

A large, light yellow outline map of the state of Illinois is centered on the page. The map is filled with a solid yellow color and has a thin grey drop shadow effect. The text is centered within the map's outline.

**ASSESSING PROGRESS TOWARD THE GOALS
OF *THE ILLINOIS COMMITMENT***

**2004 Statewide Performance Report:
Volume II**

**State of Illinois
Board of Higher Education**

December 2004

TABLE OF CONTENTS

List of Exhibits.....	1
Executive Summary	5
Overview of Illinois Higher Education	9
A Guide to the Statewide Performance Report: Volume II	12
Assessing Progress of <i>The Illinois Commitment</i> : Statewide Performance.....	13
Key Policy Issues in Illinois Higher Education.....	15
Statewide Performance Indicators.....	19
Assessing Progress of <i>The Illinois Commitment</i> : Institutional Performance by Sector	31
Community Colleges	33
Public Universities	45
Independent Not-for-Profit Institutions	63
Independent For-Profit Institutions	75
Agencies	83
Conclusions	87
Statewide Policy Implications	89
Next Steps.....	91
Appendices.....	93
A: Participating Institutions.....	95
B: Institutional Mission Statements.....	97
C: Data Sources and Definitions	117

LIST OF EXHIBITS

STATEWIDE PERFORMANCE

Exhibit 1:	State General Funds Appropriations for Illinois Higher Education, FY90 to FY05.....	15
Exhibit 2:	Average Monetary Award Program (MAP) Award as a Percent of Undergraduate Tuition and Fees by Sector	17
Exhibit 3:	Policy and Statutory Changes Enacted to Enhance Fiscal Accountability and Disclosure at Illinois Public Universities.....	18
Exhibit 4:	Number of Illinois Graduates by Level and Broad Field of Study	19
Exhibit 5:	R & D Expenditures at Illinois Doctorate-Granting Institutions.....	20
Exhibit 6:	Number of Students Completing Requirements for Initial Teacher Certification, Public Universities	21
Exhibit 7:	Number of Baccalaureate Degree Recipients in Teacher Education Programs, Independent Not-For-Profit Colleges and Universities.....	21
Exhibit 8:	Percentage of Undergraduate Students Receiving Financial Aid, By Type and Sector.....	22
Exhibit 9:	Average Undergraduate Tuition and Fees as a Percentage of Illinois Per Capita Disposable Income	22
Exhibit 10:	Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid by Income Quintile, Dependent Students	23
Exhibit 11:	Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid by Income Quintile, Independent Students	23
Exhibit 12:	Completions by Race/Ethnicity and Gender, All Sectors	24
Exhibit 13:	Average Net Instructional Cost per Credit Hour, Community Colleges.....	27
Exhibit 14:	Cost per Credit Hour by Activity, Community Colleges	27
Exhibit 15:	Average Total Instructional Cost per Credit Hour, Public Universities.....	28
Exhibit 16:	Cost per Credit Hour by Activity, Public Universities.....	28
Exhibit 17:	Average Percent of Completions within 150% of Catalog Time or Still Enrolled or Transferred, Community Colleges.....	29
Exhibit 18:	Average Percent of Completions within 150% of Catalog Time, Public Universities	29
Exhibit 19:	Average Percent of Completions within 150% of Catalog Time, Independent Institutions	29

INSTITUTIONAL PERFORMANCE: COMMUNITY COLLEGES

Exhibit 20:	Undergraduate Students Employed or Enrolled in Further Education within One Year of Graduation.....	36
Exhibit 21:	Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid by Income Quintile, Dependent Students	37
Exhibit 22:	Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid by Income Quintile, Independent Students	37
Exhibit 23:	Completions by Race/Ethnicity and Gender	38

Exhibit 24:	Graduate Satisfaction	38
Exhibit 25:	Pass Rates: Nursing, NCLEX	39
Exhibit 26:	Pass Rates: Dental Hygiene	39
Exhibit 27:	Pass Rates: Radiologic Technology	39
Exhibit 28:	Pass Rates: Emergency Medical Technician.....	39
Exhibit 29:	Total Cost per Credit Hour.....	40
Exhibit 30:	Percent of Cost per Credit Hour, Instruction.....	40
Exhibit 31:	Percent of Cost per Credit Hour, Instructional Support	40
Exhibit 32:	Percent of Cost per Credit Hour, Operation and Maintenance.....	40
Exhibit 33:	Average Percent of Completions within 150% of Catalog Time or Still Enrolled or Transferred	41
Exhibit 34:	Mission-Specific Indicators	42

INSTITUTIONAL PERFORMANCE: PUBLIC UNIVERSITIES

Exhibit 35:	Undergraduate Students Employed or Enrolled in Further Education within One Year of Graduation.....	49
Exhibit 36:	Number of Students Completing Requirements for Initial Teacher Certification	49
Exhibit 37:	Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid by Income Quintile, Dependent Students	50
Exhibit 38:	Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid by Income Quintile, Independent Students	50
Exhibit 39:	Completions by Race/Ethnicity and Gender	51
Exhibit 40:	Graduate Satisfaction	52
Exhibit 41:	Educational Effectiveness	52
Exhibit 42:	Pass Rates: Law, Illinois Bar Exam	52
Exhibit 43:	Pass Rates: Medical, USMLE-Step 2.....	53
Exhibit 44:	Pass Rates: Dentistry, National Dental Board Exam – Part II	53
Exhibit 45:	Pass Rates: Nursing, NCLEX	53
Exhibit 46:	Total Cost per Credit Hour.....	54
Exhibit 47:	Percent of Cost per Credit Hour, Instruction.....	54
Exhibit 48:	Percent of Cost per Credit Hour, Institutional Support.....	54
Exhibit 49:	Percent of Cost per Credit Hour, Academic and Student Support	54
Exhibit 50:	Percent of Cost per Credit Hour, Operations and Maintenance Physical Plant	54
Exhibit 51:	Average Percent of Completions within 150% of Catalog Time.....	55
Exhibit 52:	Mission-Specific Indicators	56

**INSTITUTIONAL PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT
COLLEGES AND UNIVERSITIES**

Exhibit 53: Undergraduate Students Employed or Enrolled in Further Education
within One Year of Graduation..... 66

Exhibit 54: Number of Students Completing Requirements for Initial Teacher Certification 66

Exhibit 55: Percent of Total Cost of Attendance Covered by Institutional, State, and Federal
Grant Aid by Income Quintile, Dependent Students 67

Exhibit 56: Percent of Total Cost of Attendance Covered by Institutional, State, and Federal
Grant Aid by Income Quintile, Independent Students 67

Exhibit 57: Completions by Race/Ethnicity and Gender 68

Exhibit 58: Pass Rates: Law, Illinois Bar Exam 69

Exhibit 59: Pass Rates: Nursing, NCLEX 69

Exhibit 60: Average Percent of Completions within 150% of Catalog Time 70

Exhibit 61: Mission-Specific Indicators 71

INSTITUTIONAL PERFORMANCE: INDEPENDENT FOR-PROFIT INSTITUTIONS

Exhibit 62: Undergraduate Students Employed or Enrolled in Further Education
within One Year of Graduation..... 78

Exhibit 63: Percent of Total Cost of Attendance Covered by Institutional, State, and Federal
Grant Aid by Income Quintile, Dependent Students 79

Exhibit 64: Percent of Total Cost of Attendance Covered by Institutional, State, and Federal
Grant Aid by Income Quintile, Independent Students 79

Exhibit 65: Completions by Race/Ethnicity and Gender 80

Exhibit 66: Average Percent of Completions within 150% of Catalog Time 81

Exhibit 67: Mission-Specific Indicators 82

EXECUTIVE SUMMARY

Overview

The Illinois Commitment, as adopted by the Illinois Board of Higher Education in February 1999, is a strategic plan to guide the Illinois higher education community in meeting the needs of the state and its residents. *The Illinois Commitment* emphasizes the diversity of Illinois higher education with the understanding that each institution will be expected to address the six statewide goals in a manner that is consistent with the institution's mission, resources, and constituencies. Each higher education institution submits an annual report that shares the ways it has contributed to achieving the state's higher education priorities.

The first volume of the *2004 Statewide Performance Report* presented a "Compendium of Institutional Effective Practices" in October 2004 highlighting examples of efforts and successes by Illinois higher education institutions and agencies in achieving the statewide goals of *The Illinois Commitment*. This report presents the second volume of the *2004 Statewide Performance Report*, which provides both a quantitative and qualitative assessment of progress made by institutions and the state in meeting the goals of *The Illinois Commitment* based on the performance indicators adopted by the Illinois Board of Higher Education in February 2003.

Key Findings and Statewide Policy Implications

The fundamental question raised by the indicators in this report is what the findings mean from a statewide policy perspective as well as for the system's progress toward the six goals of *The Illinois Commitment*. The key policy implications of the statewide and common institutional performance indicators presented in this report are highlighted below.

What are the statewide policy implications of the performance indicators for economic growth (Goal 1)?

Illinois colleges and universities are producing an increasing number of graduates at all levels and across a broad array of program areas, strengthening the potential pool of college-educated individuals for the state's workforce. However, given projected demands for a more educated workforce in Illinois in the coming years, further attention is required. The clearest challenge to this goal will be to attract and retain the necessary intellectual capital (i.e., students, faculty, staff) within Illinois' system of higher education to help the state remain competitive. This is not an insignificant challenge in that Illinois is the third largest net exporter of first-time college freshmen in the nation (i.e., the state loses more first-time college students than it attracts from other states). In terms of research infrastructure, Illinois colleges and universities rank highly in terms of total research and development expenditures, although Illinois ranks in the lower half of states in terms of R&D expenditures per capita also suggesting further opportunities for improvement.

What are the statewide policy implications of the performance indicators for partnerships with P-12 education (Goal 2)?

The overall number and distribution by certificate area of students completing requirements for initial teacher certification has remained relatively stable over the past few years. However, a more fundamental issue centers on the ability of all teachers (new and continuing) to meet the needs of a growing and increasingly diverse P-12 student population in Illinois. Additional information is needed to gain a more complete understanding of how well Illinois' higher education system, in partnership with the P-12 sector, is meeting this goal. Various initiatives (e.g., Teacher Data Warehouse, assessment of new

teachers and their supervisors by public university colleges of education) are under development as a means to address these “data gaps” but are at very early stages.

What are the statewide policy implications of the performance indicators for affordability (Goal 3)?

While the proportion of Illinois students receiving some form of financial assistance continues to grow, so does the cost of attendance relative to income. For all sectors, the percent of total cost of attendance covered by grant aid (i.e., non-repayable financial assistance) is greatest for the lowest income students. This indicates that this important form of aid is being targeted to the most needy students, potentially lessening their reliance on borrowing and/or work to finance their college educations. Despite significant efforts at the state and institutional levels to ensure the affordability of a college education in Illinois, recent trends indicate increasing challenges to this goal including growing numbers of eligible students who do not receive a MAP award due to program funding constraints and rising college costs.

What are the statewide policy implications of the performance indicators for access and diversity (Goal 4)?

The number and diversity of students completing degree programs has increased over time at all levels and across all sectors of Illinois higher education. Given the projected increase in the number and diversity of Illinois high school graduates in coming years, it is imperative that higher education institutions continue to develop and enhance effective practices to ensure that all Illinois students have an opportunity to pursue and complete a postsecondary education.

What are the statewide policy implications of the performance indicators for quality and assessment (Goal 5)?

Illinois’ recent participation in a pilot study to develop a model for collecting and analyzing comparable college-level learning information across states revealed high levels of literacy, strong preparation for study beyond the baccalaureate, and above average student performance in problem-solving, reading comprehension, and writing. At the same time, it is important to note that the assessment results from this pilot study reflect relatively small numbers of students and states, so these results should be viewed in that context. However, the process of conducting the study indicated that the development of a model to assess student learning at a state-level in a way that is consistent across states is possible. The inclusion of student assessment results in institutional program reviews also will provide a wealth of information on student learning outcomes.

What are the statewide policy implications of the performance indicators for productivity and accountability (Goal 6)?

The overall cost of instruction at public universities and community colleges has declined over time when controlling for inflation and enrollment, reflecting in part a reduction in state support since fiscal year 2002. The proportion of students completing degree programs within the expected benchmark time period has increased or remained stable in all sectors on average. Continuing state budget constraints and related concerns regarding access and affordability will require that all institutions continue to identify and implement productivity improvements where possible to ensure that existing resources are allocated to the highest priority activities.

Next Steps

This report reflects a significant level of effort by the Illinois higher education community in implementing the six goals established by *The Illinois Commitment*. The higher education community has responded to the Illinois Board of Higher Education's initiative to assess progress toward meeting the goals of *The Illinois Commitment* via the performance indicators adopted in February 2003 and first reported in December 2003. However, this initiative of *The Illinois Commitment* is a work in progress that will be continue to be implemented and refined over multiple years. The next reporting cycle (the 2005 report), will incorporate additional indicators and analyses, as well as an assessment of progress toward specific institutional goals established relative to the common institutional indicators. Board staff also will continue to work with the higher education community and other stakeholders to refine and improve upon the reporting process for 2005, including the goal of increased participation in this initiative by independent not-for-profit and proprietary institutions.

OVERVIEW OF ILLINOIS HIGHER EDUCATION

Characteristics of Illinois Higher Education

Illinois has one of the largest and most diverse systems of higher education in the nation, offering postsecondary opportunities to its residents via 9 public universities on 12 campuses, 48 community colleges operating within 39 districts, 98 independent not-for-profit colleges and universities, and 28 independent for-profit institutions.¹ In Fall 2003, almost 800,000 students were enrolled in these institutions, ranking Illinois fourth among all states in total enrollment. Illinois colleges and universities are experiencing steadily growing enrollments with increases of 3.8 percent and 2.3 percent in the last two years and projected continued growth. Illinois also features a significant state student financial aid system (ranking consistently in the top five in the nation in terms of state-funded, need-based, undergraduate financial aid awarded) that assists students in achieving their educational goals.

The Illinois Board of Higher Education (IBHE) was established in 1961 to coordinate the state's diverse system of higher education. The Board addresses the interests of Illinois citizens, serves the Governor and General Assembly, and advances the interests of colleges and universities and sectors. State statute establishes the following major responsibilities for the IBHE: planning and policy development, academic program approval and review, budget recommendations, grant administration, authorization of independent institutions and programs, and information systems. The Illinois Community College Board (ICCB), the state coordinating board for community colleges, was established in 1965 to promote cooperation within the community college system and accommodate those state of Illinois initiatives involving community colleges.

Governance at the institutional level is entrusted to a board of trustees at each college or university. The Governor appoints the public university trustees, while community college trustees are elected or appointed locally. Each independent college and university also has an institutionally appointed governing board.

Illinois' Strategic Plan for Higher Education

The Illinois Commitment was adopted by the IBHE in February 1999 as the state's strategic plan for higher education. This plan presents the comprehensive goals of Illinois higher education in meeting the needs of the state and serving its residents while respecting the diversity and uniqueness of each sector, as well as each institution. *The Illinois Commitment* asks each higher education institution to contribute to achieving the following statewide goals:

1. Higher education will help Illinois business and industry sustain strong economic growth.
2. Higher education will join elementary and secondary education to improve teaching and learning at all levels.
3. No Illinois citizen will be denied an opportunity for a college education because of financial need.
4. Illinois will increase the number and diversity of citizens completing training and education programs.
5. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.
6. Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

¹ See Appendix B for individual mission statements for institutions that submitted a 2004 Performance Report.

In October 2003, the Board adopted a process to conduct a mid-term review of *The Illinois Commitment* to assess its continued relevance and responsiveness to the needs of the state and the higher education community. In October 2004, the Board approved revisions and enhancements that address concerns voiced by the higher education community and other stakeholders. *The Illinois Commitment (2004)* is redesigned as a policy framework to enhance accountability and communication efforts for higher education's stakeholders while being more responsive to a rapidly changing environment. Revisions to *The Illinois Commitment* will be reflected in forthcoming reports.

Measuring Progress in Achieving the Goals of *The Illinois Commitment*

Results Reports. Illinois colleges, universities, and higher education agencies began submitting an annual *Results Report* in August 1999 as a means to hold higher education institutions accountable to the newly adopted strategic plan, *The Illinois Commitment*. Public colleges and universities were required to file these reports, while reporting for independent institutions was voluntary. The annual *Results Report* provided each institution the opportunity to demonstrate its distinct contributions toward achieving each of the six statewide goals by reporting current and anticipated future contributions and the specific results already achieved. A *Statewide Results Report* was prepared by Board staff from 1999 through 2003 to summarize information submitted via the institutional results reports.

Performance Indicators. In December 2001, the IBHE approved the development of a set of statewide and common institutional performance indicators to provide an objective and systematic assessment of progress toward the six goals of *The Illinois Commitment* and to identify potential areas for improvement at the state and institutional levels. The performance indicators framework consists of three types of indicators: **statewide indicators** related to Illinois' overall system of higher education; **common indicators** for all institutions; and **mission-specific indicators** related to each institution's unique role and mission within the state's system of higher education.

An advisory committee consisting of administrators, faculty, and students from all sectors was formed to develop guiding principles and the recommendation of potential statewide and common institutional indicators. Guided by a highly consultative and systematic process, the committee's final recommendations were unanimously approved by the IBHE in February 2003.² In 2003, higher education institutions were first asked to incorporate performance indicator data into the annual institutional *Results Report* to provide complementary quantitative performance measures as an additional means of assessing progress in achieving the goals of *The Illinois Commitment*. A *Statewide Performance Indicators Report* was presented to the Board in December 2003 highlighting accountability efforts of higher education via the recently recommended performance indicators.

Performance Reports. The addition of performance indicators as an institutional reporting requirement was coupled with the intent that "other reporting requirements will be reduced so as to not expand the burden of reporting and to keep the results reports focused and useful."³ Therefore, the *Performance Report* emerged in 2004 as an effort to streamline reporting requirements while also providing a more comprehensive overview of both statewide and institutional performance and accountability. The *Performance Report* essentially merges the qualitative materials previously documented in the *Results Report* with the more quantitative performance indicators to provide one comprehensive report that will more concisely reflect state and institutional progress made toward achieving the goals of *The Illinois Commitment*.

² This report, *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*, can be found at <http://www.ibhe.org/Board/Agendas/2003/February/Item%206%20Report.pdf>.

³ Ibid.

The *Performance Report* utilizes templates to help ensure consistent reporting of required components, while also establishing consistency in reporting among institutions. In addition, institutions provide a narrative report on recent accomplishments and future plans for a subset of statewide goals that will become the focus of each annual *Performance Report* on a rotating basis. For the 2004 report, institutions reported accomplishments, plans, and potential challenges for three goals identified as key priorities for Illinois: economic growth (Goal 1); affordability (Goal 3); and accountability and productivity (Goal 6). Data for performance indicator measures were reported for all six goals. Board staff, in consultation with the Performance Indicators Advisory Committee, are continuing to explore opportunities for additional streamlining and reduction in reporting requirements.

The *Statewide Performance Report* summarizes information provided by the institutions into two volumes: a *Compendium of Effective Practices* (Volume I) and *Assessing Progress Toward the Goals of the Illinois Commitment* (Volume II).

Additional State Level Accountability Initiatives

The *Performance Report* is just one of several state-level accountability initiatives to demonstrate efficiency and effectiveness, openness and transparency, and overall good stewardship of public resources to the Governor, General Assembly, and others. Illinois has taken a comprehensive and integrated approach to the development of quality assurance and accountability processes at the state level through the leadership of the IBHE in collaboration with the Illinois higher education community. In part, this approach is in recognition of Illinois' large and diverse system of higher education, which increases the level of complexity in adequately meeting the many and varied needs of Illinois higher education's multiple constituencies. As such, the following activities and processes have been developed to increase productivity, cost-effectiveness, and accountability:

- Policies to enhance program quality, including academic program approval, assessment of student learning, and academic program review processes;
- Policies to strengthen public university operating budget review, approval, and oversight by governing boards (including line-item budgeting);
- Institutional reallocation of base budget resources from lower to higher priorities (including a 25 percent reduction in administrative costs at public universities from fiscal year 2002 through fiscal year 2005 to reallocate resources to core academic mission needs); and
- Other analytical studies, research, and reports (e.g., Public University Comparative Cost Study, Annual Public University Revenue and Expenditure Report, Annual Report on Underrepresented Groups, Commission on Persistence and Degree Completion, Committee on Access and Diversity, Committee on Affordability, Committee to Review Health Professions Education Programs, Committee on Statewide Capital Policies and Priorities, Disabilities Advisory Committee, Committee to Review Priorities, Productivity, and Accountability).

A GUIDE TO THE 2004 STATEWIDE PERFORMANCE REPORT

The *Institutional Performance Reports* submitted by Illinois' colleges, universities, and higher education agencies are summarized into two volumes of the *Statewide Performance Report*. The first volume, *A Compendium of Effective Practices*, was presented to the Board in October 2004 and was accompanied by institutional presentations of effective practices that were representative of the innovative practices taking place in Illinois higher education.⁴

This report, *Assessing Progress Toward the Goals of The Illinois Commitment*, presents the second volume of the *Statewide Performance Report* and serves to provide both a qualitative and quantitative assessment of state and institutional progress by sector. For analytical purposes, Illinois' higher education institutions have been categorized into four sectors based on type and control: community colleges, public universities, independent not-for-profit colleges and universities, and independent for-profit (proprietary) institutions.

Statewide Performance. The first section, "Statewide Performance," begins with a brief discussion of those issues that are key priorities for the state of Illinois – as identified in both the mid-term review process of *The Illinois Commitment* and institutional performance reports – fiscal challenges, economic growth, affordability, and accountability. The remainder of this section presents information pertaining to the statewide indicators adopted by the Board in February 2003, which assess the performance of Illinois' overall system of higher education in addressing the six goals of *The Illinois Commitment*.

Institutional Performance. The second section, "Institutional Performance by Sector," features the materials reported in the *2004 Institutional Performance Reports*. Each sector discussion begins with an overview of the sector, including representative highlights of accomplishments, plans, and challenges for the following three goals of *The Illinois Commitment*: economic growth (Goal 1); affordability (Goal 3); and accountability and productivity (Goal 6). Next, an analysis of common-institutional performance indicators is presented. The section concludes with a listing of mission-specific indicators reported by institutions.

Conclusions and Appendices. The final section, "Conclusions," outlines the policy implications gleaned from the data presented as well as a look ahead at next steps. Several appendices are included to provide additional supporting information. Appendix A provides a list of the institutions that submitted a *2004 Institutional Performance Report*, which are utilized to prepare this report. Appendix B presents the mission statement for each institution that submitted a report and helps to clearly show the distinctiveness of Illinois' higher education community. Appendix C is a reference guide to sources and definitions for selected data within the report that may require additional explanation.

Supplemental Materials. The *Statewide Performance Report* provides a summary of data and other information provided by the institutions through their *2004 Institutional Performance Report* submissions. Links to each of the *2004 Institutional Performance Reports* submitted directly to the IBHE are available at <http://www.ibhe.org/PerformanceIndicators/PerformanceReport2004.htm>.

⁴ Available at <http://www.ibhe.org/Board/Agendas/2004/October/Item%206%20Compendium.pdf>

STATEWIDE PERFORMANCE

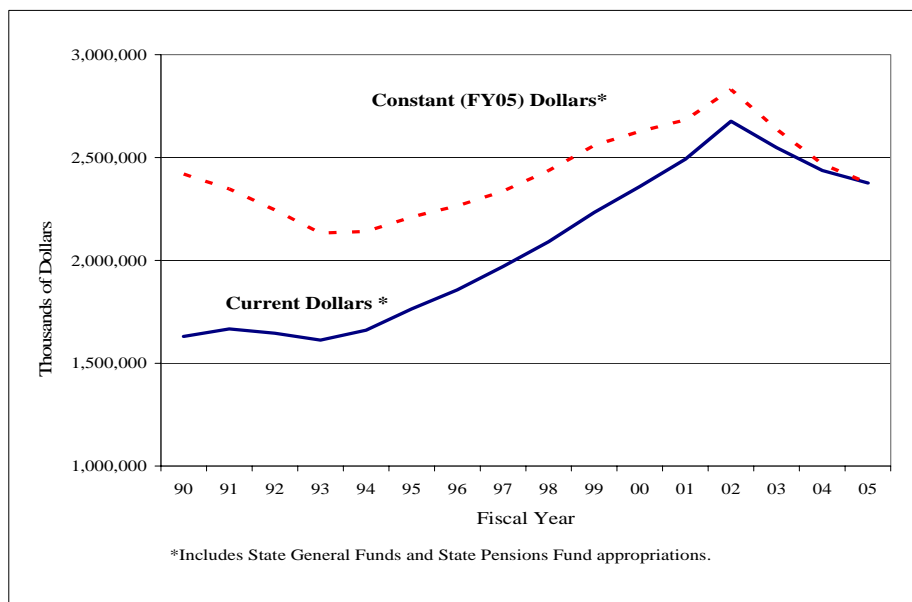
STATEWIDE PERFORMANCE

KEY POLICY ISSUES IN ILLINOIS HIGHER EDUCATION

As part of the *2004 Institutional Performance Report*, Illinois colleges, universities, and higher education agencies reported accomplishments, plans, and challenges for three of the goals of *The Illinois Commitment* – economic growth (Goal 1), affordability (Goal 3), and accountability (Goal 6). In addition, institutions provided an environmental analysis of the external and internal factors impacting the institution. The overwhelming majority of institutions indicated scarce fiscal resources and an uncertain economy as the most common external factors and overall challenges faced by the Illinois higher education community. The following discussion provides a brief overview of these issues from a statewide perspective. Discussion of these issues from an institutional perspective can be found in the “Institutional Performance” section of this report.

Fiscal Challenges. Exhibit 1 shows the trend in state appropriations for higher education operations and grants between fiscal years 1990 and 2005, both in current and inflation-adjusted dollars. During this time, state general funds support for Illinois higher education grew from \$1.6 billion to \$2.4 billion. However, when accounting for inflation, state support has declined by 1.8 percent since fiscal year 1990. More recently, total state funding for higher education operations and grants declined \$239.2 million (8.9 percent) between fiscal years 2002 and 2004. This included significant reductions in support for public universities and community colleges, as well as reductions in the Monetary Award Program (MAP) and institutional grant programs. The fiscal year 2005 budget is a slight departure from these trends by largely maintaining state funding for higher education institutions and agencies.

Exhibit 1
State General Funds Appropriations for Illinois Higher Education, FY90 to FY05



Economic Growth. Higher education plays a key role in economic growth by: (1) providing students with up-to-date skills, knowledge, and learning traits to succeed in the workplace; (2) conducting basic and applied research in conjunction with government and industry to improve the knowledge base and economic circumstance of the nation; (3) providing cultural and civic opportunities to provide an inviting environment for families and business; and (4) ensuring academic programs, research, and public service initiatives are relevant to the needs of students, the state, and business and industry.

STATEWIDE PERFORMANCE

By at least one measure – “The State New Economy Index” – the competitiveness of Illinois’ economy has improved in recent years. This index is based on a variety of indicators that measure types of employment and industries, education levels of the workforce, investment and opportunities in the high tech industry, and other related factors.¹ Illinois ranked 17th nationally on this index in 2002, up from 22nd in 1999. The state’s system of higher education has certainly been a contributing factor in this improved measure of economic competitiveness. Looking forward, Illinois’ system of higher education has also been given a significant role to play in Governor Blagojevich’s emerging regional economic development plan, *Opportunity Returns*, with expectations of further contributions by Illinois colleges and universities in education and training, workforce development, and research included as part of this initiative.

Despite these successes, many challenges remain. The clearest challenge of the present, and certainly of the next several years, will be to attract and retain the necessary intellectual capital within Illinois’ system of higher education to help the state remain competitive in the “new economy,” in spite of the limited financial resources available. This is not an insignificant challenge. Illinois is the third largest net exporter of first-time college freshmen in the nation (i.e., the state loses more first-time students that enroll in college than it attracts from other states). Likewise, according to the 2000 Census, Illinois was a net exporter of college-educated individuals in their prime working years (ages 30 – 64) to other states between 1995 and 2000. Finally, while Illinois ranks highly in the total amount of research spending, the state ranks in the bottom half of all states nationally in terms of research spending per capita (26th in 2002). All of these trends have a direct impact on the ability and capacity of Illinois’ economy to flourish and remain competitive in the years to come.

Affordability. Affordability has been a longstanding concern, both in Illinois and nationally. Recent research suggests that the most significant barrier to college access is cost, which is especially true for low-income students. The increase of tuition and fees in relation to family income coupled with the decrease in purchasing power of grant aid has gradually shifted the cost burden to the student and/or their family. Policy questions are being raised about how students are funding their educations (e.g., working more hours, increasing student loan and/or credit card debt) and how to overcome the affordability gap.

Illinois’ long-standing commitment to provide an affordable education for its citizens was reaffirmed during a one-year joint study conducted by the IBHE and the Illinois Student Assistance Commission (ISAC).² The 20 recommendations of the Committee on Affordability build on three broad goals: (1) enhancing academic preparation and performance; (2) assisting needy students; and (3) keeping college costs affordable. Several of the committee’s recommendations are already in the implementation stages, including:

- Public Act 93-0228 (“truth-in-tuition” law) requires tuition to be kept level for four consecutive years after first enrollment in a public university for Illinois resident undergraduates. This law helps to bring stability and predictability to tuition and fee increases.
- Public Act 93-0455 expands the Illinois Incentive for Access Grant Program to provide a maximum grant amount of up to \$1,000 for freshman applicants with the highest need, and up to \$500 for freshman applicants with very limited ability to pay for college.
- Public Act 93-1032 updated the Monetary Award Program (MAP) to limit MAP eligibility to 135 credit hours, rather than to ten semesters. Since degrees are tied to credit hours, this change allows students to pursue the coursework needed to graduate from most programs of study.

¹ See <http://www.neweconomyindex.org/states/2002/index.html> for more detailed information on the State New Economy Index, computed annually by the Public Policy Institute.

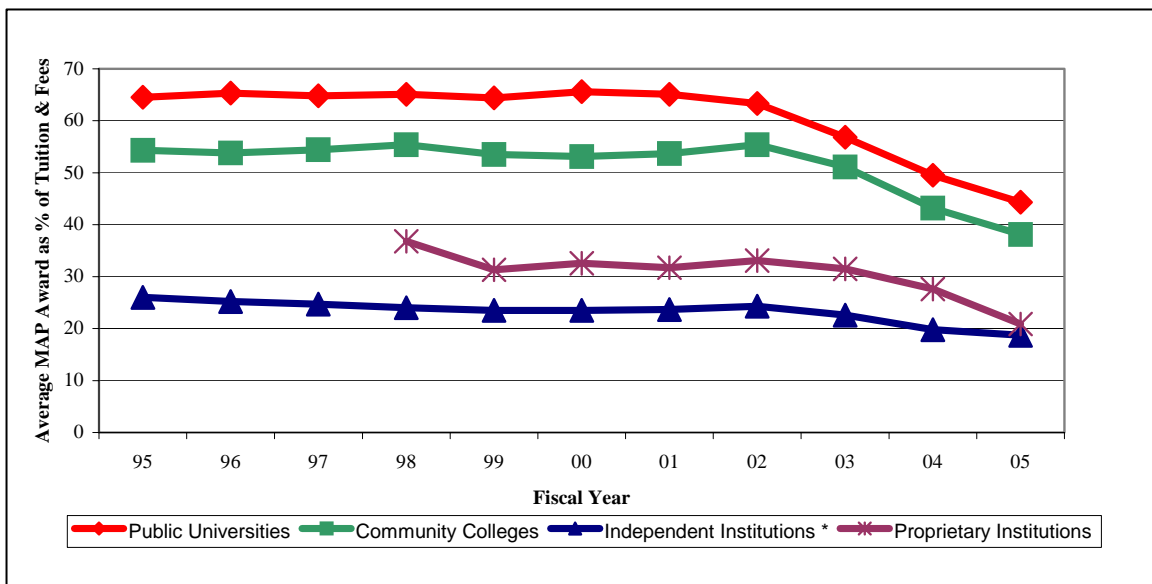
² Available at <http://www.ibhe.org/Board/Agendas/2003/August/Item%209%20Report.pdf>.

STATEWIDE PERFORMANCE

- Processes are underway through the IBHE’s Committee on Priorities, Productivity, and Accountability to explore possibilities to reduce regulatory and reporting requirements to help reduce overall costs, as well as for streamlining and efficiency opportunities.

Despite these efforts and the state’s commitment to need-based student aid through the Monetary Award Program (MAP), the reduction of state appropriations and subsequent rise in college costs have increased the affordability gap for students and families. Increases in tuition and fees coupled with several years of reduced or level funding has resulted in a decline in the “purchasing power” of MAP awards relative to tuition and fee costs in all sectors (see Exhibit 2 below) further increasing student reliance on borrowing and/or work to cover college costs. In addition, the number of eligible students applying for MAP who do not receive an award due to program funding constraints has tripled since fiscal year 2002. Finally, while Illinois ranked among the top states regarding affordability in the National Center for Public Policy and Higher Education’s national higher education report card in 2000 and 2002 with grades of “A” and “B” respectively, the most recent report card gave Illinois a “D” in this category.³

Exhibit 2
Monetary Award Program (MAP)
Average MAP Award as a Percent of Undergraduate Tuition and Fees by Sector
Fiscal Years 1995 to 2005 (Estimated)



Source: IBHE and ISAC records.

Accountability. Higher education faces increasing external demands to demonstrate efficiency and effectiveness, openness and transparency, and overall good stewardship of public resources. These heightened demands for higher education accountability are closely related to the economic downturn and the need for states to more closely scrutinize the appropriation of scarce resources among many competing state priorities. In addition, as states realize the growing importance of the economic and social

³ It should be noted that while the grade for affordability considers a state’s investment in need-based financial aid, it does not include institutional aid provided as well, which is significant in some cases. All of the national report cards (Measuring Up 2000, 2002, and 2004) can be found on the National Center’s website, www.highereducation.org.

STATEWIDE PERFORMANCE

contributions higher education provides to the new economy, policymakers and the public are increasingly more interested in the operations of these institutions (e.g., efficiency, cost, quality).

As discussed previously, the Illinois higher education community has worked diligently to enhance public accountability efforts. Several initiatives in particular were put into place through policy or statute in 2003 to enhance fiscal accountability and transparency at public universities (see Exhibit 3 below). However, state and institutional efforts to improve productivity, focus on priorities, and develop creative, cost-effective solutions to conserve scarce resources will become even more critical than in the past. It is clear that there will be continued interest among state policymakers and the public at large in ensuring a strong, transparent system of accountability for Illinois higher education in the coming years.

Exhibit 3
Policy and Statutory Changes Enacted To Enhance Fiscal Accountability and Disclosure
At Illinois Public Universities in 2003

Issue	Key Concerns Raised	Legislative and Other Actions Taken
Line Item Budgeting	Lump-sum approach to public university appropriations minimizes fiscal controls over use of funds in the state budget process.	Public Act 93-0229 requires line item appropriations to public universities. Status: IBHE FY 2005 budget recommendations included line item budget information for each public university for the first time. FY 2005 appropriations for public universities are by line item.
Annual Report on Public University Revenues and Expenditures	The primary focus on state appropriated funds in the state budget process does not provide a total picture of operating resources available to public universities.	Public Act 93-0229 also requires that public universities report on prior year revenues and expenditures from all funds (appropriated and non appropriated) to the Governor and General Assembly through IBHE by November 1 of each year. Status: The second annual report was submitted to the Governor and General Assembly in November 2004.
Full Disclosure of Public College and University Budgets	The perceived need for greater oversight by public university governing boards over institutional budget development and implementation.	The IBHE passed policy recommendations in August 2003 that enhance and expand annual budget review, approval, and oversight for public university boards of trustees. Status: Universities are complying with the Board's policy recommendations.

Source: Compiled by IBHE staff.

STATEWIDE PERFORMANCE

STATEWIDE PERFORMANCE INDICATORS

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

Annual number of Illinois graduates by level and broad field

This statewide performance indicator provides a measure of the potential supply of college-educated individuals for the state's workforce. Exhibit 4 illustrates the trend in the number of graduates in various fields of study over the last decade and reflects the ebb and flow of demand and interest across these program areas during this time period.

Exhibit 4

Number of Illinois Graduates by Level and Broad Field of Study

	Fiscal Years			Percent Change		Average Annual Percent Change		
	1993	2001	2002	2003	1993-2003	2001-2003	1993-2003	2001-2003
Agriculture								
Pre-Baccalaureate	576	634	734	720	25.0 %	13.6 %	2.3 %	6.6 %
Baccalaureate	520	676	700	692	33.1	2.4	2.9	1.2
Post-Baccalaureate	153	130	139	152	(0.7)	16.9	(0.1)	8.1
Total	1,249	1,440	1,573	1,564	25.2	8.6	2.3	4.2
Business								
Pre-Baccalaureate	5,931	5,222	5,537	5,967	0.6	14.3	0.1	6.9
Baccalaureate	10,348	10,337	11,068	11,684	12.9	13.0	1.2	6.3
Post-Baccalaureate	6,608	7,857	8,535	8,800	33.2	12.0	2.9	5.8
Total	22,887	23,416	25,140	26,451	15.6	13.0	1.5	6.3
Education								
Pre-Baccalaureate	79	110	140	187	136.7	70.0	9.0	30.4
Baccalaureate	4,453	6,356	6,500	6,704	50.6	5.5	4.2	2.7
Post-Baccalaureate	5,548	7,643	8,198	9,186	65.6	20.2	5.2	9.6
Total	10,080	14,109	14,838	16,077	59.5	13.9	4.8	6.7
Engineering								
Pre-Baccalaureate	2,283	1,910	1,950	2,072	(9.2)	8.5	(1.0)	4.2
Baccalaureate	3,771	3,503	3,428	3,357	(11.0)	(4.2)	(1.2)	(2.1)
Post-Baccalaureate	1,458	1,509	1,370	1,577	8.2	4.5	0.8	2.2
Total	7,512	6,922	6,748	7,006	(6.7)	1.2	(0.7)	0.6
Health Sciences								
Pre-Baccalaureate	7,752	8,862	9,129	11,482	48.1	29.6	4.0	13.8
Baccalaureate	2,908	3,346	3,337	3,218	10.7	(3.8)	1.0	(1.9)
Post-Baccalaureate	3,589	4,268	4,117	4,168	16.1	(2.3)	1.5	(1.2)
Total	14,249	16,476	16,583	18,868	32.4	14.5	2.8	7.0
Liberal Arts and Sciences								
Pre-Baccalaureate	9,364	9,794	9,707	10,414	11.2	6.3	1.1	3.1
Baccalaureate	2,552	2,385	2,303	2,444	(4.2)	2.5	(0.4)	1.2
Post-Baccalaureate	88	183	200	216	145.5	18.0	9.4	8.6
Total	12,004	12,362	12,210	13,074	8.9	5.8	0.9	2.8
Social Sciences								
Pre-Baccalaureate	--	--	--	--	--	--	--	--
Baccalaureate	4,340	3,794	3,823	4,074	(6.1)	7.4	(0.6)	3.6
Post-Baccalaureate	779	830	878	832	6.8	0.2	0.7	0.1
Total	5,119	4,624	4,701	4,906	(4.2)	6.1	(0.4)	3.0
Visual and Performing Arts								
Pre-Baccalaureate	413	820	953	1,024	147.9	24.9	9.5	11.7
Baccalaureate	2,406	3,248	3,592	3,816	58.6	17.5	4.7	8.4
Post-Baccalaureate	764	847	891	825	8.0	(2.6)	0.8	(1.3)
Total	3,583	4,915	5,436	5,665	58.1	15.3	4.7	7.4
All Other								
Pre-Baccalaureate	15,665	16,711	16,967	20,054	28.0	20.0	2.5	9.5
Baccalaureate	20,356	22,309	23,188	24,017	18.0	7.7	1.7	3.8
Post-Baccalaureate	11,204	11,549	11,770	12,183	8.7	5.5	0.8	2.7
Total	47,225	50,569	51,925	56,254	19.1	11.2	1.8	5.5

Source: IPEDS Degrees Conferred Survey. The fields of study reflect CIP code groupings and do not necessarily reflect the actual number of degrees granted by a specific college at an institution, such as Education or Liberal Arts.

STATEWIDE PERFORMANCE

Annual sponsored research expenditures

This statewide performance indicator provides a measure of the extent of externally funded research activities at Illinois' doctorate-granting institutions. Research and development (R&D) expenditures measure the competitiveness of the state and its institutions. As shown in Exhibit 5, Illinois' doctorate-granting institutions have maintained a high ranking overall in securing R&D funding as compared to other states, although as noted earlier Illinois ranks in the lower half of states (26th) in R&D expenditures per capita. The lower ranking in the percent of total R&D expenditures from federal sources also suggests that there is an opportunity for growth in this area. It should be noted, however, that an institution's ability to obtain federal funds is directly related to the capability of the institution to attract and retain top-notch faculty and staff.

Exhibit 5
R&D Expenditures at Illinois Doctorate-Granting Institutions
(Dollars in thousands)

R&D Expenditures	FY2000		FY2001		FY2002	
	\$	National Rank	\$	National Rank	\$	National Rank
Doctorate-Granting Institutions, All Sources	1,157,321	7	1,268,364	7	1,415,092	7
Doctorate-Granting Institutions, Federal Sources	672,822	7	733,648	7	829,395	7
Percent of R&D Expenditures from Federal Sources	58%	19	58%	20	59%	22

Source: NSF, Survey of Research and Development Expenditures at Universities and Colleges, FY2002

STATEWIDE PERFORMANCE

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

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

This statewide performance indicator provides a measure of the potential supply of new teachers preparing to enter the K-12 workforce in Illinois.

Exhibit 6 shows the number of students at Illinois public universities completing the requirements necessary for initial teacher certification by certificate area. As illustrated, the number of students has remained relatively stable overall for the past three years. However, there is a slight decrease in the overall number of students completing requirements for the special education certificate, which may be partially explained by the state's reclassification of the special education certificate and the subsequent increased level of rigor to meet these requirements.

Exhibit 6

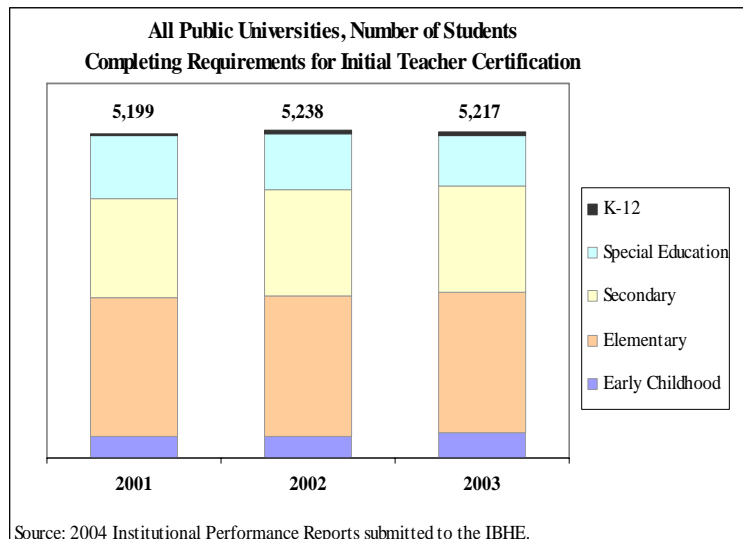
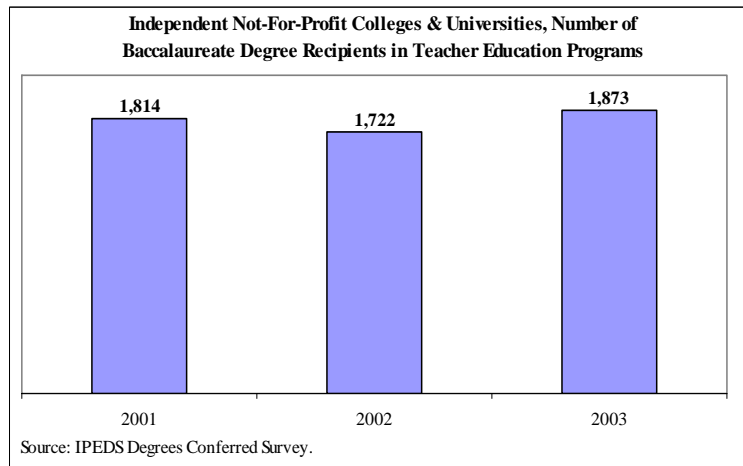


Exhibit 7 shows the number of baccalaureate degree recipients in selected fields of study related to teacher education at Illinois independent colleges and universities. This analysis represents data from 41 independent colleges and universities in Illinois and represents degree completions from four fields of study: Education, General; Special Education; General Teacher Education; and Teacher Education, Specific Subject Areas.⁴ Comparable data for statewide analysis are not available for all Illinois independent colleges and universities with teacher preparation programs. However, the data for those institutions that submitted a *2004 Institutional Performance Report* can be found in the discussion of common-institutional indicators.

Exhibit 7



⁴ The data for the independent not-for-profit colleges and universities reflect degree recipients in these fields as opposed to actual number of students completing requirements for initial teacher certification and are not comparable to the figures discussed in Exhibit 6 for the public universities. These degree data likely understate the actual number of students completing initial teacher education requirements at Illinois independent colleges and universities.

STATEWIDE PERFORMANCE

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Proportion of undergraduate students who receive financial aid

Exhibit 8 shows the percentage of students receiving financial aid by type of aid for each sector and overall. Overall, the percent of students receiving some type of aid has increased slightly from fiscal year 2001 to fiscal year 2003, with the greatest relative growth in loans. It should also be noted that all sectors experienced enrollment growth during this time period, indicating that the overall number of aid recipients has grown as well.

Exhibit 8
Percentage of Undergraduate Students Receiving Financial Aid, By Type and Sector

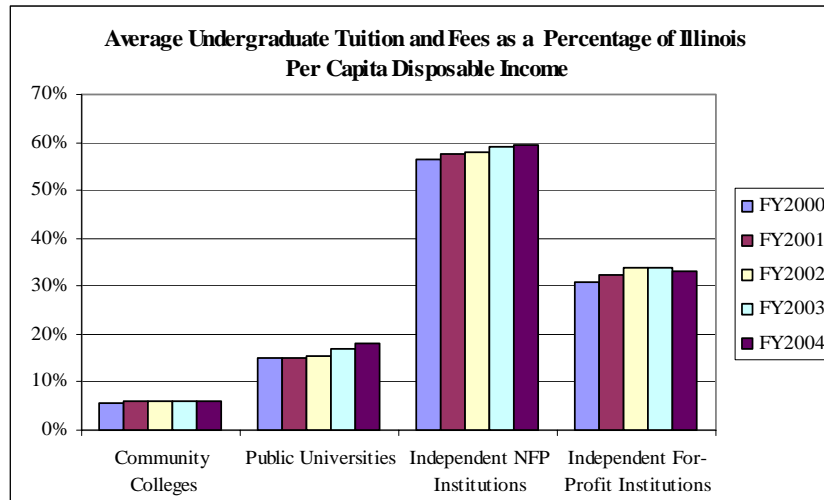
Institutions	Grants, Scholarships, Waivers			Loans			On-Campus Employment			Overall		
	FY01	FY02	FY03	FY01	FY02	FY03	FY01	FY02	FY03	FY01	FY02	FY03
Community Colleges	22.3%	22.8%	23.1%	1.5%	1.7%	2.0%	1.3%	1.3%	1.4%	24.7%	23.2%	24.2%
Public Universities	48.8%	49.7%	50.0%	37.8%	40.6%	42.5%	21.3%	20.1%	19.9%	64.9%	66.6%	67.5%
Independent Not-For-Profit Institutions	54.4%	63.4%	60.2%	44.9%	51.3%	52.3%	15.0%	18.3%	17.6%	67.5%	71.7%	71.0%
Independent For-Profit Institutions	25.5%	43.3%	47.4%	64.5%	78.9%	74.2%	1.8%	1.7%	1.4%	93.9%	96.5%	90.6%
All Institutions	31.3%	33.5%	33.7%	15.4%	17.4%	18.5%	6.6%	6.8%	6.6%	39.2%	39.3%	39.9%

Source: IBHE, Annual Student Financial Aid Surveys.

Average undergraduate tuition and fees versus Illinois per capita disposable income

Exhibit 9 illustrates average undergraduate tuition and fees as a percentage of Illinois per capita disposable income by sector for fiscal year 2000 through fiscal year 2004. As shown, the public universities and independent not-for-profit institutions experienced a gradual increase during this time period. The community colleges have remained relatively steady and the independent for-profit institutions have shown a slight decrease in the most recent fiscal year.

Exhibit 9



STATEWIDE PERFORMANCE

Percent of cost covered by institutional, state and grant aid by income quintile for students who filed a Free Application for Federal Student Aid (FAFSA)

This is the first year that institutions were asked to provide data to calculate a net price of attendance for Illinois undergraduate students who have filed a Free Application for Federal Student Aid (FAFSA) by income quintile. The data necessary to analyze this performance indicator are not available from pre-existing sources, which has limited the level of analysis available for this year's report. Board staff are working with the financial aid community and others to develop an effective mechanism to collect the appropriate data necessary to meet the requirements of this performance indicator.

For this year's report, the analysis is based on data provided by 48 Illinois colleges and universities. Exhibits 10 and 11 illustrate the percentage of the cost to attend a college or university that is covered by institutional, state, and federal grant aid for both dependent and independent students by income quintile for those who have filed a FAFSA. The FAFSA is filed voluntarily by students choosing to apply for student financial aid (e.g., need-based aid, student loans). Therefore, this analysis does not include all undergraduate students. However, Exhibits 10 and 11 show that the level of grant aid provided is greatest for those students in this sample with the highest need and declines as income levels increase. Thus, Illinois higher education institutions are working to ensure that those students with the greatest need are being assisted financially to pursue a postsecondary education.

Exhibit 10

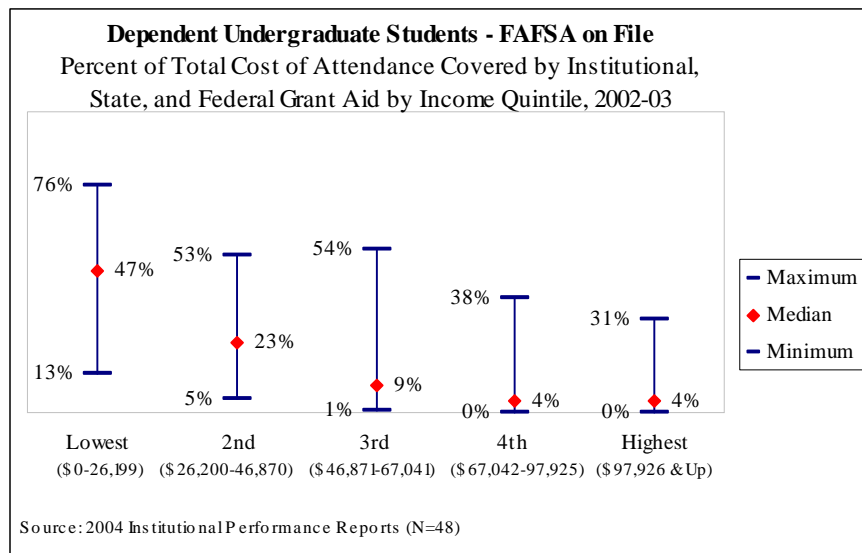
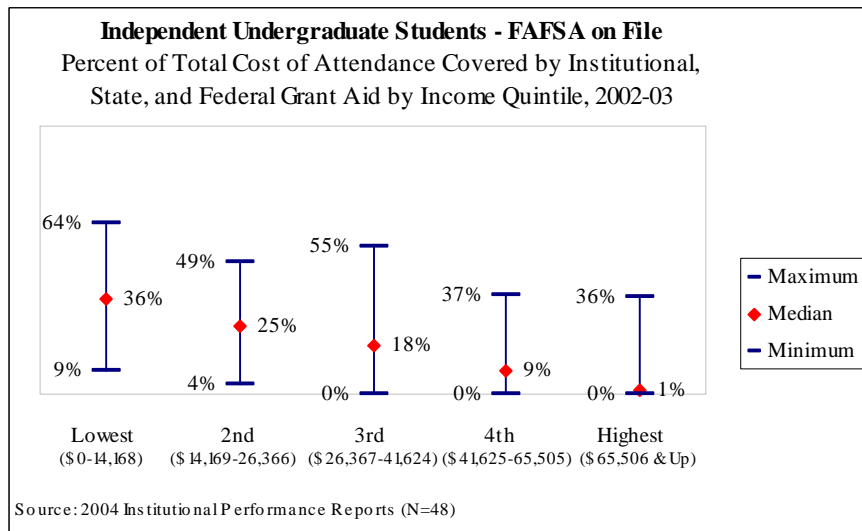


Exhibit 11



STATEWIDE PERFORMANCE

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs

Completions by race/ethnicity, all sectors

This statewide performance indicator reflects the success of Illinois higher education in graduating students from underrepresented groups in particular. As shown in Exhibit 12, completions at all levels have increased over this time period. In addition, while degree completions for Black and Hispanic students have generally increased over the last decade, there is still much room for improvement, particularly given the projected increase in the number and diversity of Illinois high school graduates in the coming decade.

Exhibit 12

Completions by Race/Ethnicity and Gender All Sectors by Fiscal Year									
Degree	Demographics	1993		2001		2002		2003	
		#	%	#	%	#	%	#	%
Pre-Baccalaureate	Race/Ethnicity:								
	Black	5,830	13.9%	7,586	17.2%	7,145	15.8%	8,523	16.4%
	Hispanic	2,641	6.3%	4,008	9.1%	4,615	10.2%	5,138	9.9%
	White	31,841	75.7%	29,683	67.4%	30,624	67.9%	34,984	67.4%
	All Other	1,751	4.2%	2,786	6.3%	2,733	6.1%	3,275	6.3%
	Gender:								
	Male	16,965	40.3%	18,307	41.5%	18,532	41.1%	21,812	42.0%
Female	25,098	59.7%	25,756	58.5%	26,585	58.9%	30,108	58.0%	
	Total Degrees	42,063		44,063		45,117		51,920	
Baccalaureate	Race/Ethnicity:								
	Black	3,847	7.4%	5,213	9.3%	5,595	9.7%	5,819	9.7%
	Hispanic	1,622	3.1%	2,961	5.3%	3,375	5.8%	3,822	6.4%
	White	41,932	81.2%	40,163	71.8%	41,224	71.2%	41,964	69.9%
	All Other	4,253	8.2%	7,617	13.6%	7,745	13.4%	8,401	14.0%
	Gender:								
	Male	24,841	48.1%	23,994	42.9%	24,952	43.1%	25,801	43.0%
Female	26,813	51.9%	31,960	57.1%	32,987	56.9%	34,205	57.0%	
	Total Degrees	51,654		55,954		57,939		60,006	
Post-Baccalaureate	Race/Ethnicity:								
	Black	1,842	6.1%	2,732	7.8%	2,876	8.0%	2,909	7.7%
	Hispanic	656	2.2%	1,243	3.6%	1,198	3.3%	1,313	3.5%
	White	21,999	72.9%	21,452	61.6%	22,846	63.3%	23,497	61.9%
	All Other	5,694	18.9%	9,389	27.0%	9,178	25.4%	10,220	26.9%
	Gender:								
	Male	15,166	50.2%	15,708	45.1%	16,283	45.1%	17,233	45.4%
Female	15,025	49.8%	19,108	54.9%	19,815	54.9%	20,706	54.6%	
	Total Degrees	30,191		34,816		36,098		37,939	

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, and Race/Ethnicity Unknown.

STATEWIDE PERFORMANCE

Completions by disability status

As part of the *2004 Institutional Performance Report*, institutions were asked to submit information pertaining to completions for students with disabilities. One of the difficulties faced by institutions in “counting” these students is the reliance on students to self-report a “disability” (e.g., auditory, learning, medical, mental, mobility, visual). Therefore, unless a student seeks special accommodations or disability-related services, the institution is unaware that these students have a disability. Often a student’s needs may be met by current accommodations and as such have no reason to self-report. Therefore, at this time, the data available for this indicator is limited.

The IBHE has indicated that it is essential that issues surrounding the statewide development and distribution of postsecondary disability information be addressed in order to develop an effective higher education disability policy. As a starting point, Illinois higher education institutions were asked to assess the effectiveness of their services supporting students with disabilities as a requirement of the *Underrepresented Groups Report*.⁵ As a second step, a Higher Education Cooperation Act (HECA) Grant was awarded in fiscal year 2005 to develop disability access metrics for postsecondary education. By the end of this three-year grant, IBHE will have a systematic approach for the ongoing collection of data on disability access and outcomes within and across institutions that will serve as an objective basis for policy decisions at institutional and statewide levels for maximizing the postsecondary access, opportunity, and outcomes of students with disabilities.

Progress of these projects and other initiatives developed by the Board’s Disabilities Advisory Committee will be presented in future reports until time allows for adequate collection of data to sufficiently address this indicator.

⁵ See *Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education (June 2004)*. Available at <http://www.ibhe.org/Board/Agendas/2004/June/UnderrepGroups2004.pdf>.

STATEWIDE PERFORMANCE

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

In recent years, regional accrediting bodies for colleges and universities have turned to formalizing the assessment of student learning outcomes and have identified the assessment process as a necessary element of quality and public accountability. *The Illinois Commitment* (1999) stipulated that “by 2004, all academic programs will systematically assess student learning and use assessment results to improve programs.”

The IBHE has worked with the public colleges and universities to develop and implement assessment plans for general education and all undergraduate and graduate programs. Beginning with the *2004 Institutional Performance Report*, assessment of student learning is required as component of each program review report. The review must demonstrate existence of and commitment to a “formal feedback/improvement mechanism” and show how the results of this mechanism are used to improve curriculum, instruction, and learning.

National Forum on College-Level Learning: Pilot project on assessment of college student learning

This statewide performance indicator highlights Illinois’ participation in this first-ever effort to develop a national model for collecting comparable state-level information on college student learning outcomes.

At its February 4, 2003 meeting, the IBHE endorsed participation in the National Forum on College-Level Learning, a project funded by The Pew Charitable Trusts. The five states chosen to participate in this project included Illinois, Kentucky, Nevada, Oklahoma, and South Carolina. In Illinois, seven public and private colleges and universities and 12 community colleges were included. The goal of the study was to develop a test model for collecting and analyzing comparable college-level learning information across states for the purpose of benchmarking.

The findings from this pilot study were utilized by the National Center of Public Policy and Higher Education in *Measuring Up 2004: The National Report Card on Higher Education* to establish a set of measures to be used for the learning category. The project identified the following results for Illinois:

- High literacy performance mirrors high levels of educational attainment in Illinois and suggests above-average abilities of the population to perform real-world tasks.
- Higher than average proportions of college graduates appear to be prepared to enroll in traditional graduate study.
- High levels of performance on direct measures of student learning (e.g., problem-solving, reading comprehension, writing) for graduates of both two-year and four-year institutions suggest strong high school preparation of Illinois students.

At the same time, it is important to note that the assessment results from this pilot study reflect relatively small numbers of students and states, so these results should be viewed in that context. Also, there were many logistical and technical challenges throughout the study in Illinois and the other participating states. However, the process of conducting the study indicated that the development of a model to assess student learning at a state-level in a way that is consistent across states is possible.

STATEWIDE PERFORMANCE

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Cost of instruction per credit hour

This statewide performance indicator provides a measure of instructional efficiency over time for public universities and community colleges. Analyses of the full cost of instruction (both direct and indirect) at Illinois' public colleges and universities are utilized for this statewide performance indicator. However, different methodologies are used to determine costs at the community colleges and public universities. Further, the community college data reflects costs for lower division undergraduate programs only, whereas the public university data reflects costs for all undergraduate, graduate, and some first professional programs. *Therefore, comparisons should not be made between data presented for the community colleges and the public universities.*

Community Colleges

Exhibits 13 and 14 provide an overview of the statewide average net instructional cost per credit hour at Illinois' community colleges from fiscal year 2001 through fiscal year 2003 by total and cost distribution by activity. The community college costs include expenditures from local taxes, student tuition and fees, other local sources, state grants, and federal grants. As illustrated in Exhibit 13, unit costs have slightly decreased over the past three years, when accounting for inflation, reflecting in part a decline in state support during this period. Exhibit 14 shows that the distribution of cost activity remained stable during this period of time.

Exhibit 13

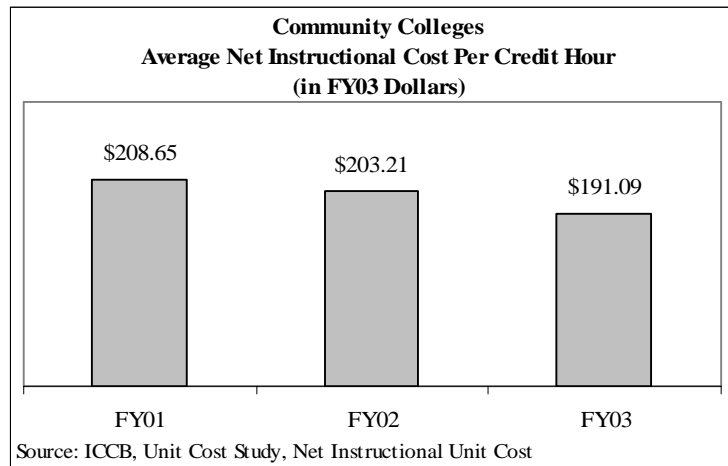


Exhibit 14

Community Colleges			
Cost per Credit Hour (% of Total)	FY01	FY02	FY03
Instruction	40.6 %	40.0 %	43.6 %
Instructional Support	46.6 %	47.4 %	43.2 %
Operation and Maintenance	12.9 %	12.6 %	13.2 %
Total	100.0 %	100.0 %	100.0 %

Source: ICCB, Unit Cost Study, Net Instructional Unit Cost.

STATEWIDE PERFORMANCE

Public Universities

Exhibits 15 and 16 provide an overview of the statewide average instructional cost per credit hour at Illinois' public universities from fiscal year 2001 through fiscal year 2003 in total and cost distribution by activity.⁶ The public university costs include expenditures from state appropriated and university income funds (i.e., tuition revenue). As illustrated in Exhibit 15, the average total instructional cost per credit hour at Illinois public universities has declined over the last three years, when accounting for inflation, also reflecting reductions in state support during this period.

Exhibit 15

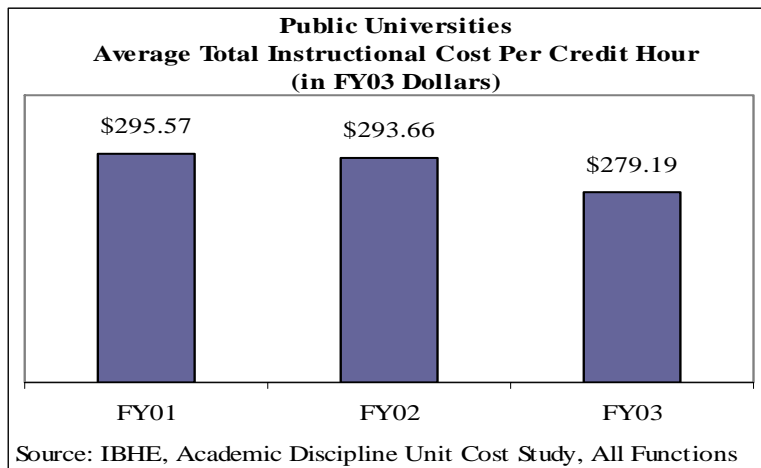


Exhibit 16

Public Universities			
Cost per Credit Hour (% of Total)	FY01	FY02	FY03
Instruction	58.5 %	59.6 %	58.8 %
Academic & Student Support	14.6 %	14.5 %	14.6 %
Institutional Support	12.2 %	12.4 %	13.0 %
O&M Physical Plant	14.7 %	13.5 %	13.6 %
Total	100.0 %	100.0 %	100.0 %

Source: IBHE, Academic Discipline Unit Cost Study, All Functions.

First-time, full-time freshmen status at 150 percent of catalog time

Note: Any comparison of graduation rate and time to degree must be considered within the context of institutional mission and student choice. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with large numbers of transfer or part-time students than those serving a more traditional student population.

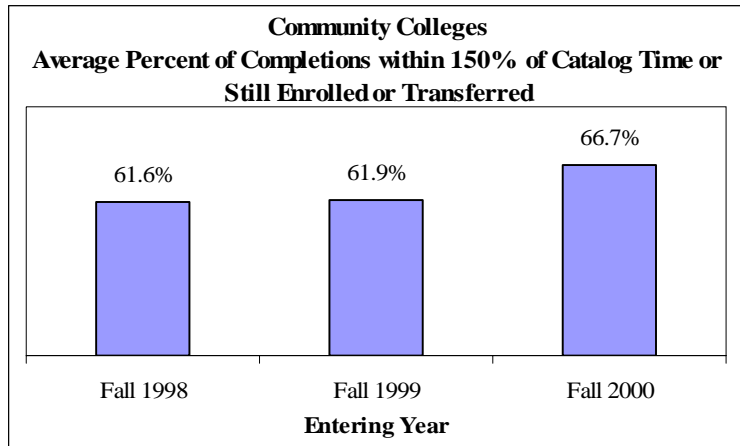
This statewide performance indicator provides a snapshot of student success at Illinois colleges and universities. Exhibits 17 through 19 present a measure of graduation within 150 percent of “catalog time” for students enrolling as first-time, full-time students. This equates to three years for students at community colleges and six years for students at public universities and four-year independent institutions. For community colleges, this measure also includes those students who are still enrolled or

⁶ Includes costs for all undergraduate, graduate, and some first professional programs.

STATEWIDE PERFORMANCE

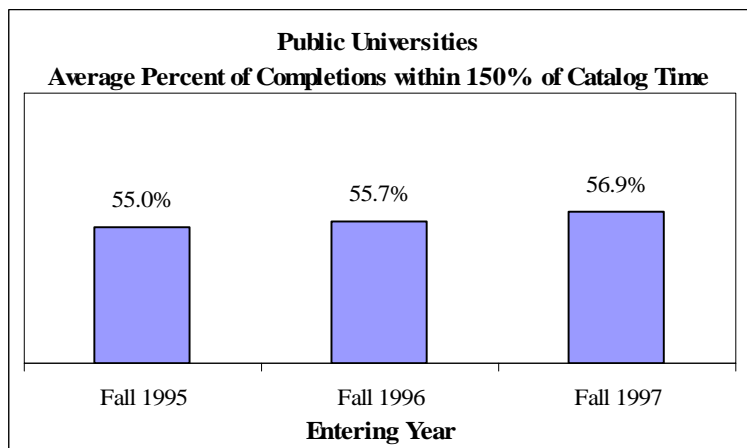
transferred during this time period. Exhibits 17 and 18 illustrate continued improvement in graduation rates for the public colleges and universities during the last three years. Exhibit 19 shows that graduation rates at independent four-year colleges have remained steady overall. Please note that the four-year independent institutions include a very diverse mix of colleges and universities (e.g., size, longevity, mission, resources, constituencies).

Exhibit 17



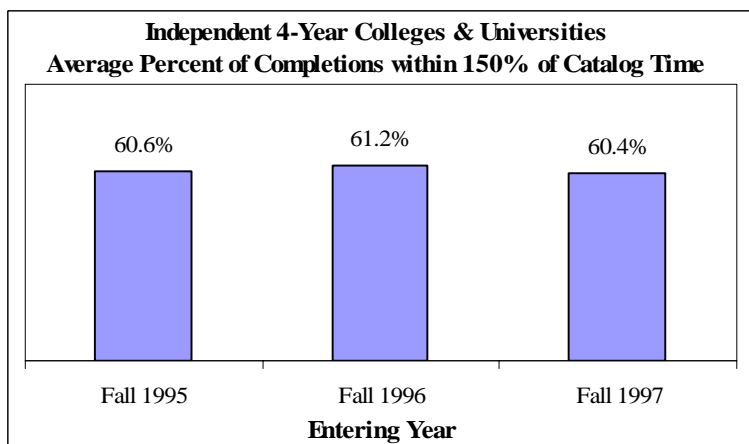
Source: ICCB Records.

Exhibit 18



Source: IPEDS Graduation Rate Survey.

Exhibit 19



Source: IPEDS Graduation Rate Survey.

INSTITUTIONAL PERFORMANCE BY SECTOR

SECTOR PERFORMANCE: COMMUNITY COLLEGES

SECTOR OVERVIEW

In Fall 2003, over 365,000 students were enrolled at Illinois' 48 community colleges – over 235,000 in undergraduate programs, approximately 53,300 in pre-collegiate instruction, and almost 76,000 in continuing education courses. In academic year 2002-03, the community colleges granted over 45,000 certificates and associate degrees. The following discussion highlights the accomplishments, plans, and challenges reported by Illinois' community colleges in addressing the following three goals of *The Illinois Commitment*: economic growth (Goal 1), affordability (Goal 3), and accountability and productivity (Goal 6).¹

Economic Growth

Accomplishments in 2004. Illinois community colleges continue to provide a lead role in building a skilled and globally competitive workforce by increasing the number of partnerships with business and industry, economic development entities, and labor organizations; integrating advisory committees of employers and practitioners into course planning and development; conducting needs assessments; providing customized training; offering job search assistance; and delivering entrepreneurship seminars and workshops.

During fiscal year 2004, a dire need for skilled workers was expressed by the healthcare industry, and community colleges are responding. Many colleges focused efforts on healthcare staffing issues during the past fiscal year and are continuing to address this ongoing need in the current year. Colleges provided health career fairs, launched healthcare media campaigns, and delivered comprehensive training in the allied health professions.

Illinois community colleges developed partnerships with business and industry, economic development entities, labor organizations, and other colleges to address a variety of emerging workforce development needs. For example, in an effort to "...strengthen Illinois' system of workforce and economic development to build a skilled and globally competitive workforce throughout the state", the Illinois Department of Commerce and Economic Opportunity launched the "Critical Skills Shortages Initiative" (CSSI). Community colleges have been key players in the local partnerships that are developing workforce strategies through the CSSI.

Plans for 2005. Community colleges continue to plan and prioritize for the future in an era of declining budgets and loss of industry in the state. The colleges are refocusing and creating new programs in occupational areas such as manufacturing, welding, and "trade" programs; developing new partnerships or strengthening existing collaborations with economic development, businesses, and other educational institutions; and continuing to engage in state-level initiatives and partnerships. Additionally, community colleges are planning to provide more access to programs and services to those in need of adult education and English-as-a-Second Language – specifically Spanish speaking residents.

Challenges for 2005. The overwhelming challenge that community colleges will face in fiscal year 2005 is tight funding. Sustaining or expanding current programs and services with diminished resources will be extremely challenging. Colleges will be forced to reallocate existing resources to support essential programs, services, and personnel that were previously supported through external funding sources. An aging core group of faculty is another challenge. Just as business and industry is suffering from worker shortages due to retirements of skilled workers, community colleges must address the same labor needs.

¹ ICCB, Illinois Community College System Performance Report for Fiscal Year 2004. Available at <http://www.iccb.state.il.us/HTML/pdf/reports/fy04performancerpt.pdf>

SECTOR PERFORMANCE: COMMUNITY COLLEGES

Affordability

Accomplishments in 2004. The colleges use a variety of strategies to provide financial assistance beyond what is available to students from state and federal sources. The most commonly used strategies for assisting students with unmet need include partnerships with community groups and local employers; scholarships from college Foundations and other contributors; tuition payment plans; textbook loan or rental programs; assistance with transportation, daycare, and other costs that limit students' ability to attend class; emergency loan funds; and new or streamlined administrative systems to manage and monitor the financial aid process.

Most colleges reported that applications for state and federal financial aid and for local scholarships and awards have increased substantially during the past year. Several indicated that fund-raising efforts and new endowments have made additional scholarship opportunities available, while others indicated that a depressed economy is creating increased competition for charitable and philanthropic donations.

Because community colleges are committed to providing all citizens with an affordable education, they make every effort to inform students and parents of financial assistance opportunities that are available. The most commonly mentioned methods of communicating this information include financial aid presentations at high schools, at new student orientations, and at various community locations; print and other media materials for the college and/or the community at large; college Web pages; financial aid application workshops; and participation in the Illinois Student Assistance Commission's new College Zone program. Colleges with significant Hispanic or other bilingual populations also offer bilingual presentations and materials.

Plans for 2005. Colleges indicated plans to continue their current efforts to provide financial assistance to students with need. Most also indicated that they will seek additional funds to support these efforts through enhanced fund-raising, utilizing available community resources, and seeking grant funding. Many indicated the possibility of additional increases in tuition and fees if other revenue streams continue to shrink.

Challenges for 2005. Clearly, the major challenges identified by the colleges relate to the impact on students and institutions of state and federal financial aid funding decisions and continuing budget reductions.

Accountability and Productivity

Community colleges are accountable to multiple constituencies because they are supported by a combination of public funds (local, state, and federal), student tuition and fees, and private funds. Each college has developed a system of measuring and reporting institutional productivity and cost effectiveness to its elected board of trustees and to district residents.

At the **state level**, there are a number of initiatives and data collection systems that document the colleges' productivity and cost effectiveness, both individually and collectively. Examples include the annual enrollment and completion report, transfer tracking, follow-up surveys of career and technical education program graduates, the unit cost study, and program review. At the **federal level**, performance measures have been established as part of the requirements for institutions that receive funds as training providers under the Workforce Investment Act (WIA Title I), Adult Education, Family Literacy and English-as-a-Second Language (WIA Title II), and Career and Technical Education (Perkins Postsecondary).

Accomplishments in 2004. Many colleges reported being immersed in continuous quality improvement

SECTOR PERFORMANCE: COMMUNITY COLLEGES

plans to further strengthen college planning and evaluation efforts. Several colleges indicated that they were able to cut costs in various ways such as reducing underused programs, consolidating departments, and sharing staff/facilities/equipment with other departments and outside schools/businesses. Almost every college reported increased scrutiny in regards to filling vacant positions, ranging from evaluating the necessity of any position that becomes vacant to some form of hiring freeze. Many schools indicated that they had strategically improved college facilities and added priority programs to meet emerging community needs in fiscal year 2004.

Plans for 2005. One major theme running through the fiscal year 2005 college plans is using technology to improve efficiency and effectiveness. Almost all colleges are planning to implement enhancements to computer technology in targeted program areas. This enhanced technology will include software for data tracking, on-line registration and payment, strengthening student record systems, purchasing and accounts payable, upgrading computer databases for career searches, and upgrading program assessment and student advisement systems. Several colleges also reported continuing in various stages of their Master Plans, with direct attention to facility upgrades. Several colleges also refer to the constant search for ways to alleviate budget pressures by either increasing funding (i.e., through additional grants or fundraising) or reducing spending (i.e., merging divisions or re-evaluating programs).

Challenges for 2005. Financial issues dominate the list of challenges throughout the community college system for fiscal year 2005. Atop the list are concerns about the continued reduction in funding, whether the reduction comes from state support or local support such as reduced assessed valuations and tax caps. Challenges resulting from these funding issues include adjusting tuition/fees, reducing programs, finding ways to maintain the quality of programs and faculty/staff, deteriorating facilities, keeping pace with technology needs, training for faculty/staff, exploring expanding markets for the college, growing district populations, and identifying and securing alternate means of funding. Additional related concerns include level or growing enrollments, increased expectations of students and other customers, implementing facilities master plans, combining/centralizing various departments, changes in funding formulas and grant awards, and implementing the continuous quality improvement processes without adequate funds.

FOR ADDITIONAL INFORMATION

The *Statewide Performance Report* provides a summary of data and other information provided by the institutions through their *2004 Institutional Performance Report* submissions. For additional information, the *Illinois Community College System Performance Report for Fiscal Year 2004* is available for viewing at the IBHE website, <http://www.ibhe.org/PerformanceIndicators/PerformanceReport2004.htm>.

SECTOR PERFORMANCE: COMMUNITY COLLEGES

COMMON INSTITUTIONAL INDICATORS

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

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

This common institutional indicator provides a measure of the relative success of an institution in preparing students to enter the workforce or pursue further specialized education or training. Exhibit 20 presents the findings of the fiscal year 2003 study. In addition, the three-year average from fiscal year 2001 to 2003 indicates that almost 9 out of 10 career and technical graduates from Illinois community colleges were either employed or enrolled in further education within one year of graduation.²

Exhibit 20
Undergraduate Students Employed or Enrolled in Further Education
Within One Year of Graduation

Minimum	Median	Maximum
40.0%	89.4%	100.0%

Source: ICCB, Follow-Up Study of FY2003 Career & Technical Education Program Graduates.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Associate of Arts in Teaching: Community colleges play an important role in the initial preparation of a large number of the state's teachers. ICCB studies have shown that over 60 percent of the graduates of public university teacher preparation programs in Illinois have some transfer credit from a community college and, more importantly, 44 percent of teacher education graduates complete a year or more of their programs at a community college. In addition, the accessibility of the statewide community college system, the country's third largest, provides the opportunity to tap new pools of potential teachers, particularly in communities with large minority populations and/or those located in hard-to-serve areas. In September 2002, in cooperation with the Illinois Board of Higher Education (IBHE), ICCB, and the Illinois State Board of Education (ISBE), the University of Illinois formed a steering committee to develop Associate of Arts in Teaching (AAT) degree models. The steering committee includes representatives of public and private universities, community colleges, and the three state education agencies. The group has worked to develop AAT degree models that will attract students into high need teaching disciplines and facilitate the transfer of lower-division students desiring to become teachers in those disciplines into upper-division teacher education programs. Workgroups of community college and university faculty have assisted in the development of the degree models by aligning professional education and content courses with appropriate Illinois and NCATE standards. To date, AAT degree models for Secondary Mathematics and Secondary Science have been completed. Three community colleges have received approval to offer the AAT in Secondary Mathematics and applications from six additional colleges are being reviewed. The first application for the AAT in Secondary Science has been received as well. Faculty workgroups currently are completing recommendations for AAT degree models in Special Education and Early Childhood Education.

² ICCB (October 2004). Illinois Community College System Performance Report for Fiscal Year 2004.

SECTOR PERFORMANCE: COMMUNITY COLLEGES

Paraprofessional Initiatives: The development of the model certificate and Associate in Applied Science for Paraprofessional Educators degree and the Paraprofessional Test Preparation Project contributed to Illinois being one of only two states ranked as "very well prepared" to meet the No Child Left Behind Act's deadline for ensuring that paraprofessionals meet new federal requirements. The ranking was part of a report published in early 2004 by the American Federation of Teachers (AFT), titled "AFT Midterm Report on the Status of State Efforts to Assist Paraprofessionals in Meeting No Child Left Behind Requirements."

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Percent of total cost of attendance covered by institutional, state and grant aid by income quintile for students who filed a Free Application for Federal Student Aid (FAFSA)

The following analysis is based on data provided by 21 Illinois community colleges. Exhibits 21 and 22 illustrate the percentage of the total cost to attend a community college that is covered by institutional, state, and federal grant aid for both dependent and independent students by income quintile for those who have filed a FAFSA. The FAFSA is filed voluntarily by students choosing to apply for student financial aid (e.g., need-based aid, student loans). Therefore, this analysis does not include all undergraduate students. Total cost of attendance includes tuition and fees, room and board, books, transportation, and other miscellaneous expenses. As noted for both groups of students in this sample, the level of grant aid provided relative to cost of attendance is greatest for those students with the most financial need and declines as income levels increase.

Exhibit 21

Community Colleges					
Dependent Undergraduate Students - FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-26,199)	2nd (\$26,200-46,870)	3rd (\$46,871-67,041)	4th (\$67,042-97,925)	Highest (\$97,926 & Up)
Maximum	69%	34%	21%	18%	12%
Median	46%	16%	5%	3%	1%
Minimum	25%	6%	1%	0%	0%

Source: IBHE, 2004 Institutional Performance Reports. (N=21)

Exhibit 22

Community Colleges					
Independent Undergraduate Students - FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-14,168)	2nd (\$14,169-26,366)	3rd (\$26,367-41,624)	4th (\$41,625-65,505)	Highest (\$65,506 & Up)
Maximum	64%	49%	55%	37%	5%
Median	41%	26%	22%	8%	0%
Minimum	11%	8%	6%	2%	0%

Source: IBHE, 2004 Institutional Performance Reports. (N=21)

SECTOR PERFORMANCE: COMMUNITY COLLEGES

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

Completions by race/ethnicity and gender (by level)

Exhibit 23 illustrates all degrees, including both certificates and associate degrees, completed within the Illinois Community College System by race/ethnicity and gender. As noted, the total number of degrees granted has grown significantly in recent years, primarily due to a growth in certificates.

Exhibit 23

Completions by Race/Ethnicity and Gender Community Colleges by Fiscal Year									
Degree	Demographics	1993		2001		2002		2003	
		#	%	#	%	#	%	#	%
Pre-Baccalaureate	Race/Ethnicity:								
	Black	4,540	12.4%	6,144	16.0%	5,546	14.2%	6,714	14.8%
	Hispanic	1,537	4.2%	2,741	7.1%	3,119	8.0%	3,666	8.1%
	White	28,865	79.0%	27,175	70.7%	28,051	72.0%	32,145	70.9%
	All Other	1,583	4.3%	2,350	6.1%	2,230	5.7%	2,805	6.2%
	Gender:								
	Male	14,601	40.0%	16,016	41.7%	16,108	41.4%	19,172	42.3%
Female	21,924	60.0%	22,394	58.3%	22,838	58.6%	26,158	57.7%	
Total Degrees	Total Degrees	36,525		38,410		38,946		45,330	

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, and Race/Ethnicity Unknown.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Extent to which institutional quality and effectiveness are recognized by graduates

Exhibit 24 provides the percent of students responding to the Occupational Follow-Up Study who were satisfied/very satisfied with program components, courses outside the program major, and support programs and services. Overall, levels of satisfaction have increased slightly during this period.

Exhibit 24

Illinois Community College System Graduate Satisfaction			
Descriptor	2001	2002	2003
Maximum	99.8 %	100.0 %	100.0 %
Median	86.3 %	88.6 %	89.5 %
Minimum	62.2 %	72.8 %	68.8 %

Source: ICCB, FY01-03 Occupational Follow-Up Study.

SECTOR PERFORMANCE: COMMUNITY COLLEGES

Pass rates on professional/occupational licensure exams

This common institutional indicator provides a measure of program quality assurance and effectiveness. However, these results serve as just one limited measure of student learning by demonstrating that the student has gained the knowledge required for licensing or to practice in that profession. Exhibits 25 through 28 summarize community college student performance on professional/occupational exams in the fields of nursing, dental hygiene, radiologic technology, and emergency medical technician.

Exhibit 25

Illinois Community College System NCLEX – RN/ADN			
Institution	2001	2002	2003
Number of Community Colleges Reporting	41	42	42
Maximum Pass Rate	100%	100%	100%
Median	88%	90%	91%
Minimum Pass Rate	62%	75%	70%
<i>National Pass Rate</i>	86%	87%	87%

Source: 2004 Institutional Performance Reports.

Exhibit 26

Illinois Community College System Dental Hygiene			
Institution	2001	2002	2003
Number of Community Colleges Reporting	8	10	10
Maximum Pass Rate	100%	100%	100%
Median	100%	96%	99%
Minimum Pass Rate	87%	88%	94%
<i>National Pass Rate</i>	95%	95%	93%

Source: 2004 Institutional Performance Reports.

Exhibit 27

Illinois Community College System Radiologic Technology			
Institution	2001	2002	2003
Number of Community Colleges Reporting	16	17	17
Maximum Pass Rate	100%	100%	100%
Median	93%	88%	91%
Minimum Pass Rate	71%	75%	48%
<i>National Pass Rate</i>	88%	88%	89%

Source: 2004 Institutional Performance Reports.

Exhibit 28

Illinois Community College System Emergency Medical Technician			
Institution	2001	2002	2003
Number of Community Colleges Reporting	20	21	23
Maximum Pass Rate	100%	100%	100%
Median	96%	97%	97%
Minimum Pass Rate	59%	62%	75%

Source: 2004 Institutional Performance Reports.

SECTOR PERFORMANCE: COMMUNITY COLLEGES

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Cost of instruction per credit hour

This common institutional indicator provides a measure of instructional efficiency over time for the institution. Exhibit 29 presents the net instructional unit cost ranging from the lowest to the highest institutional costs within the community college system. Exhibits 30 through 32 illustrate the range of total instructional cost components as a percent of the total cost among all Illinois community colleges.

Exhibit 29

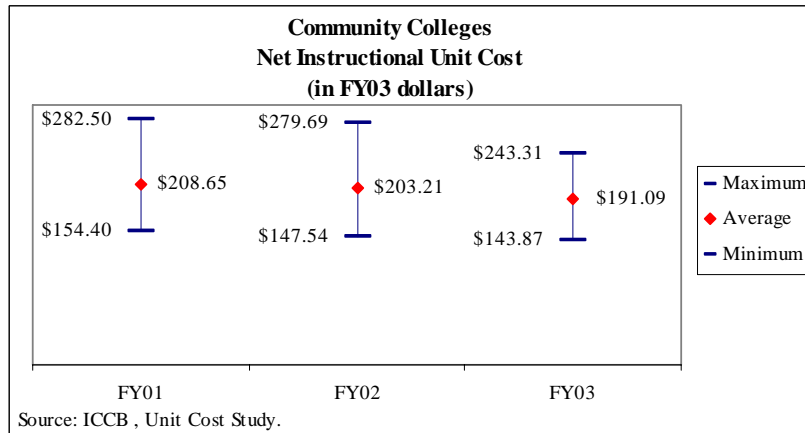


Exhibit 30

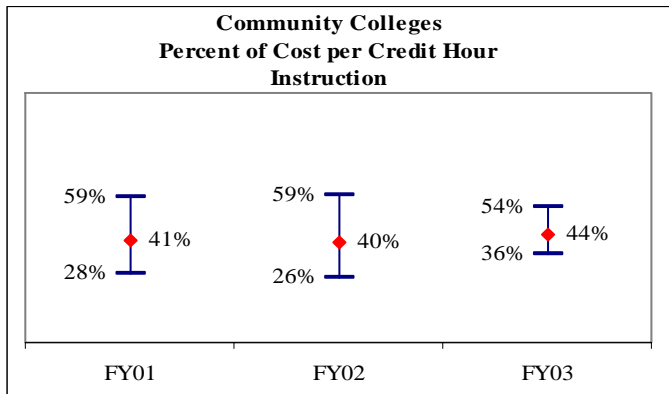


Exhibit 31

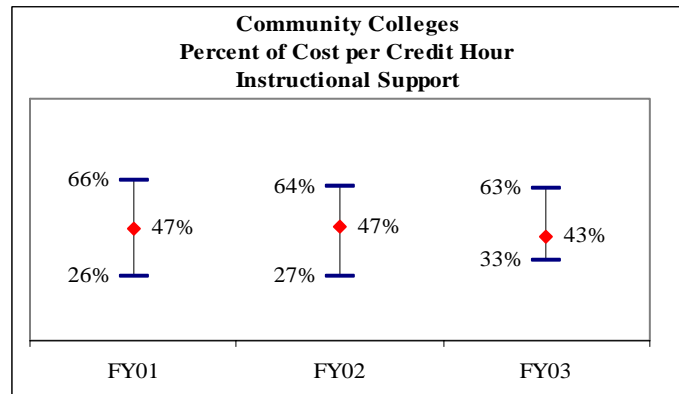
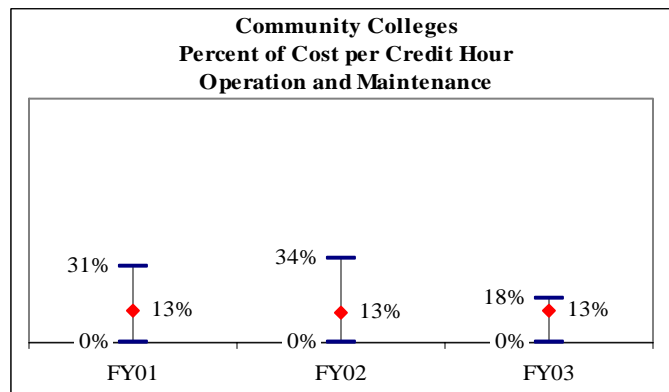


Exhibit 32



SECTOR PERFORMANCE: COMMUNITY COLLEGES

First-time, full-time freshmen status at 150 percent of catalog time

This common institutional indicator provides a commonly recognized measure of student success. For community colleges, the measure examines the proportion of first-time, full-time freshmen who complete their degrees within 150 percent of catalog time or are still enrolled or transferred. Catalog time for community colleges equates to tracking a cohort for three years. As noted previously, any comparison of graduation rate and time to degree must be considered in the context of institutional missions, as well as student choices. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with a large number of part-time students, such as community colleges, than those serving a more traditional student population. Overall, this indicator has increased during this time period.

Exhibit 33

Community Colleges			
Average Percent Completions within 150% of Catalog Time or Still Enrolled or Transferred			
Descriptor	Entering Year		
	Fall 1998	Fall 1999	Fall 2000
Maximum	71.4%	74.9%	77.5%
Average	61.6%	61.9%	66.7%
Minimum	36.1%	44.0%	42.9%

Source: ICCB Records.

SECTOR PERFORMANCE: COMMUNITY COLLEGES

MISSION-SPECIFIC INSTITUTIONAL INDICATORS

The mission-specific indicators serve to highlight the distinctive and unique contributions of each institution and the sector to Illinois' higher education system. Colleges are not required to identify a certain number of mission-specific indicators or identify indicators for every goal of *The Illinois Commitment*. Exhibit 34 provides a snapshot of the types of mission-specific indicators selected by Illinois community college districts.³ (Appendix B provides the mission statement for each community college as well as the corresponding district number.)

Exhibit 34
Selected Mission-Specific Indicators Reported by District Number

GOAL 1: Economic Growth	District Number
Number of <u>businesses</u> provided with technical assistance through college Business and Industry Centers.	502, 503, 508-04, 511, 513, 514, 517, 518, 519, 521, 522, 523, 525, 526, 527, 529, 532, 533
Number of <u>individuals</u> receiving customized training through college Business and Industry Centers.	502, 503, 505, 508-01, 508-03, 508-06, 508-07, 519, 524, 525, 526, 527, 529, 530, 532, 535, 536, 537, 539, 540
Number of <u>current workers</u> receiving training through college Business and Industry Centers.	502, 505, 525, 526, 529, 534
Number of businesses attracted or retained through college Business and Industry Centers.	502, 505, 525, 526
Total number of Business and Industry Center <u>courses/workshops</u> conducted.	504, 505, 507, 514, 519, 521, 523, 525, 526, 529, 532, 534, 535, 537
Number of Business and Industry Center <u>courses/workshops</u> conducted in computer skills enhancement.	501,525,526
Number of Business and Industry Center <u>courses/workshops</u> conducted in Quality process improvement (i.e., ISO) training.	515, 525, 526
GOAL 2: P-12 Partnerships	District Number
Number of collaborative partnerships with university teacher education programs.	502, 508-04, 508-07, 518, 531
Number of <u>course sections</u> provided for teachers and administrators as a registered provider through professional development activities (CPDU/CEU).	505, 513, 516, 524, 532, 535
Number of teacher education CEU's provided	508-01, 517, 518
Number of <u>teachers and administrators served</u> by the institution as a registered provider through professional development activities (CPDU/CEU). (Institutional)	519, 530, 531, 535, 537, 539
Number of collaborative partnerships with K-12 schools and/or school districts.	502, 505, 506, 508-03, 508-06, 508-07, 519

³ ICCB, Illinois Community College System Performance Report for Fiscal Year 2004.

SECTOR PERFORMANCE: COMMUNITY COLLEGES

GOAL 3: Affordability	District Number
Tuition and basic fees for a full-time in-district student.	504, 505, 507, 508-07, 511, 519, 521, 524, 525, 526, 530, 531, 533, 535, 537
Number of enrolled students who receive Monetary Award Program (MAP) grants.	502, 503, 505, 514, 515, 518, 519, 525, 527, 531, 533, 540
Number of enrolled students who receive Illinois Incentive for Access (IIA) grants.	502, 505, 514, 515, 522, 525
Number of enrolled students who receive Pell Grants.	502, 505, 508-01, 508-03, 508-04, 508-06, 513, 514, 515, 517, 519, 525, 527, 531
Proportion of graduates with zero student loan debt.	505
Number of first generation college students served.	506, 508-02, 514, 525, 534
GOAL 4: Access and Diversity	District Number
Number of students enrolled by race/ethnicity, disability status, and gender.	503, 505, 507, 508-02, 508-03, 508-04, 508-06, 512, 514, 518, 519, 521, 525, 526, 527, 530, 531, 537, 539, 540
Number of students served through adult education coursework (ABE/ASE).	502, 505, 519, 522, 523, 525, 526, 529, 531, 533, 535, 536
Number of students served through English-as-a-Second Language (ESL) coursework.	502, 505, 508-02, 523, 524, 525, 526, 534, 535, 536
Number of level advancements in Adult Education (ABE/ASE).	525, 526, 536
Number of level advancements in English-as-a-Second Language	508-02, 515, 525, 526, 536
Number of students served through remedial coursework.	502, 503, 505, 506, 507, 513, 515, 519, 523, 525, 526, 529, 534, 535
Remedial credits earned versus attempted.	502, 504, 505, 511, 525, 526, 534
Number of <u>courses</u> offered through distance learning.	518,526,533
Number of <u>students</u> served through distance education.	509, 517, 523, 525, 526, 531, 533
Number of <u>faculty</u> by race/ethnicity.	505, 508-07, 509, 514, 525, 526, 532
Number of <u>administrators</u> by race/ethnicity.	508-07, 509, 514, 525, 526, 532
Number of <u>other professionals</u> by race/ethnicity.	508-07,509,514,525,526
Number of students served through noncredit coursework.	502,508-01,514,526
GOAL 5: High Quality	District Number
Occupational graduate placement in employment or continuing education.	505, 513, 514, 519, 524, 525, 529, 534, 540
Occupational graduate retention in employment	514, 525, 529
Transfer rate.	511, 513, 514, 519, 525, 526, 529, 532, 534, 536
Average class size	505, 508-06, 518, 525, 526, 530, 532, 537
Faculty preparation	504, 505, 506, 508-01, 508-04, 514, 517, 522, 523, 525, 526, 533, 537
Number of general education courses included in the Illinois Articulation Initiative (IAI)	505, 508-03, 508-07, 514, 515, 519, 525, 526, 527, 529, 531, 533, 535, 539
Number of major specific courses included in the Illinois Articulation Initiative (IAI)	505, 508-07, 514, 519, 521, 525, 526, 527

SECTOR PERFORMANCE: COMMUNITY COLLEGES

GOAL 6: Accountability and Productivity	District Number
Population Served (per 1,000).	505, 507, 511, 513, 514, 516, 519, 522, 525, 530, 531, 533, 537, 539
GED attainment.	501, 508-01, 519, 525
Advancement to college-level work for remedial students.	501, 503, 519, 525, 532
Number of English as a Second Language level test score gains.	508-04, 515, 525, 526, 532
FTE Student/faculty ratio.	505, 506, 508-07, 525
Credit hours generated.	504, 505, 507, 508-06, 514, 516, 517, 519, 525, 526, 527, 531, 534, 535, 540
Number of recent GED completers enrolling in college-level coursework.	503, 508-03, 525, 526
Number of students served through dual enrollment courses.	505, 514, 518, 524, 525, 526, 533, 534, 537
Number of students served through the Accelerated College Enrollment Initiative	514,525,526,533

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

SECTOR OVERVIEW

In Fall 2003, over 200,000 undergraduate and graduate students were enrolled at Illinois' 12 public university campuses, representing 25 percent of all enrollments in Illinois. In academic year 2002-03, the public universities granted over 32,000 baccalaureate degrees, which accounts for 54 percent of all baccalaureate degrees granted by Illinois higher education institutions. In addition, 11,700 master's degrees and approximately 2,200 first professional and doctoral degrees were granted by public universities.

The primary challenges reported by the public universities that have a significant impact on their overall ability to address the six goals of *The Illinois Commitment* are related to the economy and the state budget outlook. General economic conditions have impacted fundraising opportunities, enrollments, and graduate placement. Since fiscal year 2002, public universities have been faced with state general funds reductions, mid-year rescissions, and increasing employee health care costs. Reductions in state general funds have had an impact on the ability of the institutions to respond to many local and regional needs due to an inability to start new programs, especially those that have a high front-end cost, such as health service professions and technology-based programs. A reduction in state appropriations has also curtailed the universities' ability to attract and retain critical faculty and staff. However, given these challenges, the public universities have found some creative and innovative ways to continue working toward the goals of *The Illinois Commitment*. Examples of accomplishments and plans are highlighted in the following sections: economic growth (Goal 1), affordability (Goal 3), and accountability and productivity (Goal 6).

Economic Growth

One of the public universities most important contributions to the state's economic growth is a workforce with up-to-date skills, knowledge, and learning traits to succeed in the workplace. This goal is accomplished by ensuring that academic programs, research, and public service initiatives are relevant to the needs of students, the state, and business and industry. Illinois' public universities have developed many new and expanded programs to meet the need of the state, such as bioinformatics, health and life sciences, and urban school leadership. Research efforts range from advancements in eldercare to nanotechnology to fighting terrorism to teaching and learning. Public service and outreach programs have been developed in areas such as health, literacy, and community development.

As part of the *2004 Institutional Performance Report*, public universities provided a vast amount of information pertaining to accomplishments and plans in the area of economic growth, including research, cultural activities, public service, new academic programs and initiatives, and partnerships. For purposes of this report, specific examples are provided for the one topic that received the greatest attention - entrepreneurship opportunities.

Entrepreneurial activity has been referred to as "the most important job growth engine of the national economy."¹ In response, entrepreneurship efforts have become a common economic development tool being developed at public universities across the state. Entrepreneurship courses and programs are being developed and/or implemented at Chicago State University, Eastern Illinois University, and the University of Illinois at Chicago. CenterPoint, a small business development center at Governors State University, has received public attention as the "best in the state for its size" from the Illinois Department of Commerce and Economic Opportunity. In fiscal year 2005, Governors State University, in partnership with Prairie State College and the Chicago Southland Chamber of Commerce, will work to establish an

¹ Press Release. June 22, 2004. "Governor Blagojevich Announces Founding of Western Illinois Entrepreneurship Network to Spur Innovation and Create Jobs Throughout the West Central Region."

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

International Trade Research and Service Center, through which regional entrepreneurs will be able to start and expand businesses in the context of a global market.

In addition, Southern Illinois University at Carbondale and Western Illinois University were identified as sites for Entrepreneurship Centers established by Governor Blagojevich as part of the “Opportunity Returns” program. The Entrepreneurship Centers serve as regional hubs and catalysts for coordinating entrepreneurship development activities, spurring innovative activities, and creating jobs. Another “Opportunity Returns” project, the *EIGERlab* research and development center in Rockford, assists in developing new opportunities in manufacturing. The *EIGERlab* is a partnership of several public and private organizations, including two public universities (Northern Illinois University, University of Illinois).

Enterprise Works, a new incubator building at the University of Illinois South Campus Research Park in Urbana-Champaign, opened in July 2003. The incubator aids the development of start-up companies by providing a low-cost, high-tech environment that includes services such as business-planning assistance, market research, and access to capital. It is the fourth building to be completed in the Research Park, which provides an environment where research-based businesses can work with students and graduates of the campus, as well as providing multiple opportunities for collaborative research with the faculty. The Research Park is currently home to 35 tenants, employing over 700 people, including more than 180 UIUC interns.

Affordability

Public Act 93-0228 (“Truth-in-Tuition”), which requires tuition to be kept level for four consecutive years after first enrollment in a public university for Illinois resident undergraduates, went into effect in Fall 2004. Western Illinois University’s “Cost Guarantee” and Southern Illinois University at Carbondale’s four-year tuition stabilization plan served as models for this legislation. The “Cost Guarantee” at Western Illinois University exceeds the requirements of Public Act 93-0228 by also guaranteeing student fees and room/board rates. In fiscal year 2005, Western Illinois University extended the “Cost Guarantee” program to also include graduate students. Illinois State University also is exploring the possibility of extending a tuition guarantee to graduate students.

Eastern Illinois University and Southern Illinois University at Edwardsville offer textbook rental programs to help maintain affordability efforts. Eastern Illinois University restructured their system to keep students’ costs down by replacing a 12-credit cap with a per credit hour rate. Eastern estimates that the textbook rental system saves students approximately \$600 to \$800 annually.

The reduction in state funding for MAP grants has resulted in maximum awards not being able to cover tuition costs. Illinois State University and the University of Illinois campuses (Chicago, Springfield, and Urbana-Champaign) have all reported utilizing institutional aid to alleviate the “MAP Gap” and help keep their institutions affordable for low- and middle-income students. As reported by Illinois State University, the funds for institutional aid have come from internal reallocations and the use of tuition revenues.

Use of GEAR-UP, TRIO, and other programs are being utilized to provide financial aid information and other support services to recruit and retain low-income students. Northeastern Illinois University has effectively used GEAR-UP and TRIO programming to reach over 8,000 students of diverse ethnic, cultural, and racial backgrounds throughout Chicago.

In other areas, expansion of scholarships and assistantships through additional financial support for students through endowments and gifts are being pursued. Advanced Placement has proven to be a successful affordability tool for Northern Illinois University. Chicago State University decreased out-of-

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

state tuition from three times the in-state rate to twice the in-state rate to attract more students from border counties in Indiana.

Maintaining affordability for students is a challenge voiced by all public universities, especially due to reductions in MAP funding for needy students and an economy that has made fundraising for scholarships difficult. However, providing a high quality, affordability education continues to be a high priority for the public universities.

Accountability and Productivity

State-Level Requirements

All Illinois public universities have worked diligently to enhance public accountability efforts. These institutions demonstrate accountability for the stewardship of public funds and compliance with state of Illinois statutes, rules, and regulations via a variety of audit, regulatory, and other reporting processes.

As discussed previously, several initiatives were recently implemented through policy or statute to enhance fiscal accountability and transparency at public universities, such as line-item budgeting and annual reporting of revenues and expenditures. In addition, public universities committed to a three-year plan to reduce administrative and support service costs by 25 percent from fiscal year 2002 through fiscal year 2005. These reallocation efforts demonstrate responsible stewardship of limited funds by requiring reallocation from administrative and support areas to support high priority, core mission activities at the public universities.

Additional Institutional Efforts

The use of technology is a common effort reported by several public universities to increase efficiencies and reduce costs. Chicago State University has increased the use of technology across the campus – with efforts included in admissions (online registration and applications), increasing online courses, and enhancing software for fiscal management. Western Illinois University is conducting a comprehensive review of the institution's Information Technology infrastructure to eliminate duplication and overlap while meeting the needs of its end users. Universities also are reporting an increased use of email and web-based applications to contact students and others rather than mailings.

Institutions have also been pursuing cost-savings via utility savings. Eastern Illinois University, which has been identified as the most energy-efficient public university in Illinois, has taken a lead role in pursuing other energy savings mechanisms (e.g. coal, wind). Illinois State University received state funding in fiscal year 2004 to build a new meteorological tower, which will be utilized in part to determine the feasibility of wind energy production in central Illinois.

Public universities have eliminated positions (mostly administrative as part of the 25 percent reduction discussed earlier), undergone reorganization efforts, and internally reallocated funds to enhance efficiencies and productivity, while reducing costs. For example, in fiscal year 2005, Southern Illinois University at Carbondale will complete the restructuring of the College of Education and Human Services, the College of Mass Communication and Media Arts, and the College of Applied Sciences and Arts to promote efficiencies that will ensure the continued economic and educational vitality of these academic units. The University of Illinois at Urbana-Champaign has undertaken a separate process to reduce expenditures on all non-academic services and functions to the maximum extent process – over the past two years this has resulted in a savings of more than \$7 million in academic units.

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

FOR ADDITIONAL INFORMATION

The *Statewide Performance Report* provides a summary of data and other information provided by the institutions through their *2004 Institutional Performance Report* submissions. For more information, the *2004 Institutional Performance Reports* submitted to the Illinois Board of Higher Education are available for viewing at <http://www.ibhe.org/PerformanceIndicators/PerformanceReport2004.htm>. All institutions were asked to complete a template to ensure consistency in reporting for both qualitative aspects (i.e., accomplishments, plans, and challenges for Goals 1, 3, and 6) as well as the performance indicators, both common-institutional and mission-specific. Beginning with this year's report, institutions were asked to report institutional goals for several of the common-institutional indicators. Institutions were advised to establish goals that are "rigorous and quantifiable, but also achievable within the context of a balanced institutional approach to continuous improvement."² Variance among the specific goals set by each institution should be expected and reflects, in part, variance in institutional mission and focus.

² *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*. Available at <http://www.ibhe.org/Board/Agendas/2003/February/Item%206%20Report.pdf>

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

COMMON INSTITUTIONAL INDICATORS

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

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

This common institutional indicator provides a measure of the relative success of an institution in preparing students to enter the workforce or pursue further specialized education or training. As illustrated in Exhibit 35, the vast majority of undergraduate students at Illinois' public universities secure employment or enroll in further education within one year of graduation.

Exhibit 35
Undergraduate Students Employed or Enrolled in Further Education
Within One Year of Graduation

Minimum	Median	Maximum
88.2%	94.5%	97.3%

Source: IBHE, 2001 Baccalaureate Follow-Up Survey.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

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

Exhibit 36 shows the number of students at Illinois public universities completing the requirements necessary for initial teacher certification by certificate area. This common institutional indicator helps to identify the potential supply of new teachers preparing to enter the K-12 workforce in Illinois. As shown in Exhibit 36, the number of students completing requirements for initial teacher certification in special education has declined during the past three years. This is an area of concern for Illinois due to the current shortage of teachers in this field.

Exhibit 36

Public Universities,			
Number of Students Completing Requirements for Initial Teacher Certification by Area			
Certificate Area	2000-2001	2001-2002	2002-2003
Early Childhood Education (N=11)	346	339	391
Percent of Total	6.7 %	6.5 %	7.5 %
Elementary Education (N = 12)	2,223	2,271	2,270
Percent of Total	42.8 %	43.4 %	43.5 %
Secondary Education (N=12)	1,575	1,679	1,703
Percent of Total	30.3 %	32.1 %	32.6 %
Special Education (N =11)	1,009	907	796
Percent of Total	19.4 %	17.3 %	15.3 %
K-12 (N=1)	46	42	57
Percent of Total	.9 %	.8 %	1.1 %
Total, Public Universities	5,199	5,238	5,217

Source: IBHE, 2004 Institutional Performance Reports.

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

Assessment of New Teacher Education Graduates. On a related note, the 12 public universities (in collaboration with IBHE and ISBE) are currently working together to develop a model to systematically gather information through surveys of new teachers who are graduates of Illinois public university colleges of education and their supervisors (e.g., principals, department chairs) at the end of the first year of employment in an Illinois public school. The primary purpose of this assessment effort is to provide information that can be used to inform teacher education program improvement at each participating institution. The first survey administration is scheduled for spring 2005, with results expected in fall 2005.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Percent of total cost of attendance covered by institutional, state and grant aid by income quintile for students who filed a Free Application for Federal Student Aid (FAFSA)

The following analysis is based on data provided by 10 Illinois public university campuses. Exhibits 37 and 38 illustrate the percentage of the total cost to attend a public university that is covered by institutional, state, and federal grant aid for both dependent and independent students by income quintile for those who have filed a FAFSA. The FAFSA is filed voluntarily by students choosing to apply for student financial aid (e.g., need-based aid, student loans). Therefore, this analysis does not include all undergraduate students. Total cost of attendance includes tuition and fees, room and board, books, transportation, and other miscellaneous expenses. As noted for both groups of students in this sample, the level of grant aid provided relative to cost of attendance is greatest for those students with the most financial need and declines as income levels increase.

Exhibit 37

Public Universities					
Dependent Undergraduate Students - FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-26,199)	2nd (\$26,200-46,870)	3rd (\$46,871-67,041)	4th (\$67,042-97,925)	Highest (\$97,926 & Up)
Maximum	76%	44%	16%	14%	13%
Median	45%	27%	8%	3%	1%
Minimum	28%	16%	4%	1%	0%

Source: IBHE, 2004 Institutional Performance Reports. (N=10)

Exhibit 38

Public Universities					
Independent Undergraduate Students - FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-14,168)	2nd (\$14,169-26,366)	3rd (\$26,367-41,624)	4th (\$41,625-65,505)	Highest (\$65,506 & Up)
Maximum	57%	44%	39%	19%	8%
Median	38%	23%	16%	7%	1%
Minimum	22%	10%	7%	3%	0%

Source: IBHE, 2004 Institutional Performance Reports. (N=10)

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

Completions by race/ethnicity and gender (by level)

Exhibit 39 illustrates the diversity of the public university system by examining completions by race/ethnicity and gender. As noted, the total number of degrees granted increased over time as has the relative diversity of degree recipients.

Exhibit 39

Completions by Race/Ethnicity and Gender Public Universities by Fiscal Year									
Degree	Demographics	1993		2001		2002		2003	
		#	%	#	%	#	%	#	%
Baccalaureate*	Race/Ethnicity:								
	Black	2,304	7.6%	3,142	10.1%	3,218	10.1%	3,204	9.8%
	Hispanic	909	3.0%	1,566	5.0%	1,647	5.2%	1,782	5.5%
	White	24,749	81.5%	22,892	73.8%	23,309	73.1%	23,637	72.7%
	All Other	2,393	7.9%	3,426	11.0%	3,729	11.7%	3,911	12.0%
	Gender:								
	Male	15,407	50.8%	14,164	45.7%	14,486	45.4%	14,647	45.0%
Female	14,948	49.2%	16,862	54.3%	17,417	54.6%	17,887	55.0%	
	Total Degrees	30,355		31,026		31,903		32,534	
Post-Baccalaureate	Race/Ethnicity:								
	Black	822	6.5%	1,064	8.4%	1,020	7.9%	1,137	8.2%
	Hispanic	295	2.3%	415	3.3%	464	3.6%	454	3.3%
	White	8,829	69.6%	7,824	62.0%	7,916	61.6%	8,430	60.5%
	All Other	2,737	21.6%	3,325	26.3%	3,449	26.8%	3,919	28.1%
	Gender:								
	Male	6,125	48.3%	5,416	42.9%	5,542	43.1%	6,011	43.1%
Female	6,558	51.7%	7,212	57.1%	7,307	56.9%	7,929	56.9%	
	Total Degrees	12,683		12,628		12,849		13,940	

* Includes Pre-Baccalaureate Degrees (1993: 596; 2001: 130; 2002: 82; 2003: 77)

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, and Race/Ethnicity Unknown.

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Extent to which institutional quality and effectiveness are recognized by graduates

This common institutional indicator provides the perspective of graduates regarding their educational experience. Exhibits 40 and 41 illustrate survey results pertaining to graduate satisfaction and educational effectiveness five years after graduation.

Exhibit 40

Public Universities, Graduate Satisfaction			
Percentage of Respondents Expressing an Attitude of Strongly Positive/Positive			
Survey Question	Minimum	Average	Maximum
Present attitude towards the University (Campus)	61.8%	81.9%	87.0%
Present attitude towards your bachelor's degree major	69.6%	74.5%	83.2%
Bachelor's degree preparation for career path pursuing	23.6%	55.7%	70.0%

Source: 2002 Baccalaureate Survey: Five-Year Follow-Up of 1997 Graduates. (N=10)

Exhibit 41

Public Universities, Educational Effectiveness			
Percentage of Respondents Indicating University Experiences Were Extremely Helpful/Very Helpful			
Survey Question	Minimum	Average	Maximum
Helping develop critical thinking ability	55.6%	64.5%	73.4%
Helping develop sense of ethics	37.5%	45.3%	59.8%
Contributing to a greater understanding of diversity	26.0%	56.4%	70.1%
Helping become a more active citizen	24.3%	35.4%	41.9%
Improving quality of life (aside from financial benefits)	45.8%	54.8%	62.1%

Source: 2002 Baccalaureate Survey: Five-Year Follow-Up of 1997 Graduates. (N=10)

Pass rates on professional/occupational licensure exams

This common institutional indicator provides a measure of program quality assurance and effectiveness. However, these results serve as just one limited measure of student leaning by demonstrating that the student has gained the knowledge required for licensing or to practice in that profession. Exhibits 42 through 45 summarize public university student performance on professional/occupational exams for the following disciplines: law, medicine, dentistry, and nursing.

Exhibit 42

Law, Illinois Bar Exam			
Pass Rates for First-Time Takers			
Institution	Summer 2001	Summer 2002	Summer 2003
Northern Illinois University	74%	81%	85%
Southern Illinois University - Carbondale	83%	83%	79%
University of Illinois - Urbana/Champaign	96%	94%	97%
<i>State Pass Rate</i>	85%	82%	86%
<i>National Pass Rate</i>	77%	74%	75%

Sources: IBHE, 2004 Institutional Performance Reports; NCBEX (Bar Examiner, May 2004).

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

Exhibit 43

Medicine, United States Medical Licensing Exam - Step 2			
Pass Rates			
Institution	2001	2002	2003
Southern Illinois University - Carbondale	94%	99%	99%
University of Illinois - Chicago	98%	100%	98%
<i>National Pass Rate</i>	<i>95%</i>	<i>95%</i>	<i>96%</i>

Source: IBHE, 2004 Institutional Performance Reports.

Exhibit 44

Dentistry, National Dental Board Exam - Part II			
Pass Rates			
Institution	2001	2002	2003
Southern Illinois University - Edwardsville	100%	100%	100%
University of Illinois - Chicago	95%	98%	96%
<i>National Pass Rate</i>	<i>95%</i>	<i>94%</i>	<i>94%</i>

Source: IBHE, 2004 Institutional Performance Reports.

Exhibit 45

Nursing, National Council Licensure Exam (NCLEX) – RN			
Pass Rates			
Institution	2001	2002	2003
Chicago State University	48%	77%	69%
Illinois State University	93%	93%	95%
Northern Illinois University	80%	81%	96%
Southern Illinois University - Edwardsville	72%	87%	87%
University of Illinois - Chicago	88%	86%	88%
<i>National Pass Rate</i>	<i>86%</i>	<i>86%</i>	<i>87%</i>

Source: IBHE, 2004 Institutional Performance Reports.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

This common institutional indicator provides a measure of instructional efficiency over time for the institution. The data reported in Exhibits 46 through 50 reflect the actual cost per credit hour and distribution of costs by cost assignment area at each public university reported through the *IBHE Academic Discipline Unit Cost Study*. While the data collected through this study provide an accurate depiction of these costs at each individual university, they do not control for the significant differences in academic program and student and overall enrollment levels among institutions, which have a direct impact on these inter-institutional cost variances. For a more thorough explanation of this topic, please refer to the annual *Comparative Cost Studies* available at www.ibhe.org.

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

Exhibit 46 presents the total cost per credit hour ranging from the lowest to the highest institutional costs. The data for the public universities reflect costs for all undergraduate, graduate, and some first professional programs. Exhibits 47 through 50 illustrate the range of total instructional cost components as a percent of the total cost among all Illinois public universities.

Exhibit 46

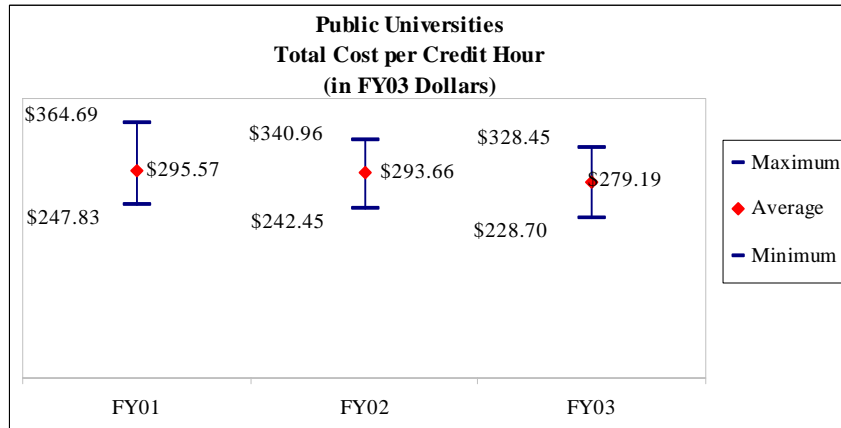


Exhibit 47

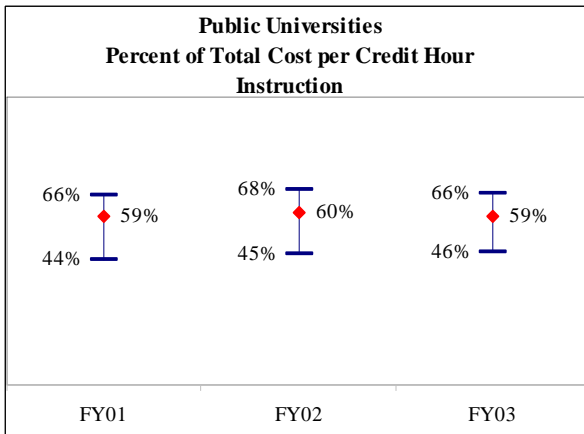


Exhibit 48

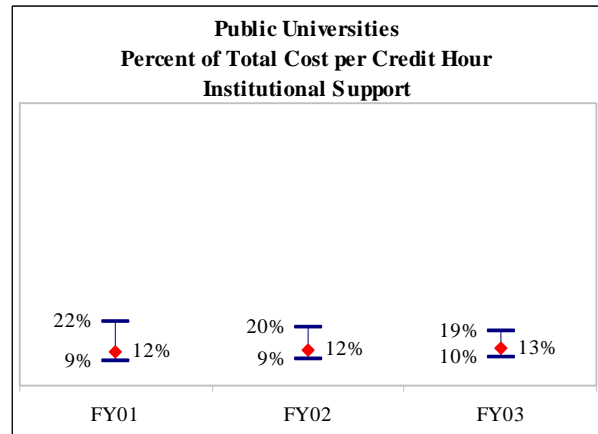


Exhibit 49

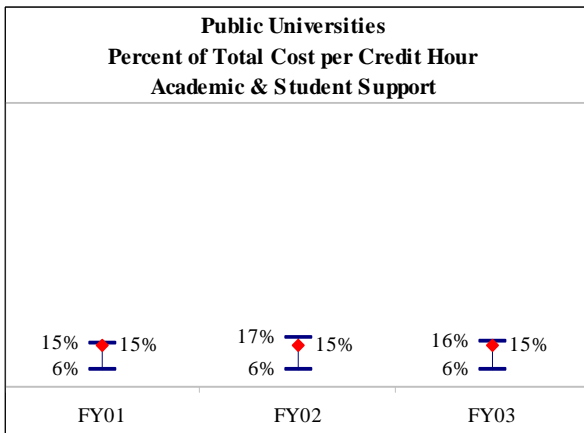
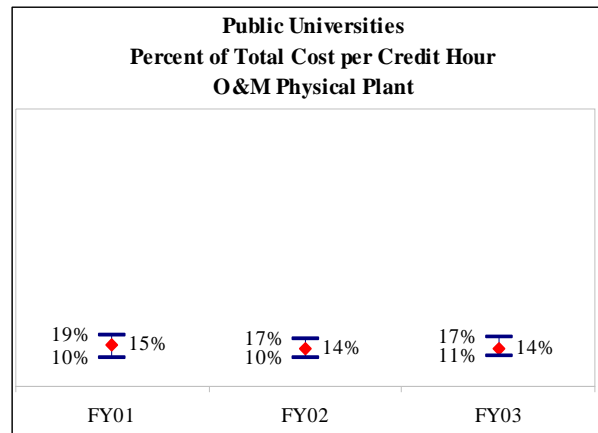


Exhibit 50



SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

First-time, full-time freshmen status at 150 percent of catalog time

This common institutional indicator provides a measure of student success. Exhibit 51 presents the 150 percent completion rate as a range based on institutional data for Illinois' public universities. Catalog time for public universities equates to tracking a cohort for six years. As noted previously, any comparison of graduation rate and time to degree must be considered in the context of institutional missions, as well as student choices. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with a large number of transfer students or part-time students than those serving a more traditional student population. Overall, this indicator has increased during this period.

Exhibit 51

Public Universities			
Average Percent Completions within 150% of Catalog Time			
Descriptor	Entering Year		
	Fall 1995	Fall 1996	Fall 1997
Maximum	77.8%	79.6%	80.6%
Average	55.0%	55.7%	56.9%
Minimum	14.2%	14.1%	15.2%

Source: IPEDS Graduation Rate Survey.

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

MISSION-SPECIFIC INSTITUTIONAL INDICATORS

The mission-specific indicators serve to highlight the distinctive and unique contributions of each institution and the sector to Illinois' higher education system. Institutions are not required to identify a certain number of mission-specific indicators or identify indicators for every goal of *The Illinois Commitment*. Exhibit 52 provides a listing of the mission-specific indicators selected by Illinois' public universities as reported in the *2004 Institutional Performance Report*. (Appendix B provides the mission statement for each public university.)

Exhibit 52
Mission-Specific Indicators Reported by Public Universities

GOAL 1: ECONOMIC GROWTH	
Chicago State University	Number of Entrepreneurial Partnerships
Eastern Illinois University	Annual Productivity in the Computer Information Systems Program
Governors State University	CenterPoint Performance (Small Business Development)
Illinois State University	Number of Submissions for Sponsored Research, Instruction, Creative Works, and Service Dollar Value of External Grants Awarded Expansion of Public Service and Outreach Activities
Northeastern Illinois University	Contributions of NEIU graduates to Workforce Diversity in Illinois
Northern Illinois University	Percent of One-Year-Out Undergraduate Alumni Employed in Illinois Trends in External Grant Funding
Southern Illinois University - Carbondale	Efforts to Facilitate Business Development Total Number of Degrees Awarded by Level
Southern Illinois University - Edwardsville	Develop and Maintain a Baccalaureate, Master's, and First-Professional Degree Program Inventory Appropriate for a Metropolitan University Serving Southwestern Illinois Graduate Sufficient Numbers of Students by Program to Meet the Workforce Needs of Southwestern Illinois
Southern Illinois University - School of Medicine	Number of SIU Medical School Graduates in Practice Patient Care in SIU Clinics Biomedical Research and Other External Funding
University of Illinois - Chicago	Number of Degrees/Certificates Awarded at All Levels Total R&D Expenditures at Universities and Colleges Ranked in FY2002 Federal R&D Expenditures at Universities and Colleges Ranked in FY2002 Data on Research Expenditures and Technology Transfers
University of Illinois - Springfield	Dollar value of grants and contracts
University of Illinois - Urbana/Champaign	R&D Expenditures, Annual Percentage Change Federal Research Grants and Contracts, Annual Percentage Change National Ranking Among U.S. Universities, Research Support from National Science Foundation Invention Disclosures U.S. Patents Filed U.S. Patents Issued Royalty Income License Agreements Executed

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

GOAL 2: P-12 PARTNERSHIPS	
Chicago State University	Pass Rates on Content Teacher Certification Tests Teacher Graduates Working in High-Need Urban Areas Enrollment in Extended Teacher Preparation Field-Based Internships
Eastern Illinois University	Continuing Professional Development Units (CPDUs)/Continuing Education Units (CEUs) Pass Rates of Teacher Certification Candidates on State Licensure Exam Enrollment in the Teacher Certification Program
Governors State University	Alternative Certification Program Participation
Illinois State University	Percent of Minority Teacher and Professional Education Graduates Number of Continuing Education Professional Certifications Participation in Statewide and National Educational Initiatives
Northeastern Illinois University	Establishing and Fostering Partnerships with P-12 Public and Private Schools Diversity of Placements for Clinical and Student Teaching/Practicum Teacher Candidate Pass Rates on Certification Tests Promoting Educational Opportunities for Minorities, including P-12 Programs Developing New Programs to Prepare Students to Better Serve Illinois Residents
Northern Illinois University	Percentage of Students Passing Initial Teacher Certification Exams
Southern Illinois University - Carbondale	Contracts and Grants Received by the College of Education and Human Services
Southern Illinois University - Edwardsville	All Teacher Education Faculty Members are Engaged with the Public Schools of Southwestern Illinois 100% of Elementary Education Majors, 50% of Secondary Education Majors, and 50% of Early Childhood Education Majors Participate in K-12 Partnership Schools Number of SIUE graduates with Teacher Certification Meets the Needs of Southwestern Illinois
Southern Illinois University - School of Medicine	Clinical Services and Educational Outreach Continuing Medical Education
University of Illinois - Chicago	Pass Rates on Basic Skills Test, Content Area Tests, and Tests for Teaching Special Populations
University of Illinois - Urbana/Champaign	Professional Outreach: Number of Participants in Annual Outreach Seminar, "A Moveable Feast" Post-Graduate Degrees and Certificates Awarded

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

GOAL 3: AFFORDABILITY	
Eastern Illinois University	Credit Hours to Degree Enrollment in EIU4 (Guaranteed 4-Year Graduation Program) Percentage of Students Receiving Financial Aid Average Student Debt at Graduation
Governors State University	Public Service Scholarship Program Outcomes
Illinois State University	Placement in National Rankings of Academic Quality and Affordability Placement in National Rankings for Low Student Average Debt Loads Annual Endowment Values Raised and Restricted to Student Financial Assistance
Northeastern Illinois University	Keeping Tuition Affordable Student Access to Financial Assistance Serving a Diverse Student Population in the Chicago Metropolitan Region
Northern Illinois University	Percent of One-Year-Out Undergraduate Alumni who are Satisfied with Time-to-Degree Percent of Transfer Students from Community Colleges
Southern Illinois University - Carbondale	Financial Aid Dollars Awarded to Students Institutional Scholarships to Academically Excellent Undergraduate Students Average Student Debt at Graduation
Southern Illinois University - Edwardsville	Maintain Cost of Attending SIUE Minimize Average Student Debt
Southern Illinois University - School of Medicine	Medical Student Recruitment
University of Illinois - Chicago	Average Cumulative Student Loan Indebtedness for Graduating Seniors
University of Illinois - Urbana/Champaign	Applications for Admission, New Freshmen

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

GOAL 4: ACCESS AND DIVERSITY	
Chicago State University	Retention of First-time, Full-time Freshmen Retention of Student in University College Number of African American Baccalaureate Graduates in Selected Fields of Study
Eastern Illinois University	Number of "2+2" Programs Percentage of First-Generation College Students
Governors State University	Proportionality Between Racial/Ethnic Composition of Enrolled Students and Degree Recipients
Illinois State University	Fall Show Rate of First-time Freshmen Minority Student Enrollments Freshmen Retention
Northeastern Illinois University	Sustain a Racially and Ethnically Diverse Student Population
Northern Illinois University	Credit Hours Generated by Undergraduate and Graduate Students at Regional Sites Dual Admissions
Southern Illinois University - Carbondale	Off-Campus Student Enrollment in Military Programs Number of Program Articulation Agreements Enrollment in Individualized Learning Program Print and Web-based Courses
Southern Illinois University - Edwardsville	Have a Racially and Ethnically Diverse SIUE Graduating Class that Reflects Southwestern Illinois Offer Courses and Programs in a Manner Accessible to the Citizens of the Metropolitan Area Increase the Number of Citizens of Southern and Central Illinois Completing Baccalaureate and Graduate Nursing Programs On-Line Sustain a Viable Number of Dental School Graduates Practicing in Southern and Central Illinois
Southern Illinois University - School of Medicine	Student Population Reflects the Diversity of the Central and Southern Illinois Region
University of Illinois - Chicago	Baccalaureate Degrees Granted by Race, Ethnicity, and Gender Master's Degrees Awarded by Race, Ethnicity, and Gender Doctoral Degrees Awarded by Race, Ethnicity, and Gender Professional Degrees Awarded by Race, Ethnicity, and Gender Enrollment Trends: Racial/Ethnic Distribution Enrollment Trends: Students with Disabilities
University of Illinois - Springfield	Retention of Capital Scholars, First-to-Second Year Fourth-Year Retention of Degree-Seeking Students On-Line Course Retention
University of Illinois - Urbana/Champaign	Baccalaureate Degrees Granted to Members of Underrepresented Minorities Number of Degrees Granted Each Year

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

GOAL 5: HIGH QUALITY	
Chicago State University	ACT Scores of First-time Freshmen
Eastern Illinois University	Programmatic Changes Resulting from Formal Student Learning Assessment Results of Accreditation/Re-Accreditation Reviews
Governors State University	Every Eligible Program Accredited
Illinois State University	Mean ACT Scores ACT Interquartile Range Enrollments of First-time Freshmen from the Top 10% of the High School Graduating Class Faculty Credit Hour per Staff Year Ratio Undergraduate Class Size Distributions National Survey of Student Engagement - Freshmen and Senior Satisfaction
Northeastern Illinois University	Learning Communities Program (Persistence) Every Eligible Program Accredited Preparing Students for Graduate and Professional Degree Programs McNair Scholars Program Outcomes Assessment Task Force and Student Affairs Assessment Committee
Northern Illinois University	Accreditation Percent of One-Year-Out Undergraduate Alumni Reporting their Baccalaureate Degree Prepared Them for their Present Job
Southern Illinois University - Carbondale	Mean ACT Scores Accreditation Program Assessment Plans ARL Ranking - Morris Library
Southern Illinois University - Edwardsville	Every Eligible Program Accredited Every Program Judged to Have an "Excellent" Assessment Plan in Place SIUE Achieves High Level of Student Engagement in Major \geq Other Metropolitan Universities SIUE Achieves High Level of Student Engagement in Courses \geq Other Metropolitan Universities SIUE Achieves High Level of Student Engagement in Educational Experiences \geq Other Metropolitan Universities
Southern Illinois University - School of Medicine	MCAT Scores
University of Illinois - Chicago	Mean ACT
University of Illinois - Springfield	Student Engagement: National Survey of Student Engagement (NSSE) Benchmark Scores Faculty Scholarly Productivity: Annual Number of Refereed Publications and Presentations
University of Illinois - Urbana/Champaign	Mean ACT Composite Scores Program Rankings and Honors

SECTOR PERFORMANCE: PUBLIC UNIVERSITIES

GOAL 6: ACCOUNTABILITY AND PRODUCTIVITY	
Eastern Illinois University	Deferred Maintenance Expenditures Percent of Full-Time Faculty who are Tenured/Tenure Track Freshmen Retention Rate
Governors State University	Technology-based Strategies to Reduce Costs
Illinois State University	Administrative and Support Costs per Credit Hour Faculty Salaries Average Annual Civil Service Salaries Administrative/Professional Salaries Cost Savings, Avoidance, and Internal Reallocations Maintenance Expenditures
Northeastern Illinois University	Instructional Cost Effectiveness and Credit Hour Productivity Time-to-Degree for Full-time Students
Northern Illinois University	NIU Tuition Rates in Comparison to Illinois Public Doctoral Institutions
Southern Illinois University - Carbondale	Average Full-Time Faculty Salary Federal Research Funding
Southern Illinois University - Edwardsville	Process for Continuous Quality Improvement in Place Maintain Distribution of Expenditures Appropriate for a Metropolitan University
Southern Illinois University - School of Medicine	Continuing to Increase Non-State Funding Special Project Funding
University of Illinois - Chicago	Number of Faculty Members Engaged in Instruction Student/Faculty Ratio Number of Class Sections with Undergraduates Enrolled (Class Size) Credit Hour Production by Undergraduate and Graduate Students
University of Illinois - Urbana/Champaign	Time-to-Degree for Undergraduate Students

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

SECTOR OVERVIEW ¹

In Fall 2003, approximately 200,000 students were enrolled in almost 100 independent not-for-profit colleges and universities. Enrolling twenty-five percent of all students in Illinois higher education, these colleges and universities now deliver over 42 percent of baccalaureate degrees, almost 60 percent of master's degrees, and over 65 percent of graduate and professional degrees.

The following section highlights the accomplishments reported by twenty independent colleges and universities throughout Illinois in addressing the following three goals of *The Illinois Commitment*: economic growth (Goal 1), affordability (Goal 3), and accountability and productivity (Goal 6). As suggested by these examples, Illinois independent colleges and universities continue to develop innovative educational ideas, making them available to citizens across the state.

Economic Growth

One of the historical strengths of the independent colleges and universities has been the ability to quickly adapt to changes in workforce demand and training. In an effort to help Illinois business and industry sustain strong economic growth, independent institutions have made great strides in responding to a rapidly changing economic and social environment. Increasingly, business is looking to diversify their work forces. Robert Morris College has responded to the changing demographics of the workforce by placing an emphasis on diversity. Robert Morris College awards more Associate Degrees (all disciplines combined) to minority graduates than any other institution in the state, and is Illinois' largest grantor of Baccalaureate Degrees in Business to minorities.

Several of the independent colleges and universities have established partnerships with business and communities. McKendree College is developing partnerships with Illinois community colleges to meet the need for bachelor degree completion and master's degree programs. Bradley University is a key member of Peoria NEXT, a not-for-profit organization formed to facilitate the cultural transformation of the Peoria Region to a more entrepreneurially oriented approach to business. As part of Governor Blagojevich's "Opportunity Returns" program, a \$4.5 million state grant was announced to help fund a high tech business incubator to be developed by Peoria NEXT. In addition, Governor Blagojevich announced a new entrepreneurship center to be located at Bradley University. Roosevelt University is launching the new Chicago Institute of Real Estate to provide a broad variety of services to the industry throughout Illinois. The University of Saint Francis, through its President's Business Advisory Council, developed a business center, USF Solutions – A Resource Center for Community and Business Partnerships, which became operational June 1, 2004. The Center will connect university resources to community needs and provide students with enriched learning experiences.

Many of the independent colleges and universities also reported the use of internship programs that allow students to perform important services for businesses, governmental agencies, and not-for-profit agencies while gaining work experience. DePaul University has established the Irwin W. Steans Center for Community-based Learning (CbSL), which is an endowed, comprehensive center that developed community-based service learning courses across the curricula. The center has two primary objectives: (1) to create an opportunity for students to develop a lifelong commitment to service, civic engagement, and leadership; and (2) to address the needs of community agencies that require assistance, but do not have the financial resources to hire additional staff. The internship programs offered by the Chicago School of Professional Psychology provide no cost or low cost human resource services to social service agencies that deal with underserved populations and small businesses.

¹ Assistance provided by the Federation of Illinois Independent Colleges and Universities.

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

The majority of the independent colleges and universities indicated economic uncertainties and state funding reductions as the biggest challenges for this sector. Economic uncertainties impact investment income, opportunities for internships, and post-graduation employment. Reductions in state funding for higher education, primarily for student financial aid, have impacted recruitment and retention efforts for some institutions.

Affordability

Several of the colleges and universities stressed the importance of providing financial assistance to needy students and have utilized several means to assist their students in making ends meet. The majority of the institutions have made a strong commitment to provide institutional grant aid and scholarships to help needy students afford to attend college. In addition, some of the institutions have developed very innovative practices.

Blackburn College and Concordia University have established work programs that not only allow the student to reduce their tuition cost, but also to fulfill necessary tasks in various departments on campus. McKendree College has engaged in an aggressive variable tuition program by reducing tuition more than 20 percent at external sites and providing a \$75 per credit hour grant for any practicing or potential educator seeking a master's degree in education. North Central College has worked with local school districts and the Illinois Mathematics and Science Academy to create the Lederman Scholars Program, a unique opportunity for talented, motivated high school students to enroll in North Central College at substantially reduced tuition while they are in college.

In Fall 2004, Eureka College implemented *The Eureka Idea*, which is a new initiative that lowers tuition by 30 percent and is marketed as providing a "quality education without the sticker shock." *The Eureka Idea* is a restructuring of the College's entire tuition, discounting, and scholarship program in an effort designed to attract more and better qualified students. Eureka College is making a determined effort to help students and their families understand exactly what they are being asked to pay and the value they may expect to receive for that tuition.

The colleges and universities are finding it increasingly challenging to assist students in paying for college, especially with reductions and continued uncertainty for state funding levels of the Monetary Award Program (MAP) Grant.

Productivity and Accountability

The challenge for higher education over the next few years is maximizing the use of scarce state resources to provide higher education to an increasingly diverse group of consumers. The predicted wave of high school graduates over the next 10 years, as well as expected increases in returning/continuing learners, will place an unprecedented strain on Illinois' system of higher education. Leveraging the important investment made by the state, independent colleges and universities in Illinois are helping to provide an efficient solution to this challenge.

Several of the colleges and universities are developing new or revised strategic plans to reflect the current environment and to improve productivity, cost-effectiveness, and accountability. Institutions also are exploring ways to improve retention and graduation rates. Some of the schools are participating in the Academic Quality Improvement Program (AQIP), which infuses the principles and benefits of continuous improvement into the culture of colleges and universities by providing an alternative process through

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

which an already-accredited institution can maintain its accreditation from the Higher Learning Commission.

Institutions also are seeking a variety of ways to reduce costs. For example, Illinois College conducted an energy survey and has hired a new facilities manager with the express goal of increasing efficiency of operations and cost savings. North Central College is enhancing the use of technology as a means of streamlining and improving efficiencies. Beginning in the fall of 2004, Trinity Christian College entered into a consortial agreement with several other private educational institutions in the community to enlarge the pool for the self-insured medical coverage. The goal is to increase costs at a lower rate than the increases in medical coverage.

Illinois Wesleyan University has developed a standing Committee for a Sustainable Campus (CSC), consisting of faculty, staff, administration, and students. The CSC serves as a strong voice for reducing the University's environmental footprint and educating the community about environmental issues. It has also made the campus increasingly aware that being proactive about environmental concerns can be cost-effective. The CSC has been influential in the University's actions to reduce energy and paper consumption, to cut the amount of food waste, and to increase recycling. Specific results include: usage of 100% recycled paper for all stationery needs (beginning Summer 2004); installation of a new boiler, resulting in estimated energy cost-savings of \$100,000 per year (Summer 2003); and the decision to publish most faculty committee agendas and minutes, blanket announcements, and other widely distributed information electronically rather than on paper. There is currently a discussion of a plan to offer students free access to University-owned bicycles as a way of reducing unnecessary use of cars on and around campus.

FOR ADDITIONAL INFORMATION

The *Statewide Performance Report* provides a summary of data and other information provided by the institutions through their *2004 Institutional Performance Report* submissions. For more information, the *2004 Institutional Performance Reports* submitted to the Illinois Board of Higher Education are available for viewing at <http://www.ibhe.org/PerformanceIndicators/PerformanceReport2004.htm>. All institutions were asked to complete a template to ensure consistency in reporting for both qualitative aspects (i.e., accomplishments, plans, and challenges for Goals 1, 3, and 6) as well as the performance indicators, both common-institutional and mission-specific. Beginning with this year's report, institutions were asked to report institutional goals for several of the common-institutional indicators. Institutions were advised to establish goals that are "rigorous and quantifiable, but also achievable within the context of a balanced institutional approach to continuous improvement."² Variance among the specific goals set by each institution should be expected and reflects, in part, variance in institutional mission and focus.

² *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*. Available at <http://www.ibhe.org/Board/Agendas/2003/February/Item%206%20Report.pdf>

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

COMMON INSTITUTIONAL INDICATORS

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

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

This common institutional indicator provides a measure of the relative success of an institution in preparing students to enter the workforce or pursue further specialized education or training. As illustrated in Exhibit 53, undergraduate students at the 17 Illinois' not-for-profit colleges and universities reported are successful in securing employment or enrolling in further education within one year of graduation.

**Exhibit 53
Undergraduate Students Employed or Enrolled in Further Education
Within One Year of Graduation**

Minimum	Median	Maximum
74.0%	93.1%	98.9%

Source: IBHE, 2004 Institutional Performance Reports (N=17).

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

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

Exhibit 54 shows the number of students at 15 Illinois independent not-for-profit colleges and universities completing the requirements necessary for initial teacher certification by certificate area. This common institutional indicator helps to identify the potential supply of new teachers preparing to enter the K-12 workforce in Illinois. As indicated, there has been an overall increase in students completing certification requirements at the institutions during this period, driven primarily by the areas of elementary and secondary education.

**Exhibit 54
Independent Not-For-Profit Colleges and Universities,
Number of Students Completing Requirements for Initial Teacher Certification by Area**

Certificate Area	2000-2001	2001-2002	2002-2003
Early Childhood Education (N=7)	99	108	80
Percent of Total	6.9 %	6.4 %	4.5 %
Elementary Education (N = 15)	684	797	898
Percent of Total	47.7 %	47.1 %	50.7 %
Secondary Education (N=15)	527	682	678
Percent of Total	36.7 %	40.3 %	38.3 %
Special Education (N =7)	111	92	97
Percent of Total	7.7 %	5.4 %	5.5 %
K-12 (N=1)	14	13	18
Percent of Total	1.0 %	.8 %	1.0 %
Total, Independent Institutions Reporting	1,435	1,692	1,771

Source: IBHE, 2004 Institutional Performance Reports. (N=15)

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Percent of total cost of attendance covered by institutional, state and grant aid by income quintile for students who filed a Free Application for Federal Student Aid (FAFSA)

The following analysis is based on data provided by 13 Illinois independent not-for-profit colleges and universities. Exhibits 55 and 56 illustrate the percentage of the total cost to attend an independent not-for-profit institution that is covered by institutional, state, and federal grant aid for both dependent and independent students by income quintile for those who have filed a FAFSA. The FAFSA is filed voluntarily by students choosing to apply for student financial aid (e.g., need-based aid, student loans). Therefore, this analysis does not include all undergraduate students. Total cost of attendance includes tuition and fees, room and board, books, transportation, and other miscellaneous expenses. As noted for both groups of students in this sample, the level of grant aid provided relative to cost of attendance is greatest for those students with the most financial need and declines as income levels increase.

Exhibit 55

Independent Not-For-Profit Colleges & Universities					
Dependent Undergraduate Students – FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-26,199)	2nd (\$26,200-46,870)	3rd (\$46,871-67,041)	4th (\$67,042-97,925)	Highest (\$97,926 & Up)
Maximum	70%	53%	54%	38%	31%
Median	51%	43%	37%	27%	22%
Minimum	33%	23%	22%	17%	11%

Source: IBHE, 2004 Institutional Performance Reports. (N=13)

Exhibit 56

Independent Not-For-Profit Colleges & Universities					
Independent Undergraduate Students – FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-14,168)	2nd (\$14,169-26,366)	3rd (\$26,367-41,624)	4th (\$41,625-65,505)	Highest (\$65,506 & Up)
Maximum	46%	47%	43%	37%	36%
Median	33%	25%	20%	18%	10%
Minimum	21%	7%	4%	0%	0%

Source: IBHE, 2004 Institutional Performance Reports. (N=13)

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

Completions by race/ethnicity and gender (by level)

Exhibit 57 illustrates the diversity of the independent not-for-profit college and universities by examining completions by race/ethnicity and gender.

Exhibit 57

Completions by Race/Ethnicity and Gender									
Independent Not-For-Profit Colleges and Universities by Fiscal Year									
Degree	Demographics	1993		2001		2002		2003	
		#	%	#	%	#	%	#	%
Pre-Baccalaureate	Race/Ethnicity:								
	Black	963	27.3%	1,088	28.4%	1,230	29.0%	1,197	29.2%
	Hispanic	906	25.7%	931	24.3%	1,103	26.0%	991	24.2%
	White	1,585	44.9%	1,550	40.4%	1,606	37.9%	1,661	40.5%
	All Other	73	2.1%	264	6.9%	298	7.0%	251	6.1%
	Gender:								
	Male	1,228	34.8%	1,303	34.0%	1,395	32.9%	1,291	31.5%
Female	2,299	65.2%	2,530	66.0%	2,842	67.1%	2,809	68.5%	
	Total Degrees	3,527		3,833		4,237		4,100	
Baccalaureate	Race/Ethnicity:		%						
	Black	1,446	6.9%	1,892	8.0%	2,153	8.9%	2,316	9.2%
	Hispanic	637	3.0%	1,225	5.2%	1,528	6.3%	1,703	6.7%
	White	17,229	81.7%	16,579	70.2%	17,009	69.9%	17,244	68.3%
	All Other	1,764	8.4%	3,905	16.5%	3,628	14.9%	3,998	15.8%
	Gender:								
	Male	9,270	44.0%	9,009	38.2%	9,421	38.7%	9,872	39.1%
Female	11,806	56.0%	14,592	61.8%	14,897	61.3%	15,389	60.9%	
	Total Degrees	21,076		23,601		24,318		25,261	
Post-Baccalaureate	Race/Ethnicity:								
	Black	1,009	5.9%	1,541	7.2%	1,736	7.7%	1,617	7.0%
	Hispanic	358	2.1%	807	3.8%	722	3.2%	814	3.5%
	White	12,818	74.8%	12,970	61.0%	14,414	64.1%	14,397	62.6%
	All Other	2,940	17.2%	5,953	28.0%	5,600	24.9%	6,184	26.9%
	Gender:								
	Male	8,779	51.3%	9,858	46.3%	10,359	46.1%	10,759	46.8%
Female	8,346	48.7%	11,413	53.7%	12,113	53.9%	12,253	53.2%	
	Total Degrees	17,125		21,271		22,472		23,012	

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, and Race/Ethnicity Unknown.

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Extent to which institutional quality and effectiveness are recognized by graduates

The lack of a common survey instrument among the independent not-for-profit institutions limits the analysis of this indicator for the aggregate purposes of this report. However, the data available via common questions suggest a high level of satisfaction with the overall college experience and institutional quality. Questions from graduate surveys pertaining to the development of critical thinking skills and professor accessibility consistently ranked as highly positive for those institutions reporting data.

Pass rates on professional/occupational licensure exams

This common institutional indicator provides a measure of program quality assurance and effectiveness. However, these results serve as just one limited measure of student learning by demonstrating that the student has gained the knowledge required for licensing or to practice in that profession. Exhibits 58 and 59 illustrate student performance on professional/occupational exams for the following disciplines: law and nursing.

Exhibit 58

Law, Illinois Bar Exam Pass Rates for First-Time Takers			
Institution	Summer 2001 ^a	Summer 2002 ^a	Winter 2003 ^b
DePaul University	75%	73%	68%
Illinois Institute of Technology (Chicago - Kent)	80%	81%	84%
John Marshall Law School	73%	56%	59%
Loyola University Chicago	93%	87%	79%
Northwestern University	95%	94%	88%
University of Chicago	98%	97%	100%
<i>State Pass Rate</i>	<i>85%</i>	<i>82%</i>	<i>86%</i>
<i>National Pass Rate</i>	<i>77%</i>	<i>74%</i>	<i>75%</i>

Sources: a. www.legaled.com/illinoisbarexam.htm; b. ABA-LSAC Official Guide to ABA-Approved Law Schools (2005).

Exhibit 59

Nursing, National Council Licensure Exam (NCLEX) – RN Pass Rates			
Institution	2001	2002	2003
Concordia University, River Forest	97%	85%	95%
DePaul University	100%	93%	100%
Elmhurst College	84%	87%	92%
Illinois Wesleyan University	83%	88%	96%
McKendree College	100%	100%	100%
Saint Francis Medical Center College of Nursing, Peoria	82%	86%	88%
Saint Xavier University	77%	78%	78%
Trinity Christian College	100%	100%	90%
University of Saint Francis	86%	86%	86%
<i>National Pass Rate</i>	<i>86%</i>	<i>86%</i>	<i>87%</i>

Source: IBHE, 2004 Institutional Performance Reports.

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

First-time, full-time freshmen status at 150 percent of catalog time

This common institutional indicator provides a measure of student success. Exhibit 60 presents the 150 percent completion rate as a range based on institutional data for independent not-for-profit colleges and universities. Catalog time equates to tracking a cohort for six years. As noted previously, any comparison of graduation rate and time to degree must be considered in the context of institutional missions, as well as student choices. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with a large number of transfer students or part-time students than those serving a more traditional student population.

Exhibit 60

Independent Not-For-Profit Colleges and Universities Average Percent Completions within 150% of Catalog Time			
Descriptor	Entering Year		
	Fall 1995	Fall 1996	Fall 1997
Maximum	91.6%	93.1%	100.0%
Average	62.8%	64.0%	62.8%
Minimum	19.1%	24.8%	6.7%

Source: IPEDS Graduation Rate Survey. (N=54)

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

MISSION-SPECIFIC INSTITUTIONAL INDICATORS

The mission-specific indicators serve to highlight the distinctive and unique contributions of each institution and the sector to Illinois' higher education system. Colleges are not required to identify a certain number of mission-specific indicators or identify indicators for every goal of *The Illinois Commitment*. Exhibit 61 provides a listing of the mission-specific indicators selected by Illinois' independent not-for-profit colleges and universities as reported in the *2004 Institutional Performance Report*. (Appendix B provides the mission statement for each of these institutions.)

Exhibit 61
Mission-Specific Indicators Reported by Independent Not-For-Profit Colleges and Universities

GOAL 1: ECONOMIC GROWTH	
Blackburn College	Implementation of Employer Surveys to Gather Data on Quality of Preparation of Recent Graduates
Chicago School of Professional Psychology	At Least 95% of Graduates From All Programs are Employed in Their Fields Within One Year of Graduation
Concordia University	The Use of the Chicago Metropolitan Area as a Learning Laboratory (e.g., Internships, Volunteer and Service Activities)
DePaul University	Total Enrollment per College Degrees Conferred per College Number of DePaul students engaged in internships
Elmhurst College	Enrollment in Graduate Degree Programs
Illinois College	Competitiveness of Graduates in Graduate and Professional Education Programs and Fellowships Number of Students Choosing "Top-Tier" Graduate and Professional Programs
McKendree College	Percent of Baccalaureate Graduates Either Employed or Enrolled in Further Education within One Year of Graduation, by Campus: <ol style="list-style-type: none"> 1. Lebanon Campus 2. Scott Air Force Base 3. External Sites 4. Kentucky Campuses
National University of Health Sciences	To Develop a Stronger Financial Position for the University
North Central College	To Serve the Wider Community by Providing More Mission-Related Programs to Address Community Educational Needs and Making Better Use of Campus Facilities and Resources
Robert Morris College	We Will Bring Applied, Graduate Education to the Communities We Serve We Will Help Meet the Critical National Demand for Qualified Health-Care Providers A School of Culinary Arts will be created, allowing us to capitalize on our strength of integrating practical technology with business education
Saint Francis Medical Center College of Nursing	Percent of Graduates Employed Within 6 Months Following Graduation
Saint Xavier University	National Survey of Student Engagement (NSSE): Preparing Students for the Job Market
Trinity Christian College	Number of Students Graduating from a Business or Business-Related Field (Traditional Aged and Adult Studies Students)
University of St. Francis	Response Rate of All Graduates in Full-Time Programs

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

GOAL 2: P-12 PARTNERSHIPS	
Blackburn College	Partnerships with Area Schools
Chicago School of Professional Psychology	Provide Reading Tutors for Children in Chicago Area Schools. Train School Psychologists to Provide Services to Students, Families, Schools, and Communities Beginning Fall 2006.
Concordia University	Preparing Graduates who are Prepared for Employment and Father Educational Experiences
DePaul University	Number of Partnerships with Local Schools and School Districts Number of teachers who are graduates of DPU who teach in urban schools Number of Education graduates by gender and race/ethnicity Number of tuition vouchers DPU provides to teachers for professional development
Illinois College	Partnerships with Local Schools - Community Service Projects Continuing Education Programs and Workshops
Robert Morris College	We Will Offer Outreach Programs for Elementary and Secondary School Students that Challenge Their Unique Talents, that Promote Academic Achievement and Persistence, and that Foster Interest in Postsecondary/Higher Education
Saint Xavier University	Education Baccalaureate Graduates Teaching in Catholic Schools: Percent Employed Within One Year of Graduation
Trinity Christian College	Number of Teacher Education Graduates in the Traditional Program
University of St. Francis	Pass Rates on Illinois Certification Tests, Compared to Statewide Pass Rates
GOAL 3: AFFORDABILITY	
Blackburn College	Institutional Grant Aid to Students Comparison of Costs and Average Student Debt to Other Institutions
Chicago School of Professional Psychology	Keep Tuition Raises Moderate Institutional Aid (Scholarships, Grants, Fellowships) Utilize Work Study Opportunities Fully Provide Excellent Financial Aid Services from Recruitment through Graduation
Concordia University	Keep Tuition Rates Affordable Percent of Students Receiving Aid
DePaul University	Transfers from Illinois Community Colleges Number of Campuses or Distance Learning Programs Undergraduates Employed by DePaul Percent Freshman, First-Generation Students Number of distance learning/online enrollments Dollars, Undergraduate Financial Aid Dollars Administered by DePaul for Financial Aid Percentage of Students Receiving Financial Aid
Illinois College	Student Tuition Discount Rate Tuition Assistance Grant Award (Assists Students with Unmet Financial Need)
National University of Health Sciences	To Further Expand Educational Program Diversity Implementation of Affordable Programs
Robert Morris College	The Tuition Rate Will Continue to Rank in the Lowest Quartile Among Illinois Private Colleges
Saint Xavier University	Number of Pell-Eligible Students Admitted and Given Financial Aid Packages and the Percent Who Actually Enroll
Trinity Christian College	Percent that Financial Aid Programs are Funded by Total Tuition Income

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

GOAL 4: ACCESS AND DIVERSITY	
Blackburn College	Mutuality of Community and Respect for Others
Chicago School of Professional Psychology	Commitment to a Diverse and Successful Student Body All Minority Students will Maintain Satisfactory Progress at a Rate Equal to Non-Minority Students
Concordia University	Graduates Recognize the Diversity of the Church and World Opportunities for a Diverse Population of People to be Servants to Others Graduation Rates
DePaul University	Retention Rate Undergraduate Enrollments by Race Full-Time Faculty by Race Full-Time Staff by Race Full-Time Senior Faculty by Gender
Elmhurst College	Retention Rate
Illinois College	Percent of Graduates who Majored in a Traditional Liberal Arts Field Minority-Group Profile of the College will Match or Exceed the Minority-Group Profile of Liberal Arts Colleges in the State of Illinois
National University of Health Sciences	Promoting Diversity of the Student Population via Diversity of Programs
North Central College	Percentage and Total Number of Minorities Among Faculty, Staff, and Students
Robert Morris College	We Will Implement New Programs and Service Delivery Models to Ensure that More Students, Regardless of Age, Background, or Geographic Location, Have an Opportunity to Obtain a College Degree Our Campuses of Tomorrow Will Be Convenient, Student-Centered, and Will Provide the Latest in Educational Technology
Roosevelt University	Embrace a Multi-Campus Environment within a Single University
Saint Francis Medical Center College of Nursing	Percent of Student Population Representing Students from Diverse Backgrounds
Saint Xavier University	National Survey of Student Engagement (NSSE): Diversity
Trinity Christian College	Recruitment and Retention of Minority Students
University of St. Francis	Reduce Performance Gaps in Satisfaction for University Services
GOAL 5: HIGH QUALITY	
Blackburn College	Alumni Survey (1- and 5-Year)
Chicago School of Professional Psychology	All Students Seeking Licensure will Pass the Exam in the Period Determined by the State Requirements
Concordia University	Forum for Interaction and Contact that Enables and Promotes Spiritual Values and Lutheran Christian Witness Acting as a Community and Church Resource
DePaul University	Percent of Full-Time Faculty with Terminal Degrees Average Class Size Percent of Classes Taught by Graduate Students Percent of Undergraduate Programs Requiring Internships, Field Experience, Service Learning or Other Experiential Learning Components
Illinois College	Incorporation of Assessment into Standard Processes and Decision Making Throughout the College Use of Commercial Survey Instruments to Improve Institutional Accountability
National University of Health Sciences	Pass Rates: Massage Therapist Pass Rates: Chiropractic Medicine Student Academic Assessments Student Satisfaction Surveys

SECTOR PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

North Central College	Participant of the College Learning Assessment Pilot Program
Robert Morris College	Students Will Experience the Corporate, Civic, Professional, and Cultural Riches of the Communities We Serve We Will Uphold a Set of Assessment Practices to Provide a Basis for Continuous Quality Improvement of Student Academic Achievement and Institutional Effectiveness
Roosevelt University	Maintain the University's Commitment to Financial Sustainability
Saint Francis Medical Center College of Nursing	Percent of Students Passing the NCLEX-RN on the First Writing
Saint Xavier University	National Survey of Student Engagement (NSSE): Benchmarks for Academic Challenge and Supportive Campus Environment
Trinity Christian College	Student development of a Christian Worldview in All Disciplines
GOAL 6: ACCOUNTABILITY AND PRODUCTIVITY	
Benedictine University	Retention Rates
Blackburn College	Control Costs for Students Improve Retention and Completion Rates
Chicago School of Professional Psychology	Tuition Increases are Modest (4-5% per year); Yet Keep Pace with the Market Enrollment Does Not Fall Below Budgeted Projections
Concordia University	Percentage of Graduates Entering Positions of Church Service Emphasis on Arts and Sciences as well as Sound Moral Character Built Upon Christian Principles
DePaul University	Number of Students Enrolled in Service-Based Learning Course Number of Service Based Learning Courses Offered
Illinois College	Retention and Persistence Rates
National University of Health Sciences	To Increase the Percentage of Ethical and Competent Graduates To Strengthen Position as a Recognized Leader in Education and Research as Related to the Institution's Mission
Robert Morris College	Our Campuses of Tomorrow Will Be Convenient and Student-Centered, Will Provide the Latest in Educational Technology, and Will Utilize Resources Efficiently
Roosevelt University	Create an Overall Image and Reputation of Distinguished Quality
Saint Francis Medical Center College of Nursing	Retention Rate
Trinity Christian College	Retention and Completion
University of St. Francis	Retention Rates

SECTOR PERFORMANCE: INDEPENDENT FOR-PROFIT INSTITUTIONS (Proprietary)

SECTOR OVERVIEW ¹

In Fall 2003, Illinois' proprietary institutions enrolled almost 32,000 students and awarded over 5,600 degrees overall. The independent, for-profit higher education institutions provide education options for students seeking career focused degree programs at over 30 locations.

Participation in the 2004 Performance Report process is voluntary for independent, for-profit colleges and universities. The following summary demonstrates some of the contributions that these institutions provide to the citizens of Illinois. Contributions to this summary were compiled from the following institutions: DeVry University, Harrington College of Design, The Illinois Institute of Art Chicago, Midstate College, and Northwestern Business College.

Economic Development

One of the State's goals is to measure the percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation. Independent, for-profit institutions continue to help Illinois business sustain strong economic growth by providing academic programs and producing graduates that will supply industry with a qualified and skilled workforce to meet their needs. The Illinois Institute of Art (88.9%), Northwestern Business College (89%), and DeVry University (93%) reported strong graduate employment statistics.

DeVry University also highlighted its Business programs Senior Project as contributing to economic development. In teams of three to five members, students work to solve a business problem that may include development of a PC network, a web presence or a database. Examples of business customers include the United States Postal Service, Humboldt Park Social Services and St. Paul Health Care Center. In addition, Northwestern Business College has revised its employer survey so it can be distributed and completed online, allowing busy professionals to provide feedback in a timely manner.

These colleges all continue to analyze the environment to determine which academic programs are needed to continue to provide graduates that are skilled and meet the current and future workforce needs. New programs that were implemented this year included health information technology.

Affordability

Independent, for-profit colleges in Illinois continue to serve increasing percentages of minorities and low-income students. In addition to keeping tuition increases to approximately five percent, the independent for-profit sector is helping to meet the affordability goal by providing alternative delivery methods, such as online courses. Online delivery allows students flexibility and an opportunity to continue their education without the added expenses of transportation and child care costs. Institutions providing online course work include DeVry University, The Illinois Institute of Art and Midstate College.

Harrington College of Design increased their service to students in tuition planning. By establishing early on the student's long-range objectives and debt obligations, Harrington has seen a decrease in default rates and an increase in retention. The Illinois Institute of Art Chicago campus awarded more than \$1.6 million in institutional grants and scholarships in 2004. In addition, the college maintained its policy of not increasing a student's tuition after matriculation if the student remains continuously enrolled. The College also plans to expand its merit-based scholarship program in 2005.

¹ Assistance provided by the IBHE Proprietary Advisory Committee.

SECTOR PERFORMANCE: INDEPENDENT FOR-PROFIT INSTITUTIONS (Proprietary)

In FY 2003, Midstate College also offered the lowest-income eligible students with a financial assistance package that covered all direct academic expenses. This package included federal, state, and institutional grants and did not include loans.

Northwestern Business College increased the number of institutional scholarships, absorbed the cost of the U-Pass for full-time students at their Chicago location, and implemented a cost containment awareness program to better focus resources.

In addition, Northwestern Business College and DeVry University continue to work with the Chicago Public Schools (CPS) and its College Excel program to provide high school students an opportunity to earn dual credit for courses taken at the college. This year Northwestern Business College enrolled 175 College Excel students.

The Illinois Institute of Art has submitted a proposal to participate in College Excel. Currently, the College's culinary arts area participates in a cooperative education program (Gallery 37) with the City of Chicago.

DeVry's Chicago campus also launched the Advantage Academy in partnership with the Chicago Board of Education. In support of the CPS Education to Careers initiative, this program provides selected and appropriately qualified students to complete their high school coursework while also pursuing an associate of applied science in network systems administration degree. This summer, 128 students began this program. Teachers from Lane Technical High School teach the high school courses and faculty from DeVry University teach the college courses.

Productivity and Accountability

One of the hallmarks of independent, for-profit institutions is the ability of these schools to continuously improve both academically and in providing student services. Some of the highlights in this area are described below.

In 2004, DeVry University implemented the eCollege web platform to supplement accelerated coursework, augment standard delivery coursework and provide the "classrooms" for online coursework. The University also provided training programs for all faculty members wishing to teach in the iOptimize accelerated format, which includes classroom time supplemented by required instructor-guided online assignments and activities.

In an effort to be more responsible and accountable, Harrington College of Design adopted a practice of measuring student satisfaction through the use of the nationally recognized Noel-Levitz surveys. A survey was sent to freshmen and seniors and based on the results, student focus groups were initiated and committees were formed to address the issues raised. This action improved retention, especially during the first year. This survey will be administered every other year as part of the Colleges Institutional Effectiveness Plan.

The Illinois Institute of Art achieved regional accreditation from the Higher Learning Commission of the North Central Association. This achievement is significant and demonstrates the College's commitment to quality academic programs and to continual institutional improvement. In addition, IIA implemented a comprehensive program to assess the learning of students and the quality of its economic programs. The

SECTOR PERFORMANCE: INDEPENDENT FOR-PROFIT INSTITUTIONS (Proprietary)

assessment program involves students, faculty, staff and administration in an integrated effort to help students achieve higher levels of learning.

Midstate College joined the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission in spring 2004. The overarching objective of AQIP is continuous performance improvement. Midstate's current action projects include fostering relationships with area businesses, organizations, and educational institutions; leading and improving the communication process throughout the organization; developing a long-term master course schedule that supports sequential learning, and comprehensively evaluating assessment processes.

Northwestern Business College implemented an all employee awareness program about first time, full time students. The program includes identifying student needs and creating a monitoring program for advisers to increase their focus on first time, full time students. In addition the College hired additional full time faculty to meet student needs.

FOR ADDITIONAL INFORMATION

The *Statewide Performance Report* provides a summary of data and other information provided by the institutions through their *2004 Institutional Performance Report* submissions. For more information, the *2004 Institutional Performance Reports* submitted to the Illinois Board of Higher Education are available for viewing at <http://www.ibhe.org/PerformanceIndicators/PerformanceReport2004.htm>. All institutions were asked to complete a template to ensure consistency in reporting for both qualitative aspects (i.e., accomplishments, plans, and challenges for Goals 1, 3, and 6) as well as the performance indicators, both common-institutional and mission-specific. Beginning with this year's report, institutions were asked to report institutional goals for several of the common-institutional indicators. Institutions were advised to establish goals that are "rigorous and quantifiable, but also achievable within the context of a balanced institutional approach to continuous improvement."² Variance among the specific goals set by each institution should be expected and reflects, in part, variance in institutional mission and focus.

² *Establishing Performance Indicators to Assess Progress Toward Meeting the Goals of the Illinois Commitment: Final Recommendations*. Available at <http://www.ibhe.org/Board/Agendas/2003/February/Item%206%20Report.pdf>

**SECTOR PERFORMANCE:
INDEPENDENT FOR-PROFIT INSTITUTIONS
(Proprietary)**

COMMON INSTITUTIONAL INDICATORS

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

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

This common institutional indicator provides a measure of the relative success of an institution in preparing students to enter the workforce or pursue further specialized education or training. As illustrated in Exhibit 62, undergraduate students at the five Illinois' proprietary institutions reported are well prepared for employment or further education opportunities.

**Exhibit 62
Undergraduate Students Employed or Enrolled in Further Education
Within One Year of Graduation**

Minimum	Median	Maximum
83.4%	88.3%	93.9%

Source: IBHE, 2004 Institutional Performance Reports (N=5).

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Although the proprietary institutions are not directly involved with teacher preparation, some of the institutions have partnered with secondary schools to increase access to higher education for high school students. For example, The Illinois Institute of Art Chicago and Northwestern Business College indicated they are partnering with the Chicago Public Schools in a dual credit program, College Excel. College Excel is a program to provide students with solid academic, technical and employment skills. In addition, The Illinois Institute of Art Chicago is actively involved in cooperative instruction of high school age students with educators via the following formalized programs: Gallery 37 Artist Apprenticeship After School curriculum, Gallery 37/Chicago Public Schools Advance Arts Education Program, and the Careers through Culinary Arts Program (C-CAP).

**SECTOR PERFORMANCE:
INDEPENDENT FOR-PROFIT INSTITUTIONS
(Proprietary)**

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Percent of total cost of attendance covered by institutional, state and grant aid by income quintile for students who filed a Free Application for Federal Student Aid (FAFSA)

The following analysis is based on data provided by four Illinois proprietary institutions. Exhibits 63 and 64 illustrate the percentage of the total cost to attend an independent not-for-profit institution that is covered by institutional, state, and federal grant aid for both dependent and independent students by income quintile for those who have filed a FAFSA. The FAFSA is filed voluntarily by students choosing to apply for student financial aid (e.g., need-based aid, student loans). Therefore, this analysis does not include all undergraduate students. Total cost of attendance includes tuition and fees, room and board, books, transportation, and other miscellaneous expenses. Total cost of attendance includes tuition and fees, room and board, books, transportation, and other miscellaneous expenses. As noted for both groups of students in this sample, the level of grant aid provided relative to the cost of attendance is substantially greater for those students with the most financial need and declines as income levels increase.

Exhibit 63

Independent For-Profit Institutions					
Dependent Undergraduate Students - FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-26,199)	2nd (\$26,200-46,870)	3rd (\$46,871-67,041)	4th (\$67,042-97,925)	Highest (\$97,926 & Up)
Maximum	48%	21%	8%	12%	1%
Median	19%	10%	5%	2%	0%
Minimum	13%	5%	1%	0%	0%

Source: IBHE, 2004 Institutional Performance Reports. (N=4)

Exhibit 64

Independent For-Profit Institutions					
Independent Undergraduate Students - FAFSA on File, 2002-03					
Percent of Total Cost of Attendance Covered by Institutional, State, and Federal Grant Aid					
Percent of Cost Covered by Grant Aid	Income Quintile				
	Lowest (\$0-14,168)	2nd (\$14,169-26,366)	3rd (\$26,367-41,624)	4th (\$41,625-65,505)	Highest (\$65,506 & Up)
Maximum	39%	25%	24%	11%	3%
Median	18%	12%	10%	5%	1%
Minimum	9%	4%	3%	1%	0%

Source: IBHE, 2004 Institutional Performance Reports. (N=4)

**SECTOR PERFORMANCE:
INDEPENDENT FOR-PROFIT INSTITUTIONS
(Proprietary)**

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

Completions by race/ethnicity and gender (by level)

Exhibit 65 illustrates the diversity of the proprietary college and universities by examining the completions by race/ethnicity and gender. As noted, the total number of degrees granted has increased over time as well as the diversity of degree recipients.

Exhibit 65

Completions by Race/Ethnicity and Gender Independent For-Profit Institutions by Fiscal Year									
Degree	Demographics	1993		2001		2002		2003	
		#	%	#	%	#	%	#	%
Pre-Baccalaureate	Race/Ethnicity:								
	Black	299	21.1%	348	20.6%	368	19.9%	610	25.3%
	Hispanic	186	13.1%	335	19.8%	390	21.1%	480	19.9%
	White	864	61.1%	846	50.1%	895	48.3%	1,111	46.0%
	All Other	66	4.7%	161	9.5%	199	10.7%	212	8.8%
	Gender:								
	Male	747	52.8%	898	53.1%	972	52.5%	1,299	53.8%
Female	668	47.2%	792	46.9%	880	47.5%	1,114	46.2%	
	Total Degrees	1,415		1,690		1,852		2,413	
Baccalaureate	Race/Ethnicity:								
	Black	125	15.3%	185	12.7%	225	12.5%	301	13.2%
	Hispanic	88	10.7%	171	11.7%	203	11.3%	338	14.8%
	White	481	58.7%	804	55.2%	978	54.3%	1,150	50.3%
	All Other	125	15.3%	297	20.4%	394	21.9%	499	21.8%
	Gender:								
	Male	553	67.5%	911	62.5%	1,102	61.2%	1,332	58.2%
Female	266	32.5%	546	37.5%	698	38.8%	956	41.8%	
	Total Degrees	819		1,457		1,800		2,288	
Post-Baccalaureate	Race/Ethnicity:								
	Black	11	2.9%	127	13.8%	120	15.4%	155	15.7%
	Hispanic	3	0.8%	21	2.3%	12	1.5%	45	4.6%
	White	352	91.9%	658	71.8%	516	66.4%	670	67.9%
	All Other	17	4.4%	111	12.1%	129	16.6%	117	11.9%
	Gender:								
	Male	262	68.4%	434	47.3%	382	49.2%	463	46.9%
Female	121	31.6%	483	52.7%	395	50.8%	524	53.1%	
	Total Degrees	383		917		777		987	

Source: IPEDS Degrees Conferred Survey.

Note: "All Other" includes Asian/Pacific Islander, American Indian/Alaska Native, Non-Resident Alien, and Race/Ethnicity Unknown.

**SECTOR PERFORMANCE:
INDEPENDENT FOR-PROFIT INSTITUTIONS
(Proprietary)**

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Extent to which institutional quality and effectiveness are recognized by graduates

The lack of a common survey instrument among the proprietary institutions limits the analysis of this indicator for the aggregate purposes of this report. However, the data available suggests that graduates indicate high satisfaction rates in the areas of institutional quality and effectiveness. Various surveys utilized by three of the institutions providing data suggest that students maintain a positive attitude towards the institutions after graduation. In addition, professor accessibility and expectations received high marks.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

First-time, full-time freshmen status at 150 percent of catalog time

This common institutional indicator provides a measure of student success. Exhibit 66 presents the 150 percent completion rate as a range based on institutional data for independent for-profit institutions. Catalog time equates to tracking a cohort for six years. As noted previously, any comparison of graduation rate and time to degree must be considered in the context of institutional missions, as well as student choices. Further, these data only capture those students who enter as first-time, full-time freshmen. Thus, the measure reflects a much smaller proportion of the overall student population at institutions with a large number of transfer students or part-time students than those serving a more traditional student population.

Exhibit 66

Independent For-Profit Colleges and Universities Average Percent Completions within 150% of Catalog Time			
Descriptor	Entering Year		
	Fall 1995	Fall 1996	Fall 1997
Maximum	58.3%	75.0%	55.6%
Average	35.2%	37.5%	36.8%
Minimum	32.3%	23.3%	14.0%

Source: IPEDS Graduation Rate Survey. (N=9)

**SECTOR PERFORMANCE:
INDEPENDENT FOR-PROFIT INSTITUTIONS
(Proprietary)**

MISSION-SPECIFIC INSTITUTIONAL INDICATORS

The mission-specific indicators serve to highlight the distinctive and unique contributions of each institution and the sector to Illinois' higher education system. Colleges are not required to identify a certain number of mission-specific indicators or identify indicators for every goal of *The Illinois Commitment*. Exhibit 67 provides a listing of the mission-specific indicators selected by Illinois' proprietary institutions as reported in the *2004 Institutional Performance Report*. (Appendix B provides the mission statement for each of these institutions.)

**Exhibit 67
Mission-Specific Indicators Reported by Independent For-Profit Institutions**

GOAL 1: ECONOMIC GROWTH	
Northwestern Business College	Placement Rate Articulation Agreements
GOAL 2: P-12 PARTNERSHIPS	
The Illinois Institute of Art – Chicago	Continue Educational Programs for High School Students from Chicago Public Schools
Northwestern Business College	Number of College Excel Students in Program Number of College Excel Students who Complete Four Courses Number of Instructors Who Incorporate Web-based Assignments
GOAL 3: AFFORDABILITY	
Northwestern Business College	Tuition Increases Default Rate
GOAL 4: ACCESS AND DIVERSITY	
Northwestern Business College	Enhancements and improvements to advising program particularly for freshmen Track success of students taking pre-college coursework
GOAL 5: HIGH QUALITY	
Midstate College	All academic departments will have documented scores for admission to the majors based upon assessment results All academic departments will submit an annual report of the outcomes related to program goals during the summer term
Northwestern Business College	Survey, assessment, and curriculum review results
GOAL 6: ACCOUNTABILITY AND PRODUCTIVITY	
Northwestern Business College	Revised support or administrative functions Budget information

SECTOR PERFORMANCE: AGENCIES

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

Executive Summary, 2004 Institutional Performance Report
(The Full Report is Available at www.ibhe.org)

The Illinois Mathematics and Science Academy (IMSA) uses the goals of *The Illinois Commitment* to align its work in transforming mathematics and science education with the current realities and priorities of the State of Illinois.

Currently, five factors stand out in their impact on IMSA's mission and efforts toward the goals of the *Illinois Commitment*. The first of these is assessment of student learning. IMSA's program is designed to be competency-based, problem-centered, inquiry-based and integrative; this challenges the current national concern with test results and targets student learning as the foremost priority. IMSA is responding with an initiative to develop a new assessment system designed to measure Standards of Significant Learning. The second factor is teacher professional development. Local school district funding and the restructuring of the Regional Offices for Education have led IMSA to redesign its professional development offerings to address participant access issues. Changing applicant demographics are also affecting IMSA's work—for example, the number of applicants and enrolled students for whom English is a second language continues to increase. These realities present IMSA with curriculum, assessment and instruction challenges. The fourth major factor is the State's investment in technology. Most schools have access to networked computer technology, and the time to develop next-generation uses of this infrastructure is now. IMSA is poised to leverage this capacity to meet emerging needs. The fifth factor relates to funding. In recent years and for the foreseeable future, the economy has made it difficult for IMSA to secure the funding necessary to attract and retain the high-quality faculty and staff IMSA's advanced programs require, and to scale up internal and external program offerings to meet strong market demand.

These factors notwithstanding, IMSA continues to make significant progress toward the goals of the *Illinois Commitment*, especially Goals 1 (Economic Growth), 3 (Affordability) and 6 (Productivity and Accountability). Of particular interest are its two FY04 Effective Practices. The 21st Century Information Fluency Project addresses Goal 1 (Economic Growth) and aims to build and distribute online and face-to-face learning experiences to give all middle and high school students in Illinois the opportunity to learn how to find digital information effectively and efficiently. The Graduated Student Fee Schedule addresses Goal 3 (Affordability) and assesses student fees based on family income, to make attendance at IMSA even more accessible to talented students underrepresented in mathematics and science.

An external review of CADRE (Career Development Reinforcing Excellence), the system for professional development, supervision and evaluation of faculty at IMSA, prompted faculty and staff to develop "Expectations for Teachers at IMSA" and to pilot a revised Collaborative Accountability contract in FY05. In the pilot, faculty will demonstrate professional growth in the "Expectations for Teachers at IMSA" on a three-year cycle by sharing a portfolio of accomplishment with colleagues.

Assessment of student learning remains a top priority at IMSA. Work continues in developing a comprehensive system of assessment that addresses classroom learning as well as institutional learning outcomes by measuring Standards of Significant Learning.

SECTOR PERFORMANCE: AGENCIES

ILLINOIS STUDENT ASSISTANCE COMMISSION

(The Full Report is Available at www.ibhe.org)

Contributions to the Illinois Commitment

The goal of college affordability for all Illinois citizens was enhanced through new initiatives implemented in the Monetary Award Program (MAP) and the continued success of *College Illinois!*. Programmatic changes were made to MAP in response to an increased demand for financial aid as both the number and level of need of eligible applicants increased over the previous year. In addition, ISAC has begun a longitudinal study to help explain the impact of MAP on retention, which should be completed in fiscal year 2005. ISAC's *College Illinois!* Program, a prepaid tuition programs has completed its sixth enrollment period, during which 5,900 contracts were purchased representing a commitment of \$126 million. The combined total for the program's six enrollment periods is more than 42,000 contracts purchased by more than 23,000 families.

ISAC has increased its outreach efforts to educate students about the college financial aid application process, especially working to reach minority and low-income students. In fiscal year 2004, ISAC unveiled a new outreach and informational resource for Illinois students and families – College Zone. College Zone offers a comprehensive array of planning and assistance programs through: a new, user-friendly website; College Zone Outreach Centers located on community college campuses; one-on-one counseling via (800)-899-ISAC; and brochures that provide information throughout the college experience. In other outreach activities, ISAC conducted more than 280 outreach events intended to deliver information about the importance of postsecondary education and training – in fiscal year 2004, more than 120,000 parents and students attended an ISAC outreach event.

To further the goal of enhancing Illinois' economic growth, ISAC administered programs designed to help retrain workers and augment the education levels of our workforce. Specialized scholarship and grant programs administered by ISAC provided more than \$45 million to students who, for example, served in the armed forces or National Guard, are in training to be teachers, or who had demonstrated academic excellence in high school.

Three specialized programs in particular helped improve teaching and learning at all class levels in Illinois. ISAC awarded teacher incentive scholarships or tuition waivers to approximately 1,800 qualified students in fiscal year 2004 through the Illinois Future Teacher Corps (IFTC) Program, the Minority Teachers of Illinois (MTI) Scholarship, and the Special Education Teacher Tuition Waiver (SETTW). Beginning in fiscal year 2004, ISAC helped in the administration of the Golden Apple Scholars of Illinois Program – a state-funded program that recruits and prepares bright and talented high school graduates who represent a rich ethnic diversity for successful teaching careers in high need schools throughout Illinois.

Finally, ISAC improved its overall productivity and accountability through a variety of efficiency enhancing measures such as establishing an Illinois Enrollment Management Organization (IEMO), increasing automation (e.g., defaulted loan payments accepted electronically, receiving exit loan interviews electronically, providing up-to-date information and other materials on the College Zone website), and continuing improvements to IDAPP servicing operations.

Plans for Supporting the Illinois Commitment Next Year

ISAC is doing more with less as it administers MAP. Faced with level funding, rising application volume and rising college costs, ISAC intends to support the Illinois Commitment by disbursing MAP funds as

SECTOR PERFORMANCE: AGENCIES

equitably and efficiently as possible. As part of this process, the recently converted MAP eligibility tracking system to a credit hour basis (MAP 135) begins with the 2004-05 academic year. In addition, ISAC has proposed formula changes for fiscal year 2005 to direct aid toward low-income students, increase the number of students receiving aid, and increase award amounts for all students. In addition, outreach efforts will remain a high priority.

In a continued effort to cut costs, increase revenues and improve customer satisfaction, ISAC will implement and expand a number of efficiency enhancing measures, such as maintaining and enhancing ISAC's College Zone website, utilizing new technologies for training ISAC's partners, providing on-line interactive applications for teacher education scholarship programs, introducing on-line bill payment for IDAPP borrowers, creating *BUDGETnet* (a database and on-line data collection tool for school budget information), and enhancing data accessibility for schools to more effectively assist with default prevention efforts.

CONCLUSIONS

STATEWIDE POLICY IMPLICATIONS

The *2004 Statewide Performance Report* presents a significant amount of data and other information regarding the current status of the state's system of higher education relative to the six goals of *The Illinois Commitment* based on the performance indicators adopted by the Board in February 2003. Of course, the fundamental question raised by the performance indicators is what the findings mean from a statewide policy perspective as well as for the system's progress toward the six goals of *The Illinois Commitment*. The key policy implications of the statewide and common institutional performance indicators presented in this report are highlighted below.

What are the statewide policy implications of the performance indicators for economic growth (Goal 1)?

- ✓ Illinois colleges and universities are producing an increasing number of graduates at all levels and across a broad array of program areas, strengthening the potential pool of college-educated individuals for the state's workforce.
- ✓ However, given the projected demands for a more educated workforce in Illinois, is the state's system of higher education positioned to meet emerging workforce needs? The clearest challenge to this goal will be to attract and retain the necessary intellectual capital (i.e., students, faculty, staff) within Illinois' system of higher education to help the state remain competitive, in spite of the limited financial resources available. This is not an insignificant challenge in that Illinois is the third largest net exporter of first-time freshmen in the nation (i.e., the state loses more first-time college students than it attracts from other states.)
- ✓ In terms of research infrastructure, Illinois colleges and universities rank highly in terms of total research and development expenditures, although Illinois ranks in the lower half of states in terms of R&D expenditures per capita suggesting further opportunities for improvement.

What are the statewide policy implications of the performance indicators for partnerships with P-12 education (Goal 2)?

- ✓ The overall number and distribution by certificate area of students completing requirements for initial teacher certification has remained relatively stable over the past few years.
- ✓ A more fundamental issue centers on the ability of all teachers (new and continuing) to meet the needs of a growing and increasingly diverse P-12 student population in Illinois.
- ✓ Additional information is needed to gain a more complete understanding of how well Illinois' higher education system, in partnership with the P-12 sector, is meeting this goal. Various initiatives (e.g., Teacher Data Warehouse, assessment of new teachers and their supervisors by public university colleges of education) are under development as a means to address these "data gaps" but are at very early stages.

What are the statewide policy implications of the performance indicators for affordability (Goal 3)?

- ✓ While the proportion of Illinois students receiving some form of financial assistance continues to grow, so does the cost of attendance relative to income.
- ✓ For all sectors, the percent of a total cost of attendance covered by grant aid (i.e., non-repayable financial assistance) is greatest for the lowest income students. This indicates that this important form

of aid is being targeted to the most needy students, potentially lessening their reliance on borrowing and/or work to finance their college educations.

- ✓ Despite significant efforts at the state and institutional levels to ensure the affordability of a college education in Illinois, recent trends indicate increasing challenges to this goal including growing numbers of eligible students who do not receive a MAP award due to program funding constraints and rising college costs.

What are the statewide policy implications of the performance indicators for access and diversity (Goal 4)?

- ✓ The number and diversity of students completing degree programs has increased over time at all levels and across all sectors of Illinois higher education.
- ✓ Given the projected increase in the number and diversity of Illinois high school graduates in coming years, it is imperative that higher education institutions develop effective practices to ensure that all Illinois students have an opportunity to pursue and complete a postsecondary education.

What are the statewide policy implications of the performance indicators for quality and assessment (Goal 5)?

- ✓ Illinois' recent participation in a pilot study to develop a model for collecting and analyzing comparable college-level learning information across states revealed high levels of literacy, strong preparation for study beyond the baccalaureate, and above average student performance in problem-solving, reading comprehension, and writing.
- ✓ At the same time, it is important to note that the assessment results from this pilot study reflect relatively small numbers of students and states, so these results should be viewed in that context. Also, there were many logistical and technical challenges throughout the study in Illinois and the other participating states. However, the process of conducting the study indicated that the development of a model to assess student learning at a state-level in a way that is consistent across states is possible.
- ✓ The inclusion of student assessment results in institutional program reviews will also provide a wealth of information on student learning outcomes to complement these indicators in the future.

What are the statewide policy implications of the performance indicators for productivity and accountability (Goal 6)?

- ✓ The overall cost of instruction at public universities and community colleges has declined over time when controlling for inflation and enrollment, reflecting in part a reduction in state support since fiscal year 2002.
- ✓ The proportion of students completing degree programs within the expected benchmark time period has increased or remained stable in all sectors on average.
- ✓ Continuing state budget constraints and related concerns regarding access and affordability will require that all institutions identify and implement productivity improvements where possible to ensure that existing resources are allocated to the highest priority activities.

NEXT STEPS

This report reflects a significant level of effort by the Illinois higher education community in implementing the six goals established by *The Illinois Commitment*. The higher education community has responded to the Illinois Board of Higher Education's initiative to assess progress toward meeting the goals of *The Illinois Commitment* via the performance indicators adopted in February 2003 and first reported on in December 2003. As noted at the beginning of this report, however, this initiative is a work in progress that will continue to be implemented and refined over multiple years. The next reporting cycle (the 2005 report), will incorporate additional indicators and analyses, as well as an assessment of progress toward specific institutional goals established relative to the common institutional indicators. Board staff also will continue to work with the higher education community and other stakeholders to refine and improve upon the reporting process for 2005, including the goal of increased participation in this initiative by independent not-for-profit and proprietary institutions.

APPENDICES

APPENDIX A

2004 INSTITUTIONAL PERFORMANCE REPORT SUBMISSIONS

COMMUNITY COLLEGES

Black Hawk	Illinois Eastern	Morton
Chicago City	Frontier	Oakton
Daley	Lincoln Trail	Parkland
Kennedy-King	Olney Central	Prairie State
Malcolm X	Wabash	Rend Lake
Olive-Harvey	Illinois Valley	Richland
Truman	Joliet	Rock Valley
Washington	Kankakee	Sandburg
Wilbur Wright	Kaskaskia	Sauk Valley
Danville	Kishwaukee	Shawnee
DuPage	Lake County	South Suburban
Elgin	Lake Land	Southeastern
Harper	Lewis & Clark	Southwestern IL
Heartland	Lincoln Land	Spoon River
Highland	Logan	Triton
Illinois Central	McHenry	Waubonsee
	Moraine Valley	Wood

PUBLIC UNIVERSITIES

Chicago State University	Southern Illinois University
Eastern Illinois University	Carbondale, Edwardsville, School of Medicine
Governors State University	University of Illinois
Illinois State University	Chicago, Springfield, Urbana-Champaign
Northeastern Illinois University	Western Illinois University
Northern Illinois University	

(continued on next page)

APPENDIX A

2004 INSTITUTIONAL PERFORMANCE REPORT SUBMISSIONS

INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

Benedictine University	McKendree College
Blackburn College	National University of Health Sciences
Bradley University	North Central College
Chicago School of Professional Psychology	Robert Morris
Concordia University (River Forest)	Roosevelt University
DePaul University	St Francis Medical Center College of Nursing
Elmhurst College	Saint Xavier University
Eureka College	Springfield College in Illinois
Illinois College	Trinity Christian College
Illinois Wesleyan University	University of St Francis

INDEPENDENT FOR-PROFIT INSTITUTIONS

DeVry University	Midstate College
Harrington College of Design	Northwestern Business College
Illinois Institute of Art – Chicago	

AGENCIES

Illinois Mathematics & Science Academy	Illinois Student Assistance Commission
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APPENDIX B

INSTITUTIONAL MISSION STATEMENTS (Of Institutions Submitting a 2004 Performance Report)

COMMUNITY COLLEGES

Black Hawk College (503)

Black Hawk College provides the environment and resources for individuals to become lifelong learners.

City Colleges of Chicago (508)

The City Colleges of Chicago, a system of seven community colleges, provides learning opportunities for Chicago's diverse populations to enhance their knowledge and skills through quality, comprehensive, and affordable educational programs and services.

Richard J. Daley College (508-06)

As one of the City Colleges of Chicago, Richard J. Daley College shares in the vision and mission of the District. In addressing the diverse community of the southwest side of Chicago, Daley College provides opportunities for higher education, professional growth and cultural enrichment. Daley College is committed to high quality, affordable programs that are responsive to the educational and career needs of the community. As a learning-centered institution, Daley College is committed to improving student learning in all programs and services through an ongoing assessment process.

Kennedy-King College (508-01)

Kennedy-King College is dedicated to providing high quality, comprehensive, accessible education and training opportunities that respond to changing community needs and that enables individuals to reach their full potential and successfully compete in the global marketplace. As a learning-centered institution, we are committed to improving student learning in all programs and services through an ongoing comprehensive assessment process.

Malcolm X College (508-03)

Malcolm X College, as a learning and assessment-centered community college, is committed to empowering students of diverse backgrounds and abilities to achieve academic, career, and personal success.

Olive-Harvey College (508-05)

The mission of Olive-Harvey College is to provide students with a quality education. As a learning-centered institution, the College is committed to improving student learning in all programs and services through an ongoing assessment process.

Truman College (508-04)

Truman College, part of a system of seven sister community colleges, provides learning opportunities for Chicago's diverse populations to enhance their knowledge and skills through quality, comprehensive, and affordable educational programs and services.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Harold Washington College (508-02)

Harold Washington College is a learning-centered urban institution of higher education that offers accessible and affordable opportunities for academic advancement, career development, and personal enrichment. The College is committed to upholding high institutional and academic standards and to understanding and improving student learning.

Wright College (508-07)

Wright College has as its stated mission that it is a “learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and personal development.”

Danville Area Community College (507)

Danville Area Community College is committed to being a recognized leader in providing quality, innovative and adaptive programs and services which meet the lifelong academic, cultural and workforce needs of our diverse community.

College of DuPage (502)

The mission of College of DuPage is to be at the forefront of higher education, serving the needs of the community. The college will be the first place residents turn to for the highest quality educational and cultural opportunities. The college will serve as a model of distinction for community college education.

Elgin Community College (509)

To improve people’s lives through learning.

Harper College (512)

Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community and meeting the challenges of a global society.

Heartland Community College (540)

Heartland Community College provides access to higher education and excellence in teaching and learning.

Highland Community College (519)

Highland Community College is committed to shaping the future of our communities by providing quality education and learning opportunities through programs and services that encourage the personal and professional growth of the people of northwestern Illinois.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Illinois Eastern Community Colleges (529)

The mission of Illinois Eastern Community Colleges District 529 is to provide excellence in teaching, learning, public service, and economic development.

Illinois Central College (514)

ICC's purpose is to enable students to reach their educational potential, and to serve as a resource for the educational and cultural needs of the community. The mission of the College is to: Enable students to reach their educational potential; and serve as a resource for the educational and cultural needs of the community.

Illinois Valley Community College (513)

Illinois Valley Community College serves the needs of the learner and our diverse community by providing quality education, training, and services that are accessible, affordable and promote lifelong learning.

Joliet Junior College (525)

Joliet Junior College is committed to providing a quality education that is affordable and accessible to the diverse student population it serves. Through a rich variety of educational programs and support services, JJC prepares its students for success in higher education and employment. As part of this College's commitment to lifelong learning and services to its community, it also provides a broad spectrum of transitional, extension, adult, continuing and work-force education.

Kankakee Community College (520)

Kankakee Community College is committed to one mission: Enhancing quality of life through learning.

Kaskaskia College (501)

Kaskaskia College is committed to student learning and will provide citizens of Community College District 501 meaningful, life-long learning opportunities and experiences.

Kishwaukee College (523)

Kishwaukee College provides quality, accessible, and cost effective educational opportunities through a learning centered environment. The College is committed to the holistic development of the individual through a broad range of educational programs and services. Providing students the opportunity to enhance their abilities and promoting dignity and respect for all individuals are of the utmost importance. Kishwaukee College challenges students to become increasingly aware of their personal and community responsibilities and to develop community and global awareness.

College of Lake County (532)

The College of Lake County strives for excellence by responding to a wide range of transfer, career, continuing, and developmental educational needs through diverse and relevant curricular offerings.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Lake Land College (517)

Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs and economic development of the diverse communities we serve.

Lewis and Clark Community College (536)

Empowering people by raising aspirations and fostering achievement through dynamic, compassionate, and responsible learning experiences (2002).

Lincoln Land Community College (526)

The mission of Lincoln Land Community College is to improve the lives of district citizens by providing quality educational programs and services that are accessible and affordable to individuals and responsive to individual and community needs.

John A. Logan College (530)

John A. Logan College is a diverse learning and teaching community committed to improving individual life and society through high-quality, accessible educational programs and engaged learning opportunities.

McHenry County College (528)

At McHenry County College, we value learning, and we put the interests of our students and community first. By providing high quality, affordable and accessible learning opportunities, we enable students to meet their educational, career and personal goals. By sharing our knowledge and resources, we support our community's educational, social, cultural and economic vitality.

Moraine Valley Community College (524)

The mission of our college is to educate the whole person in a learning-centered environment, recognizing our responsibilities to one another, to our community, and to the world we share. We value excellence in teaching, learning and service as we maintain sensitivity to our role in a global, multicultural community. We are committed to continuous improvement and dedicated to providing accessible, affordable, and diverse learning opportunities and environments.

Morton College (527)

As a comprehensive community college, recognized by the Illinois Community College Board, the mission of Morton College is to cultivate a dynamic learning environment for its students and the community.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Oakton Community College (535)

We are the Community's College

We are dedicated, first, to excellence in teaching and learning.

We challenge our students to experience the hard work and satisfaction of learning that leads to intellectual growth and we support them academically, emotionally, and socially.

We encourage them to entertain and question ideas, think critically, solve problems, and engage with other cultures, with one another and with us.

We expect our students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles in their academic, work, and personal lives.

We demand from ourselves and our students tolerance, fairness, responsibility, compassion, and integrity.

We are a Community of Learners

We provide education and training for and throughout a lifetime.

We seek to improve and expand the services we offer in support of the people in the communities we serve.

We promote a caring community of staff and faculty members, students, administrators, and trustees who, in keeping with our values, work together to fulfill our mission.

We are a Changing Community

We recognize that change is inevitable and that education must be for the future.

We respond to change informed by our values and our responsibility to our students and our communities.

We challenge our students to be capable global citizens, guided by knowledge and ethical principles, who will shape the future.

Ratified by the Board of Trustees, October 20, 1998

Parkland College (505)

Parkland College is a comprehensive community college in Illinois dedicated to providing programs and services of high quality to its students and committed to continuous improvement to academic achievement and its documentation, and to the concept of shared governance.

Prairie State College (515)

Prairie State is a richly diverse community college dedicated to student-centered instruction that fosters success in adult, transfer, and workforce education

Rend Lake College (521)

Rend Lake College believes in the democratic ideal of providing educational opportunities to all who desire and can benefit from them, in keeping with the specific needs of the community and general expectations of society.

Richland Community College (537)

The mission of Richland Community College is to offer educational programs which enable students to achieve their potential by obtaining the abilities, attitudes, and skills needed for personal and professional growth.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Rock Valley College (511)

Rock Valley College is an educational leader in providing quality, accessible, lifelong learning opportunities, cultural enrichment, and support for economic and technological development.

Carl Sandburg College (518)

The mission of Carl Sandburg College is to provide accessible, quality education in a caring environment by keeping the learner's needs at the center of decision making and by working in partnership with communities of the College district.

Sauk Valley Community College (506)

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

Shawnee Community College (531)

Shawnee Community College's mission is to serve the needs of the students and our diverse community by providing quality higher education, community education, training, and services that are accessible, affordable, and promote life-long learning.

South Suburban College (510)

The mission of South Suburban College is to Serve our Students and the Community through lifelong learning.

Southeastern Illinois College (533)

Southeastern Illinois College, as a comprehensive community college and a member of the Illinois Community College System of Higher Education, is committed to a philosophy that believes in the dignity and worth of each individual regardless of race, creed, gender, physical abilities, national or ethnic origin. As its mission, Southeastern strives to become the educational and cultural center of the community by providing for the development of intellectual, social, personal and productive skills to all persons who reside within Community College District #533.

Southwestern Illinois College (522)

Southwestern Illinois College upholds the dignity and worth of all people and believes that learning is a life-long process which enhances the quality of life. The college provides for individual growth through educational excellence and active partnerships with students and the community.

Spoon River College (534)

Spoon River College provides a dynamic learning environment offering a broad range of educational programs, cultural activities, and economic development opportunities, which empower individuals and enhance the communities we serve.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Triton College (504)

Responsive to diverse educational needs, Triton College is committed to a supportive lifelong learning environment empowering individuals personally, professionally and culturally to contribute to a global community.

Waubonsee Community College (516)

The philosophy of Waubonsee Community College is based on the premise that education is the cornerstone of a literate, democratic society; that learning is a lifelong process; and that the pursuit of knowledge must be supported by institutional policies that demonstrate the values of accessibility, service, value, quality, and innovation.

John Wood Community College (539)

John Wood Community College will provide the highest quality educational opportunities and services fully accessible at affordable levels in an attractive, caring, and safe environment to meet the needs of a diverse community.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

PUBLIC UNIVERSITIES

Chicago State University

Chicago State University, a public, comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellence in teaching, research, creative expression, and community service. The mission of the university is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity; and 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service.

Eastern Illinois University

Eastern Illinois University offers superior yet accessible undergraduate and graduate education. Students learn the methods and outcomes of free inquiry in the arts, sciences, humanities and professions guided by a faculty known for its commitment to teaching, research/creative activity, and service. The University community strives to create an educational and cultural environment in which students refine their abilities to reason and to communicate clearly so as to become responsible citizens in a diverse world.

Governors State University

At Governors State University, our mission is:

- I: to offer a demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professionals and that is accessible to all including those traditionally underserved by higher education;
- II: to cultivate and enlarge a diverse and intellectually stimulating community of learners guided by a culture that embodies:
 - openness of communication;
 - diversity of backgrounds, experiences and perspectives;
 - mutual respect and cooperation;
 - critical inquiry, constant questioning and continuing assessment; and
 - on-going research and scholarship; and
- III: to strengthen and enhance the educational, cultural, social and economic development of the region through partnerships with governmental, business, educational, civic and other organizations.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Illinois State University

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, our scholarship, and the connections we build between them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Northeastern Illinois University

Northeastern Illinois University is dedicated to both excellence and access. The most important facets of the University's mission are to offer high quality undergraduate and graduate programs to a broad spectrum of students and to foster student growth and development. To these ends, the University attaches primary importance to excellence in teaching. Since program quality is enhanced by professional activities beyond the classroom on the part of the faculty, emphasis is also given to pure and applied research and to academic and public service.

Unique to Northeastern's mission are the two distinctive features of diversity and community partnerships. Because of its location in the Chicago metropolitan area, the University serves a population which is diverse in age, culture, language and race. This diversity, a major asset, means that the academic programs utilize a variety of perspectives to enrich the teaching and learning experience and to prepare students for the multiculturalism which characterizes our society. The University's location also provides students and faculty with many opportunities to integrate field-based learning, research, and service with classroom instruction.

Northeastern Illinois University preserves the finest traditions of university education, augmented by active involvement in the metropolitan area, on behalf of the residents of Illinois.

Northern Illinois University

The central mission of the university is the transmission, expansion, and application of knowledge through teaching, research and artistry, and public service. In fulfilling that mission, Northern Illinois University meets the needs of students for liberal, professional, technical, and lifelong education. Mindful of the changing needs of the society it serves, the university reviews its programs at regular intervals, assesses their quality and their capacity to fulfill their objectives, and expressly commits itself to their continuing development or redirection when appropriate.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS (Of Institutions Submitting a 2004 Performance Report)

Southern Illinois University Carbondale

Southern Illinois University Carbondale, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching and research, to supportive programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.

Enrolling students throughout Illinois and the United States and from a large number of foreign countries, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education context which expands students' horizons and leads to superior undergraduate education.

Seeking to meet educational, vocational, social and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of the University. Emphasis on accessibility and regional service which creates distinctive instructional, research and public service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral program and the schools of medicine and law.

Committed to the concept that research and creative activity are inherently valuable, the University supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research directions are evolved from staff and faculty strengths in keeping with long-term preparation and planning.

Even as the University constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. The University seeks to help solve social, economic, educational, scientific, and technological problems, and thereby to improve the well being of those whose lives come into contact with it.

Southern Illinois University Edwardsville

Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative and research activity of its faculty, staff and students; and through public service and cultural and arts programming in its region.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Southern Illinois University School of Medicine

The mission of the SIU School of Medicine is to assist the people of central and southern Illinois in meeting their health care needs through education, patient care services, and research.

SIU School of Medicine will realize this mission through collaboration and partnership with the region's community health care organizations and the university's other health science programs, and through education, patient care, and research programs designed to improve the health of the region. (From *SIU School of Medicine, Southern at 150 – A Vision Statement.*)

University of Illinois at Chicago

Located in the nation's third largest metropolitan area, the University of Illinois at Chicago offers instruction at the baccalaureate, master's first professional and doctoral levels. The University conducts research and public service in a variety of fields and ranks among the top universities nationally in attracting external support for these activities. A significant proportion of the campus' undergraduate student body commutes, is older than traditional college age, attends part time, and has transferred from other institutions. In addition to pursuing statewide goals and priorities, the University of Illinois at Chicago:

- strengthens the economic and social vitality of the Chicago metropolitan area through its urban land grant mission that emphasizes business and industrial development, health care, school improvement, and enhanced opportunities for minority groups;
- offers instruction, research, and public services in traditional fields such as engineering and the arts and sciences complemented and enhanced by a focus on health and medical sciences and services;
- provides off-campus programs in community college districts in the Chicago metropolitan area; and
- has a statewide mission to provide off-campus programs in health sciences and in selected other areas not generally available through other colleges and universities in the state.

University of Illinois at Springfield (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.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

University of Illinois at Urbana-Champaign

Consistent with the overall mission of the University of Illinois system, the Urbana-Champaign campus is committed to excellence in all of its endeavors – in research and scholarship, in teaching, and in public engagement and the application of knowledge. Within this context the campus is committed to providing faculty with the best possible environment for research and scholarship and teaching, providing students with outstanding and diverse educational experiences and support services, and providing staff with a work environment that supports and recognizes their contributions to the campus' leadership in teaching, research and public engagement.

Western Illinois University

Western Illinois University, a community of learners, will have a profound and positive impact on our changing world through instruction, research, and public service as we educate and prepare a diverse student population to thrive in and contribute to a global society. Our vision is that Western Illinois University will be the leading comprehensive university in the United States. On behalf of our campus and community constituencies the university Strategic Plan adopted the phrase *Higher Values in Higher Education* as the guide to achieve the goals of this vision.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

INDEPENDENT NOT-FOR-PROFIT COLLEGES & UNIVERSITIES

Benedictine University

Benedictine dedicates itself to the education of undergraduate and graduate students from diverse ethnic, racial, and religious backgrounds. As an academic community committed to the liberal arts and professional education – distinguished and guided by its Roman Catholic tradition and Benedictine heritage – the University prepares students for a lifetime as active, informed and responsible citizens and leaders in the world community.

Blackburn College

Blackburn College, founded in 1837 and affiliated with the Presbyterian Church (USA), provides a coeducational student body with a rigorous, distinctive, and affordable liberal arts education that prepares graduates to be responsible, productive citizens. The Blackburn community values critical and independent thinking, leadership development, respect for all individuals, and lifelong learning. The College fosters a sense of service, community, and moral responsibility through its unique student-managed work program, its collegial concept of shared governance, and its faculty/staff mentor relationship with students.

Bradley University

Bradley University is committed to nurturing the multifaceted development of students to enable them to become leaders, innovators, and productive members of society. Our graduates are prepared for life and professions in a changing world and they are able to cross academic, geographic, and cultural boundaries. A Bradley education is characterized by small classes, active learning, mentoring by highly qualified faculty, challenging academic programs, opportunities for study abroad, and numerous co-curricular activities.

We recruit, develop, and support faculty who are passionate educators and outstanding scholars whose research and creative contributions benefit society. We expect and reward pedagogy and scholarship of exceptional quality and influence.

A distinctive feature of Bradley University is our cohesive sense of community that unites faculty, students, staff, and alumni. Our tradition of collective responsibility is founded on a commitment to the values of academic freedom, civility, diversity, and respect for the individual. Our exemplary system of shared governance both represents and sustains our sense of community and fundamental values.

We promote and facilitate collaboration among all members of the University community. Students learn teamwork and leadership through group projects and collaborate with faculty on research and creative production. Likewise, faculty collaborate with colleagues across departmental, college, and institutional boundaries to elevate the quality and impact of their work. The University's strategic partnerships with business, cultural, and governmental institutions provide benefits to the community and society and create additional learning opportunities for students.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Chicago School of Professional Psychology

Integrating theory, professional practice and innovation, The Chicago School of Professional Psychology provides an excellent education for careers in psychology and related behavioral and health sciences. The school is committed to service and embraces the diverse communities of our society.

Concordia University, River Forest

As a distinctive, comprehensive university of
The Lutheran Church—Missouri Synod, centered in the
Gospel of Jesus Christ and based in the liberal arts,
Concordia University equips men and women
to serve and lead with integrity, creativity,
competence, and compassion in a diverse, interconnected,
and increasingly urbanized church and world.

DePaul University (Abbreviated Form)

As a university, DePaul pursues the preservation, enrichment, and transmission of knowledge and culture across a broad scope of academic disciplines. In meeting its public service responsibility, the university encourages faculty, staff and students to apply specialized expertise in ways that contribute to the societal, economic, cultural and ethical quality of life in the metropolitan area and beyond. The principal distinguishing marks of the university are its Catholic, Vincentian, and urban character.

Elmhurst College

Elmhurst College is a private college, enriched by its liberal arts heritage, established in 1871 by Protestant German immigrants and affiliated with the United Church of Christ. The College seeks to support a diverse and caring community of scholars, teachers, students, and staff who work together for the purpose of learning. The College dedicates itself to the development of humane values, the skills of critical and creative inquiry, the capacity and desire to serve others, commitment to meaningful work, understanding of global interdependence, and responsible citizenship. The College affirms the spiritual basis for living a meaningful and purposeful life.

Eureka College

Eureka College, a liberal arts and science institution, affiliated with the Christian Church (Disciples of Christ), exists to cultivate excellence in learning, service, and leadership. The College fosters the mutual development of intellect and character so that the members of our community may lead meaningful, productive lives and succeed in their professional and social roles.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Illinois College

True to its founding vision in 1829, Illinois College is a community committed to the highest standards of scholarship and integrity in the liberal arts. The College develops in its students qualities of mind and character needed for fulfilling lives of leadership and service.

Illinois Wesleyan University

Illinois Wesleyan University, an independent, residential, liberal arts university founded in 1850, strives to attain the ideal of a liberal education while providing unique opportunities with its distinctive curricula and programs. A liberal education at Illinois Wesleyan fosters creativity, critical thinking, effective communication, strength of character and a spirit of inquiry; it deepens the specialized knowledge of a discipline with a comprehensive world view. It affords the greatest possibilities for realizing individual potential while preparing students for democratic citizenship and life in a global society. As the University pursues this ideal for all its students, it helps students to follow a wide range of career and life paths, offering diverse curricula in liberal arts, fine arts and professional programs as well as opportunities for interdisciplinary study and off-campus learning. The University through its policies, programs and practices is committed to diversity, social justice and environmental sustainability. A tightly knit, supportive university community, together with a variety of opportunities for close interaction with excellent faculty, both challenges and supports students in their personal and intellectual development. *(Approved by the Illinois Wesleyan Board of Trustees, 21 October 2003)*

McKendree College

McKendree College exists to promote the general interests of education and to qualify men and women to engage in the several employments and professions of society and to discharge honorably and usefully the various duties of life.

In pursuit of this mission the College's goals are to provide for all of its students a general education within the liberal arts tradition of Western civilization. It sponsors and fosters, as well, some of the pre-professional and professional curricula which fit the demands of the society in which its students are immersed. To this end, it organizes and makes available its academic resources in such manner as to satisfy the educational needs not only of full-time students, but also of those whose varied responsibilities and present circumstances require special accommodation.

McKendree College cherishes its historical relationship with the United Methodist Church and its tradition of Christian values. Consistent with this perspective, McKendree respects and seeks students of all persuasions, encouraging an atmosphere of open dialogue and inquiry.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

National University of Health Sciences

BECAUSE:

We value students as unique individuals seeking quality health sciences education through our service and support;

We value being progressive, knowledgeable, adaptable, original and academically sound in our academic programs;

We value the substantive quality of our curricula through emphasis upon academic excellence;

We value progress achieved by the development of new knowledge and its importance to chiropractic medicine and other complementary healing arts and sciences;

We value quality training and practice in the clinical skills of all relevant programs with particular emphasis upon the physician/patient relationship within the first professional programs;

We value complementary and alternative care for its emphasis upon holism and use of the least invasive therapeutic procedures necessary for optimizing human health

We value collegiality and cooperation among all members of the University community, the related professions, other health care systems and the community:

THEREFORE:

“The mission of National University of Health Sciences is to provide and promote the necessary leadership, management, and resources for the advancement of education, new knowledge, outreach and the ethical practice of the healing arts and sciences as taught within the programs of this University.”

North Central College

North Central College is a community of learners dedicated to preparing informed, involved, principled, and productive citizens and leaders over a lifetime.

Robert Morris College

Mission: Robert Morris College is a collegiate institution offering applied education to underserved communities.

Institutional Description: Robert Morris College is an independent, not-for-profit institution of higher education offering applied degree programs that focus on integrating theory, concepts and applications. Through the teaching and learning process, students achieve intellectual, personal and cultural growth. Robert Morris College is dedicated to providing students from diverse backgrounds the competencies necessary for entry into and advancement within career fields.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Roosevelt University

“Roosevelt University aspires to be a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities.

“The University’s student-centered faculty and staff inspire academically qualified students from diverse backgrounds and all ages to benefit from rigorous higher education and professional development opportunities in the dynamic Chicago metropolitan environment.

“Deeply rooted in practical scholarship and principles of social justice expressed as ethical awareness, leadership development, economic progress and civic engagement, Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global society.”
(Adopted April 24, 2003)

Saint Francis Medical Center College of Nursing

Saint Francis Medical Center College of Nursing is a small, private, Catholic single purpose institution. The College, founded and operated by The Sisters of the Third Order of St. Francis, is enriched by the heritage of the Sisters who have a mission and caring and commitment to quality health care. The College is located in Peoria, Illinois, on the campus of OSF Saint Francis Medical Center, a large, tertiary health care and teaching institution.

The College provides nursing education programs at the undergraduate and graduate levels. The upper division baccalaureate program prepares men and women for the practice of professional nursing. This program builds upon and incorporates knowledge from the liberal arts and sciences. The graduate program builds upon prior nursing knowledge and experiences and prepares the nurse for advanced roles in nursing. The college offers opportunities for the personal and professional development of the student. The primary commitment of the College is to undergraduate and graduate nursing education education. The College encourages the participation of the faculty and students in scholarly activities that contributes to learning, nursing, and health care. The College serves the community by providing competent entry level and advanced practitioners responsive to the changing health needs of society and the health care system. The College serves the community through participation in health-related activities and organizations.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

Saint Xavier University

Saint Xavier University is an independent, coeducational, Catholic institution of higher learning. The University's primary purpose is to develop and sustain challenging undergraduate, graduate, and professional programs of study, marked by superior teaching. The University also supports research and artistic expression, and sponsors selected programs of direct service to Metropolitan Chicago.

Saint Xavier University seeks diversely talented students who will engage actively in a learning community that is intergenerational, multiethnic, and international. Programs of study emphasize liberal arts and specialized professional education within a context of ethical concern and social responsibility. The University complements formal curricula with co-curricular services and programs intended to enhance lifelong learning, foster personal growth, and develop leadership qualities.

Emphasizing its Catholic heritage and purpose, Saint Xavier University continues to build upon the ideals of its founders and sponsors, the Sisters of Mercy, who in 1846 established an academy defined by intellectual rigor, service to the poor, encouragement of religious faith, and a special interest in women and children. Consistent with this tradition, Saint Xavier University upholds high academic standards, respects freedom of personal religious expression, and honors commonly accepted standards of academic freedom.

Springfield College in Illinois

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

Trinity Christian College

The mission of Trinity Christian College is to provide Biblically informed liberal arts education in the Reformed tradition. Our heritage is the historic Christian faith as it was reshaped in the Reformation, and our fundamental basis of governance and instruction is the infallible Word of God as interpreted by the Reformed standards. The Reformed world view affirms the Biblical truths that creation is the work of God, that our world has fallen into sin, and that redemption is possible only through the gracious work of Christ. From these beliefs arise the convictions that those who teach and learn are called to be coworkers with Christ in subjecting all cultural activities to the reign of God, and that genuine education must involve the whole person as a thinking, feeling, and believing creature.

University of Saint Francis

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS (Of Institutions Submitting a 2004 Performance Report)

INDEPENDENT FOR-PROFIT INSTITUTIONS

DeVry University

The mission of DeVry University is to foster student learning through high-quality, career-oriented undergraduate and graduate programs in technology, business and management. The university delivers its programs at campuses, centers and online to meet the needs of a diverse and geographically dispersed student population.

Harrington College of Design

The mission of Harrington College of Design is to provide professional, industry-relevant education in a liberal arts and sciences environment, with opportunities for creative growth and technical skill development, ensuring professional competence in the field of design.

The Illinois Institute of Art-Chicago

The Illinois Institute of Art-Chicago is an institution of higher education offering degree and other academic programs in the creative and applied arts to a diverse student body from greater Chicago, the United States, and abroad. The College offers a stimulating learning environment where committed and talented students, led by dedicated and professional faculty, can develop their creativity, and acquire the skills and knowledge to pursue careers in their fields of study.

Midstate College

The mission of Midstate College is to provide educational opportunities that emphasize skills and knowledge that will allow the student to adjust through a lifetime of social and technological change. We recognize that education is vital in developing skills needed for a productive society and essential in promoting the individual's sense of worth, values, and high ethical standards. The College is committed to offering quality education that meets the needs of its students and assisting them in clarifying and pursuing their professional and educational goals.

Northwestern Business College

The professionals of Northwestern Business College, an institution of higher education, empower students to realize their career potential and individual goals. Our quality educational programs combined with our commitment, integrity, and personal attention provide a vital human resource to the community.

APPENDIX B

INSTITUTIONAL MISSION STATEMENTS

(Of Institutions Submitting a 2004 Performance Report)

AGENCIES

Illinois Mathematics and Science Academy

IMSA was established in 1985 by the General Assembly for two purposes--to provide a uniquely challenging education for Illinois students talented in math and science, and to serve the school system of the State as a catalyst for the advancement of math and science education.

IMSA's mission is to transform mathematics and science teaching and learning by developing ethical leaders who know the joy of discovering and forging connections within and among mathematics, science, the arts, and the humanities by means of an exemplary laboratory environment characterized by research, innovative teaching and service.

Illinois Student Assistance Commission

*To Benefit Society by Enabling Individuals to Develop to Their Fullest Potential
Through Access to Quality Education*

APPENDIX C

DATA SOURCES AND DEFINITIONS

STATEWIDE PERFORMANCE

Exhibit 1	IBHE Records.
Exhibit 2	IBHE and ISAC Records.
Exhibit 3	IBHE Records.
Exhibit 4	<p>IPEDS Degrees Conferred Survey. The fields of study reflect CIP code groupings and do not necessarily reflect the actual number of degrees granted by a specific college at an institution, such as Education or Liberal Arts & Sciences.</p> <p><i>Pre-Baccalaureate:</i> Certificates and Associate Degrees. <i>Post-Baccalaureate:</i> Masters, Doctoral, First Professional, Advanced Certificates.</p>
Exhibit 5	National Science Foundation, Division of Science Resources Statistics, Academic Research and Development Expenditures: Fiscal Year 2002, NSF 04-330 (July 2004).
Exhibit 6	<p>IBHE, 2004 Institutional Performance Reports.</p> <p>Includes all baccalaureate graduates in teacher education programs, plus others completing requirements for initial teacher certification with or without a degree being awarded.</p>
Exhibit 7	<p>IPEDS Completion Surveys. CIP Codes: 13.01, 13.10, 13.12, & 13.13. For more information regarding CIP Codes, please see NCES Classification of Instruction Programs: 2000 Edition available at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165</p>
Exhibit 8	<p>IBHE Student Financial Aid Survey, IBHE Data Books.</p> <p>For more information, see http://www.ibhe.org/Data%20Bank/SFA/default.asp</p>
Exhibit 9	IBHE, FY05 Budget Book; ISAC, Weighted Mean Tuition and Fees by Sector.
Exhibits 10-11	<p>IBHE, 2004 Institutional Performance Reports. (N=48)</p> <p><u>Dependent and Independent Students:</u> As defined by the Free Application for Federal Student Aid (FAFSA). The data reported includes only those students who have filed a FAFSA.</p> <p><u>Total Cost of Attendance:</u> Includes expenses such as tuition/fees, room/board, books, travel, and other miscellaneous expenses.</p> <p><u>Institutional Grant Aid:</u> Includes scholarships, grants, tuition waivers.</p> <p><u>State Grant Aid:</u> Monetary Award Program (MAP) and Illinois Incentive for Access (IIA).</p> <p><u>Federal Grant Aid:</u> Pell and Supplemental Educational Opportunity Grant (SEOG).</p>
Exhibit 12	<p>IPEDS Degrees Conferred Survey.</p> <p><i>Pre-Baccalaureate:</i> Certificates and Associate Degrees. <i>Post-Baccalaureate:</i> Masters, Doctoral, First Professional, Advanced Certificates.</p>
Exhibits 13-14	<p>ICCB, Unit Cost Reports (FY 2001, 2002, 2003).</p> <p><i>Net instructional cost:</i> Includes direct instructional salary costs, direct departmental costs, direct instructional equipment costs, allocated costs (indirect instructional support), and operation and maintenance costs.</p> <p>For more information, see http://www.iccb.state.il.us/HTML/publications/reports.html</p>
Exhibits 15-16	<p>IBHE, Academic Discipline Unit Cost Study (FY 2001, 2002, 2003).</p> <p>For more information, see http://www.ibhe.org/Data%20Bank/downloads.htm#CostStudies</p>
Exhibit 17	ICCB Records.
Exhibits 18-19	IPEDS Graduation Rate Survey.

APPENDIX C

DATA SOURCES AND DEFINITIONS

INSTITUTIONAL PERFORMANCE: COMMUNITY COLLEGES

- Exhibit 20 ICCB, Follow-Up Study of FY2003 Career & Technical Education Program Graduates.
For more information, see <http://www.iccb.state.il.us/HTML/pdf/reports/ctefupfy03.pdf>
- Exhibits 21-22 IBHE, 2004 Institutional Performance Reports. (N=21)
Dependent and Independent Students: As defined by the Free Application for Federal Student Aid (FAFSA). The data reported includes only those students who have filed a FAFSA.
Total Cost of Attendance: Includes expenses such as tuition/fees, room/board, books, travel, and other miscellaneous expenses.
Institutional Grant Aid: Includes scholarships, grants, tuition waivers.
State Grant Aid: Monetary Award Program (MAP) and Illinois Incentive for Access (IIA).
Federal Grant Aid: Pell and Supplemental Educational Opportunity Grant (SEOG).
- Exhibit 23 IPEDS Degrees Conferred Survey.
Pre-Baccalaureate: Certificates and Associate Degrees.
- Exhibit 24 ICCB, ICCB, Follow-Up Study of Career & Technical Education Program Graduates (FY2001, 2002, 2003).
- Exhibits 25-28 IBHE, 2004 Institutional Performance Reports.
- Exhibits 29-32 ICCB, Unit Cost Report (FY 2001, 2002, 2003).
Instruction includes direct salary cost, direct department cost, and direct equipment cost. Instructional Support includes various indirect costs, including academic support, student services, academic administration and planning, and institutional support.
For more information, see <http://www.iccb.state.il.us/HTML/publications/reports.html>
- Exhibit 33 ICCB Records.
- Exhibit 34 ICCB, Illinois Community College System Performance Report for Fiscal Year 2004
For more information, see <http://www.iccb.state.il.us/HTML/pdf/reports/fy04performancrpt.pdf>

APPENDIX C

DATA SOURCES AND DEFINITIONS

INSTITUTIONAL PERFORMANCE: PUBLIC UNIVERSITIES

- Exhibit 35 IBHE, 2001 Baccalaureate Follow-Up Survey.
- Exhibit 36 IBHE, 2004 Institutional Performance Reports. (N=12)
Includes all baccalaureate graduates in teacher education programs, plus others completing requirements for initial teacher certification with or without a degree being awarded.
- Exhibits 37-38 IBHE, 2004 Institutional Performance Reports. (N=10)
Dependent and Independent Students: As defined by the Free Application for Federal Student Aid (FAFSA). The data reported includes only those students who have filed a FAFSA.
Total Cost of Attendance: Includes expenses such as tuition/fees, room/board, books, travel, and other miscellaneous expenses.
Institutional Grant Aid: Includes scholarships, grants, tuition waivers.
State Grant Aid: Monetary Award Program (MAP) and Illinois Incentive for Access (IIA).
Federal Grant Aid: Pell and Supplemental Educational Opportunity Grant (SEOG).
- Exhibit 39 IPEDS Degrees Conferred Survey.
Pre-Baccalaureate: Certificates and Associate Degrees.
Post-Baccalaureate: Masters, Doctoral, First Professional, Advanced Certificates.
- Exhibits 40-41 IBHE, 2002 Baccalaureate Survey: Five-Year Follow-Up of 1997 Graduates. (N=10)
- Exhibits 42-45 IBHE, 2004 Institutional Performance Reports.
- Exhibits 46-50 IBHE, Academic Discipline Unit Cost Study (FY 2001, 2002, 2003).
Instruction includes the costs associated with direct and indirect instruction, departmental research and overhead, and college or school overheads. Academic and Student Support includes costs associated with overhead support, academic support, and student services. Institutional Support includes executive management, system office support, financial management and operations, general administration, faculty and staff auxiliary services, and public relations/development. Operation and Maintenance (O&M) of Physical Plant includes areas such as custodial services, building and grounds maintenance, utilities, security, etc.
For more information, see <http://www.ibhe.org/Data%20Bank/downloads.htm#CostStudies>
- Exhibit 51 IPEDS Graduation Rate Survey.
- Exhibit 52 IBHE, 2004 Institutional Performance Reports.

APPENDIX C

DATA SOURCES AND DEFINITIONS

INSTITUTIONAL PERFORMANCE: INDEPENDENT NOT-FOR-PROFIT COLLEGES AND UNIVERSITIES

- Exhibit 53 IBHE, 2004 Institutional Performance Reports.
- Exhibit 54 IBHE, 2004 Institutional Performance Reports. (N=15)
- Exhibits 55-56 IBHE, 2004 Institutional Performance Reports. (N=13)
Dependent and Independent Students: As defined by the Free Application for Federal Student Aid (FAFSA). The data reported includes only those students who have filed a FAFSA.
Total Cost of Attendance: Includes expenses such as tuition/fees, room/board, books, travel, and other miscellaneous expenses.
Institutional Grant Aid: Includes scholarships, grants, tuition waivers.
State Grant Aid: Monetary Award Program (MAP) and Illinois Incentive for Access (IIA).
Federal Grant Aid: Pell and Supplemental Educational Opportunity Grant (SEOG).
- Exhibit 57 IPEDS Degrees Conferred Survey.
Pre-Baccalaureate: Certificates and Associate Degrees.
Post-Baccalaureate: Masters, Doctoral, First Professional, Advanced Certificates.
- Exhibit 58 Legal Ed (www.legealed.com/illinoisbarexam.htm); ABA-LSAC Official Guide to ABA-Approved Law Schools, 2005.
- Exhibit 59 IBHE, 2004 Institutional Performance Reports. (N=9)
- Exhibit 60 IPEDS Graduation Rate Survey.
- Exhibit 61 IBHE, 2004 Institutional Performance Reports.

INSTITUTIONAL PERFORMANCE: INDEPENDENT FOR-PROFIT INSTITUTIONS (PROPRIETARY)

- Exhibit 62 IBHE, 2004 Institutional Performance Reports. (N=5)
- Exhibits 63-64 IBHE, 2004 Institutional Performance Reports. (N=4)
Dependent and Independent Students: As defined by the Free Application for Federal Student Aid (FAFSA). The data reported includes only those students who have filed a FAFSA.
Total Cost of Attendance: Includes expenses such as tuition/fees, room/board, books, travel, and other miscellaneous expenses.
Institutional Grant Aid: Includes scholarships, grants, tuition waivers.
State Grant Aid: Monetary Award Program (MAP) and Illinois Incentive for Access (IIA).
Federal Grant Aid: Pell and Supplemental Educational Opportunity Grant (SEOG).
- Exhibit 65 IPEDS Degrees Conferred Survey.
Pre-Baccalaureate: Certificates and Associate Degrees.
Post-Baccalaureate: Masters, Doctoral, First Professional, Advanced Certificates.
- Exhibit 66 IPEDS Graduation Rate Survey.
- Exhibit 67 IBHE, 2004 Institutional Performance Reports.