

RECOMMENDED STATEWIDE AND COMMON INSTITUTIONAL PERFORMANCE INDICATORS

Goal 1: Economic Growth (Statewide)

Indicator	Rationale for Inclusion	Basis of Measurement	Basis for Assessing Performance	Regularly Collected?/ Likely Data Source
Satisfaction of Illinois business and industry with Illinois higher education	A measure of feedback from business and industry within the state on how well Illinois' system of higher education as a whole is meeting the state's needs in the areas of workforce demand, training, and technology transfer.	Both continuous/numeric and dichotomous (e.g., yes/no)	Internal benchmarking	<i>No - Periodic surveys at the state level</i>
Annual sponsored research expenditures	A measure of the extent of externally-funded research activities within Illinois' system of higher education.	Continuous/numeric	Both internal benchmarking and external comparisons.	Yes - National Science Foundation annual surveys
Annual number of graduates by level and broad field of study	A measure of the potential supply of college-educated individuals for the state's workforce.	Continuous/numeric	Internal benchmarking	Yes - IPEDS

Goal 1: Economic Growth (Common Institutional Indicators)

Indicator	Rationale for Inclusion	Basis of Measurement	Basis for Assessing Performance	Regularly Collected?/ Likely Data Source
Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation	A measure of the relative success of the institution in preparing students to enter the workforce or pursue further specialized education and training.	Continuous/numeric	Internal benchmarking	Yes - Periodic surveys by institutions
<p>Description of Effective Practices: Collaborative Activities with Business and Industry (<i>Examples</i>):</p> <ul style="list-style-type: none"> ▪ Formalized training programs ▪ Continuing professional education ▪ Cooperative work-study programs ▪ External advisory councils for degree programs ▪ Research partnerships with business and industry ▪ Economic development partnerships with local and/or state governments 	Reflects the institution's linkage with state and local business, industry, and workforce needs.		Internal benchmarking	<i>No – Institutions</i>

Goal 2: Partnerships with P-12 Education (Statewide)

Indicator	Rationale for Inclusion	Basis of Measurement	Basis for Assessing Performance	Regularly Collected?/ Likely Data Source
Annual number of students completing requirements for initial certification by race/ethnicity and gender, by certificate area ⁵	A measure of the potential supply of new teachers in Illinois.	Continuous/numeric	Internal benchmarking	Yes - Institutions/ISBE

⁵ Includes completers of initial certificate programs.

Goal 2: Partnerships with P-12 Education (Common Institutional Indicators)

Indicator	Rationale for Inclusion	Basis of Measurement	Basis for Assessing Performance	Regularly Collected?/ Likely Data Source
Annual number of students completing requirements for initial certification by certificate area ⁶	A measure of the potential supply of new teachers produced by the institution.	Continuous/numeric	Internal benchmarking	Yes - Institutions/ISBE
Description of Effective Practices: Institutional Strategies to Foster P-16 Partnerships (<i>Examples</i>): <ul style="list-style-type: none"> ▪ Formalized partnerships with P-12 schools and school districts ▪ Teacher endorsement content training for P-12 teachers ▪ Collaboration with P-12 schools and school districts on recruitment and retention of new teachers ▪ Collaboration with P-12 schools and school districts on professional development for teachers and administrators 	Reflects the extent of the institution’s linkage with P-12 education in Illinois.	Varied	Internal benchmarking	<i>No - Institutions</i>

⁶ This indicator only applies to institutions with teacher education programs. Includes completers of initial certificate programs.

Goal 4: Access and Diversity (Common Institutional Indicators)

Indicator	Rationale for Inclusion	Basis of Measurement	Basis for Assessing Performance	Regularly Collected?/ Likely Data Source
Completions (number and proportion) by race/ethnicity, disability status, and gender (by level) ¹⁰	Reflects the success of the institution in graduating students from underrepresented groups.	Continuous/numeric	Internal benchmarking	Yes - IPEDS
<p>Description of Effective Practices: Institutional Strategies to Increase the Number and Diversity of Students Completing Academic Programs (<i>Examples</i>):</p> <ul style="list-style-type: none"> ▪ Has academic support services (e.g., tutoring, supplemental instruction) ▪ Has student support services (e.g., counseling, career services) ▪ Has an institutional diversity policy ▪ Has an institutional diversity office/coordinator ▪ Has an institutional diversity committee ▪ Has an institutional office for international students/coordinator ▪ Has an institutional office for students with disabilities/coordinator 	Reflects the institution’s commitment to enhancing access and diversity.	Varied	Internal benchmarking	<i>No - Institutions</i>

¹⁰Includes both the number and relative proportion of completions by race/ethnicity, disability status, and gender.

Goal 6: Productivity and Accountability (Statewide)

Indicator	Rationale for Inclusion	Basis of Measurement	Basis for Assessing Performance	Regularly Collected?/ Likely Data Source
Cost of instruction per credit hour by student level: sector averages ¹¹	A measure of instructional efficiency over time for public universities and community colleges.	Continuous/numeric	Internal benchmarking	Yes - Annual Public University and Community College Cost Studies
Proportion of first-time, full-time freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred: sector ranges	A statewide measure of student success.	Continuous/numeric	Internal benchmarking and external comparisons	Yes - NCES Graduation Rate Survey
Administrative and support cost per credit hour (all levels): sector averages ¹¹	A measure of average administrative and support costs over time by sector.	Continuous/numeric	Internal benchmarking	Yes - Annual Public University and Community College Cost Studies

¹¹ Includes public universities and community colleges only.

Goal 6: Productivity and Accountability (Common Institutional Indicators)

Indicator	Rationale for Inclusion	Basis of Measurement	Basis for Assessing Performance	Regularly Collected?/ Likely Data Source
Cost of instruction per credit hour by student level and as a percent of sector average by student level ¹²	A measure of instructional efficiency over time for the institution.	Continuous/numeric	Internal benchmarking	Yes - Annual Public University and Community College Cost Studies
Administrative and support cost per credit hour and as a percent of sector average ¹²	A measure of administrative and support costs over time at the institution.	Continuous/numeric	Internal benchmarking	Yes - Annual Public University and Community College Cost Studies
Proportion of first-time, full-time freshmen who complete their degree within 150% of normal time, or are still enrolled or transferred	A measure of student success.	Continuous/numeric	Internal benchmarking	Yes - NCES Graduation Rate Survey
Description of Effective Practices: Administrative and Academic Productivity Enhancements Adopted by the Institution (Examples): <ul style="list-style-type: none"> ▪ Administrative cost reductions and efficiencies. ▪ Implementation of four-year graduation guarantees. 	Illustrates efforts taken by the institution to improve productivity and efficiency.	Varied	Internal benchmarking	<i>No - Institutions</i>

¹²Includes public universities and community colleges only.

