 2004. The level of grants and contracts increased to \$6.1 million in FY 2006.

The largest gain in outside awards came from the Graduate Public Service Intern Program, which supported 141 students in FY 2006 and brought in over \$2.1 million from state agencies. This is a gain of 40 students over FY 2005. The Cooperative Work study Program, which is run by the Applied Study Term program and provides paid internships for undergraduate students, maintained its level of outside funding at \$93,000. In addition, the campus received a 3-year, \$60,000 award from the Merck Foundation to support undergraduate researchers in the sciences.

The dollar amount of UIS grant and contract applications was higher in FY 2006 (69 proposals totaling \$12.6 million) than in FY 2005 (83 applications totaling \$11.3 million). The campus views this as a positive development since a higher dollar amount of applications is expected to over time yield more grant and contract dollars.

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

COMMON INSTITUTIONAL INDICATORS

Annual number of undergraduate students completing requirements for initial teacher certification by certificate area

Certificate Area	2002-03	2003-04	2004-05
Early Childhood Education	--	--	--
Elementary Education	67	58	58
Secondary Education	26	16	11
Special Education	--	--	--
Total	93	74	69

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). 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, except in Secondary Education where the goal is to return to prior levels. Given the popularity of the new Online Mathematics Certification, the number of certifiers in Secondary Education is expected to increase.

The teacher education candidates taking the Illinois Certification Testing System's Content Area exams and Assessment of Professional Teaching exam continue to be very successful. The majority of 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

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

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

Fall 2004 Data

Total Cost of Attendance (Full-time, Dependent Freshmen living on-campus): \$ 8,207

Total Number of First-time, Full-time Illinois Dependent Freshmen Enrolled: 84

Student/Family Income	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2004											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0-27,067	7	7	13150	4	1200	7	10517	5	1250	7	8500	0	0
\$27,068-47,617	12	11	11625	0	0	11	14693	1	0	12	18102	1	2003
\$47,618-71,811	16	7	3000	0	0	9	8553	0	0	16	26722	2	2729
\$71,812-101,999	30	0	0	0	0	0	0	0	0	30	51390	3	4522
\$102,000 & Up	17	0	0	0	0	0	0	0	0	17	25419	0	0
Unknown	2	0	0	0	0	0	0	0	0	2	1750	0	0
Totals	84	25	27775	4	1200	27	33763	6	1500	84	131883	6	9254

- a) **Institutional goal(s) for this indicator:** Not required for the 2006 report.
- b) **Brief interpretation of institutional performance and related implications:** Not required.

During the period Fall 2001 through Fall 2005, all full-time first-time freshmen at UIS were in the Capital Scholars Honors program. The campus continues to make substantial institutional awards to attract highly academically qualified students to the campus.

Beginning in Fall 2006, UIS will be expanding the Capital Scholars program to include traditional students.

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.

COMMON INSTITUTIONAL INDICATORS

Completions by race/ethnicity and gender

Source: IPEDS Degrees Conferred Survey.

Completion by Race and Gender			
	2003	2004	2005
Baccalaureate Degrees			
Black	5.9%	9.0%	6.0%
Hispanic	1.2%	1.4%	1.8%
White	89.5%	86.6%	85.3%
Other	3.5%	3.0%	7.0%
Total	100.0%	100.0%	100.0%
Male	33.1%	37.9%	39.1%
Female	66.9%	62.1%	60.9%

Completion by Race and Gender			
	2003	2004	2005
Post-Baccalaureate Degrees			
Black	7.3%	8.6%	7.2%
Hispanic	0.5%	1.3%	1.2%
White	82.7%	78.0%	74.4%
Other	9.4%	12.1%	17.1%
Total	100.0%	100.0%	100.0%
Male	44.1%	42.5%	41.4%
Female	55.9%	57.5%	58.6%

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

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b) Brief interpretation of institutional performance and related implications:

The number of black students who have graduated with an undergraduate degree from UIS increased from 36 in 2003 to 56 in 2004, but then decreased to 40 in 2005. Black students accounted for about 6.0% of the undergraduate degrees in 2003 and 2005 compared to 9.0% in 2004. A similar but not as pronounced trend occurred at the graduate level. The number of degrees awarded to black students peaked at 39 in 2004 and then decreased to 35 in 2005. As a percent of total graduate degrees awarded, black students accounted for 7.2% in 2005 compared to 8.6% in 2004.

The number of Hispanic students receiving UIS degrees is smaller and has remained relatively constant over the past few years. Hispanic students accounted for 1.8% of the UIS baccalaureate degrees in 2005 compared to 1.2% in 2003. At the post-baccalaureate level, Hispanics accounted for about 1.2% of the degrees in 2005 compared to 0.5% in 2003.

The increase in the percentage of post-baccalaureate degrees associated with the “Other” category in 2005 is partially attributable to an increase in degrees awarded to Asian students and international students.

Minority students accounted for 13.8% of the UIS student enrollment in Fall 2005 (8.7% black students, 2.6% Asian Pacific Islander students, 2.1% Hispanic students, and 0.4% American Indian/Alaskan students) compared to 10.0% in Fall 1995. 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 accounted for 61% of the undergraduate degrees and 59% of the graduate degrees conferred in 2005. Women have constituted the majority of the UIS student body, both undergraduate and graduate, for at least the past 10 years.

MISSION-SPECIFIC INDICATORS

Mission-specific indicators associated primarily with Goal 4:

Retention of Capital Scholars, first-to-second year

	2002 class	2003 class	2004 class
<i>Retention</i>	78.4%	80.2%	84.4%

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.

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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 79.2% (ACT Institutional Data File, 2005) compared to 84.4% for the UIS 2004 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>		
	1999	2000	2001
<i>Retention</i>	66.9%	70.8%	67.5%

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 fourth-year retention rate for the 2001 degree seeking transfer student was 67.5% which is about three percentage points lower than the rate for the 2000 cohort. The 2001 cohort retention rate is comparable to the retention rate for the 1999 cohort – a little over 2/3 of the students are being retained four years later.

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 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 2004	Spring 2005	Spring 2006
<i>Retention</i>	94.2%	90.8%	92.9%

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Note: In Spring 2005 the campus adopted a new approach to calculating online student retention. Consequently, the figures for Spring 2005 and Spring 2006 are not strictly comparable to the Spring 2004 figure.

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.

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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.

Fiscal Year 2006 Accomplishments

- During fiscal year 2006, UIS developed a new general education curriculum that will be implemented beginning in Fall 2006. The curriculum, which was partially influenced by the monograph *Cultivating Humanity* by Martha Nussbaum and the book *Strong Foundations: Twelve Principles for Effective General Education Programs* published by the Association of American Colleges and Universities, is designed to help prepare students to be 21st Century citizens. The curriculum is based on two major principles: (1) Basic Skills and Knowledge for Lifelong Learning and (2) Engaged Citizenship Common Experience.
 - The Basic Skills and Knowledge for Lifelong Learning component includes discipline-specific courses (English, Communications, Life and Physical Sciences, Mathematics, Humanities, and Social Science) that are designed to help students acquire knowledge and develop skills in critical thinking, written and verbal communication, and quantitative, scientific, and information literacy.
 - The Engaged Citizenship Common Experience is a set of courses that are designed to help students become aware of their roles in a complex, interdependent set of communities. Upon completion of this portion of the curriculum, students will be better prepared to make a difference in the world by recognizing and practicing social responsibility and ethical decision-making, respecting diversity, valuing involvement, and distinguishing the possibilities and limitations of social change.
- In Fall 2006, UIS will expand its Capital Scholars program to include traditional students, as well as honors students.
- During the past few years, UIS has expanded its graduate certificate programs to better meet the needs of students, employers, and the community that UIS serves.
 - UIS has recently implemented a graduate certificate in Legal Aspects of Education and three new campus certificates of completion, including a graduate certificate in Information Assurance, a graduate certificate in Systems Security, and a graduate certificate in Law for Human Services and Social Workers.
 - During fiscal year 2006, UIS developed five other new graduate certificate programs, including a graduate certificate in Homeland Security and Emergency Preparedness, a graduate certificate in Epidemiology, and a graduate certificate in Community Health Education along with two campus certificates of completion, a graduate certificate in Environmental Health and a graduate certificate in Women's Studies.
 - UIS is in the process of obtaining the final approvals needed to offer a Chief School Business Officials concentration within the existing Post-Master's Superintendent program.
- UIS has expanded its online degree programs as a means to make high quality academic programs available to students who might not otherwise be able to pursue higher education as a result of geographical or work or family constraints. As of 2006, UIS has 15 online degree programs in existence or in the developmental stages.

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- Recently implemented online programs include the B.A. in Philosophy, the B.A. in Mathematics (with the option of obtaining a certificate in secondary mathematics), and the M.S. in Computer Science.
- Online programs that are in various stages of development include the following:
 - Master of Science in Human Services - Social Services Administration concentration;
 - Master of Arts in Environmental Studies - natural resources and sustainable development concentration;
 - Master of Public Administration;
 - Master of Arts in Legal Studies;
 - Post Master's Certificate - Chief School Business Officials concentration;
 - Bachelor of Arts in Economics;
 - Bachelor of Business Administration.
- In fiscal year 2006, UIS received approval from the Higher Learning Commission for UIS to continue to develop and offer online undergraduate and graduate degree programs in accordance with the online program policies and procedures that UIS has adopted.
- In fiscal year 2005, the UIS online computer science program was rated fourth in a national survey of "Top 20 Best Buys in Higher Education" (www.GetEducated.com).
- UIS continues to maintain and expand the accreditation of its degree programs.
 - The College of Business and Management is in the final stages of being reviewed for accreditation by the Association to Advance Collegiate Schools of Business (AACSB).
 - During fiscal year 2006, the Master of Science in Environmental Sciences with an option in Risk Sciences received full accreditation for six years from the National Environmental Health Science and Protection Accreditation Council (EHAC).
 - During the past few years, the following UIS programs received reaccreditation: the Teacher Education Program (accredited by the Illinois State Board of Education), the Human Development Counseling Program (accredited by the Council for Accreditation of Counseling and Related Educational Programs and the Illinois State Board of Education), and the Educational Leadership Program accredited by the Illinois State Board of Education.
- UIS continues to undertake activities to enhance or complement classroom learning. A sampling of these initiatives is listed below.
 - In conjunction with the Nature Conservancy (a nonprofit organization), UIS has established an Emiquon Field Station to study the transformation of a 7,400 acre farmland area to its natural state – a large river floodplain. This station, which is about 45 miles from Springfield on the Illinois River, will support the research of UIS students and faculty and allow UIS to work with the staff of the Conservancy and other collaborating scientists.
 - During FY 2006, the Global Experience Program at UIS expanded the opportunities for study abroad with the signing of three new student exchange agreements. Agreements were signed with the University of Colima in Mexico, Saitama University in Japan, and Murdoch University in Australia. This brings the number of international institutions with which UIS has formal affiliations to eight.
 - In fiscal year 2005, UIS established a new Pre-Law Center to assist students who are interested in taking the LSAT exam and applying to law school. In fiscal year 2006, a faculty member was hired with a part-time assignment to oversee the operations of the Pre-Law Center.

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- The Graduate Public Service Internship Program had a record high number of participants (141) in fiscal year 2006. Under this program, students work in a state agency for 20 hours per week (fulltime in the summer) and receive a tuition waiver and stipend. The public sector work environment allows the students to apply what they are learning in the classroom to what they are experiencing and observing in the work place.
- UIS is partnering with Chicago State University to offer joint online learning experiences that enhance diversity.
- UIS has recently started a new award and reception for outstanding UIS master's projects. In fiscal year 2005, the winner of the UIS award was selected as one of three distinguished thesis awards from the Midwestern Association of Graduate Schools. In fiscal year 2006, funding was received from an external donor to continue the operation of the UIS master's project recognition program.
- UIS students continue to receive prestigious awards. A sampling of those awards is listed below.
 - Eight graduates of the Public Affairs Reporting (PAR) program at UIS won honors in the 2004-2005 Excellence in State Government Coverage awards program sponsored by Capitolbeat, the national Association of Capitol Reporters and Editors. PAR graduates won a total of 13 awards, including five first places. In 2005-2006, four PAR graduates won a total of five awards.
 - A UIS undergraduate biology student, majoring in biology, was selected as a 2006 Undergraduate Research Fellow by the American Society for Microbiology (ASM). This is a competitive program for students who intend to pursue graduate careers in microbiology. Fellows receive a stipend to conduct full-time research at their home institutions during the summer and present the results at the ASM General Meeting the following year.
 - A UIS Master's of Public Administration student received the Public Employee Retirement Research and Administration Scholarship award from the Government Finance Officers Association. This award is given annually to a student who is planning to pursue a career in pension administration. As part of her UIS education, the award recipient was a Graduate Public Service Internship at the Illinois Teachers' Retirement System.
- A UIS faculty member/administrator, along with a University of Illinois administrator, played a major role in the establishment of free online college courses for students displaced by Hurricane Katrina. The program was funded by the Alfred P. Sloan Foundation.
- UIS science programs received a \$60,000 Merck/AAAS Undergraduate Science Research Program grant to support summer student research projects. The grant will be paid out over three years and will be used to support four undergraduate science students in mentored, original research projects each summer. UIS is one of only 15 universities nationwide to receive this competitive grant.
- In fiscal year 2006, UIS opened University Hall, a new state-of-the-art classroom building. The technological capabilities in the University Hall classrooms enhance UIS' strong instructional programs.

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- UIS has made a concerted effort to encourage academic degree programs (1) to develop student learning outcomes, (2) to identify means for assessing those outcomes, and (3) to develop a system for using the assessment results to make improvements to the academic programs.
 - During the past three years, the university's Assessment Task Force has sponsored numerous guest speakers and workshops on assessment-related issues.
 - During fiscal year 2005, the Assessment Task Force recommended and the Campus Senate Faculty approved several revisions to the university's faculty personnel policies to recognize faculty accomplishments in the area of assessment of student learning outcomes.
 - In fiscal year 2004, the university initiated a process whereby each academic degree program submits an annual report documenting the progress it has made in the assessment of student learning outcomes. The emphasis during the past couple of years has been on how programs are using or should be using the assessment results to make improvements to the programs.
- The university continues to use the results of alumni surveys, the National Survey of Student Engagement (NSSE), and exit surveys/interviews to obtain information on how to improve academic programs and student services.
- During fiscal year 2006, UIS undertook an extensive university-wide strategic planning process which resulted in the development of three major university goals: (1) addressing academic excellence, (2) enriching individual lives, and (3) making a difference in the world. A series of strategic initiatives were identified to achieve each of these goals.

Fiscal Year 2007 Plans

- UIS will enroll its first group of freshmen in the new general education curriculum in Fall 2006. A system will be established to assess whether these students are obtaining the student learning outcomes associated with the general education curriculum.
- As part of the UIS strategic plan, UIS will pursue a vision to become one of the top five small public liberal arts universities in the United States. During fiscal year 2007, strategic initiatives will be undertaken to enhance academic excellence. Examples of these initiatives include
 - Expanded support for international programming including the recruitment and enrollment of international students, enhancement of the academic components of UIS study abroad programs, and further development of the English as a Second Language (ESL) services
 - Increased support for faculty development as teacher scholars.
- Brookens Library will pilot a "personal library adviser" service with the students in the Capital Scholars Honors Program. The hypothesis of the study is that students who have access to a specific, known librarian will show better information literacy skills at the end of the year than students who were not assigned a library adviser. If the pilot is successful, this service will be extended to other students.

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Fiscal Year 2007 Challenges

- One of the biggest challenges in fiscal year 2007 will be how to effectively manage the implementation of a new general education program and the start-up of the first non-honors program freshmen class while undertaking other new strategic initiatives and preparing the university's self-study report for the upcoming re-accreditation visit that is scheduled for academic year 2007-08.
- During the past two years, the university has hired approximately 70 new faculty members to replace faculty who have left or retired and to staff new or expanded programs. In fiscal year 2007, approximately one-third of the UIS faculty will have less than two years of experience at UIS. This presents significant opportunities, but also presents challenges in terms of mentoring these faculty and ensuring that they have the resources they need to become effective teacher scholars.

COMMON INSTITUTIONAL INDICATORS

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

2005 Baccalaureate Survey: 5-Year Follow-Up of 2000 Graduates	% responding positively
<i>Graduate Satisfaction</i>	
What is your present attitude towards the university?	97.0
What is your present attitude towards the degree major?	93.4
How well did your degree prepare you for the career path you are following?	89.8
<i>Educational Effectiveness: How effective were your college experiences in</i>	
Helping to better develop your critical thinking ability?	93.4
Helping to better develop your sense of ethics?	89.2
Contributing to a better understanding of diversity?	86.7
Helping you become a more active citizen?	78.9
Improving the quality of your life (aside from financial benefits)?	81.9

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.

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b) Brief interpretation of institutional performance and related implications:

The results from the 5-year follow-up survey of 2000 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 89.8% for how well the major prepared the student for her/his career path to 97.0% for the student's attitude towards the university. For the educational effectiveness questions, the percentage of respondents responding positively ranged from 78.9% for helping the student become a more active citizen to 93.4% 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 Rate Information for Selected Exams: Number of Students Tested, Institutional Pass Rate & National Pass Rate								
		2002-03			2003-04			2004-05		
		# Students	Pass Rate (%)		# Students	Pass Rate (%)		# Students	Pass Rate (%)	
			Inst'l	Nat'l		Inst'l	Nat'l		Inst'l	Nat'l
Law	Illinois Bar Exam: First-Time Takers, Summer									
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*	2004 UIS Score*	2005 UIS Score*	2005 Effect Size**
Level of Academic Challenge	First-year	61	56	53	.13
	Senior	58	57	56	-.01
Active and Collaborative Learning	First-year	52	44	42	-.05
	Senior	48	44	44	-.47
Student-Faculty Interaction	First-year	37	37	34	-.01
	Senior	41	42	35	-.40
Enriching Educational Experiences	First-year	NA	36	32	.42
	Senior	NA	31	32	-.48
Supportive Campus Environment	First-year	47	57	52	-.45
	Senior	59	60	58	.01

NA: Not applicable. Due to changes in the response set of survey items that constitute this benchmark, the score for 2003 for the Enriching Educational Experiences benchmark is not comparable to the scores for 2004 and 2005.

*Spring 2003, 2004, and 2005 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. The effect size is a measure of the "practical significance" of the difference in the mean score for UIS and the mean score for NSSE Master's Institutions. The effect size is calculated by dividing the difference in the means by the standard deviation of the comparison group. A positive effect size means that UIS' score was better than the mean comparison score, while a negative effect size means that UIS' score was not as good as the mean comparison score. According to the NSSE report, an effect size of .2 is considered small, .5 is considered moderate, and .8 is large.

a) Institutional goal(s) for this indicator:

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

b) Brief interpretation of institutional performance and related implications:

The UIS NSSE 2003-2005 scores for first-year students include only responses from Capital Scholars Honors students since they were the only first-year students at UIS during that time

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period. The first class of Capital Scholars Honors students started in 2001 and so the senior year data for 2005 includes both Capital Scholars Honors students, as well as transfer students. The 2003 and 2004 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 until 2005. In 2005, Capital Scholars Honors students comprised approximately 6% of the surveyed senior students. Therefore, the scores for seniors include a large proportion of part-time and online students.

The scores for the first year Capital Scholars students are comparable to the mean scores for NSSE Master's Institutions for the benchmarks for level of academic challenge, active and collaborative learning, and student-faculty interaction. The UIS scores are higher than the comparison group for the enriching educational experiences benchmark, but are lower for the supportive campus environment benchmark. UIS is continuing to build student support services as it makes the transition from a senior institution to a full four-year institution.

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.

For most of the benchmarks (with the exception of supportive campus environment), the size effect indicates that UIS is doing better relative to its peers for first-year students than for seniors. This could partially be due to the differences in the students (first-year students are Capital Scholars Honors students, while seniors are predominately transfer and online students). The large proportion of part-time and online senior students affects the benchmark scores relative to other NSSE Master's institutions.

Faculty Scholarly Productivity: Annual number of scholarly publications and presentations

	2003	2004	2005
<i>Presentations and Publications</i>	212	209	249

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, UIS faculty had 249 presentations and publications in 2005, which is a 19% increase over the number of presentations and publications

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in 2003. The number of faculty presentations and publications in 2005 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.

Fiscal Year 2006 Accomplishments

- During FY 2006, UIS merged the Office of Educational Technology and Campus Technology Services into one integrated unit called Information Technology Services. In recognition of the importance of technology to the academic mission of the university, an Associate Provost for Information Technology was appointed to oversee the new unit and to serve as the UIS Chief Information Officer. The reorganization has resulted in productivity improvements including
 - a reduction in duplication of tasks, e.g., there is now only one system administration team responsible for maintaining all systems
 - increased cross-training of staff
 - expanded hours for the help desk
 - increased depth of staffing and better emergency response procedures for critical systems, such as the email system, the university's website, and the course management system.
- In 2005 UIS implemented an administrative reorganization of student affairs and administrative affairs. Prior to the reorganization, the university had a Vice Chancellor for Student Affairs and a Vice Chancellor for Administration. Now there is a Vice Chancellor for Student Affairs and Administration. (The Vice Chancellor for Administration position was eliminated).
- During the past three years, UIS has expanded its offering of online programs and online courses. Expanded online offerings increase access for geographical and time-constrained students and are a cost-effective way to increase enrollments without putting high demands on the need for more physical facilities. The expansion of the number of online degree programs has also allowed the university to better utilize existing enrollment capacities.
- The planned expansion of UIS' Capital Scholars program to include traditional freshmen beginning in Fall 2006 will allow the university to better utilize existing classroom capacity during the daytime hours.
- The Brookens Library purchases or licenses just over 100 databases for the teaching and scholarship needs of the UIS community. By partnering with the Urbana and Chicago campuses, the Consortium of Academic and Research Libraries in Illinois (CARLI), and other organizations to acquire these resources, the library realizes significant cost savings. Approximately 80% of the 100 databases are purchased at a discount that is negotiated through such group purchases.
- In spring 2005, UIS implemented a new phone system in the Records and Registration Office. The new phone system funnels incoming calls through a queuing system that directs the calls to the appropriate office and sends calls to staff members as they become available. Because of the efficiency of this new phone system, Records and Registration has not had to hire as many temporary or full-time employees to answer incoming calls. Service also has improved as callers are routed to the appropriate office and can wait to talk to a staff member as opposed to leaving a message and waiting for someone to return the call.

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- UIS received a \$190,000 grant in 2005 and a \$40,000 grant in 2004 from the Illinois Clean Energy Community Foundation to replace existing lighting with more energy efficient lighting. These grant funds provided about 75% of the costs of upgrading 6,400 light fixtures in several campus buildings in 2005 and about 2,000 fixtures in Brookens Library in 2004. The annual savings from these upgrades is estimated to be \$65,000 and \$20,000, respectively.

Fiscal Year 2007 Plans

- As part of the university's strategic plan, UIS will undertake more high-visibility collaborative projects that will further the university's mission and are expected to help generate additional funding for the university. Examples of these initiatives are described below.
 - The university will continue its efforts to develop a field station at the Nature Conservancy's Emiquon Preserve near Havana, Illinois. This station will allow faculty and students the opportunity to collaborate on projects related to the Illinois River floodplain restoration.
 - The university plans to develop a Center for Online Learning, Research and Service. Drawing on the online learning expertise of the university's faculty and staff, the Center will become a hub for the study and application of online learning pedagogy, technology, and best practices. It will provide support for scholarly research and work to build new online collaborations with educational institutions, government agencies, and businesses.
 - Building on UIS' 35-year history of incorporating experiential learning into undergraduate education, UIS plans to establish an Experiential and Service Learning Institute to foster the scholarly investigation of experiential and service learning and to promote best practices to colleagues at other institutions.
- The university plans to further develop its English as a Second Language services to help international students have a smoother transition at UIS. This also will help attract additional international students to the campus, thus providing for a more diverse campus, along with increased tuition revenues.
- The University plans to strengthen the college offices to allow them to react more quickly to changes in the environment. In the past few years, the university has devolved budget authority to the Deans. Now the university is going to strengthen the college administrative capacities to facilitate timely cost-effective decisions in areas such as the scheduling of courses based on student demand.
- The Brookens Library will be implementing a number of initiatives to improve services and productivity.
 - The Library will be implementing a federated search system capable of searching across multiple databases, including the library catalog, at once. In the past, searches were conducted within a particular database or across a family of databases that had the same structure. The new system, which will allow searches across databases that have different structures, should save time and improve search results for the majority of undergraduate library users.
 - The Library will begin outsourcing some of its routine cataloging and book processing to a vendor. This will allow the staff to focus on cataloging and processing unique items of local interest.

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- The Library has joined a national effort to preserve electronic journals in perpetuity. The Portico membership (a joint membership with Urbana and Chicago) will assure that academic libraries will have access to electronic content without having to commit local human and computing resources to preserve the material.

Fiscal Year 2007 Challenges

- The university will need to schedule courses to minimize low enrollment classes, yet still ensure that students have access to the courses they need in order to graduate on a timely basis.
- The university will need to allocate limited faculty resources in a manner that meets the curricular needs of both day and evening students.
- The university will need to determine an appropriate level of instruction to be delivered by part-time faculty given UIS' emphasis on instruction by full-time faculty.
- As the number of faculty increase, the university will need to develop a strategy to address the increasing problem of insufficient office space.
- The university will need to decide upon an appropriate level of institutional financial aid for students.
- The university needs to strengthen its institutional capacity and skills in data-based, strategic decision making processes.

COMMON INSTITUTIONAL INDICATORS

Cost of instruction per credit hour

University	FY03	FY04	FY05
U of I – Urbana/Champaign	\$328.45	\$337.55	\$373.46
U of I – Chicago	295.75	306.27	349.84
Chicago State University	314.81	324.36	327.86
Governors State University	325.18	314.66	320.69
SIU – Carbondale	286.32	285.74	296.49
U of I – Springfield	311.91	312.80	295.82
Northeastern Illinois University	255.00	260.88	272.91
Eastern Illinois University	259.41	251.78	264.83
Northern Illinois University	243.97	247.46	261.96
SIU – Edwardsville	254.62	243.50	256.56
Illinois State University	231.19	231.08	242.09
Western Illinois University	228.70	227.34	240.74
<i>Statewide Average</i>	<i>279.19</i>	<i>281.99</i>	<i>302.80</i>

Source: IBHE Discipline Unit Cost Study.

2006 PERFORMANCE REPORT

University of Illinois at Springfield

a) Institutional goal(s) for this indicator:

The goal is for the UIS instructional costs to be close to the statewide average.

b) Brief interpretation of institutional performance and related implications:

For the first time in the past three years, the UIS instructional cost per credit hour in FY 2005 was below the statewide average (\$295.82 for UIS versus \$302.80 for the statewide average). This is a significant accomplishment given that the UIS cost per credit hour in FY 2003 was \$32.72 higher than the statewide average. During the period FY 2003 through FY 2005, UIS reduced its total cost per credit hour by 5%, whereas the statewide average increased by 8%. UIS' ranking within the state among the 12 public campuses went from the fourth most expensive per credit hour in FY 2003 to the sixth most expensive per credit hour in FY 2005.

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

Source: IPEDS Graduation Rate Survey.

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