Peer Group
SUNY, University at Buffalo
University of Alabama at Birmingham
University of Cincinnati
University of Connecticut
University of Louisville
University of South Florida - Tampa
University of Utah
Virginia Commonwealth University
NCES IPEDS Surveys
The US. Department of Education’s National Center for Education Statistics (NCES) Integrated Postsecondary Education System (IPEDS) consists of a system of interrelated surveys conducted annually. IPEDS gathers information from every higher education institution in the United States covering a variety of topics ranging from enrollments, retention rates, graduation rates, financial aid, finances, faculty and staff. and student costs.

NSF Survey of Earned Doctorates (SED)
The Survey of Earned Doctorates (SED) is a federal survey conducted by the National Opinion Research Center (NORC) for the National Science Foundation (NSF). The SED gathers information annually from U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans.
ENROLLMENTS
AREAS OF EXCELLENCE

- Ranked in top 300 range in *The Times Higher Education* World University Ranking, among more than 1,300 international institutions

- Fall 2017 census of 30,539 students was highest 10th day enrollment ever:
  - Undergraduate enrollment increased by 8.3% (19,448) from last year
  - New undergraduate transfers increased by 11.8% (2,189) from last year

- Most diverse university among its peers, with 44% of undergraduates from underrepresented groups and 33% of total student body

- 2nd among the 115 top research universities (Carnegie classification) on percent of undergraduates that are Pell grant recipients (56%)

- Ranked #10 Most Diverse University in US News and World Reports 2017
AREAS OF EXCELLENCE

• Increased participation in recruitment and outreach events, with over 1,000 recruitment events held

• Increased first year applications by 3%, with underrepresented application increase of 8%

• Added a recruiter focused on Midwest, out of region, recruitment

• Increase number of Transfer Admission Guarantee (TAG) Agreements to 11 community colleges

• Dedicated Admission staff to support Chicago Star Scholar Program, a partnership with City College of Chicago through the Guaranteed Admission Transfer (GAT) program
STRATEGIES FOR SUCCESS

• Completed first of a three-year undergraduate implementation of a state-of-the-art Customer (Student) Service Management software suite, Slate

• Implemented counselor portal for high school and community college counselors

• Improved marketing and communication efforts to prospects, applicants and admitted students:
  ▪ Increased emphasis on conversion from admitted student status to enrolled status
  ▪ More than 5,000,000 emails sent to recruits and applicants
  ▪ More than 220,000 recruits managed in Slate management system
  ▪ Completed over 13,500 tele-counseling sessions
  ▪ Hosted 30,000+ visitors at the UIC Visitor Center for daily information sessions, transfer information sessions and campus tours. Continue to bring record number of visitors
  ▪ Held two bilingual (Spanish) Saturday Admitted Student Sessions and tours, complimenting LARES sponsored events
  ▪ Piloted expedited degree audit reports for admitted transfer students
STRATEGIES FOR SUCCESS

• Continue UIC Merit Tuition Rate (Chicago Grant) program:
  ▪ Enrolled 160 recipients in Fall 2017
  ▪ Out-of-state student enrollment increased 41% (179 to 252) from 2014 to 2017

• Expand “Avenue via Excellence” program to automatically admit Illinois residents in the top 4% of graduating class
  ▪ Program enrolled 14 students who would have otherwise not been admitted, Fall 2017

• Continue target 30 Illinois high schools historically known for high number of well-qualified African American Applicants

• Implement previously piloted ACCESS program (augmented admission review):
  ▪ Admitted 225 students earlier than in previous years
  ▪ Enrolled 31 students through non-cognitive assessment interviews, Fall 2017

• Continue membership in "I'm First" college search engine and College Greenlight for first generation college students
# UIC and Peer Institutions Fall Term Enrollment
## Fall 2011 – Fall 2017

<table>
<thead>
<tr>
<th>Institution</th>
<th>All Student Total</th>
<th>Undergraduate</th>
<th>Graduate and Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois at Chicago</td>
<td>28,091</td>
<td>16,925</td>
<td>11,164</td>
</tr>
<tr>
<td>SUNY, University at Buffalo</td>
<td>28,849</td>
<td>19,334</td>
<td>9,515</td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>17,575</td>
<td>11,128</td>
<td>6,447</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>33,329</td>
<td>22,893</td>
<td>10,436</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>25,868</td>
<td>17,815</td>
<td>8,053</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>21,152</td>
<td>15,596</td>
<td>5,556</td>
</tr>
<tr>
<td>University of South Florida - Tampa</td>
<td>39,596</td>
<td>29,975</td>
<td>9,621</td>
</tr>
<tr>
<td>University of Utah</td>
<td>31,660</td>
<td>24,297</td>
<td>7,363</td>
</tr>
<tr>
<td>Virginia Commonwealth University</td>
<td>31,627</td>
<td>23,498</td>
<td>8,129</td>
</tr>
</tbody>
</table>

Data Source: IPEDS Data Center. Includes on- and off-campus enrollments.
# UIC and Peer Institutions First-Time Freshmen Enrollment

## Fall 2010 – Fall 2017

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois at Chicago</td>
<td>3,115</td>
<td>3,123</td>
<td>3,104</td>
<td>3,030</td>
<td>3,485</td>
<td>3,307</td>
<td>4,051</td>
</tr>
<tr>
<td>SUNY, University at Buffalo</td>
<td>3,255</td>
<td>3,647</td>
<td>3,653</td>
<td>3,517</td>
<td>3,621</td>
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<td></td>
</tr>
<tr>
<td>University of Alabama at Birmingham</td>
<td>1,606</td>
<td>1,676</td>
<td>1,773</td>
<td>1,748</td>
<td>1,621</td>
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<td></td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>4,300</td>
<td>4,160</td>
<td>4,486</td>
<td>4,618</td>
<td>4,435</td>
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</tr>
<tr>
<td>University of Connecticut</td>
<td>3,327</td>
<td>3,114</td>
<td>3,755</td>
<td>3,588</td>
<td>3,774</td>
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</tr>
<tr>
<td>University of Louisville</td>
<td>2,569</td>
<td>2,705</td>
<td>2,855</td>
<td>2,887</td>
<td>2,806</td>
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<tr>
<td>University of South Florida - Tampa</td>
<td>3,378</td>
<td>3,750</td>
<td>3,736</td>
<td>4,116</td>
<td>4,133</td>
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<tr>
<td>University of Utah</td>
<td>3,268</td>
<td>3,494</td>
<td>3,124</td>
<td>3,151</td>
<td>3,410</td>
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<tr>
<td>Virginia Commonwealth University</td>
<td>3,742</td>
<td>3,554</td>
<td>3,526</td>
<td>3,531</td>
<td>3,997</td>
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</tbody>
</table>

Data Source: IPEDS Data Center. Includes on- and off-campus enrollments.
The percent of all students from underrepresented groups at UIC is second highest among its peer group.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.
The percent of undergraduate students from underrepresented groups at UIC is the highest among its peer group and double the peer median.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.
NUMBER OF UNDERGRADUATE STUDENTS FROM UNDERREPRESENTED* GROUPS
FALL 2015

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisville</td>
<td>3,108</td>
</tr>
<tr>
<td>Connecticut</td>
<td>3,218</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>3,272</td>
</tr>
<tr>
<td>Buffalo</td>
<td>3,284</td>
</tr>
<tr>
<td>Median</td>
<td>3,751</td>
</tr>
<tr>
<td>Alabama-Birmingham</td>
<td>3,751</td>
</tr>
<tr>
<td>Utah</td>
<td>4,154</td>
</tr>
<tr>
<td>UIC</td>
<td>6,900</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>7,514</td>
</tr>
<tr>
<td>South Florida</td>
<td>10,998</td>
</tr>
</tbody>
</table>

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.
The percent of graduate and professional students from underrepresented groups at UIC is second highest among its peer group.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.
GRADUATION AND RETENTION RATES
CURRENT TRENDS

- One-year retention rate is 80% for the Fall 2016 freshmen entering class.

- Six-year graduation rate is 57% for the Fall 2011 freshmen entering class, which is within the range for the last five entering classes (Fall 2006 through Fall 2010 ranged from 57% to 60%).

- Five-year graduation rate for Fall 2011 transfers is 78%, higher than the fall 2010 cohort (76%).
STRATEGIES FOR STUDENT SUCCESS

• Launched the Flames Leadership Network Program
• Added a Physics Enrichment Workshop in the 2017 Summer College
• Innovations in undergraduate student advising
  ▪ Piloted the use of non-cognitive factors in first-year advising
  ▪ Developed interventions for strengthening non-cognitive student skills
  ▪ Completed the RFP for purchasing an Integrated Planning and Advising System (IPAS)
• Launched a Degree Completion Grant Program
• Expanded the Transition Coaching Program
• Continued research on student success
  ▪ Early Alerts
  ▪ Student On-Track Index
  ▪ First-Year Seminars
  ▪ Non-Cognitive Factors
  ▪ Summer Session
  ▪ Retention and Graduation Factors
The one-year retention rate at UIC is below the 25th percentile of its peer group.

* Year represent year of entering cohort (e.g., 2016 is fall 2016 entering freshmen returning in fall 2017).
The six year graduation rate at UIC is below the median and near the 25th percentile of its peer group.

* Year represent year of entering cohort (e.g., 2011 is fall 2011 entering freshmen graduating by summer 2017).
DEGREES AWARDED
UIC awards more degrees in the following areas than peers:

- Health related professional degrees
- Total health related degrees
- Degrees to underrepresented groups at all levels
The total number of degrees granted by the UIC is near the 25th percentile of its peer group.

Note: Only includes bachelor, master, doctoral, and professional degrees; excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
UIC grants fewer undergraduate degrees than its peer median.

Note: Only includes bachelor degrees, excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
NUMBER OF GRADUATE AND PROFESSIONAL DEGREES GRANTED
FY 2012 – FY 2016

UIC grants more graduate and professional degrees than its peer median.

Note: Only includes master, doctoral, and professional degrees; excludes certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
The total number of degrees granted in STEM fields at the UIC is near the peer median.

* Science, Technology, Engineering, and Mathematics.
The number of bachelor degrees granted in STEM fields at UIC is above the median of its peer group.

* Science, Technology, Engineering, and Mathematics.
The number of graduate degrees granted in STEM fields at the UIC is near the median of its peer group.

* Science, Technology, Engineering, and Mathematics.
The total number of health-related degrees granted at UIC is near the 75th percentile of its peer group.

Note: Includes all degrees reported under the Classification of Instructional Programs (CIP) two digit code 51 (health sciences and related clinical sciences).
The number of first-professional health-related degrees granted at UIC is the highest of its peer group.

Note: Includes all first-professional degrees reported under the Classification of Instructional Programs (CIP) two digit code 51 (health sciences and related clinical sciences).
The percent of total degrees awarded to students from underrepresented groups at the UIC is near the peer 75th percentile.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.

Note: Only includes bachelor, master, doctoral, and professional degrees; excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
The percent of bachelor degrees granted at UIC to students from underrepresented groups is 2nd highest of its peer group members.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.

Note: Only includes bachelor degrees, excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
The percent of graduate and professional degrees granted at UIC to students from underrepresented groups is near the 75th percentile of its peer group.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.

Note: Only includes master, doctoral, and professional degrees; excludes certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
GRADUATE EDUCATION
AREAS OF EXCELLENCE

- Graduate and professional programs maintained high national rankings
  - #4 Occupational Therapy
  - #6 Pharmacy
  - #10 City Management and Urban Policy
  - #15 Physical Therapy
  - #17 Public Health
  - #20 Doctor of Nursing Practice
  - #27 Social Work
  - #35 English Ph.D. Program
  - #48 Education
  - #52 Best Medical Schools – Research
  - #63 Engineering

Source: US News & World Report
AREAS OF EXCELLENCE

• “Pipeline to an Inclusive Faculty” program at UIC to recruit and support outstanding underrepresented PhD students

• Offered professional development opportunities for graduate students:
  - Conducted over 50 academic and writing skills workshops/events
  - Emphasized topics such as life skills, wellness, and career and professional development
  - Provided courses in college level teaching, writing and communication skills, and responsible conduct of research

• Provided fellowship and research funding opportunities focused on interdisciplinary research, external proposal development, and degree completion in all disciplines

• Introduced underrepresented undergraduates from UIC and around the country to research and graduate school opportunities at UIC through the Summer Research Opportunities Program

• Provided summer transition and mentoring programs for underrepresented graduate students to enhance their success and engagement
STRATEGIES FOR SUCCESS

• Improve graduate student progress to degree:
  ▪ Continue to mandate that programs track students and provide annual progress reports
  ▪ Work with graduate programs to optimize requirements and shorten time-to-degree
  ▪ Reduce financial stop-outs by increasing fellowship funding through philanthropic giving and providing assistance in identifying and applying for external funding awards

• Enhance recruitment, retention and graduation of underrepresented graduate students as a first step in diversifying faculty at UIC and around the country:
  ▪ Identify and recruit promising underrepresented students who are interested in pursuing academic careers
  ▪ Increase targeted fellowships, participation in undergraduate-to-graduate research transition programs and mentoring programs
STRATEGIES FOR SUCCESS

• Address student job preparation and placement upon degree completion, particularly for non-STEM students:
  ▪ Continue to develop and offer professional development workshops
  ▪ Incentivize workshop participation by connecting attendance to fellowship funding
  ▪ Encourage students to find summer internships through new funding opportunities
  ▪ Improve career services for graduate students
<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Engineering</td>
<td>7</td>
</tr>
<tr>
<td>Humanities</td>
<td>8</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>19</td>
</tr>
<tr>
<td>Other Non-Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

Note: List includes programs with enrollment in Fall 2016, including those programs in phase down. Fields of study at concentration level have been excluded.
DOCTORAL MEDIAN TIME TO DEGREE SINCE STARTING GRADUATE SCHOOL (NUMBER OF YEARS), AY 2011 – AY 2015

The time to complete a doctoral degree at UIC is higher than the average for research universities.

Data Source: Institutional Profile from the Survey of Earned Doctorates.
The percent of research doctorate recipients at UIC who have definite commitments for employment or postdoctoral research training is lower than the average for research universities.

Data Source: Institutional Profile from the Survey of Earned Doctorates.
The percent of research doctorate recipients at UIC who had no debt related to undergraduate or graduate education is slightly lower than the average for research universities.

Data Source: Institutional Profile from the Survey of Earned Doctorates.