Peer Groups

University of Illinois at Chicago
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
Aspiration Groups

University of Illinois at Chicago
Rutgers University
University of Arizona
University of California – Los Angeles
University of California – Irvine
University of Washington
Enrollment
Accomplishments/Areas Exceeding Expectations

• Fall 2015 census of 29,048 students was UIC’s highest 10th day enrollment
  ▪ Undergraduate enrollment increased by 4.8% (16,707 to 17,511)
  ▪ New Freshman increased by 15% (3,030 to 3,485)

• UIC ranked #80 of all public institutions and #129 of both private & public schools *(US News & World Report-Best College Rankings)*
  ▪ Tied with Arizona State University, Louisiana State University, University at Albany (SUNY) and University of Arkansas

• First cohort in the President’s Award Program STEM Scholarship award completed the UIC Summer Research Experience
Accomplishments/Areas Exceeding Expectations

• Increased participation in recruitment and outreach events
  ▪ Increase of 250 events
  ▪ 30% more events than 2014 and 100% more events than in 2013
  ▪ Hosted prospective and admitted students and families at:
    - Open House
    - Firestarter
    - LARES Family Day
    - Virtual College Fairs
    - Admitted Student Welcome
    - AARERI Faculty Brunch
    - IGNITE: Admitted Student Day

• Launched strategic outreach and communication initiatives
  ▪ UIC Transfer Assistance Center
  ▪ UIC International Recruitment Unit
  ▪ Admissions Marketing Unit with media center

• Hosted 22,000 visitors at the UIC Visitor Center for daily information sessions and campus tours
Accomplishments/Areas Exceeding Expectations

• Improved marketing and communication efforts
  ▪ Updated publications and recruitment materials with new UIC brand
  ▪ Customized prospective student view book to be audience specific
  ▪ Transmitted +1.3 million communications through Banner Relationship Management, fielded 120,000 Admissions telephone inquiries, and provided over 1,000 tele-counseling sessions

• Reinforced strategic admission policies to smooth student transitions
  ▪ Implementing Transfer Admission Guarantee (TAG) Agreements with various Illinois Community Colleges
  ▪ Announced Chicago Star Scholar Program partnership with Mayor Emanuel and the City Colleges of Chicago
  ▪ Increased number of students admitted through Early Action by 27% (4,230 in Fall 2014 to 5,360 in Fall 2015)
Strategies for Improvement

• Complete strategic enrollment management plan to identify capacity and resource requirements

• Evaluate and revise tuition structure: create tiered non-resident rates and international tuition rate; implement a reduced, per credit hour summer tuition rate for Summer 2016

• Execute international recruitment contract to increase undergraduate student population

• Implement ACCESS program (augmented admission review) for 1st year applicants

• Expand TAG admissions pathways to students from surrounding area and statewide community colleges

• Continue membership in "I'm First" college search engine for first generation college students
Accomplishments/Areas Exceeding Expectations

• Increased first year retention between Fall 2014 and Fall 2015
  ▪ Overall student retention up 1.8% to 81.5%
  ▪ African American student retention increased by 6.9% to 81.7%
  ▪ Hispanic student retention increased by 2.2% to 77.5%

• 6 year graduation rate (2009) held steady at 60%, a similar rate to peers

• Upgraded student success systems and processes
  ▪ Improved faculty participation in use of early alert system, a 300% increase in academic warnings (1,366)
  ▪ Targeted 34 courses in 8 subjects for early alert system participation
  ▪ Participation in Upgraded Banner Student System to support Block Scheduling for UIC Student Success Initiative
  ▪ Enhanced the Undergraduate Advising Resource Center
Strategies for Improvement

• Provide more opportunities for undergraduate research and other high impact practices

• Implement first-year Student Success Initiatives
  ▪ Operate *Teaching and Learning Center* to assist faculty in adopting new and improved pedagogical techniques to engage student learning
  ▪ Implement transition coaching programs with high schools
  ▪ Increase number of courses in the academic warning system
  ▪ Improve participation of CPS graduates in the Summer College Bridge program
  ▪ Increase percent of first-year students completing 15 credit hours
  ▪ Improve and measure quality of student advising through training and implementation of baseline metrics
Degrees Awarded
Accomplishments/Areas Exceeding Expectations

5 year graduation rate for new transfers entering Fall 2010 is 74.8%
- Asian, 74.9%
- African American, 61.4%
- Hispanic, 72.0%
- Caucasian, 77.2%

Awards more degrees in the following areas than peers
- 21.6% more graduate and professional degrees
- 50.7% more health related professional degrees
- 25.5% more total health related degrees
- 13.0% more degrees to underrepresented groups
Graduate Education
Accomplishments/Areas Exceeding Expectations

- Graduate programs maintained high national rankings
  - #9 City Management and Urban Policy
  - #13 Nursing; #9 among public institutions
  - #16 Physical Therapy; #7 among public institutions
  - #17 Public Health; #9 among public institutions
  - #19 Criminology
  - #24 Social Work; #14 among public institutions

- Professional programs maintained high rankings
  - #4 Occupational Therapy; #1 among public institutions
  - #13 Dentistry; #9 among public institutions (Source: Quality Stars)
  - #14 Pharmacy
  - #16 Physical Therapy
  - #49 Best Medical Schools - Research; #24 among publics

(Source: US News and World Report unless otherwise noted)
Accomplishments/Areas Exceeding Expectations

• Offered professional development 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 and responsible conduct of research

• Provided fellowship and research funding opportunities focused on interdisciplinary research, external proposal development, and degree completion in all disciplines
Accomplishments/Areas Exceeding Expectations

- Awarded a higher percent of doctoral degrees to African American students (11%) compared to very high research universities (4.9%) and all universities (6.4%)
- Awarded more baccalaureates, graduate and professional degrees combined to Latinos than at any four year university in Illinois.
- College of Medicine has the largest total Latino enrollment in the nation.
- Decreased average time to degree for PhD students from 8.7 years in 2012 to 8.0 years (Source: Survey of Earned Doctorates 2013)
Strategies for Improvement

• Engage students and track their progress
  ▪ Establish and enforce time limits to complete preliminary qualifying exams and advancement to PhD candidacy. Continue to mandate that programs track students and provide annual progress reports.

• Reduce financial stop-outs
  ▪ Increase fellowship funding through development and philanthropic giving.
  ▪ Improve access and assistance to identifying and applying for external funding awards.

• Implement diversity initiatives to retain and graduate underrepresented students
  ▪ Provide targeted fellowships, undergraduate-to-graduate research-transition programs, and mentoring programs.
Strategies for Improvement

- Directly 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
  - Improve career services for graduate students
Enrollments
## University of Illinois at Chicago and Peer Institutions
### Fall Term Enrollment, Fall 2009 – Fall 2015

### UIC Fall 2015 Total Enrollments
- **All Student Total:** 29,048
  - **Undergraduate:** 17,575
  - **Graduate and Professional:** 11,473

Data Source: IPEDS Data Center. Includes on- and off-campus enrollments.

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<thead>
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## University of Illinois at Chicago and Peer Institutions
### First-Time Freshmen Enrollment, Fall 2009 – Fall 2015

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<tr>
<th>Institution</th>
<th>2009</th>
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<th>2014</th>
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<td>2,562</td>
<td>2,569</td>
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<td>3,554</td>
<td>3,526</td>
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UIC Fall 2015 first-time freshmen: 3,485

Data Source: IPEDS Data Center. Includes on- and off-campus enrollments.
Percent Enrolled Undergraduate Students from Underrepresented* Groups, Fall 2009 – Fall 2015

The percent of undergraduate students from underrepresented groups at the University of Illinois at Chicago is higher than the peer median.

* 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 the University of Illinois at Chicago is higher than the peer median.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.
The percent of total students from underrepresented groups at the University of Illinois at Chicago is higher than the peer median.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.
Graduation and Retention Rates
The freshman retention rate at the University of Illinois at Chicago is lower than the peer median.

2014 full-time, first-time freshmen cohort: 3,011
The four year graduation rate of undergraduate students at the University of Illinois at Chicago is higher than the peer median.

2008 full-time, first-time freshmen cohort: 2,944
Percent First-Time Freshmen from Underrepresented* Groups
Four-Year Graduation Rates, 2003 – 2008 Cohorts

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

Compared to its peer median, the University of Illinois at Chicago graduates a lower percent of students from underrepresented groups within four years.

2008 Underrepresented full-time, first-time freshmen cohort: 900
The six year graduation rate of undergraduate students at the University of Illinois at Chicago is on par with the peer median.

2009 full-time, first-time freshmen cohort: 3,126
Percent First-Time Freshmen from Underrepresented* Groups
Six-Year Graduation Rates, 2004 – 2009 Cohorts

Compared to its peer median, the University of Illinois at Chicago graduates a lower percent of students from underrepresented groups within six years.

* Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.
Degrees Awarded
University of Illinois at Chicago grants more undergraduate degrees in STEM fields than its peer median.

* Science, Technology, Engineering, and Mathematics.
In FY 2014, University of Illinois at Chicago grants more graduate degrees in STEM fields than its peer median.

* Science, Technology, Engineering, and Mathematics.
Number of Degrees Granted in STEM* Fields - **Total Degrees**  
FY 2010 – FY 2014

The total number of degrees in STEM fields at the University of Illinois at Chicago is similar to the peer median.

* Science, Technology, Engineering, and Mathematics.
University of Illinois at Chicago grants more first-professional degrees in health-related fields than its peer median.

Note: Includes all degrees reported under CIP code 51.
Number of Health-Related Degrees Granted – Total Degrees
FY 2010 – FY 2014

University of Illinois at Chicago grants more health-related degrees than its peer median.

Note: Includes all degrees reported under CIP code 51.
Number of Degrees Granted – Bachelor’s
FY 2010 – FY 2014

University of Illinois at Chicago grants fewer undergraduate degrees than its peer median.

Note: Only includes bachelor’s degrees, excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
Number of Degrees Granted – Graduate and Professional
FY 2010 – FY 2014

University of Illinois at Chicago grants more graduate and professional degrees than its peer median.

Note: Only includes master’s and doctoral degrees, excludes certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
Number of Degrees Granted – Total Degrees
FY 2010 – FY 2014

The number of degrees granted by the University of Illinois at Chicago is lower than the peer median.

Note: Only includes bachelor’s, master’s and doctoral degrees; excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
Percent Bachelor’s Degrees Granted to Students from Underrepresented* Groups, FY 2010 – FY 2014

The percent of undergraduate degrees awarded to students from underrepresented groups at the University of Illinois at Chicago is higher than the peer median.

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

Note: Only includes bachelor’s degrees, excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
Number of Bachelor’s Degrees Granted to Students from Underrepresented* Groups, FY 2010 – FY 2014

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

Note: Only includes bachelor’s 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 awarded to students from underrepresented groups at the University of Illinois at Chicago is higher than the peer median.

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

Note: Only includes master’s and doctoral degrees, excludes certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
Number of Graduate and Professional Degrees Granted to Students from Underrepresented* Groups, FY 2010 – FY 2014

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

Note: Only includes master’s and doctoral degrees, excludes certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
Percent Total Degrees Granted to Students from Underrepresented* Groups, FY 2010 – FY 2014

The percent of total degrees awarded to students from underrepresented groups at the University of Illinois at Chicago is higher than the peer median.

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

Note: Only includes bachelor’s, master’s and doctoral degrees; excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
Number of Total Degrees Granted to Students from Underrepresented* Groups, FY 2010 – FY 2014

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

Note: Only includes bachelor’s, master’s and doctoral degrees; excludes associate degrees and certificates. Degrees awarded from July 1 to June 30 of each fiscal year.
### UIC Number of Doctoral Programs, Fall Terms 2010-2015

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<td>Total</td>
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Note: Count of programs with enrollment in Fall terms, including those programs in phase down. Fields of study at concentration level have been excluded.
The time taken to complete a doctoral degree at the University of Illinois at Chicago is higher than at other research universities on average.

Data Source: Institutional Profile from the Survey of Earned Doctorates.
Percent Doctorates with Employment or Postdoctoral Research Training Commitments, AY 2009 – AY 2013

<table>
<thead>
<tr>
<th>Year</th>
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<th>UIC Peers</th>
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It is important to note that an individual checking “Seeking employment or study” may not be unemployed. Many students return to their graduate research groups after they turn in their dissertations (and fill out the Survey of Earned Doctorates) while they search for a job/postdoc. They are employed at a higher level than they were as graduate students, but are “seeking” employment elsewhere. A more granular look at which students reported that they were seeking employment did not reveal any obvious patterns or differences between STEM and non-STEM students.