Provost’s Leadership Retreat
Building a Culture of Excellence: Who is Responsible for Student Success?

August 22, 2017
Welcome to the Office of the Provost and Vice Chancellor for Academic Affairs

Welcome from the Provost

Welcome to the website of the Provost and Vice Chancellor for Academic Affairs of the University of Illinois at Chicago. UIC prides itself on providing students with access to academic excellence and opportunity in an exciting urban environment. We are Chicago’s only public research university, and one of the most ethnically and culturally diverse college campuses in the country, with over 29,000 students, 15 colleges, a hospital and a health sciences system.

As UIC’s chief academic officer, I am responsible for the planning, execution, and assessment of UIC’s academic programs so that our students are prepared to pursue their chosen paths in life and to be productive and contributing members of their communities. I am dedicated to the support and retention of our outstanding faculty, and to the recruitment of the next generation of scholars and researchers.

This office, along with the leadership team at UIC, is deeply engaged in facilitating the implementation of the strategic priorities identified by the Chancellor and supported through an extensive process of faculty governance. These priorities are:

- Student Experience and Success
- National Impact and Visibility
- Chicago and Community Engagement
- Entrepreneurial University

This website contains resources about academic policies and opportunities at UIC. The academic mission is further supported and implemented by the Vice Provosts. Contact the Office of the Provost or email Associate Provost and Chief of Staff, Asma El-Amin at asmas2@uic.edu.

Biographical Summary
Organizational Chart
Campus Conversation
Leveraging Our Strengths to Shape the Future

The University of Illinois at Chicago (UIC) is an acclaimed research university that supports and inspires students in an urban environment. Our strength derives from our decided top-tier faculty and staff who share a commitment to the premise of public education, the advancement of knowledge in their scholarly fields, and the improvement of social justice and civic engagement. Furthermore, our diverse university community embraces an ethos of care for the well-being of those we serve.

While there are many public research universities, none is, like UIC, so quintessentially positioned at the intersection of research and urban life. Located at the heart of Chicago, we are on the leading edge of scholarship and service for a rapidly evolving world. We also hold the distinction of being one of Illinois' leading health care providers, with an ongoing health care education and services enterprise throughout the state. We benefit from the deep relationships we have with the neighborhoods we serve, and in turn we give back by helping build and support just and sustainable communities.

Today, UIC must look ahead as we face a widening disparity between contemporary demands and our institutional capacity to respond. Limited state support, increasing demands, and an ever-changing economic and demographic environment mean that we become a more entrepreneurial university—an institution positioned to fulfill its public purpose despite external constraints. To do so we must leverage our strengths to shape the future, while our commitment to education, scholarship, community engagement, and social justice will continue to be our guiding principles for UIC's future.

The following set of strategic priorities provide a framework for how, over the next five years, we can leverage our strengths to shape the future by supporting our students, enhancing our reputation on a national and international stage, engaging Chicago and its communities, and operating in new ways to foster and advance innovation. While the University has always excelled, we can, and must, do even better. By pursuing these priorities, we will continue to provide our students with a high-quality public education, support the efforts of our faculty and staff, and better serve the people of our city and our state.

UIC Strategic Priorities

STUDENT EXPERIENCE AND SUCCESS

NATIONAL AND INTERNATIONAL IMPACT AND VISIBILITY

CHICAGO AND COMMUNITY ENGAGEMENT

ENTREPRENEURIAL UNIVERSITY
Enrollment Overview: 2006 – 2016
Undergraduate Enrollment by Race and Ethnicity: Fall 2006 –2016

*Percent by total academic year enrollment*
Enrollment by New Students:
Academic Year 2007 - 2016

*Percent by total academic year enrollment*
Undergraduate Students By Age:
Fall 2006 - 2016
Undergraduate Degrees Awarded by Major

Top Degrees Awarded
Fall 2006 - 2016

- Psychology
- Biological Sciences
- Finance
- Accounting
- Nursing (BSN)
- Criminology, Law, and Justice
- English
- Kinesiology
- Management
- Political Science
One Year Retention First-Time Full-Time Students: Fall 2006 – 2015

![Graph showing one-year retention rates from 2006 to 2015. The retention rates range from 78% to 82% across different years.]
One Year Retention By Race/Ethnicity
First-Time Full-Time Students:
Fall 2006 – 2015

- Asian, 88%
- Black/African American, 67%
- Hispanic, 73%
- White, 78%
- Other, 76%
- TOTAL, 79%

Cohort

- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015

%
Six-Year Graduation Rate First-Time Full-Time Students
Fall 2006 – 2015

2004 2005 2006 2007 2008 2009 2010

Cohort

40% 45% 50% 55% 60% 65% 70%

53% 55% 58% 57% 60% 60% 58%
Six-Year Graduation Rate By Race and Ethnicity
First-Time Full-Time Students
Fall 2004 – 2010
Entering Freshman Cohorts: Retention and Graduation
Fall 2006-2015
Percent of First-Time Full-Time Students Receiving PELL Compared to UIC Peer Group
Fall 2007 – 2016

--Peers:  SUNY, University at Buffalo
          University of Connecticut
          University of Utah   
          University of Alabama at Birmingham
          University of Louisville
          Virginia Commonwealth University
          University of Cincinnati
          University of South Florida - Tampa
Academic Preparation Trends

**Average HS GPA**

**Average Composite ACT**
Retention Rates, Full-time First Time Students
R-1, Public, Urban, Minority-serving Universities
Fall 2006-2015 Entering Cohorts

The University of Texas at Arlington
University of California-Riverside
University of Houston
University of New Mexico-Main Campus
UIC
Six Year Graduation Rates, Full-time First Time Students
R-1, Public, Urban, Minority-serving Universities
Fall 2000-2009 Entering Cohorts

The University of Texas at Arlington
University of California-Riverside
University of Houston
University of New Mexico-Main Campus
UIC
Percent of Full-time First Time Students Receiving Pell Grants:
R-1, Public, Urban, Minority-serving Universities
Research Expenditures (NSF HERD Survey):
R-1, Public, Urban, Minority-serving Universities

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in millions
R-1 Universities, $300M-$375M Annual Research Expenditures

- California Institute of Technology
- University of Miami
- University of Virginia
- University of California, Irvine
- University of Kansas
- University of Georgia
- University of Illinois at Chicago
- Washington State University
- University of Rochester
- Brown University
- Yeshiva University
- Iowa State University
- University of Kentucky
- Colorado State University, Fort Collins
- University of Hawaii at Manoa
One Year Retention Rates, Full-time First Time Students at R-1 Universities, $300M-$375M Annual Research Expenditures 2006-2015 Fall 2006-2015 Entering Cohorts
Six-Year Graduation Rates, Full-time First Time Students
R-1 Universities with $300M-$375M in Annual Research Expenditures
Freshman cohorts 2000-2009
Percent of Full-time First Time Students Receiving Pell Grants:
R-1 Universities with $300M-$375M in Annual Research Expenditures
Freshman cohorts 2007-2014
Retention: Challenges

- Academic Preparation
- Academic Environment
- Financial Support
- Transition to College
- Student Support
Retention: Academic Preparation

Academic Preparation

- Summer College
  - 56% (2013) \(\rightarrow\) 44% (2015) of incoming students place in SC
  - 10-40% of eligible students attend SC
  - About 75% of students in SC improve their placement

- Reduce Remediation
  - Developmental Math and First-Year Writing reforms
  - Introduced co-requisite courses for students who place in developmental courses
  - Introduced College Algebra and revised Math Pathways

- Expand Tutoring
  - Increased tutoring hours for the Writing, Math, Science, and Foreign Language Centers – more than 1,000 hrs/week, serving about 5,000 students per semester
  - Merge Math and Science Learning Centers to a larger space in SES (2018)
Retention:
Transition to College

Transition Coaching
- Increase High School partnerships to reach about 300 students from historically low performing schools
- Coordinate coaches from external non-profit college completion organizations for about 1,000 students

Non-Cognitive Factors
- Create a tool to help advisors identify areas in which students could enhance, tailoring support to each student’s unique needs
- Pilot in Fall 2017 – LAS, CBA, ENG in collaboration with Honors College, Athletics, Student Affairs, LARES
- Interventions will be managed by ACE

First Year Seminars
- Expand FYS to all students
- Social belonging intervention (2018)
Retention: Financial Support

**Financial Support**

- **Targeted Financial Aid**
  - Move billing deadlines earlier
  - Financial Aid Task Force

- **Degree Completion Program**
  - APLU/USU funded 5th Year Degree Completion Program
  - $100K in tuition waivers + Finish Line Grants from Colleges

- **Fellowships**
  - Streamlined the process – SnAP!
  - Separation of External Fellowships (under VPUA) from Scholarships (under Financial Aid)

- **Finish in Four**
  - Campaign for students to graduate in 4 years
Retention: Academic Environment

Academic Environment

Program Reforms
- Create innovative degree programs and remove roadblocks from current programs

Teaching Innovations
- TLC Programming
- Teaching reforms in gateway courses
- Reforms in calculus courses have significantly reduced DFW rates
- Monitoring course DFW rates

Summer Session
- Align Summer Session to Student Success (*Forthcoming*)

Advising
- Created Advising Leadership Council
- Integrated Planning and Advising Services (IPAS) System (*Forthcoming*)

Early Alerts
- Coordination of Early Alerts
- Expansion of Early Alerts to more courses and non-academic issues
Retention: Student Support

- Reforms to enhance career development services
- Identify out-of-classroom high-impact opportunities for students to engage
- 2,815 students were involved with the program in the last AY
- Programs in place for undergraduate research – more funding is needed
- L@S GANAS program offers research funding to Latinx students
- Selected ~100 students for Fall 2017 who are least likely to be retained
- Offer Transition Coaching, financial support, and ACE programming
- Enhance student support services
- Programming in ACE to support interventions (non-cognitive profile program, at risk students, students in probation, etc.)
Recent Initiatives

- 85%
- 65%

- Leadership Network
- Non-Cognitive Factors
- Early Alerts
- Transition Coaching
- Expansion of First Year Seminars
- Targeted Financial Aid, New Billing Dates, ACE Programming
- Summer Session Reform
- Degree Completion Program
- Coordination in Advising/IPAS
- L@S GANAS Program
- Gateway Courses