

BOARD OF HIGHER EDUCATION

UNDERREPRESENTED GROUPS IN ILLINOIS HIGHER EDUCATION

2017 Annual Report



THE ILLINOIS PUBLIC AGENDA
FOR COLLEGE AND CAREER SUCCESS

EXECUTIVE SUMMARY

The 2017 Underrepresented Groups Report presents information on postsecondary students traditionally identified as underrepresented groups (URG) in Illinois public institutions of higher education. It seeks to track recent changes in representation among these groups and highlight efforts to improve participation of minorities and individuals with disabilities.

The Illinois public higher education institutions have provided data and explanations of the strategies, methods, and ongoing plans to increase participation. In addition, the public universities provided lists of detailed activities, as requested.

All public institutions of higher education are to:

- Conduct periodic reviews to determine compliance with identified policies consisting of methods and strategies to increase student participation;
- Encourage URG student recruitment, retention, and completion in higher education;

- Review submitted data and information essential to compliance and efforts to address identified goals of the *Illinois Public Agenda for College and Career Success*;
- Report findings, plans, program outcomes and effectiveness of institutional strategies in the annual URG surveys;
- Develop and submit plans for the implementation of URG student support and activities that will broaden the understanding of support service, enrollment, and policy initiatives; and
- Work with the Underrepresented Groups in Academia Task Force in 2018 to further study and analyze strategies to sustain and grow Illinois' URG populations in institutions of higher education.

This year's annual report outlines the efforts of the Illinois public universities to address the educational needs of underrepresented student groups.

This Report highlights the following:

- **ENROLLMENTS** | pp. 6-8
Enrollment of underrepresented groups continues to present a varied set of results. There is an ongoing increase in students with disabilities and Hispanic students but decreases in participation by African American students.
- **COMPLETIONS** | pp. 9-11
Underrepresented groups by ethnicity and race continue to increase completions. Students of Hispanic ethnicity show a continued and persistent increase over a five- year span.
- **RECOMMENDATIONS** | pp. 12-13
Continue to take steps to support URGs in postsecondary education.
- **INSTITUTIONAL SUMMARIES AND STUDENT SERVICES** | Appendix A, pp. 14-38
Public universities identify best practices and report enrollment and completion data for underrepresented groups.
- **NATIONAL PEER COMPLETION COMPARISONS** | Appendix B, pp. 39-50
Comparison of public universities to peer institutions regarding graduation rates of underrepresented groups and all students. Data on students with disabilities is not available for comparison.

INTRODUCTION:

Pursuant to Section 9.16 of the Board of Higher Education Act (110 ILCS 205), the Illinois Board of Higher Education (IBHE) annually reports to the Governor and General Assembly on the status and participation of underrepresented groups in higher education. The Act defines “underrepresented” as a citizen or resident alien who identifies as African American, Hispanic or Latino, Asian-American, Pacific Islander, American Indian, Alaska Native, or an individual with a disability.

The report examines trends, challenges, and achievements regarding the status of postsecondary underrepresented student groups in Illinois. Illinois public universities provided data on student services and participation, including support programs that promote successful outcomes of underrepresented student groups.



Table 1
Alphabetical Listing of
Ethnicity & Race Categories

American-Indian or Alaska Native	A person having origins in any of the original peoples of North and South America, including Central America, who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa.
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native Hawaiian Or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Non-Resident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories described above.
Race/Ethnicity Unknown	Category used to report students or employees whose race and ethnicity are unknown.
Resident Alien (and other eligible non-citizens)	A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee, or Cuban-Haitian. Note: Resident aliens are to be reported in the appropriate racial/ethnic categories along with United States citizens.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

About the Categories

This report uses the definitions for minority populations as shown in Table 1. Ethnicity and race categories describe groups to which individuals belong, identify with, or belong in the eyes of the community, not the scientific definitions of anthropological origins. The designations categorize U.S. citizens and resident aliens. Individuals first designate ethnicity as:

- Hispanic or Latino; or
- Not Hispanic or Latino

Second, individuals indicate one or more races that apply among the following:

- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander; and
- White.

Source: National Center for Education Statistics (NCES) website,
<https://nces.ed.gov/ipeds/Section/definitions>.

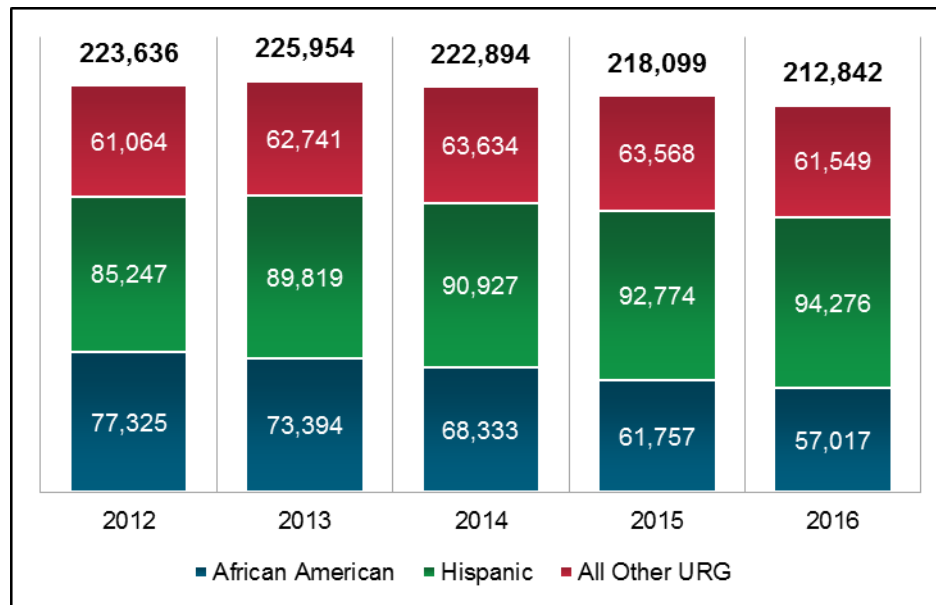


ENROLLMENT

Enrollment of Underrepresented Students by Ethnicity and Race

Figure 1

**Undergraduate Student Enrollment: Underrepresented Ethnicities and Races
at Illinois Public Universities & Community Colleges
Fall Enrollment, 2012-2016**



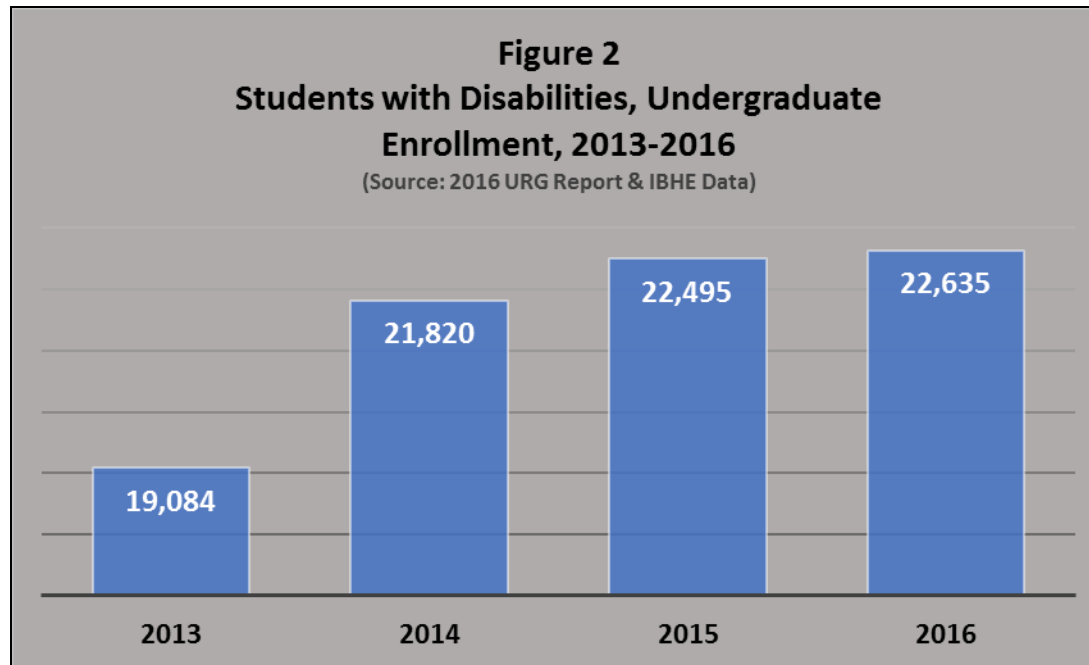
(Source: IPEDS & IBHE Data)

Enrollment trends at Illinois public institutions continues to indicate varying results. The fall enrollment numbers for undergraduate students are provided in Figure 1.

When comparing 2012 to 2016, the data show:

- Increase in Hispanic/Latino student enrollment by 9,029 (or 10.6%).
- Slight increase in enrollment of all other underrepresented groups not identified as either Hispanic or African American by 485 (or 0.8%).
- Decrease in African American student enrollment by 20,308 (or 26.3%).
- Decrease in total enrollment of URG students by 10,794 (or 4.8%)

**Enrollment of Students with Disabilities at Illinois
Public Universities & Community Colleges
Continues to Increase**



Individuals with disabilities who enroll at postsecondary institutions are not required to identify themselves as having a disability unless they plan to utilize certain institutional services.

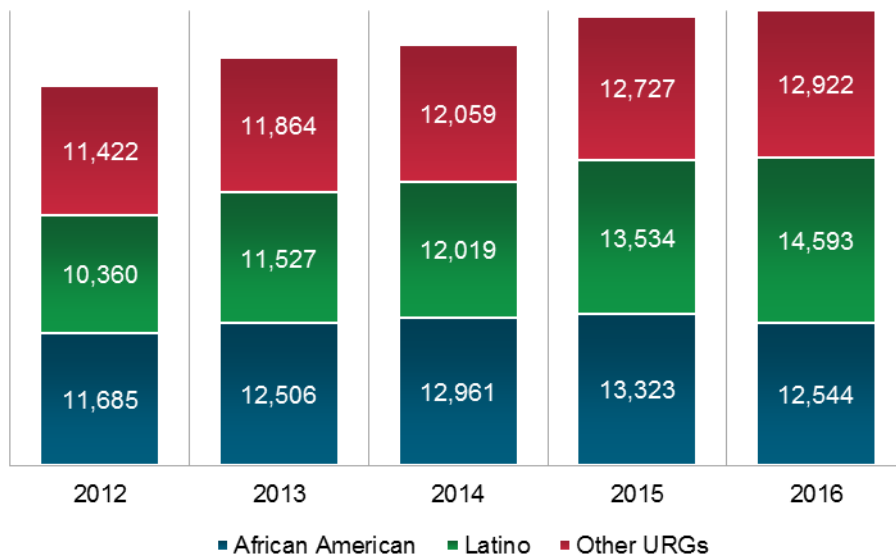
Many institutions provide a variety of services and support to students with disabilities, aimed at removing barriers for students with blind/visual impairments, deaf/hard-of-hearing impairments, learning disabilities, physical disabilities, psychological conditions, psychiatric conditions, and other types of disabilities.

A primary goal of these services is to improve retention and completion of students with disabilities across all institutions of higher education.

This year, the enrollment numbers demonstrate a continued upward trend in participation at Illinois public institutions.

COMPLETIONS

Figure 3
Completions by Students Underrepresented by Ethnicity and Race at Illinois Public Universities & Community Colleges



(Source: IPEDS & IBHE Data)

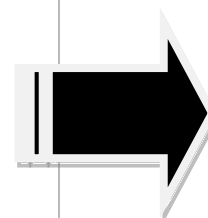
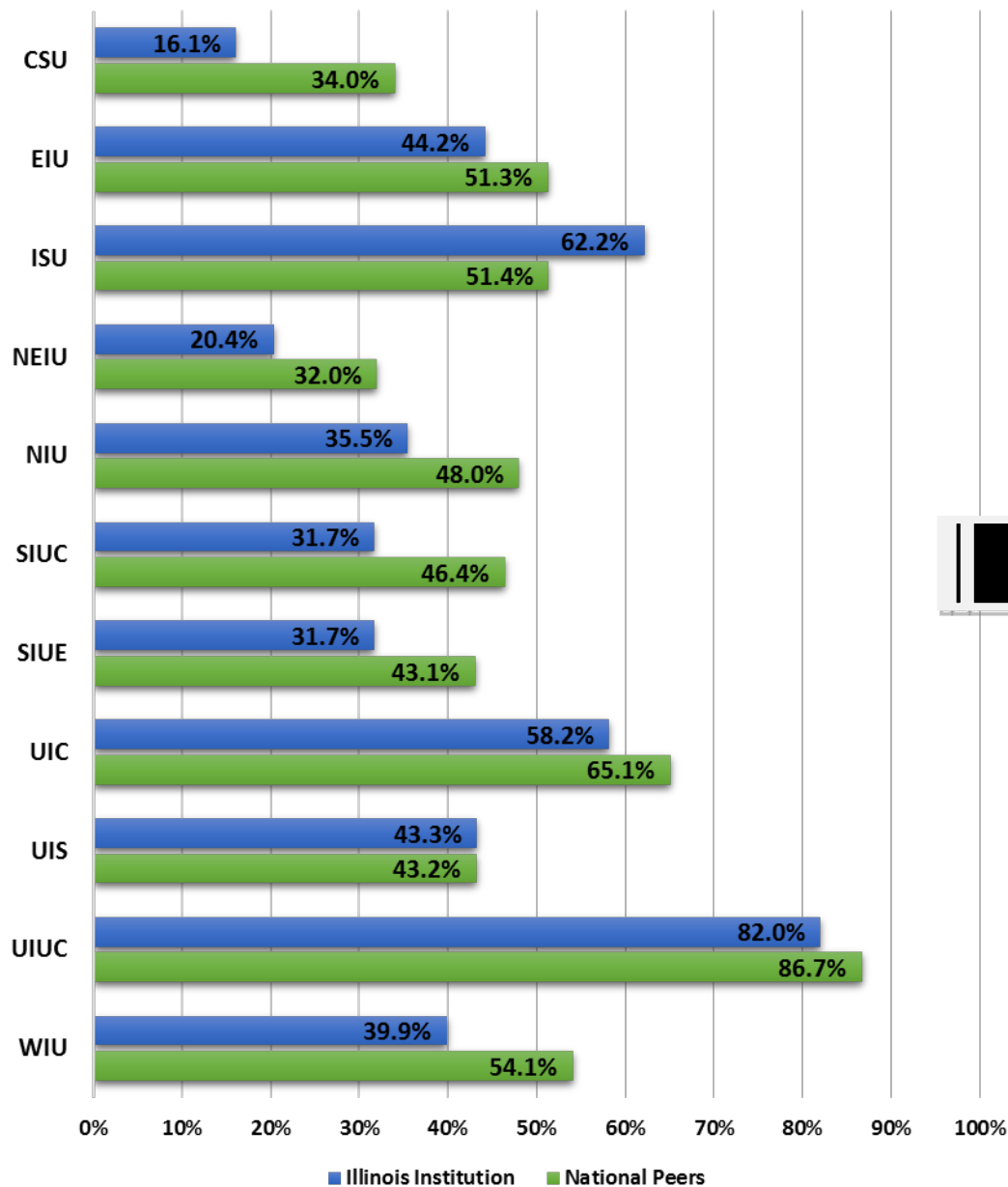
**Completions by Students
Underrepresented by
Ethnicity and Race Increase**

For yet another year, the number of completions by underrepresented postsecondary students has increased. The data in Figure 3 indicates that when comparing 2012 to 2016:

- The number of completions by Hispanic/Latino students increased by 4,233 (or 40.9%).
- African American completions increased by 859 (or 7.4%).
- Completions by underrepresented students not identified as either Hispanic/Latino or African American increased by 1,500 (or 13.1%).
- Overall completions by underrepresented students increased by 6,592 (or 19.7%).

Figure 4

**Six-Year Completion Rates by Students
Underrepresented by Ethnicity and Race –
Illinois Public Universities and Peer Institutions**



Completions by students in underrepresented groups need to demonstrate growth in relation to national peer groups. Illinois public higher education institutions must continue their efforts to recruit and retain these student populations in order to compete with their peer institutions.

Peer institutions are selected by the institution based on (IPEDS) similarities.

**See Appendix B, National Peer Completion Comparisons, for a list of peer institutions for individual Illinois public universities.*

(Source: IPEDS & IBHE Data)

RECOMMENDATIONS

RECOMMENDATIONS

Underrepresented student group enrollment in postsecondary education in Illinois remains a significant concern, particularly among the African American sector.

The intent of the following recommendations are to assist underrepresented student groups in completing their postsecondary education:

- Strengthen student support and development programs that encourage productivity among students. This will include balancing work and academic schedules and developing positive connections with faculty, mentors and other institutional support services such as counseling and academic assistance.
- Equip and encourage students to complete program coursework on a full-time basis in four years, making them aware of funding or tuition-saving opportunities within the institution and their programs of study. These opportunities include internships, work-studies, grants, scholarships, and other means of financial assistance.
- Support state budget considerations that provide affordability for Illinois student groups seeking postsecondary credentials. This is essential if Illinois is to be among the top-performing states in the nation for degree-attainment.
- Maintain Illinois financial assistance and further affordability opportunities to enroll and retain college students at institutions of higher education.
- Work with the Underrepresented Groups in Academia Task Force to further address development of underrepresented group populations at Illinois public universities.
- Encourage involvement in campus activities and groups for a greater sense of belonging and engagement.

Appendix A

INSTITUTIONAL SUMMARIES

CHICAGO STATE UNIVERSITY

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 3,578
- Undergraduate Population: 2,352
- Disability Students (self-reporting) 4%
- Student/Faculty Ratio: 11 to 1
- Male: 30%
- Female: 70%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 0%
- Black/African American 75%
- Hispanic/Latino 8%
- Native Hawaiian/Pacific Islander 0%
- White 3%
- Two or more Races 0%
- Race/Ethnicity Unknown 11%
- Non-Resident Alien 2%

2016 Retention Percentage 52%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG information reported to IBHE

"Chicago State University (CSU) employs various strategies to improve completion outcomes for underrepresented groups. Many of these curricular and co-curricular initiatives are designed to enhance first-year students' entry to the university, enhance student learning, promote increased retention to the second year, and support the campus-wide programs that increase student success and graduation rates."

List of Primarily URG-based Student Support Services

(Source: URG information reported to IBHE 2017)

• Abilities Office of Disabled Student Services

Primary service area: Student support. Provides services for students with learning and/or physical disabilities.

• African American Male Resource Center

Primary service areas: Free academic printing, copying, textbook rental and internet access; training in professional development, youth mentoring.

• Counseling Services

Primary service area: One-on-one counseling in all aspects of student support.

• Latino Resource Center

Primary service area: Comprehensive student support.

• RISE Academy – Retention Initiative for Student Engagement

Primary service area: Study skills and group support.

• Summer Bridge

Primary service area: Instruction. six-week, college-level instruction in English, Math and reading.

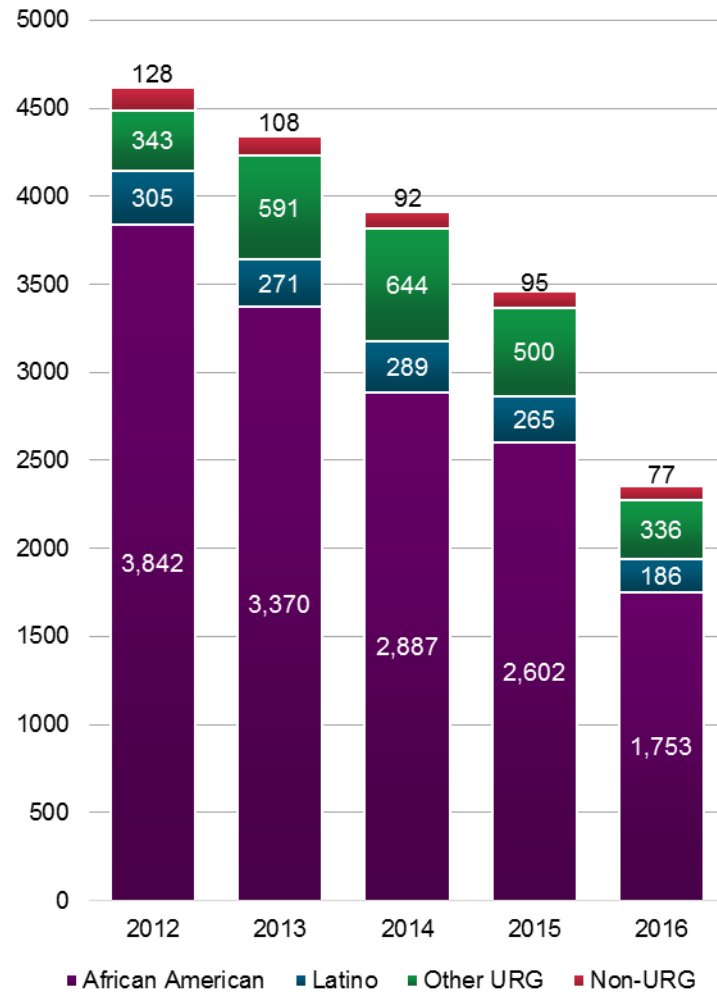
• TRiO – Student Support Services

Primary service areas: Comprehensive academic Support. Academic, career, and personal counseling; tutoring, mentoring, and leadership seminars; financial aid research and application assistance; and computer lab, and textbook lending library.

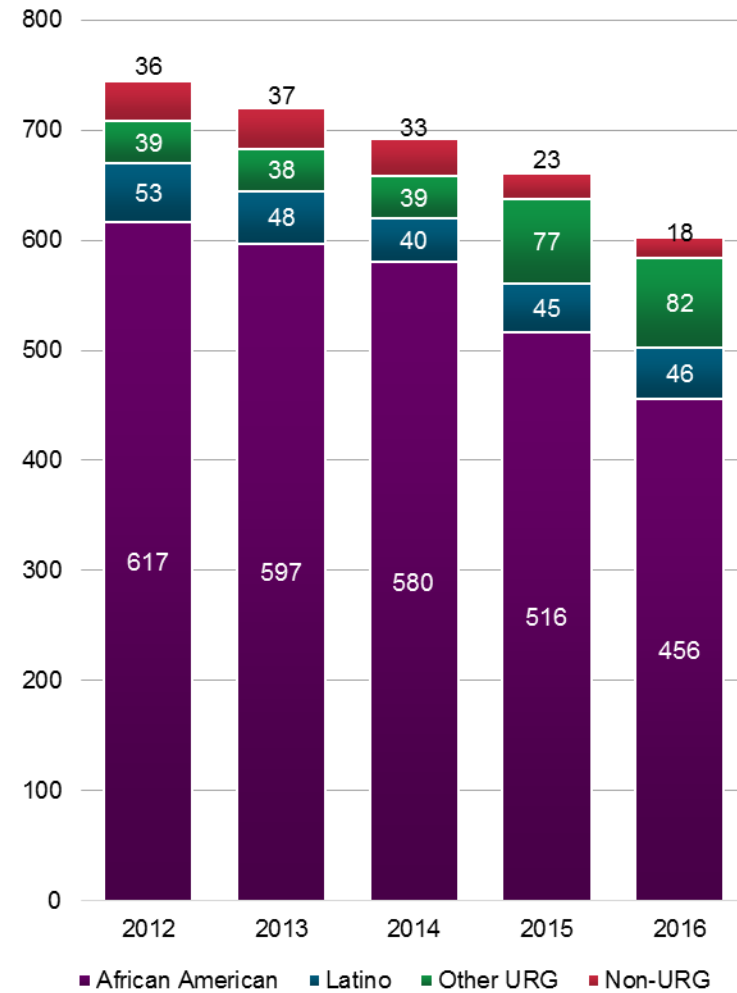
• Freshman Seminars

Primary service area: Remediation/Prep. Incoming freshmen receive remedial/preparatory assistance where needed.

CSU Five-Year Enrollment Trends



CSU Five-Year Completion Trends



EASTERN ILLINOIS UNIVERSITY

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 7,415
- Undergraduate Population: 5,957
- Disability Students (self-reporting) 4%
- Student/Faculty Ratio: 14 to 1
- Male: 39%
- Female: 61%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 1%
- Black/African American 19%
- Hispanic/Latino 7%
- Native Hawaiian/Pacific Islander 0%
- White 67%
- Two or more Races 2%
- Race/Ethnicity Unknown 2%
- Non-Resident Alien 2%

2016 Retention Percentage 71%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

"Eastern offers many of the best practices associated with good retention rates: mandatory advising, a freshman seminar course, tutoring, and support services for at-risk and academically struggling students, a small faculty-to-student ratio, few large lecture classes, on-campus housing, many opportunities for student involvement, scholarships and grants to supplement federal financial aid, and on-campus employment for students. As a result, it historically has retained and graduated students at higher-than-average rates. In fall 2016, for example, EIU's overall freshman-to-sophomore retention rate of 71% was slightly higher than the national average, and the six-year graduation rate was 57%."

List of Primarily URG-based Student Support Services

(Source: URG information reported to IBHE 2017)

• Access Granted

Primary service area: An annual three-day campus visit and collegiate experience orientation/outreach to 50 senior high school students of color.

• Early Alert System

Primary service area: Early identification of at-risk students needing support services. EAS is general student program, but is applicable to URG students.

• Gateway Program

Primary service area: Provisional admission program for incoming freshmen who did not meet regular admission requirements.

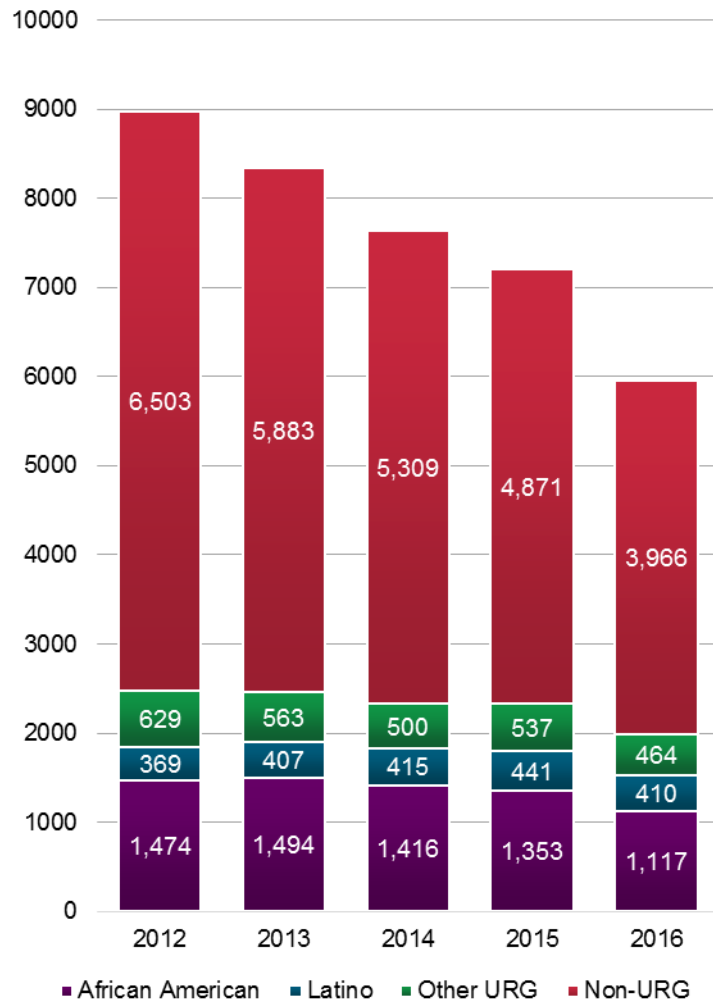
• STRONG Mentoring Program (Successful Teaching Relative to Overcoming Negative Generalities)

Primary service area: Works to improve the retention and graduation rates of African American males, develop their leadership skills, increase their numbers in graduate programs, and foster long-term relationships between students, faculty, staff, and alumni.

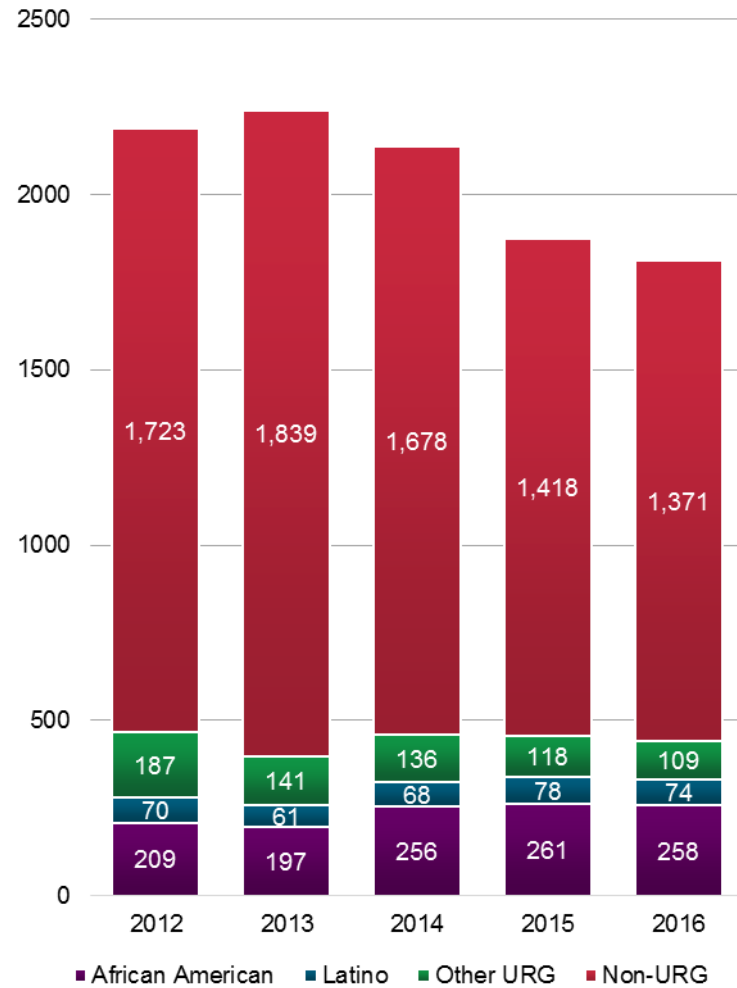
• TRiO

Primary service area: Support services at all levels of student need for low-income, first-generation, and disability students.

EIU Five-Year Enrollment Trends



EIU Five-Year Completion Trends



GOVERNORS STATE UNIVERSITY

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 5,819
- Undergraduate Population: 3,517
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 13 to 1
- Male: 36%
- Female: 64%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 1%
- Black/African American 39%
- Hispanic/Latino 12%
- Native Hawaiian/Pacific Islander 0%
- White 34%
- Two or more Races 2%
- Race/Ethnicity Unknown 9%
- Non-Resident Alien 1%

2016 Retention Percentage 55%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

"65 percent of our students are female and 35 percent male; 45 percent of all degrees conferred over a three year period were earned by minorities and 67 percent were earned by women. Undergraduate graduation rates over six years at GSU were 70.7 percent for African American students and 71.4 percent for Hispanic students (note: includes transfer students)."

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

• Early/Smart Start Program

Primary service area: Incoming Freshmen. Preparatory/remedial instruction prior to start of first semester.

• Dual Degree Program/Scholarship

Primary service area: Transfer credit and/or financial assistance. Applicable to qualifying students from 17 Chicago and South Chicago-land community colleges, who are attending full-time. While this is not a purely URG student support program, it does significantly assist in URG completion rates.

• Mastering College

Primary service area: Incoming freshmen transition support.

• GSU Promise Scholarship

Primary service area: Assists economically disadvantaged students with completion of a debt-free bachelor's degree.

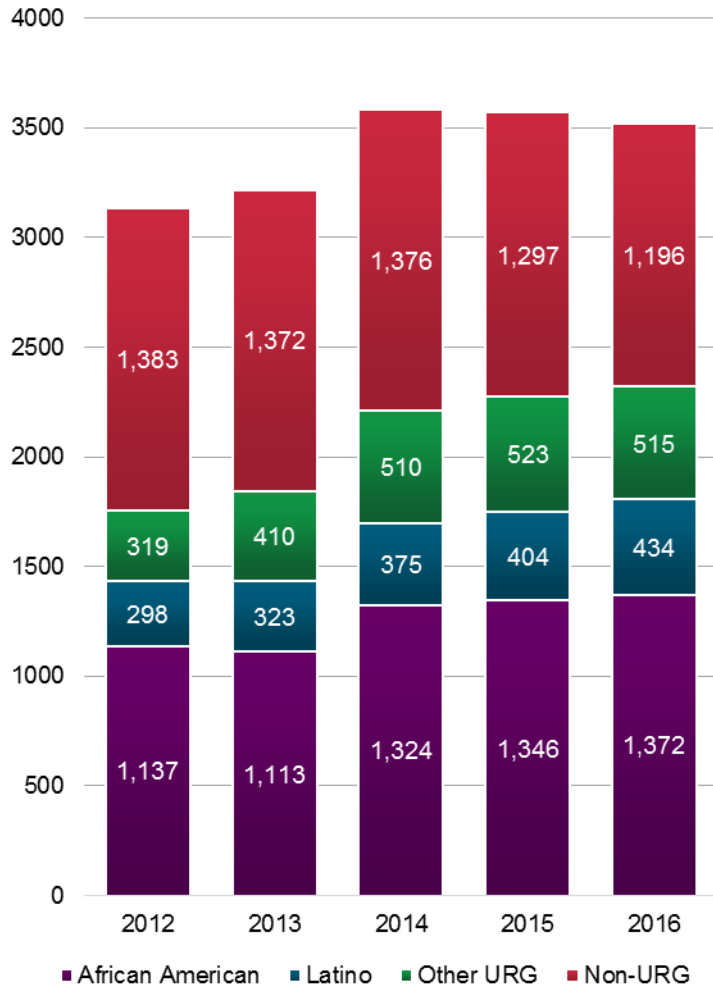
• Veterans Resource Center

Primary service area: Student services established in 2011 provides special services to veterans by certifying veterans' education benefits and by helping student veterans and dependents connect with available resources.

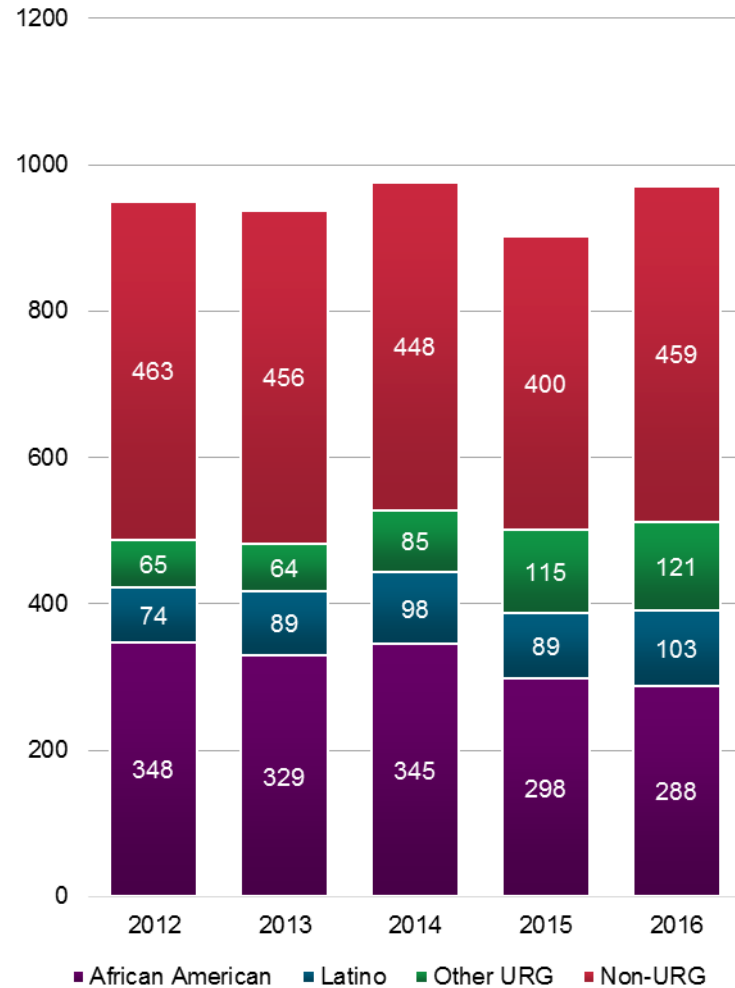
• Latino Achievement Scholarship

Primary service area: Financial assistance. Tuition waiver of up to six semesters for students of Latino ancestry.

GSU Five-Year Enrollment Trends



GSU Five-Year Completion Trends



ILLINOIS STATE UNIVERSITY

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 21,039
- Undergraduate Population: 18,643
- Disability Students (self-reporting) 4%
- Student/Faculty Ratio: 18 to 1
- Male: 45%
- Female: 55%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 2%
- Black/African American 8%
- Hispanic/Latino 10%
- Native Hawaiian/Pacific Islander 0%
- White 75%
- Two or more Races 3%
- Race/Ethnicity Unknown 0%
- Non-Resident Alien 1%

2016 Retention Percentage 81%

(2015 first-time, FT students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

“As a state institution, Illinois State University is committed to supporting The Illinois Public Agenda for College and Career Success. Consequently, the University continues to put forth consistent efforts to reduce the achievement gaps noted among underrepresented groups.”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

• **Louis Stokes Alliance for Minority Participation (LS-AMP)**

Primary service area: STEM student support. Funded by the National Science Foundation, LS-AMP is a support program for minority students majoring in biology, chemistry, computer science, math, or any other STEM program.

• **Mentoring and Academic Student Achievement Initiative (MASAI)**

Primary service area: Mentoring. First-year and transfer students are paired with upper-class students who serve as mentors and role models.

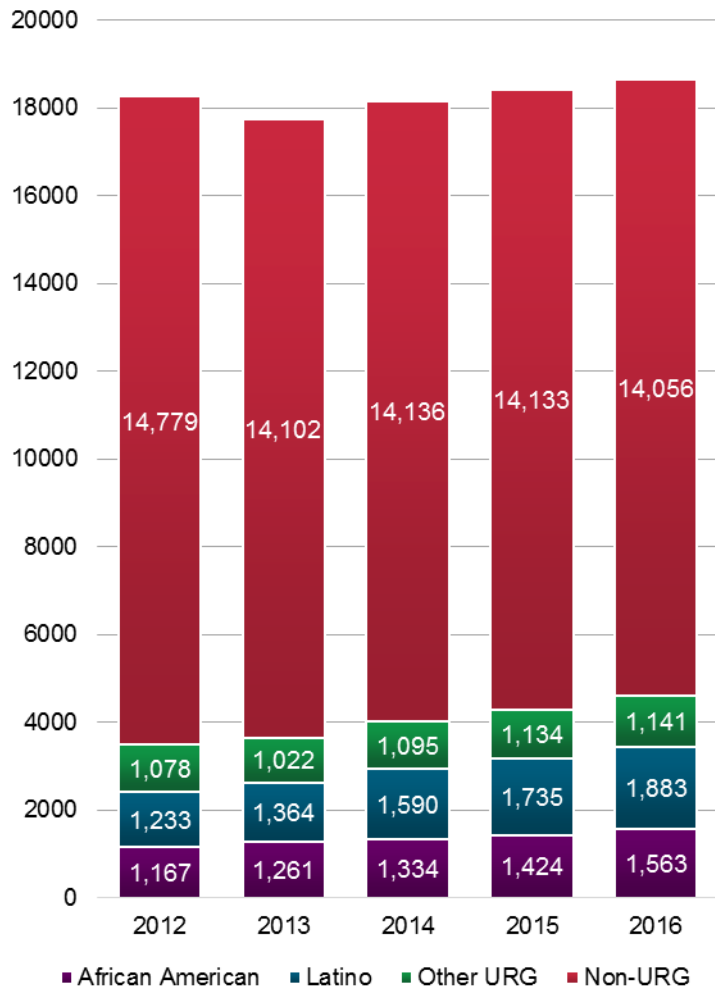
• **Project Success**

Primary service area: Retention. A required program for all students on academic probation has demonstrated success in helping students turn their academic careers around and has increased retention. In 2015, University College began a version of Project Success called Project Rebound targeted specifically at students on repeat probation.

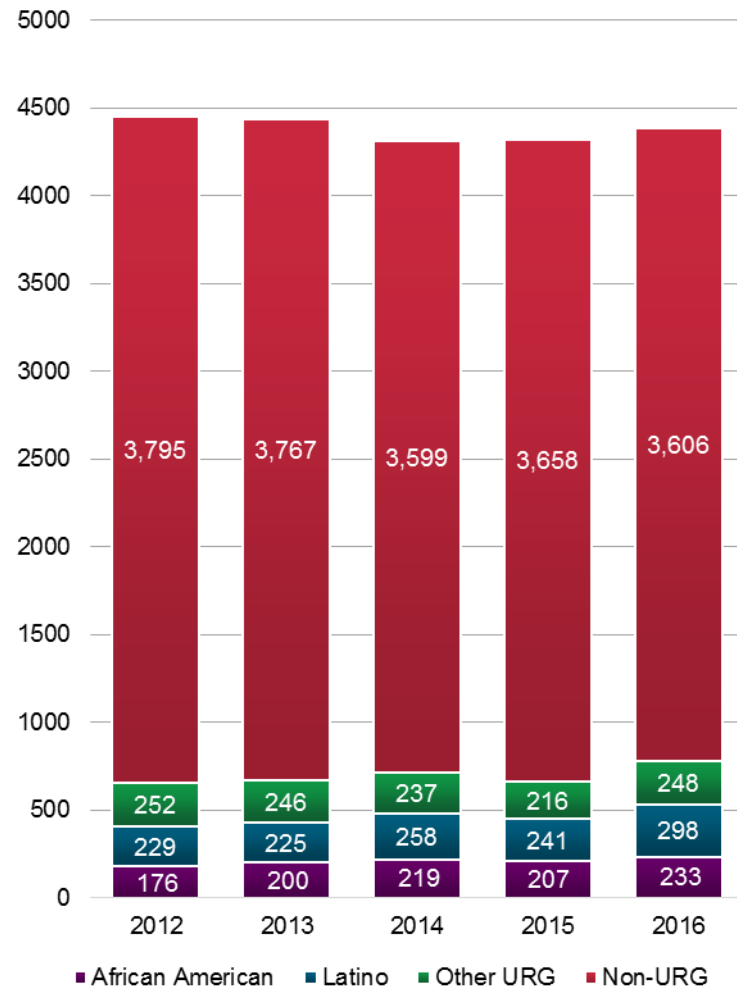
• **TRiO - Student Support Services (TRIO/SSS)**

Primary service area: Comprehensive student support. All forms of academic advisement, counseling, mentoring and other support during the student's time at the University.

ISU Five-Year Enrollment Trends



ISU Five-Year Completion Trends



NORTHEASTERN ILLINOIS UNIVERSITY

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 9,538
- Undergraduate Population: 7,665
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 16 to 1
- Male: 44%
- Female: 56%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 9%
- Black/African American 11%
- Hispanic/Latino 38%
- Native Hawaiian/Pacific Islander 0%
- White 30%
- Two or more Races 2%
- Race/Ethnicity Unknown 4%
- Non-Resident Alien 5%

2016 Retention Percentage

57%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

"Northeastern's commitment to provide a high quality education to underrepresented students is demonstrated by the significant diversity of our enrolled students. The University provides substantial institutional support and resources to advance this mission. Efforts range from conducting outreach to diverse populations to producing support services at every step of the educational process."

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

• El Centro

Primary service area: Student support. Provides modern technological access and educational opportunities to the Latino community and serves as a resource and a bridge for students and community members.

• Learning Support Center

Primary service area: Tutoring. Provides peer-based tutoring to undergraduate students completing General Education courses, Math Development courses, and assistance with writing assignments for all disciplines.

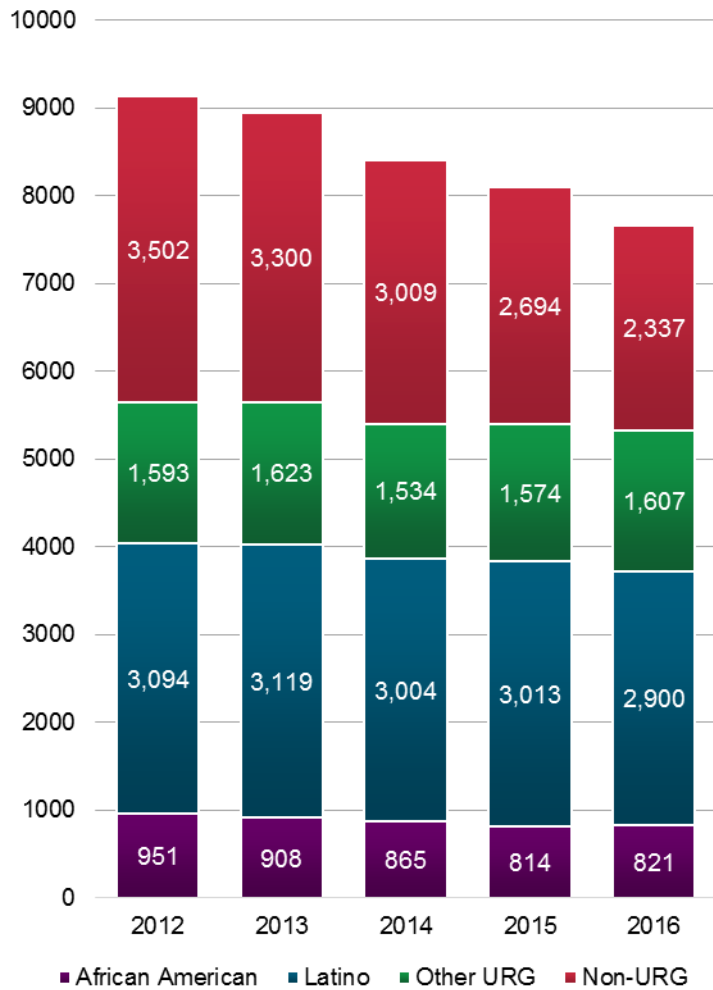
• Proyecto Pa'lante

Primary service area: Comprehensive student support. Established in 1973 for primarily Latino students. Program includes recruitment with enrollment assistance, Family Night, seminar course, peer-mentoring, and special events.

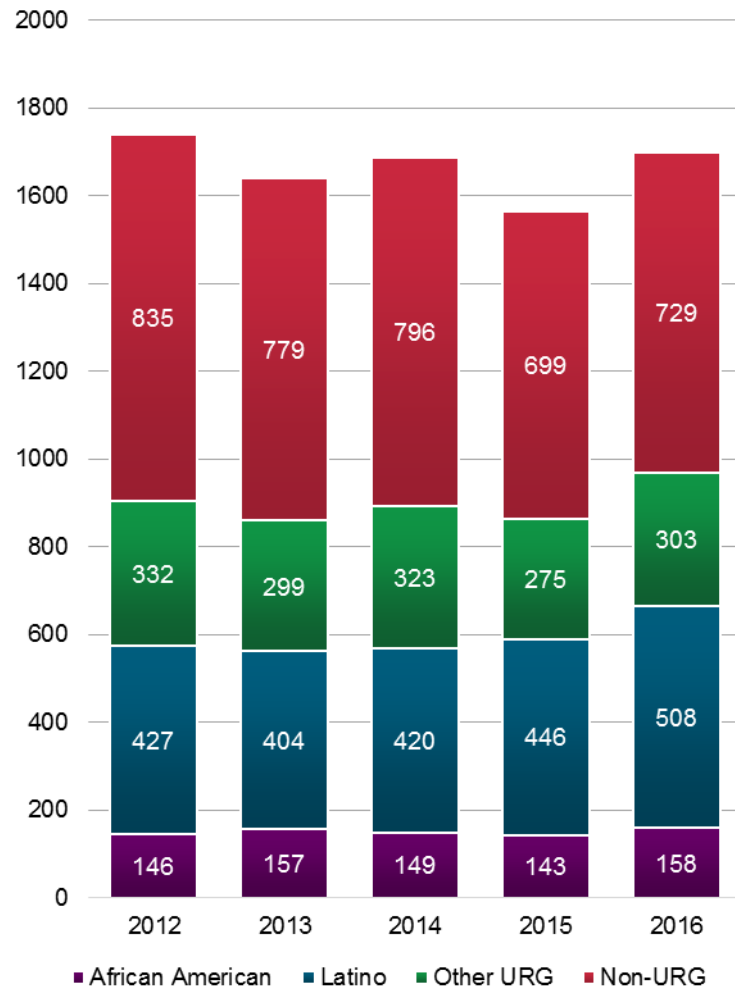
• College Bridge Program

Primary service area: Student support. Enables highly qualified and motivated Chicago public high school juniors and seniors to take one course per semester at NEIU. Chicago Public Schools, through its partnership with NEIU, assumes the cost of tuition, textbooks, and public transportation expenses.

NEIU Five-Year Enrollment Trends



NEIU Five-Year Completion Trends



NORTHERN ILLINOIS UNIVERSITY

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 19,015
- Undergraduate Population: 14,079
- Disability Students (self-reporting) 6%
- Student/Faculty Ratio: 14 to 1
- Male: 51%
- Female: 49%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 5%
- Black/African American 16%
- Hispanic/Latino 17%
- Native Hawaiian/Pacific Islander 0%
- White 56%
- Two or more Races 4%
- Race/Ethnicity Unknown 1%
- Non-Resident Alien 2%

2016 Retention Percentage

73%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

"In 2016 (Spring), we have implemented a three-year (2016-2019) Academic Equity Gap Action Plan led by the Chief Diversity Officer and Office of the Vice Provost for Undergraduate Affairs. This plan will seek to improve retention and graduation rates of underrepresented students who are identified as low income, racially diverse and first generation."

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

• **ACCESS: PAL, Supplemental Instruction, and A+ programs**

Primary service area: Tutoring in various forms including: One-on-one tutoring, tutoring centers, and enhanced tutoring where tutors attend classes with students and provide the tools needed for success.

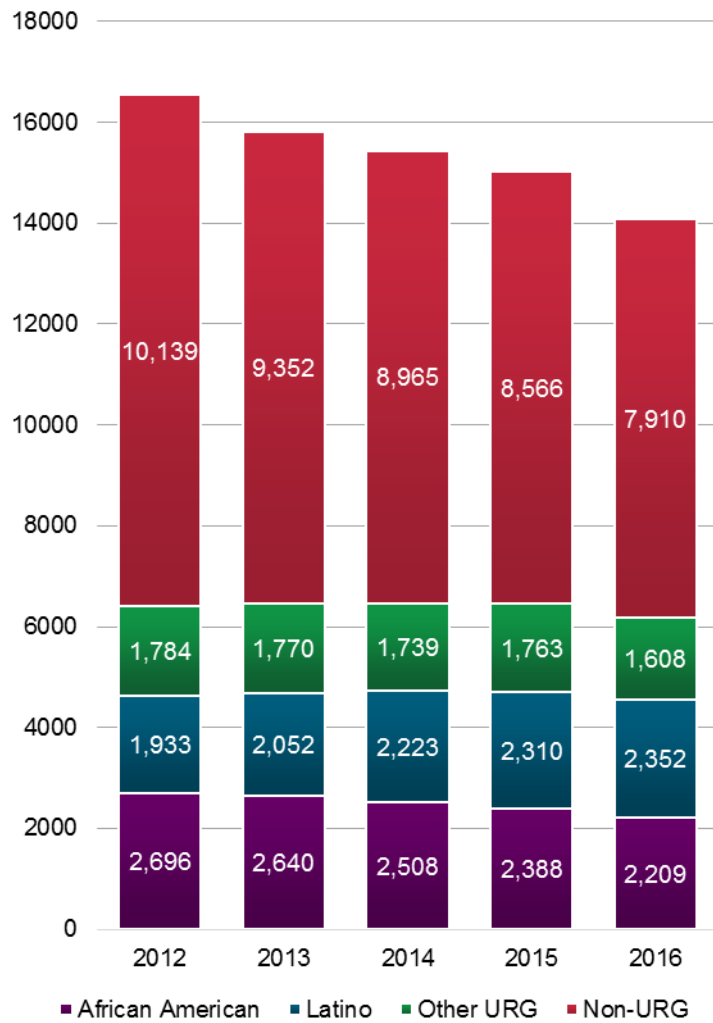
• **Black Male Initiative (BMI)**

Primary service area: Mentoring. BMI is a mentoring program that matches male upperclassmen with incoming students. In addition to academic achievement, BMI focuses on community service, mentoring, and leadership development. It also holds events such as motivational speakers and social outings. Membership in BMI has increased from five members in 2001 to over 80 members in 2014, with a graduation rate of 100%.

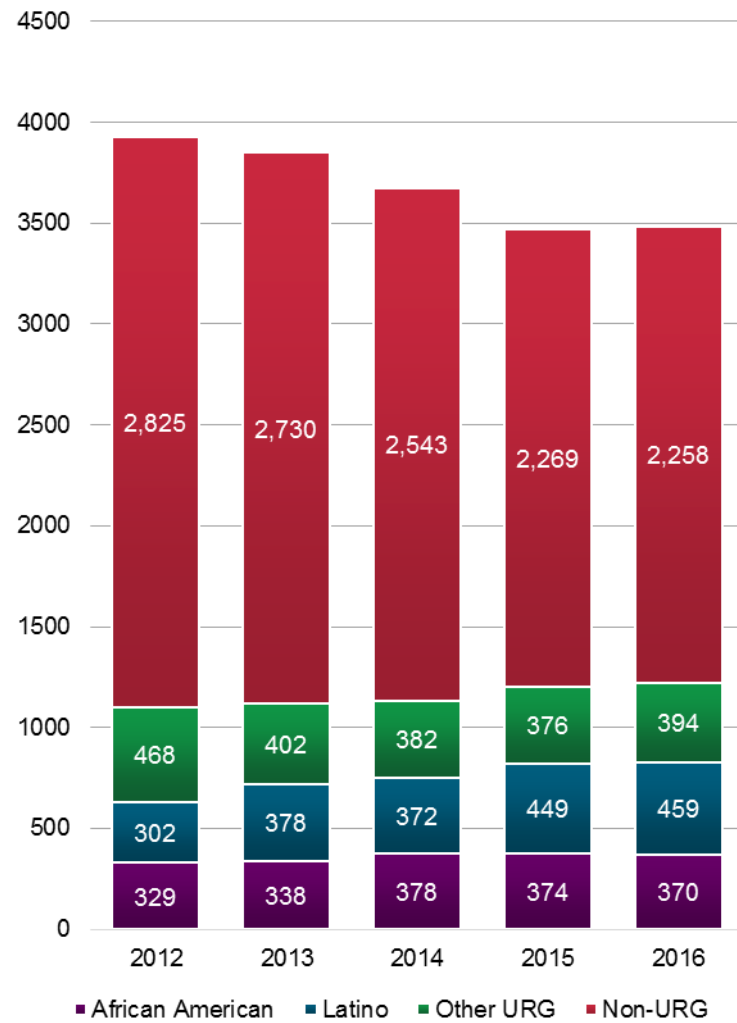
• **CHANCE Program**

Primary service area: Comprehensive student support and counseling. Individual and group counseling and support services in all areas of academic, personal, and career needs including: financial aid, tutoring, peer mentoring, academic, and study skill enhancement. CHANCE also includes student participation in four high-impact practices: 1) Themed Learning Communities; 2) Freshman Leadership Conference; 3) First-Year Seminar course; and 4) National Science Foundation's PROMISE Scholars Program.

NIU Five-Year Enrollment Trends



NIU Five-Year Completion Trends



SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 15,987
- Undergraduate Population: 12,182
- Disability Students (self-reporting) 4%
- Student/Faculty Ratio: 15 to 1
- Male: 55%
- Female: 45%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 2%
- Black/African American 17%
- Hispanic/Latino 9%
- Native Hawaiian/Pacific Islander 0%
- White 65%
- Two or more Races 3%
- Race/Ethnicity Unknown 0%
- Non-Resident Alien 4%

2016 Retention Percentage 64%

(2015 first-time, FT students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

"Founded in 1869 as the state's second teachers' college, SIU Carbondale is the flagship campus of the Southern Illinois University System. It is a strong, diverse, student-centered and comprehensive university with 226 active degree programs for nearly 17,000 students from all fifty states and more than 100 countries. Diversity is an integral part of the university's legacy. In fall 2016, minority students made up 29% of the university's total enrollment."

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

University College programs

• Disability Support Services

Primary service area: Comprehensive student support for students with learning and/or physical disabilities.

• Project Upward Bound

Primary service area: Transition. Special six-week summer enrichment program for freshmen/sophomore high school students from Alexander, Jackson and Pulaski counties.

• Saluki Summer Bridge Program

Primary service area: Transition. Program is available for full-time first-year students who have been accepted for admission to the university for the upcoming fall semester.

• Success in Engineering Through Excellence and Diversity (SEED)

Primary service area: STEM support. Academic enrichment for underrepresented students in the College of Engineering.

• TRIO Student Support services

Primary service area: Comprehensive student support. Federally funded grant program that serves disabled, underrepresented, and low socio-economic students.

Other URG-based strategies

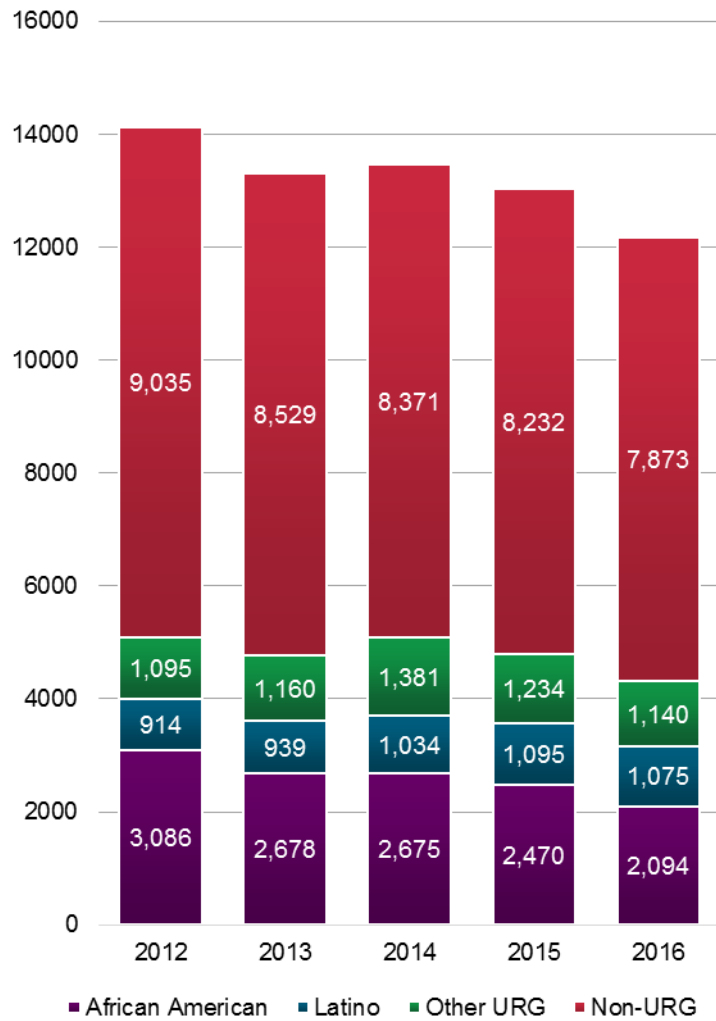
• Living-Learning Communities (LLC)

Primary service area: Retention/Completion. Offers students a chance to live with others who share similar majors or interests. Research has linked LLC participation to higher GPA's, increased student engagement, and improved graduation rates.

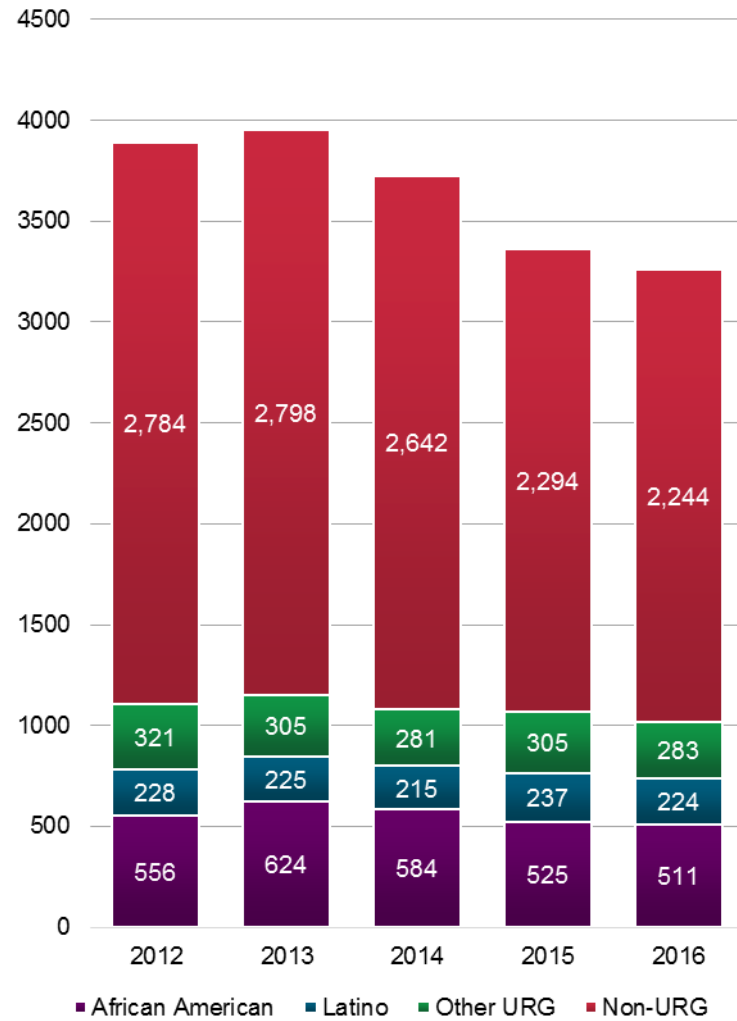
• SIU's Early Warning Intervention Program (EWIP)

Primary service area: Tutoring/Mentoring. Seeks to identify students who are struggling early enough in a semester to enhance the chances of recovery and eventual success.

SIUC Five-Year Enrollment Trends



SIUC Five-Year Completion Trends



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 14,142
- Undergraduate Population: 11,720
- Disability Students (self-reporting) 4%
- Student/Faculty Ratio: 19 to 1
- Male: 47%
- Female: 53%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 2%
- Black/African American 14%
- Hispanic/Latino 4%
- Native Hawaiian/Pacific Islander 0%
- White 73%
- Two or more Races 3%
- Race/Ethnicity Unknown 1%
- Non-Resident Alien 1%

2016 Retention Percentage 72%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

“For fall 2015, minority students comprised nearly 25% of the undergraduate population, a significant increase from 16% in fall 2009 and just around 22% in 2011. During the last two years, nearly all the gain in overall enrollment took place in minority enrollment, and actually offset other losses. For fall 2016, the total number of minority enrollment and percentage is a record high.”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

- **Project GAME & FAME (Goal-Oriented African American Men & Females Excel)**

Primary service area: Student Support Services/Retention. GAME is a two-semester course for African American males and offers comprehensive services to address various retention issues related to this particular population of students. FAME is a six-credit, two-semester program for entering freshmen designed to assist African American females in their success at SIUE through academic, social and co-curricular activities.

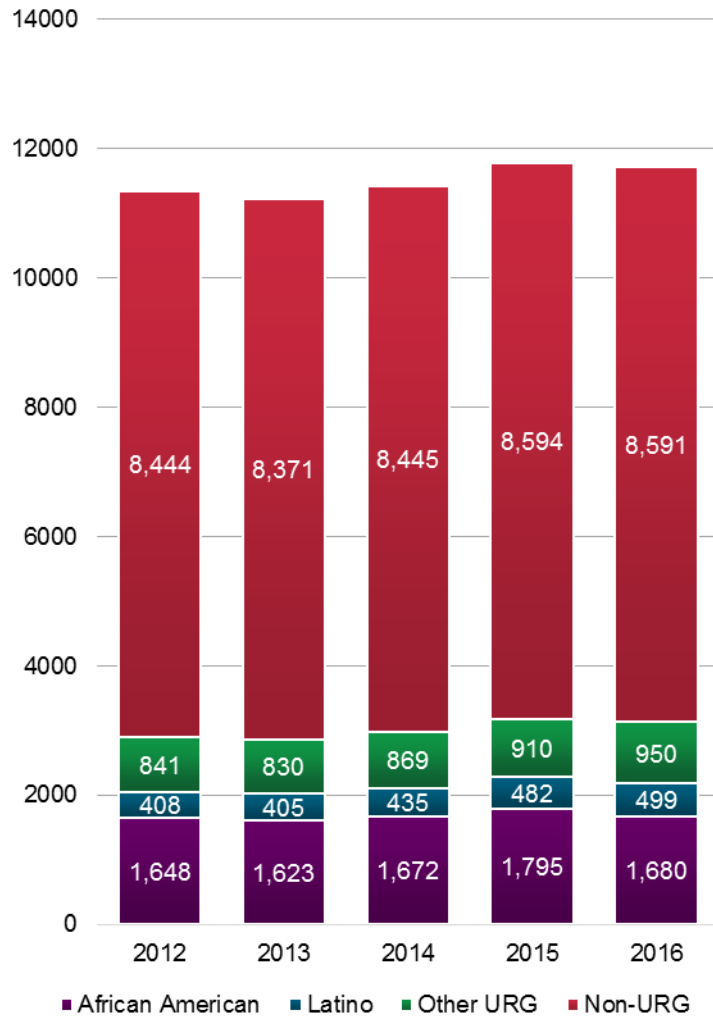
- **Online Learning Community for Students with Disabilities**

Primary service area: Student Support Services. There are 17 modules within this learning community, which provide students with disabilities strategies for time management, test-taking, note-taking, study skills, and resources both institutional and extra-institutional. The number of students who accessed the learning community more than doubled in the last year, and now nearly half of eligible students have participated in the community.

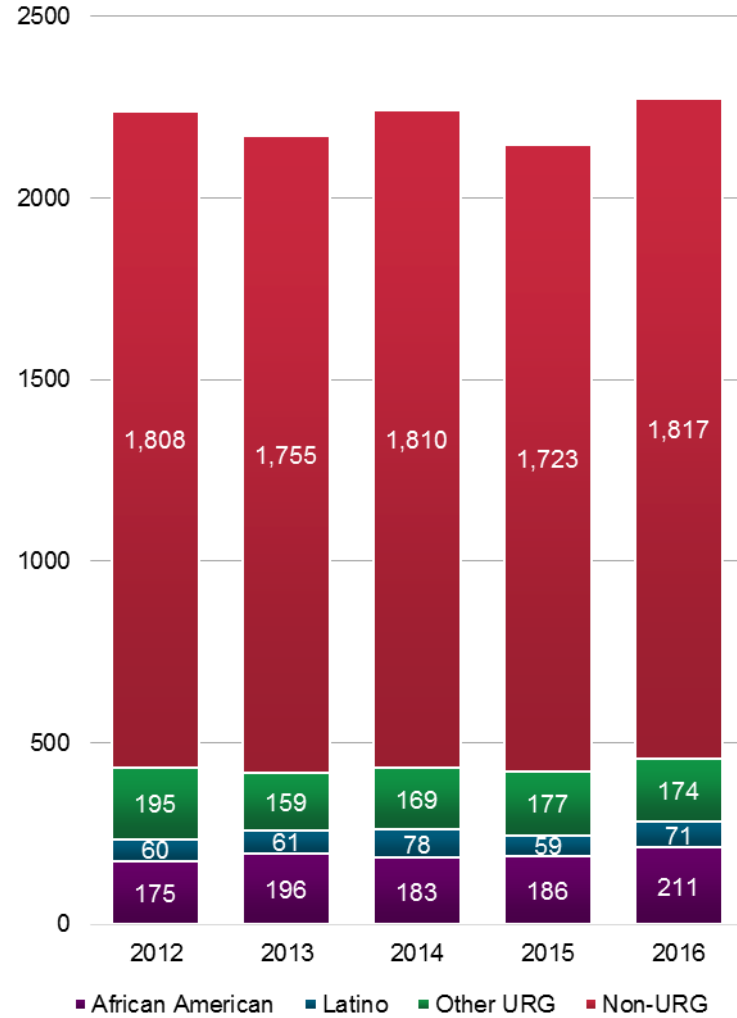
- **Multicultural Center/Online Diversity & Inclusion Learning Community**

Primary service area: Student Support/Inclusion. The Multicultural Center provides office space and meeting area for student groups. Recognizes and celebrates heritage months. The Online Diversity & Inclusion Learning Community provides diversity and inclusion training to the entire university community 24/7.

SIUE Five-Year Enrollment Trends



SIUE Five-Year Completion Trends



UNIVERSITY ILLINOIS CHICAGO

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

• Student Population:	29,120
• Undergraduate Population:	17,959
• Disability Students (self-reporting)	3% or less
• Student/Faculty Ratio:	18 to 1
• Male:	50%
• Female:	50%

Race/Ethnicity

• American Indian/Alaskan Native	0%
• Asian	22%
• Black/African American	8%
• Hispanic/Latino	31%
• Native Hawaiian/Pacific Islander	0%
• White	32%
• Two or more Races	3%
• Race/Ethnicity Unknown	1%
• Non-Resident Alien	3%

2016 Retention Percentage

80%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

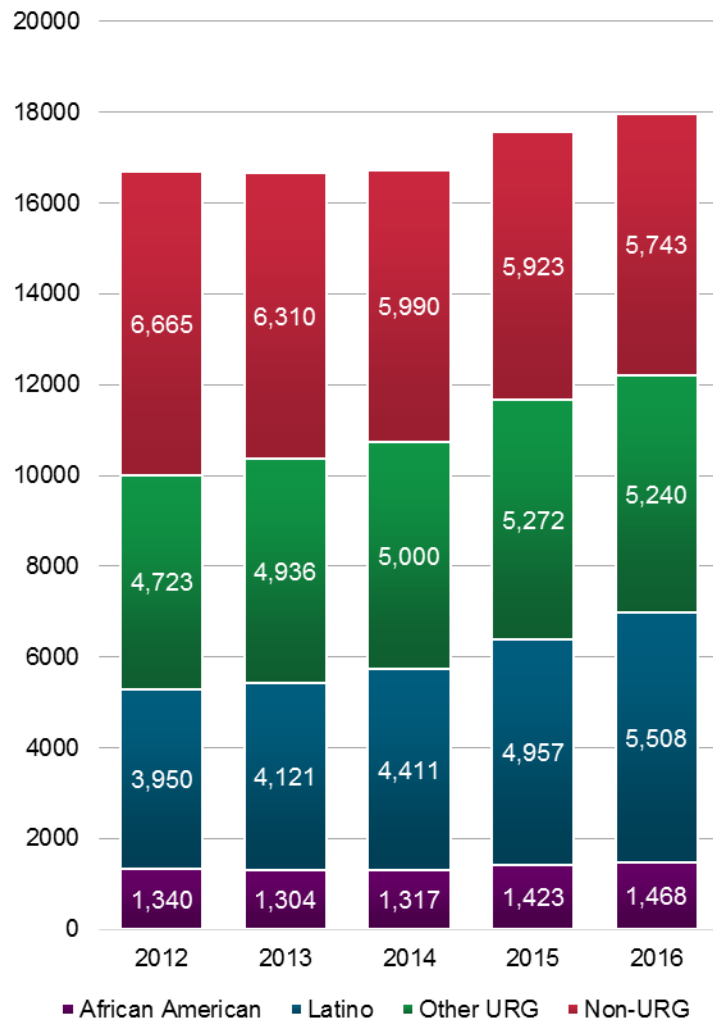
“UIC is very proud of the cultural diversity that flourishes on campus. In fall 2016, for instance, approximately 22% of undergraduates identified as Asian, 8% as Black, 28% as Latino/a, and 34% as White. A key goal stated in UIC’s diversity strategic plan, *A Mosaic for UIC Transformation*, is that “UIC will recruit and promote the success of diverse students...”

List of Primarily URG-based Student Support Services

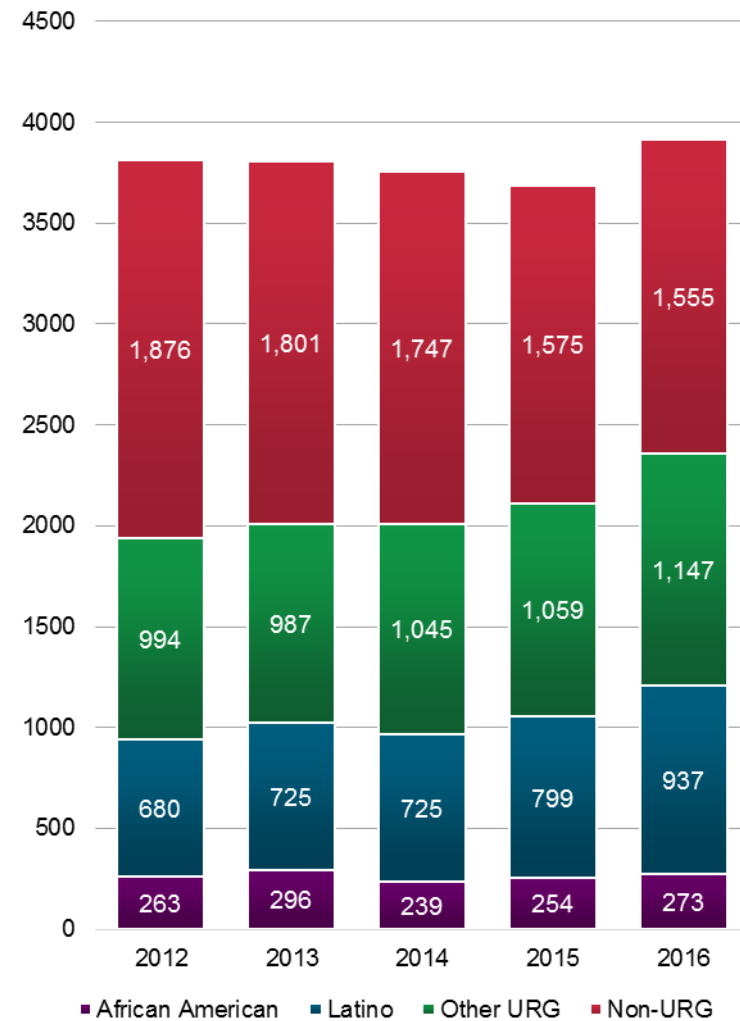
(Source: URG Supplemental Report to IBHE 2017)

- **African American Academic Network (AAAN)**
Primary service area: Activities for student engagement.
- **CHANCE Program**
Primary service area: Comprehensive student support.
- **Disability Resource Center**
Primary service area: Comprehensive student support.
- **Hispanic Center for Excellence**
Primary service area: Comprehensive student support from pre-college through medical school.
- **Latin American Recruitment and Educational Services (LARES)**
Primary service area: Graduate Latino students.
- **First Year Intergroup Dialogue Course**
Primary service area: Student support. Seminar leverages diversity of undergraduate student body by offering a one-credit course for freshmen students seeking to improve intergroup understanding, relations, and collaboration.
- **Minority Engineering Recruitment and Retention Program (MERRP)**
Primary service area: Comprehensive student support for underrepresented students in engineering.
- **Native American Support Program**
Primary service area: Comprehensive student support from recruitment and enrollment to completion.
- **President’s Award Program (PAP)**
Primary service area: Financial award/scholarship.
- **Summer College**
Primary service area: Remedial and/or transitional bridge from high school to college.
- **Urban Health Program (UHP)**
Primary service area: Preparatory for health sciences field. UHP is part of a larger faculty/student networking group.
*Due to the large number of UIC programs, only the program names and service areas could be listed.

UIC Five-Year Enrollment Trends



UIC Five-Year Completion Trends



UNIVERSITY ILLINOIS SPRINGFIELD

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 5,428
- Undergraduate Population: 2,959
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 15 to 1
- Male: 49%
- Female: 51%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 4%
- Black/African American 14%
- Hispanic/Latino 8%
- Native Hawaiian/Pacific Islander 0%
- White 64%
- Two or more Races 3%
- Race/Ethnicity Unknown 2%
- Non-Resident Alien 5%

2016 Retention Percentage

73%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

“National studies have emphasized the unique potential for Living-Learning Communities to positively impact students’ educational success. Two examples of living-learning communities offered at UIS are Necessary Steps Mentoring Program and Students Transitioning for Academic Retention and Success (STARS).”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

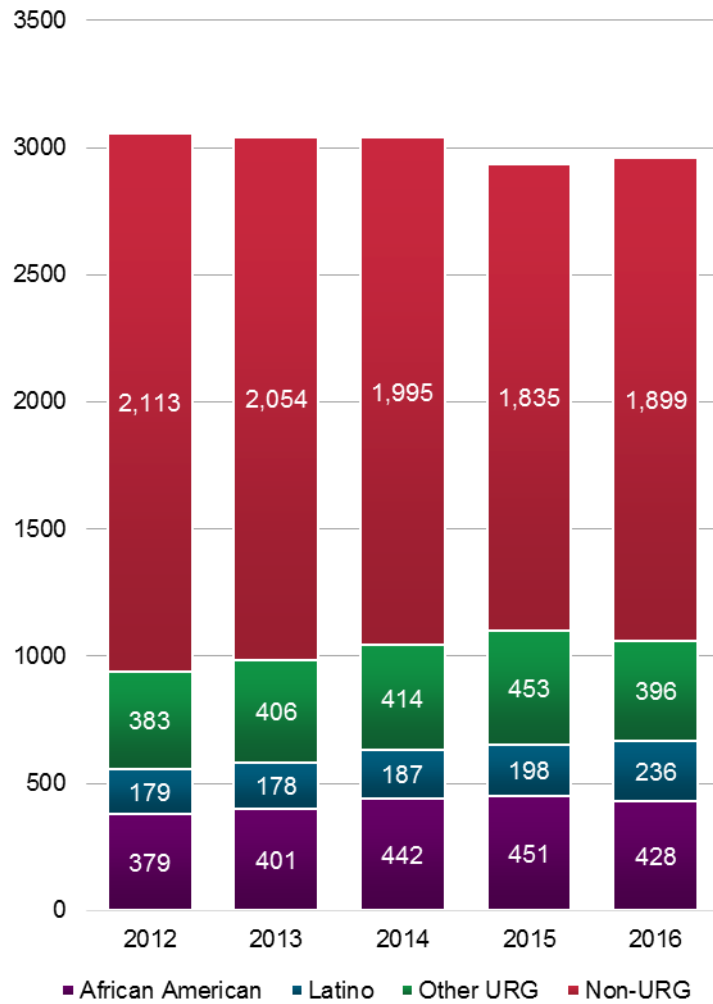
• Necessary Steps Mentoring Program

Primary service area: First-generation students. The Necessary Steps (NS) program is designed to help transition first-generation students to university life. NS mentors help students identify and overcome problems they may face throughout their first year. NS students reside together on a single floor in campus housing and take a yearlong educational course as a cohort.

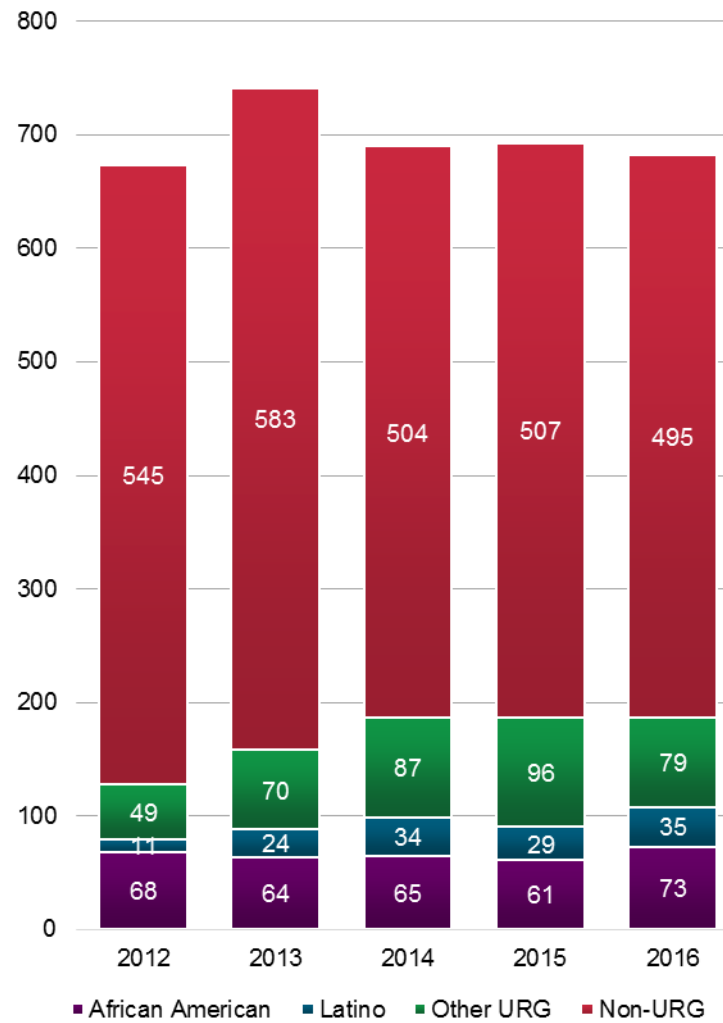
• Students Transitioning for Academic Retention and Success (STARS)

Primary service area: Academic/remedial and other comprehensive student support. The STARS program is voluntary, and students meeting the criteria are supported through an intricate network of UIS staff, peer mentors, faculty, and advising.

UIS Five-Year Enrollment Trends



UIS Five-Year Completion Trends



UNIVERSITY ILLINOIS URBANA CHAMPAIGN

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

• Student Population:	46,951
• Undergraduate Population:	33,932
• Disability Students (self-reporting)	4%
• Student/Faculty Ratio:	20 to 1
• Male:	55%
• Female:	45%

Race/Ethnicity

• American Indian/Alaskan Native	0%
• Asian	18%
• Black/African American	6%
• Hispanic/Latino	10%
• Native Hawaiian/Pacific Islander	0%
• White	46%
• Two or more Races	3%
• Race/Ethnicity Unknown	0%
• Non-Resident Alien	16%

2016 Retention Percentage **94%**

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

"The University of Illinois at Urbana-Champaign is committed to enhancing and sustaining diversity, educational equity, and inclusion. This commitment is operationalized and institutionalized through the development of a structure and culture of responsibility, incentives, and accountability, involving committees, initiatives, and programs."

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

• Research Apprentice Program

Primary service area: Academic and retention support in STEM disciplines. Established in 1987, 5-week summer program targets under-served groups and pre-college youth in receiving STEM laboratory experiences.

• ASPIRE

Primary service area: Recruitment. Talented underrepresented students from across the nation have an opportunity to visit the university and submit early application to their program of choice.

• Illinois Promise (I-Promise)

Primary service area: Funding/scholarships. The I-Promise scholarship program at UIUC provides access to high-achieving, low-income students who are admitted through the regular admissions process. The access scholarship covers educational costs and is renewable for four years.

• TRiO Special Support Services

Primary service area: Comprehensive academic support services. The program promotes retention and academic excellence, enhanced persistence and timely graduation. Includes customized advising, mentoring, leadership development, and civic engagement.

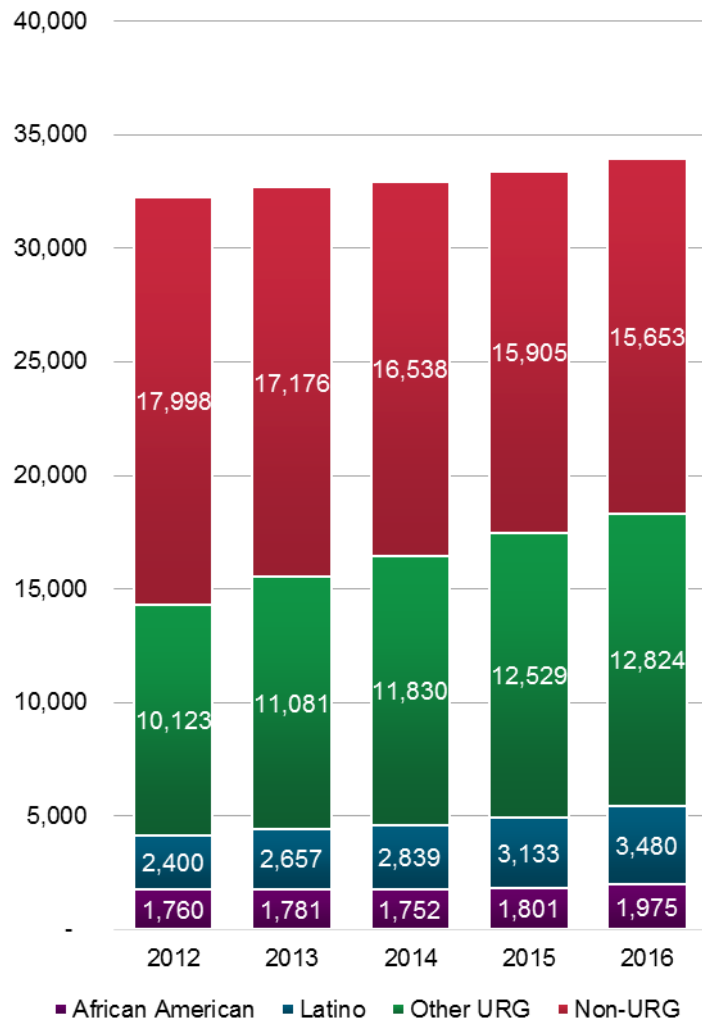
• Center for Wounded Veterans in Higher Education

Primary service area: Student support. Opened in August 2015, provides comprehensive academic and rehabilitative support services to veterans who survived recent conflict with injury.

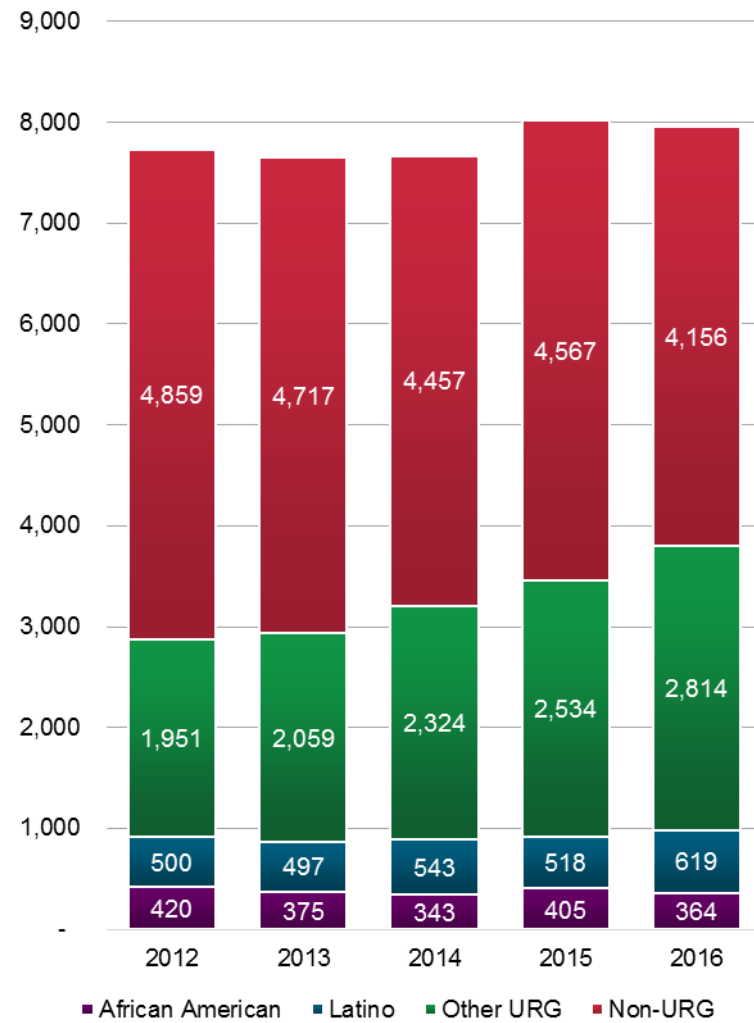
• Young Scholars Program - College of Agricultural, Consumer and Environmental Sciences

Primary service area: Comprehensive academic support for students of the College.

UIUC Five-Year Enrollment Trends



UIUC Five-Year Completion Trends



WESTERN ILLINOIS UNIVERSITY

Fall 2016 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016)

- Student Population: 10,373
- Undergraduate Population: 8,543
- Disability Students (self-reporting) 5%
- Student/Faculty Ratio: 15 to 1
- Male: 49%
- Female: 51%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 1%
- Black/African American 21%
- Hispanic/Latino 12%
- Native Hawaiian/Pacific Islander 0%
- White 60%
- Two or more Races 3%
- Race/Ethnicity Unknown 2%
- Non-Resident Alien 2%

2016 Retention Percentage

69%

(2015 first-time, full-time students who returned in Fall 2016)

2016 Excerpt from URG Supplemental Report to IBHE

"Western Illinois University (WIU) continues to effectively serve students from historically underrepresented groups. The student population at WIU continues to increase in physical diversity, with the percent of domestic students identifying as non-white increasing from 21.4% in 2011 to 32.5% in 2016 – an increase of 740 students; 42% of WIU students identify as the first generation college students."

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2017)

• Building Connections Mentor Program

Primary service area: Mentoring and retention. Program seeks to increase Fall-to-Spring retention from 86% to 90%, Includes face-to-face and technology-based sessions.

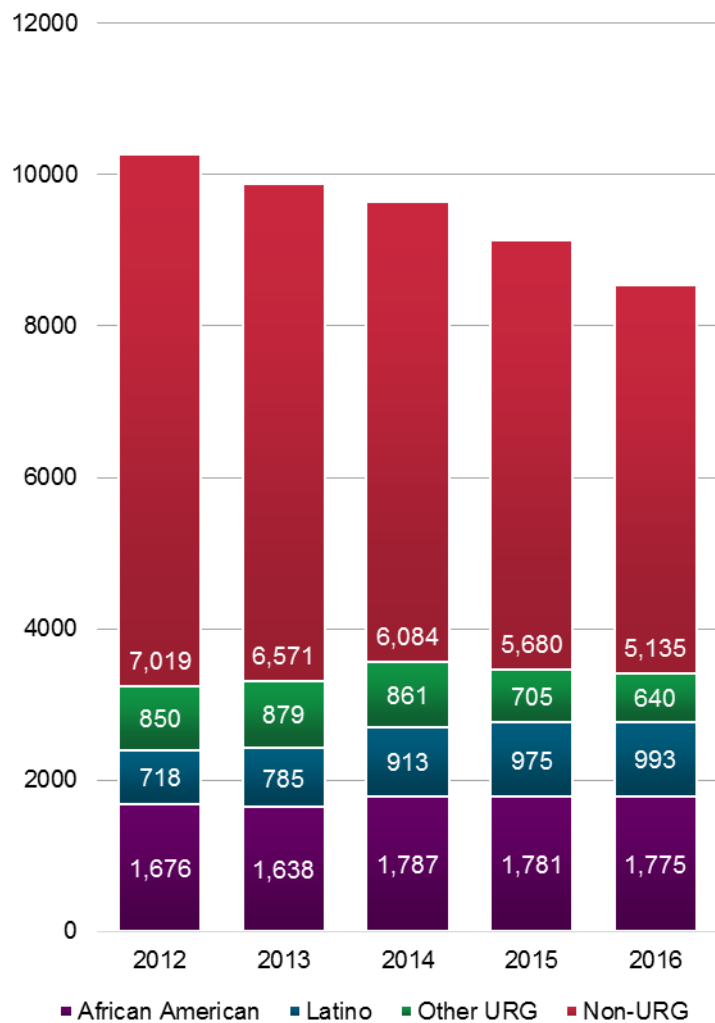
• Office of Academic Services (OAS)

Primary service area: Recruitment/Retention. Alternate admissions program where students, based on their academic profiles, are likely to benefit from additional academic services provided by the program.

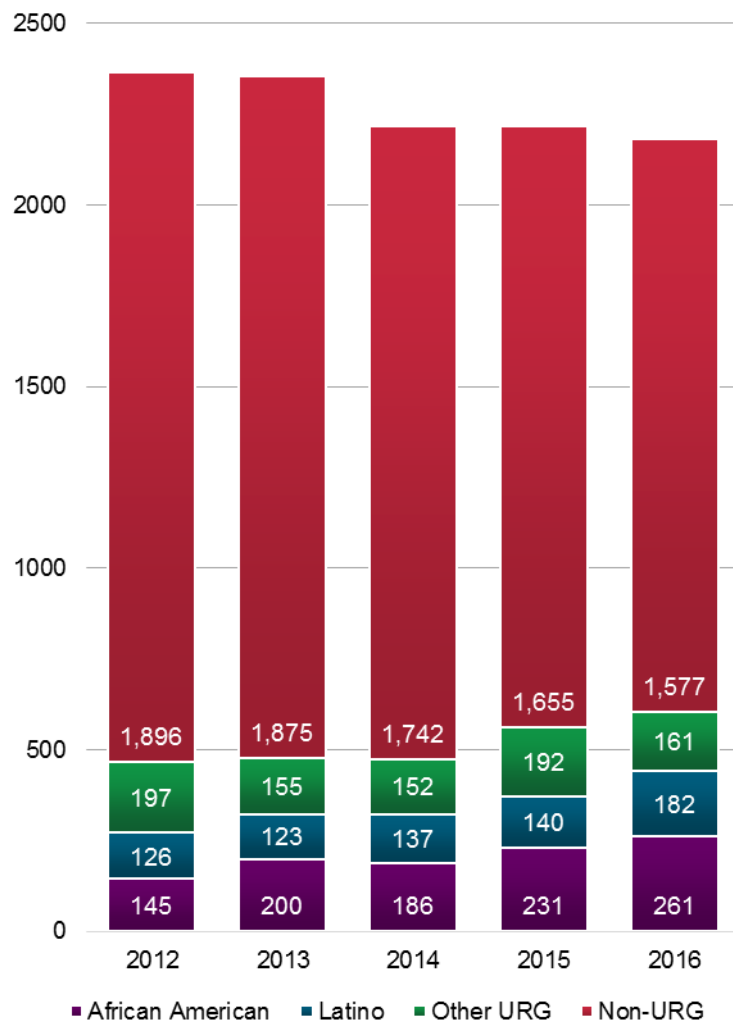
• Disability Resource Center (DRC)

Primary service area: Student services/Retention. Partners with instructors and students with disabilities to improve transition from high school to college life.

WIU Five-Year Enrollment Trends



WIU Five-Year Completion Trends



APPENDIX B

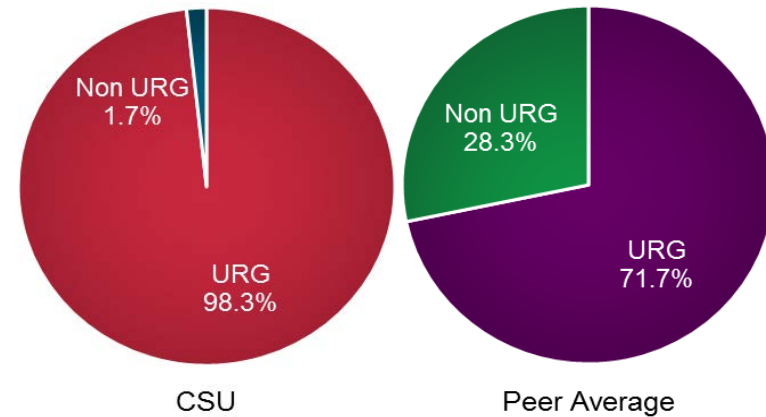
NATIONAL PEER COMPLETION COMPARISONS

APPENDIX-B

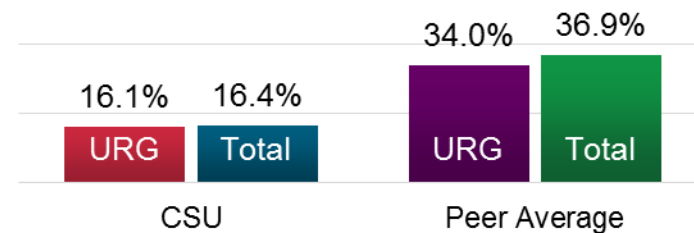
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

<div><div></div><div>(Source: IPEDS & IBHE Data)</div></div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	71.7%	34.0%	36.9%
CHICAGO STATE UNIVERSITY	98.3%	16.1%	16.4%
Auburn University at Montgomery	54.6%	14.8%	22.6%
Jacksonville State University	39.4%	26.1%	35.5%
University of North Alabama	22.6%	35.5%	43.5%
California State University-Dominguez Hills	95.8%	42.4%	42.4%
Georgia College and State University	16.7%	53.7%	59.4%
Bowie State University	98.5%	37.2%	37.2%
Coppin State University	98.2%	17.5%	17.4%
New Jersey City University	78.7%	29.5%	31.0%
CUNY Lehman College	92.7%	43.9%	43.6%
Fayetteville State University	95.0%	32.2%	32.0%
Texas A & M International University	96.4%	41.7%	41.4%

Percent of Cohort



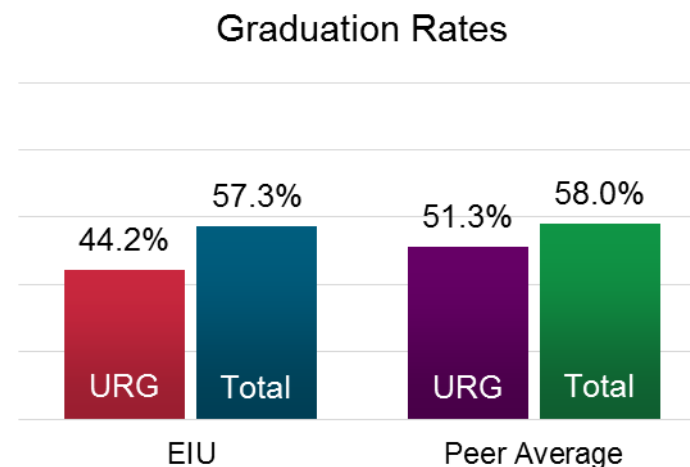
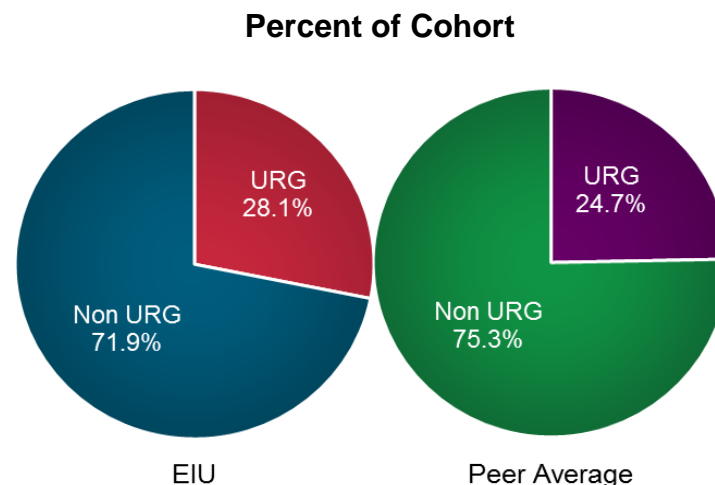
Graduation Rates



APPENDIX-B

URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

<div><div></div></div> <div>(Source: IPEDS & IBHE Data)</div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	24.7%	51.3%	58.0%
EASTERN ILLINOIS UNIVERSITY	28.1%	44.2%	57.3%
Georgia Southern University	35.0%	47.5%	51.4%
University of Northern Iowa	7.4%	54.9%	65.0%
Murray State University	15.5%	42.7%	48.6%
Saint Cloud State University	18.4%	44.3%	45.3%
Kean University	56.3%	47.8%	49.7%
William Paterson University of New Jersey	50.2%	47.4%	50.9%
Appalachian State University	13.6%	64.7%	71.8%
University of North Carolina Wilmington	16.6%	70.0%	71.9%
Kutztown University of Pennsylvania	17.2%	40.5%	54.8%
College of Charleston	15.1%	64.6%	69.2%
Sam Houston State University	44.5%	48.3%	50.6%
Eastern Washington University	32.1%	38.7%	46.5%
Western Washington University	24.3%	67.9%	68.5%
University of Wisconsin-Whitewater	13.9%	38.2%	57.4%
University of Wisconsin-La Crosse	10.2%	52.1%	67.8%

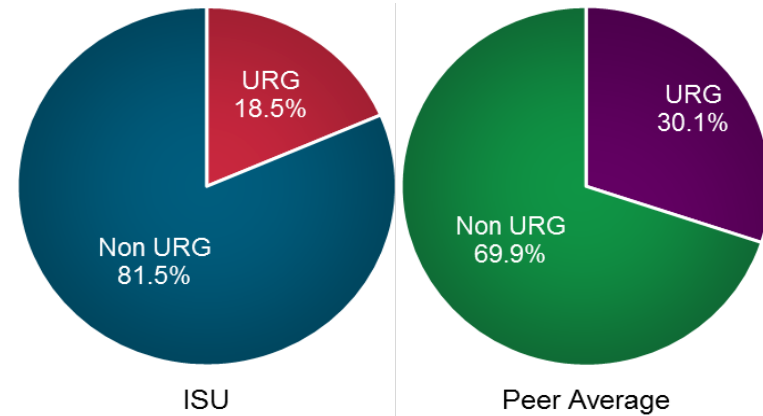


APPENDIX-B

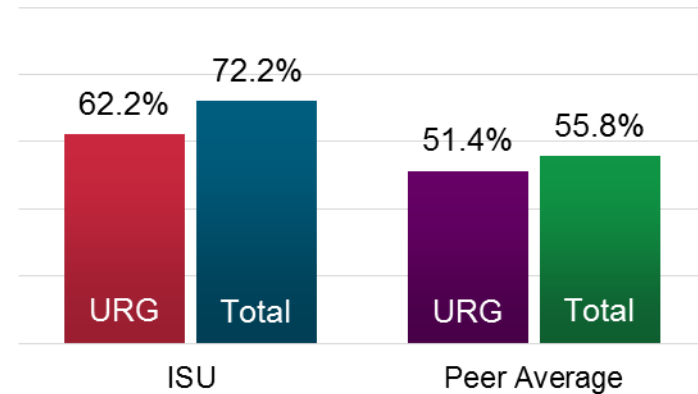
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

<div><div></div></div> <div>(Source: IPEDS & IBHE Data)</div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	30.1%	51.4%	55.8%
ILLINOIS STATE UNIVERSITY	18.5%	62.2%	72.2%
Ball State University	15.3%	45.6%	58.0%
Wichita State University	35.2%	38.9%	46.0%
Central Michigan University	18.6%	48.0%	57.5%
Western Michigan University	25.2%	45.0%	52.7%
University of North Carolina at Charlotte	34.6%	56.9%	57.0%
University of North Carolina at Greensboro	40.7%	58.1%	53.8%
Bowling Green State University-Main Campus	25.8%	45.6%	54.7%
Miami University-Oxford	15.2%	72.1%	78.4%
Portland State University	42.7%	52.5%	48.4%
Old Dominion University	47.3%	51.0%	50.9%

Percent of Cohort



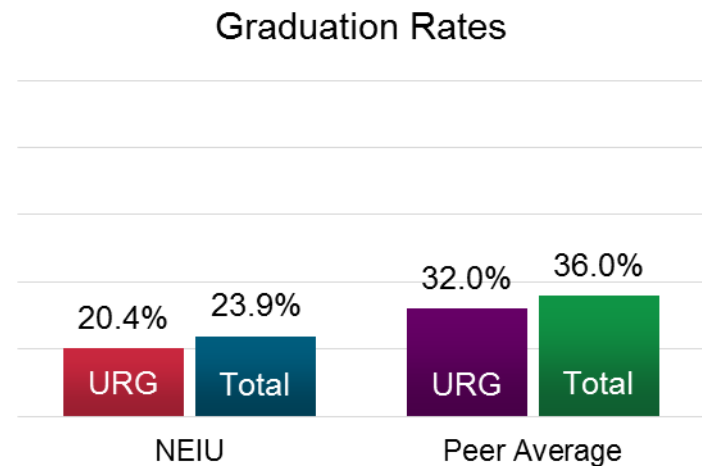
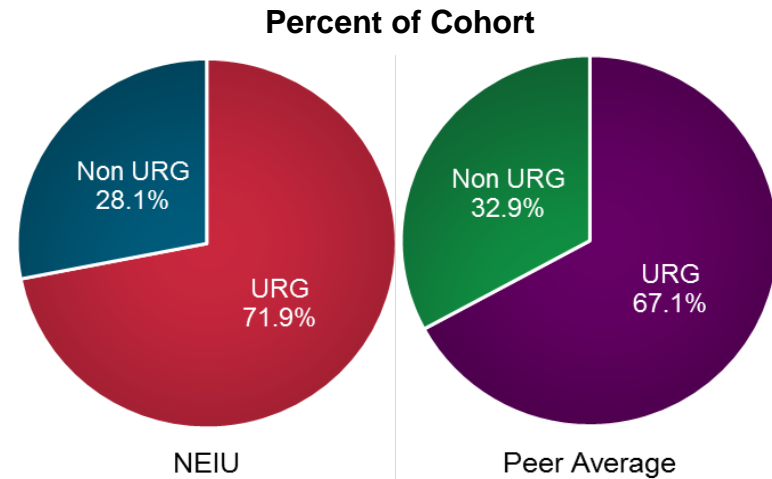
Graduation Rates



APPENDIX-B

URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

(Source: IPEDS & IBHE Data)	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	67.1%	32.0%	36.0%
NORTHEASTERN ILLINOIS UNIVERSITY	71.9%	20.4%	23.9%
Auburn University at Montgomery	54.6%	14.8%	22.6%
California State University-Stanislaus	73.4%	55.1%	57.2%
California State University-Dominguez Hills	95.8%	42.4%	42.4%
Indiana University-Northwest	43.9%	14.5%	24.5%
Purdue University-Calumet Campus	42.5%	25.9%	31.8%
New Jersey City University	78.7%	29.5%	31.0%
CUNY Lehman College	92.7%	43.9%	43.6%
Texas A & M University-Corpus Christi	55.0%	30.3%	34.5%

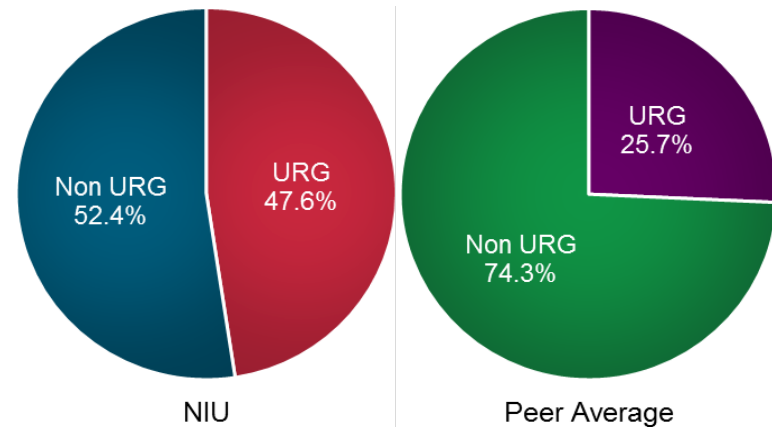


APPENDIX-B

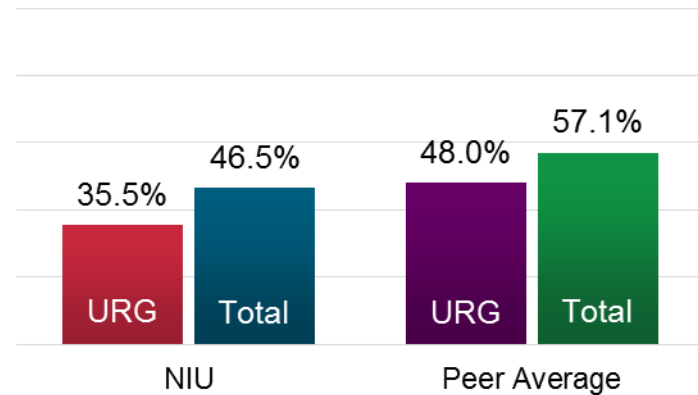
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

(Source: IPEDS & IBHE Data)	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	25.7%	48.0%	57.1%
NORTHERN ILLINOIS UNIVERSITY	47.6%	35.5%	46.5%
Ball State University	15.3%	45.6%	58.0%
University of Massachusetts-Amherst	34.9%	73.5%	76.1%
Central Michigan University	18.6%	48.0%	57.5%
Western Michigan University	25.2%	45.0%	52.7%
Kent State University at Kent	24.6%	49.2%	55.4%
University of Toledo	35.6%	26.5%	42.6%

Percent of Cohort



Graduation Rates

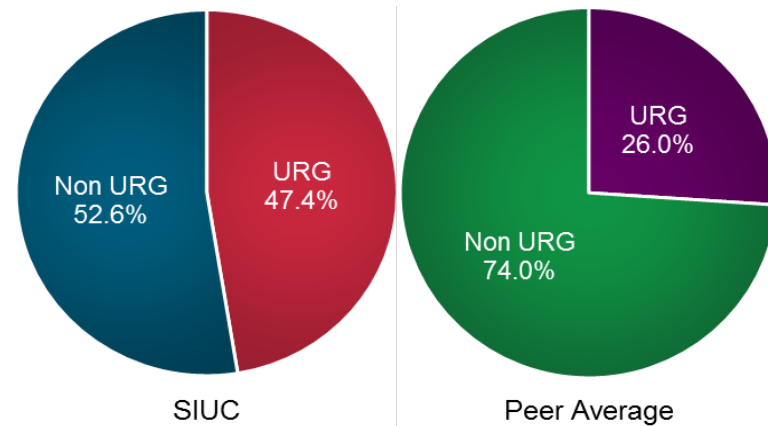


APPENDIX-B

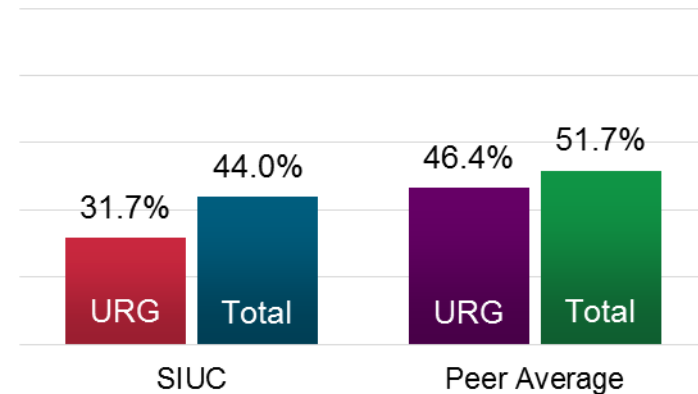
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

<div><div></div><div>(Source: IPEDS & IBHE Data)</div></div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	26.0%	46.4%	51.7%
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE	47.4%	31.7%	44.0%
University of Northern Colorado	30.8%	43.3%	48.4%
University of Louisville	22.0%	54.2%	52.7%
University of Missouri-Kansas City	42.3%	45.0%	48.6%
East Carolina University	28.9%	60.3%	60.7%
University of North Dakota	14.5%	47.7%	55.4%
Kent State University at Kent	24.6%	49.2%	55.4%
Wright State University-Main Campus	31.5%	24.2%	35.6%
West Virginia University	13.9%	47.7%	57.1%

Percent of Cohort



Graduation Rates

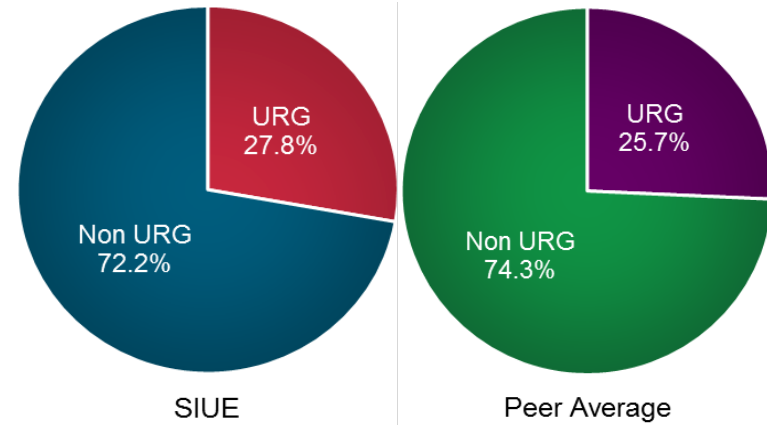


APPENDIX-B

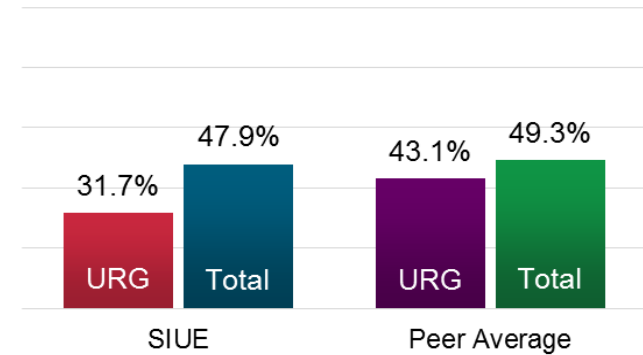
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

	URG % of Cohort	Graduation Rates	
		URG	Total
(Source: IPEDS & IBHE Data)			
Peer Average	25.7%	43.1%	49.3%
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE	27.8%	31.7%	47.9%
University of South Alabama	37.1%	33.6%	37.7%
Grand Valley State University	15.1%	54.3%	66.3%
Oakland University	26.8%	35.8%	46.8%
University of Missouri-Kansas City	42.3%	45.0%	48.6%
University of North Carolina at Greensboro	40.7%	58.1%	53.8%
Western Carolina University	16.9%	54.4%	56.5%
East Tennessee State University	16.5%	29.6%	39.7%
Marshall University	10.4%	33.7%	44.7%

Percent of Cohort



Graduation Rates

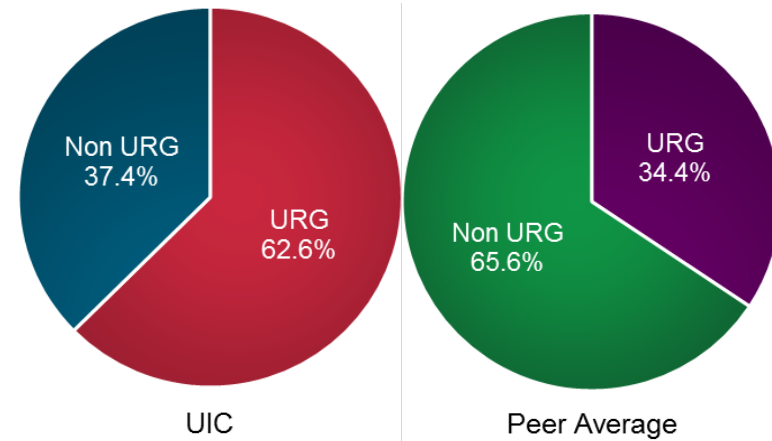


APPENDIX-B

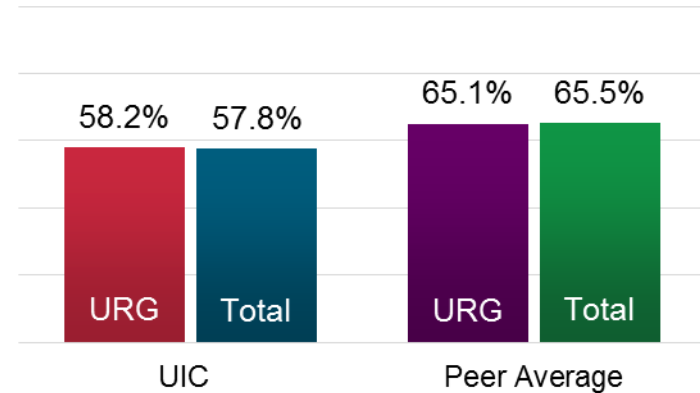
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

<div><div></div><div>(Source: IPEDS & IBHE Data)</div></div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	34.4%	65.1%	65.5%
UNIVERSITY OF ILLINOIS CHICAGO	62.6%	58.2%	57.8%
University of Alabama at Birmingham	40.1%	53.7%	53.1%
University of Connecticut	31.1%	77.4%	82.2%
University of South Florida-Main Campus	44.4%	70.0%	67.5%
University of Louisville	22.0%	54.2%	52.7%
University at Buffalo	42.6%	76.4%	74.4%
University of Cincinnati-Main Campus	17.7%	64.1%	66.8%
University of Utah	28.2%	63.8%	65.1%
Virginia Commonwealth University	48.8%	61.4%	61.9%

Percent of Cohort



Graduation Rates

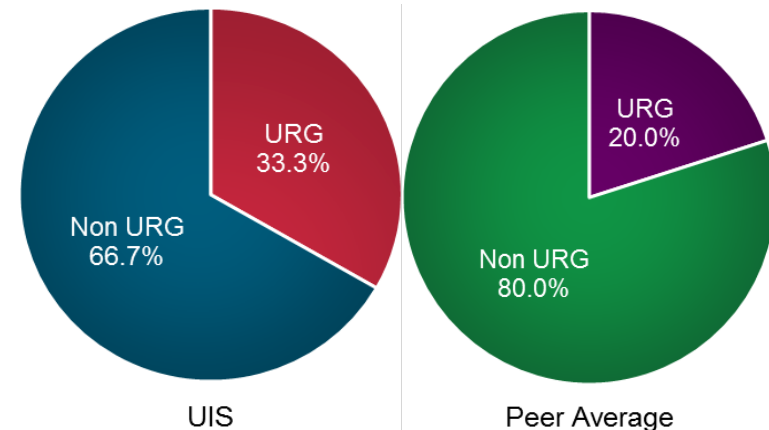


APPENDIX-B

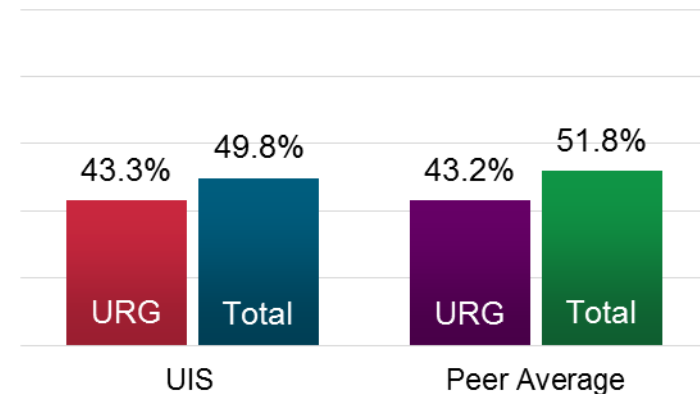
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

<div></div> <div>(Source: IPEDS & IBHE Data)</div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	20.0%	43.2%	51.8%
UNIVERSITY OF ILLINOIS SPRINGFIELD	33.3%	43.3%	49.8%
Auburn University at Montgomery	54.6%	14.8%	22.6%
Georgia College and State University	16.7%	53.7%	59.4%
Lake Superior State University	20.4%	33.3%	40.5%
Northern Michigan University	13.6%	35.6%	46.3%
SUNY College at Brockport	17.1%	61.5%	68.1%
Shippensburg University of Pennsylvania	14.1%	42.9%	56.1%
College of Charleston	15.1%	64.6%	69.2%
University of South Dakota	18.8%	41.8%	54.9%
University of Wisconsin-Green Bay	10.1%	41.1%	48.9%

Percent of Cohort



Graduation Rates

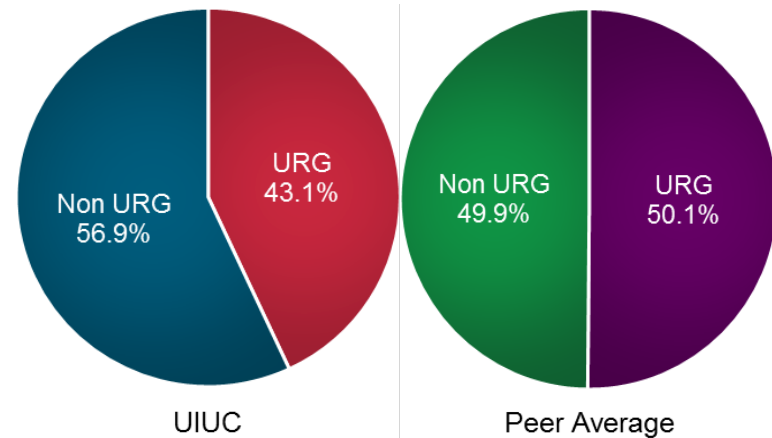


APPENDIX-B

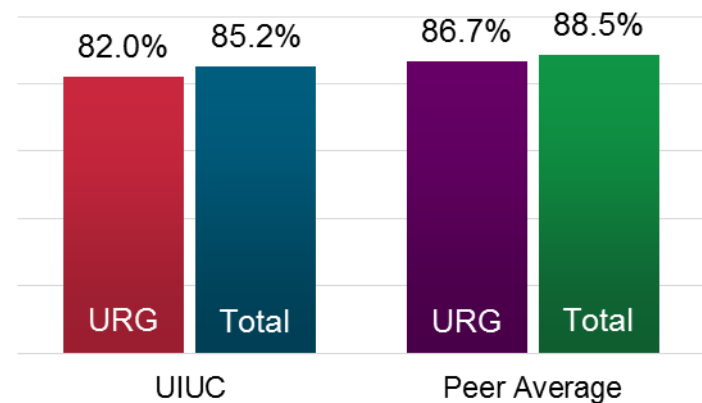
URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

<div><div></div><div>(Source: IPEDS & IBHE Data)</div></div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	50.1%	86.7%	88.5%
UNIVERSITY OF ILLINOIS AT URBANA CHAMPAIGN	43.1%	82.0%	85.2%
University of California-Berkeley	71.4%	91.9%	91.7%
University of California-Los Angeles	70.0%	91.2%	91.1%
University of California-San Diego	80.2%	87.2%	87.2%
University of Michigan-Ann Arbor	30.5%	88.8%	91.2%
University of North Carolina at Chapel Hill	29.9%	88.0%	91.1%
The University of Texas at Austin	52.4%	77.6%	81.2%
University of Virginia-Main Campus	41.7%	92.8%	94.2%
University of Washington-Seattle Campus	54.1%	82.8%	83.9%
University of Wisconsin-Madison	21.0%	80.0%	84.9%

Percent of Cohort



Graduation Rates



APPENDIX-B

**URG Completion Rate Comparisons:
ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS**

<div><div></div><div>(Source: IPEDS & IBHE Data)</div></div>	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	21.5%	54.1%	63.4%
WESTERN ILLINOIS UNIVERSITY	32.7%	39.9%	53.1%
University of Northern Iowa	7.4%	54.9%	65.0%
Grand Valley State University	15.1%	54.3%	66.3%
University of Central Missouri	23.7%	41.1%	52.8%
Truman State University	16.4%	72.0%	71.8%
University of Nebraska at Kearney	18.0%	40.1%	56.9%
Montclair State University	50.3%	62.7%	65.2%
William Paterson University of New Jersey	50.2%	47.4%	50.9%
Appalachian State University	13.6%	64.7%	71.8%
James Madison University	20.3%	76.3%	81.9%
Central Washington University	30.8%	49.3%	52.5%
University of Wisconsin-Whitewater	13.9%	38.2%	57.4%
University of Wisconsin-La Crosse	10.2%	52.1%	67.8%
University of Wisconsin-Stevens Point	10.0%	50.3%	63.3%

