



**STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION**

**Report to the Governor and General Assembly  
On Underrepresented Groups  
In Illinois Higher Education**

**2014 Annual Report**

2015

## Introduction

Illinois Public Act (110 ILCS 205/9.16) requires the Illinois Board of Higher Education (IBHE) to annually report to the Governor and General Assembly on the status and conditions of Underrepresented Student Groups (URGs) in higher education. Illinois statute defines *underrepresented citizens* or *resident aliens* as persons identified as African American, Hispanic, Asian American, Pacific Islander, American Indian or Alaskan Native, persons with disabilities, and first-generation students, defined as persons who are the first in their immediate family to attend a postsecondary institution of study.

The objective of the Underrepresented Groups Report is to articulate the status of the state's underserved college student populations, including data on enrollment and degree completion at Illinois' public community colleges and universities. Summaries of the programs and strategies and programs utilized by the public universities to serve URG students are also included.

The *Illinois Public Agenda for College and Career Success*, the State's plan for assessing Illinois' educational progress, has identified college success gaps of underrepresented groups as a key impediment to achieving the goal of 60 percent of Illinois residents with a postsecondary degree or credential by 2025. The Report finds an upward trend in college completion rates for Illinois' African American and Hispanic students. While increased numbers of graduates is good news, the Report concludes that acceleration not only of enrollment, but also persistence to college completions for more underrepresented students is necessary.

## Enrollment and Completion Trends

**Figures 1-3** (pages 6-8) depict enrollment and completion trends over the past five years resulting in positive gains for the two major URG groups, African Americans and Hispanics.

## Students with Disabilities

Data collection for students with disabilities was conducted with self-reported data. Enrollment information is provided by the community colleges and public universities and shows a slight increase but consistent student population. The reporting institutions have identified policies, programs, and support activities to assist students with disabilities. The IBHE is working to include better data on these students through the Illinois Longitudinal Data System (ILDS).

**Table 1**  
**Students with Disabilities, Self-reporting Enrollment**

	2012	2013	Difference
<b>Public universities</b>	5,311	5,533	+222
<b>Community colleges</b>	12,342	13,551	+1,209
<b>TOTAL:</b>	<b>17,653</b>	<b>19,084</b>	<b>+1,431</b>

(Source: IBHE and ICCB data)

### **First-Generation Students**

IBHE is working with institutions and various data sources to develop clear reporting on the college enrollment and success of first-generation college students, which was recently required. However, at this time there is no reliable data on which to base that analysis. Work will continue so that this group may be included in subsequent reports.

### **Institutional Summaries: Enrollment and Completion**

The Report provides summary information for the state's 12 public universities, including demographic data on the URG populations. A snapshot of student support programs and activities to improve enrollments and increase student success and persistence to graduation are also included as provided by the institutions.

The accompanying charts for the universities' institutional summaries are data collected by IBHE data on enrollment and graduation for 6 year **URG cohorts starting with enrollments in 2003 – 2007 and corresponding completions in 2009 – 2013.**

# UNDERREPRESENTED GROUPS ATTAINMENT TRENDS: Enrollment and Completion

## Overall URG Enrollment and Completion

A notable and positive development based on the enrollment data provided in this section, is the continued enrollment growth for Hispanic students. This enrollment increased over 7,000 students between academic years 2012 and 2013. African American student enrollment has experienced an 8.24% decline during this period.

Both Hispanic and African American students' degrees completed have increased over the past five academic years.

## Race and Ethnicity Definitions used for URGs

### Alien, Non-resident

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:* Non-resident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories described above.

### 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.

### Race/Ethnicity Unknown

The category used to report students or employees whose race and ethnicity are not known.

### Two or More Races

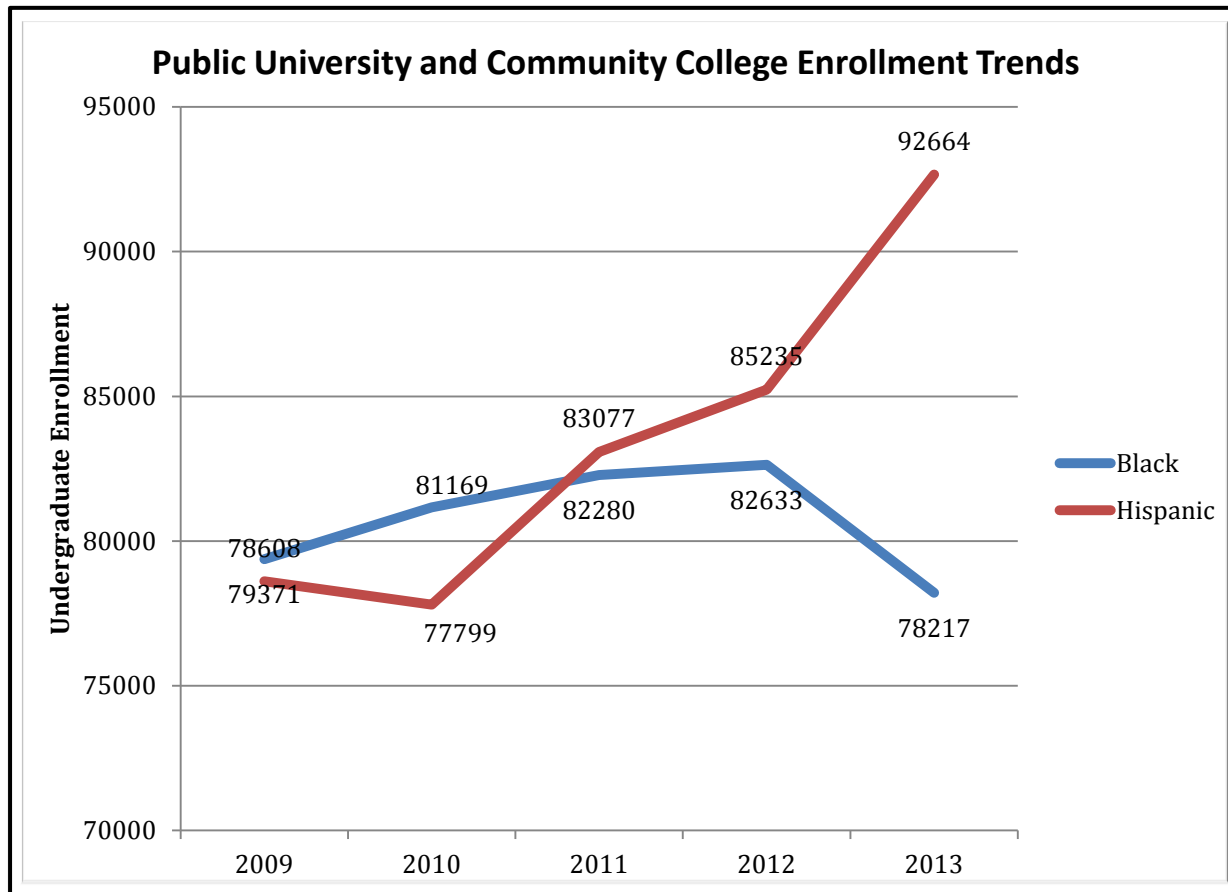
(No official definition provided, but category is apparent and included with IPEDS listing)

### White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

(Source: IPEDS Definitions for New Race and Ethnicity Categories and IPEDS Changes to Race/Ethnicity Reporting)

**Figure 1**  
**Undergraduate URG Enrollment Trends**  
(Source: IBHE data)



**Enrollment Trends:  
Up and Down**

The two predominant URG cohort groups Hispanic and African Americans experienced positive and negative enrollment trends respectively. Hispanic students showed increased enrollment by 8.24% through years 2011-2013. The U.S. Census shows an average annual increase of 3.6% in the Hispanic population of Illinois. College enrollment gains are outpacing population increases.

African American (Black) students experienced a decline in 2013 enrollment, trailing their 2009 figures by 6.63%.

This trend will require further study. The decline in African American enrollment is a concern and follow-up will be conducted to understand and address this issue to ensure it does not become a trend.

**Figure 2**  
**Undergraduate URG Completion Trends**  
 (Source: IBHE data)

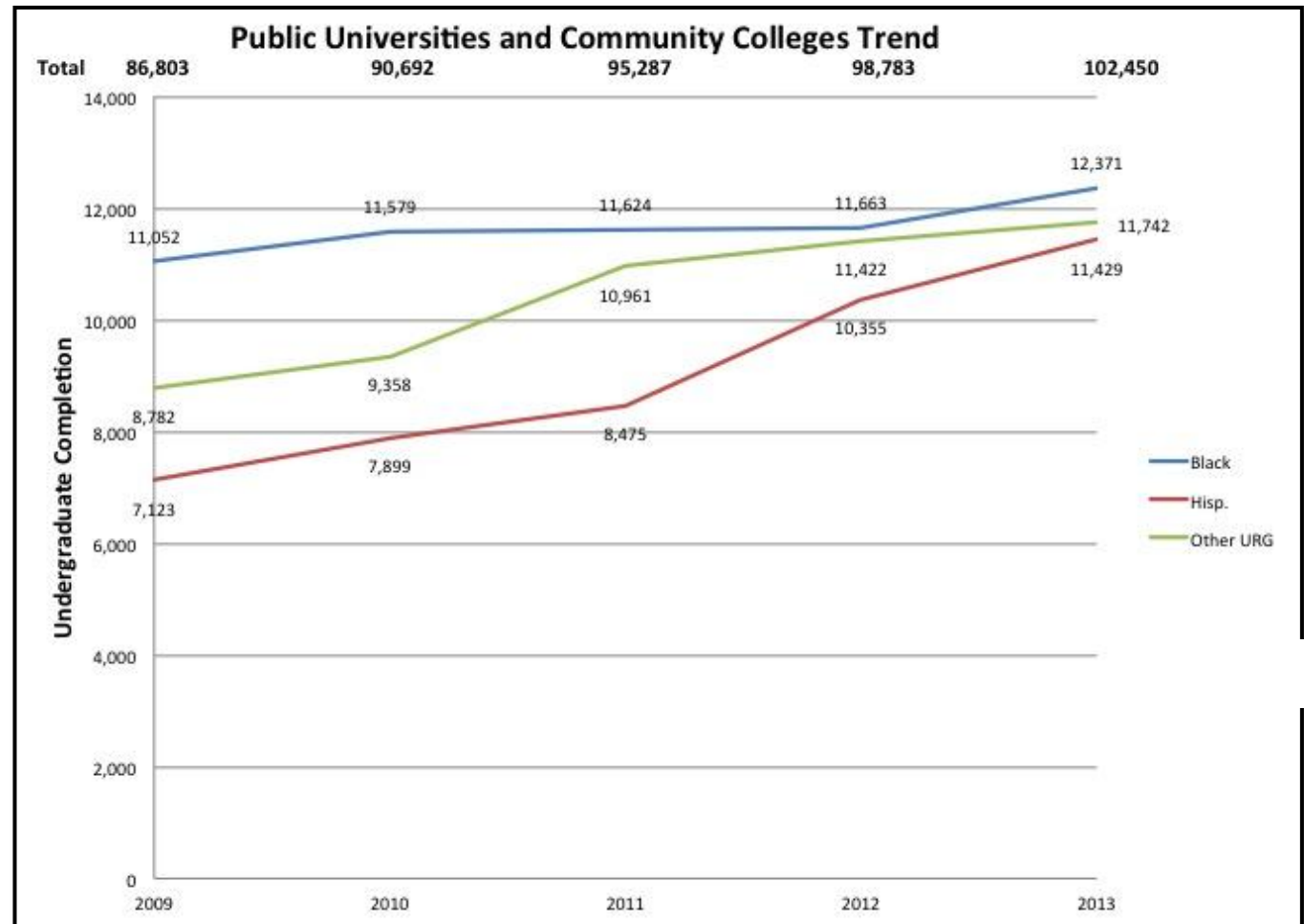
**URG Undergraduate Completion Trends: Surprising and Progressive**

African American students show positive graduation numbers over the review period.

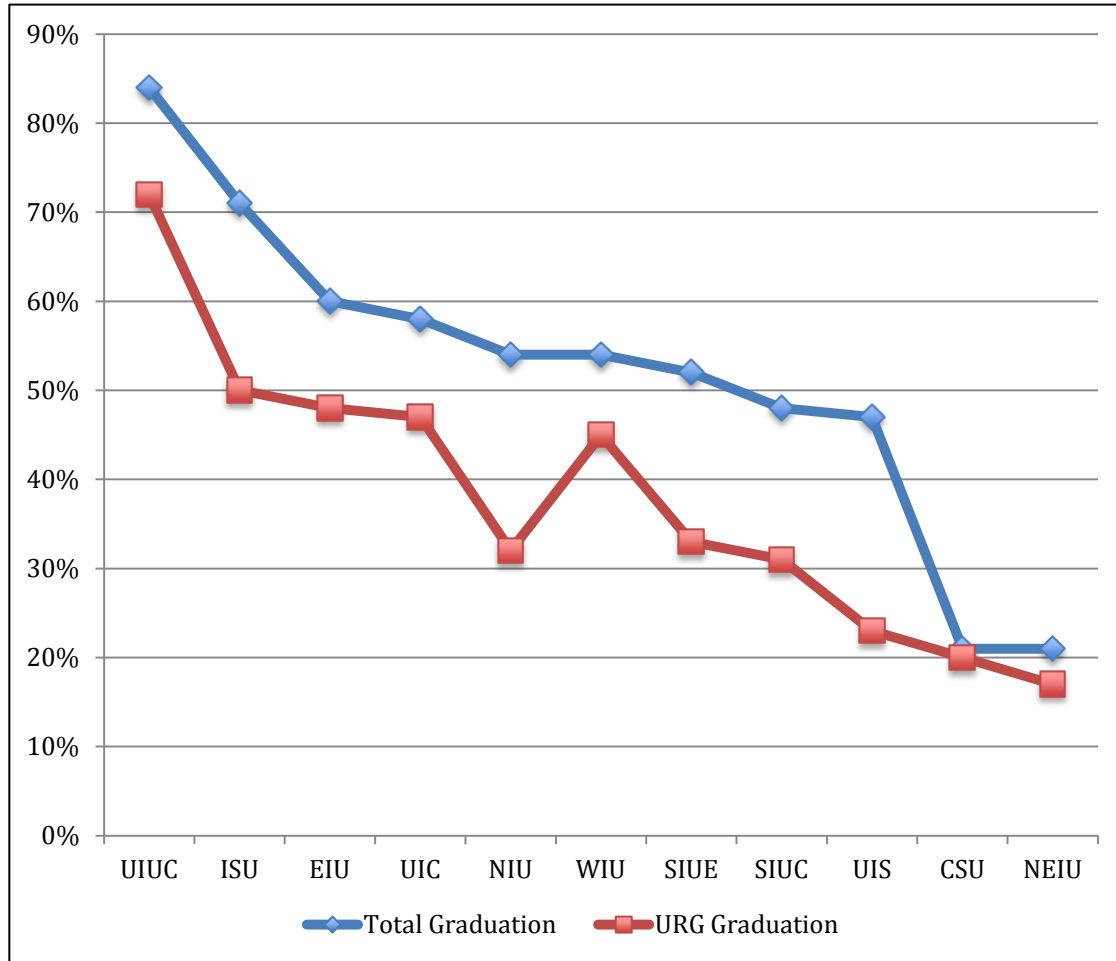
Similarly, Hispanic student completions are positive over the academic years from 2011 through 2013.

The overall URG cohort displays growth but needs to further accelerate to meet the State’s goal for 60 percent of Illinoisans with a postsecondary degree or credential by 2025.

*(Other URG: All URG groups excluding Hispanic or African American)*



**Figure 3**  
**Institutional Graduation Comparison**  
NCES data for 2012



The listing of Illinois public universities is shown in comparison to their URG student cohort.

The National Center for Educational Statistics (NCES) provides a 6 year *national* average cohort graduation rate of 57%.

*(Governors State University is not included in this cohort group because it did not have lower division enrollment until 2014.)*



## CHICAGO STATE UNIVERSITY

### **Institutional Summary for Chicago State University (CSU): Enrollment and Degree Completion**

The accompanying charts on Chicago State University (CSU) are based on IBHE data for six-year graduation, enrollment, and completion information on CSU cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

#### ***Student Demographics***

##### **Gender**

- Male: 28.6 %
- Female: 71.5%

##### **Race and Ethnicity**

- American Indian or Alaskan native 0.1%
- Asian: 0.9%
- African-American: 77.7%
- Latino: 6.2%
- Native Hawaiian or Other Pacific Islander 0%
- White: 2.5%
- Two or more races: 0.0%
- Race ethnicity unknown: 12.5%
- Non-resident alien: 0.0%

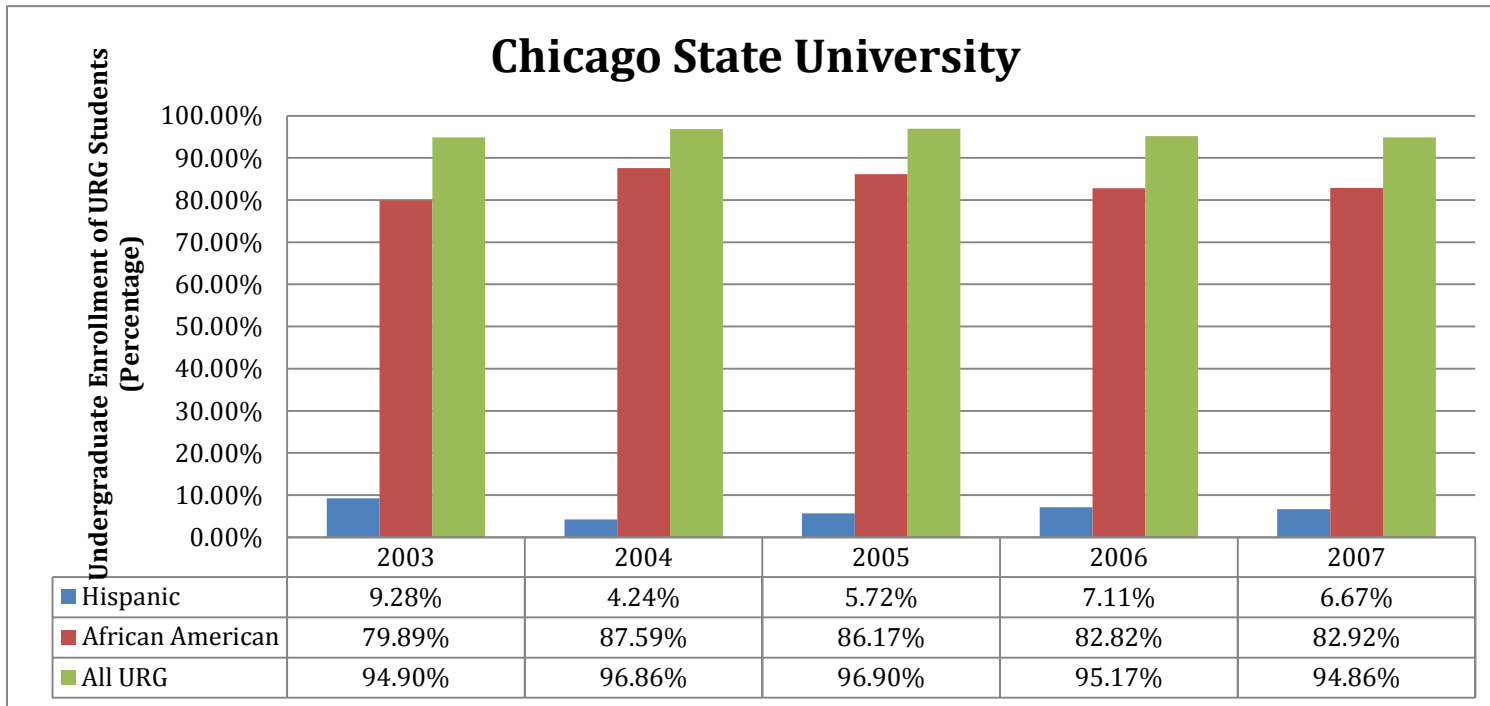
(Source: IPEDS)

Chicago State University continues to initiate, support and encourage programs, offices, organizations and curricula that “...eliminate achievement gaps by race, ethnicity, gender and disability; increase the number of adults re-entering education and completing a postsecondary credential; and reduce geographic disparities in educational attainment.” Toward these ends, the University engages students, faculty, staff, alumni, and the community to close gaps.

CSU’s administrators, professionals, and staff provide students with opportunities in the form of campus organizations and offices that support completion.

## Chicago State University

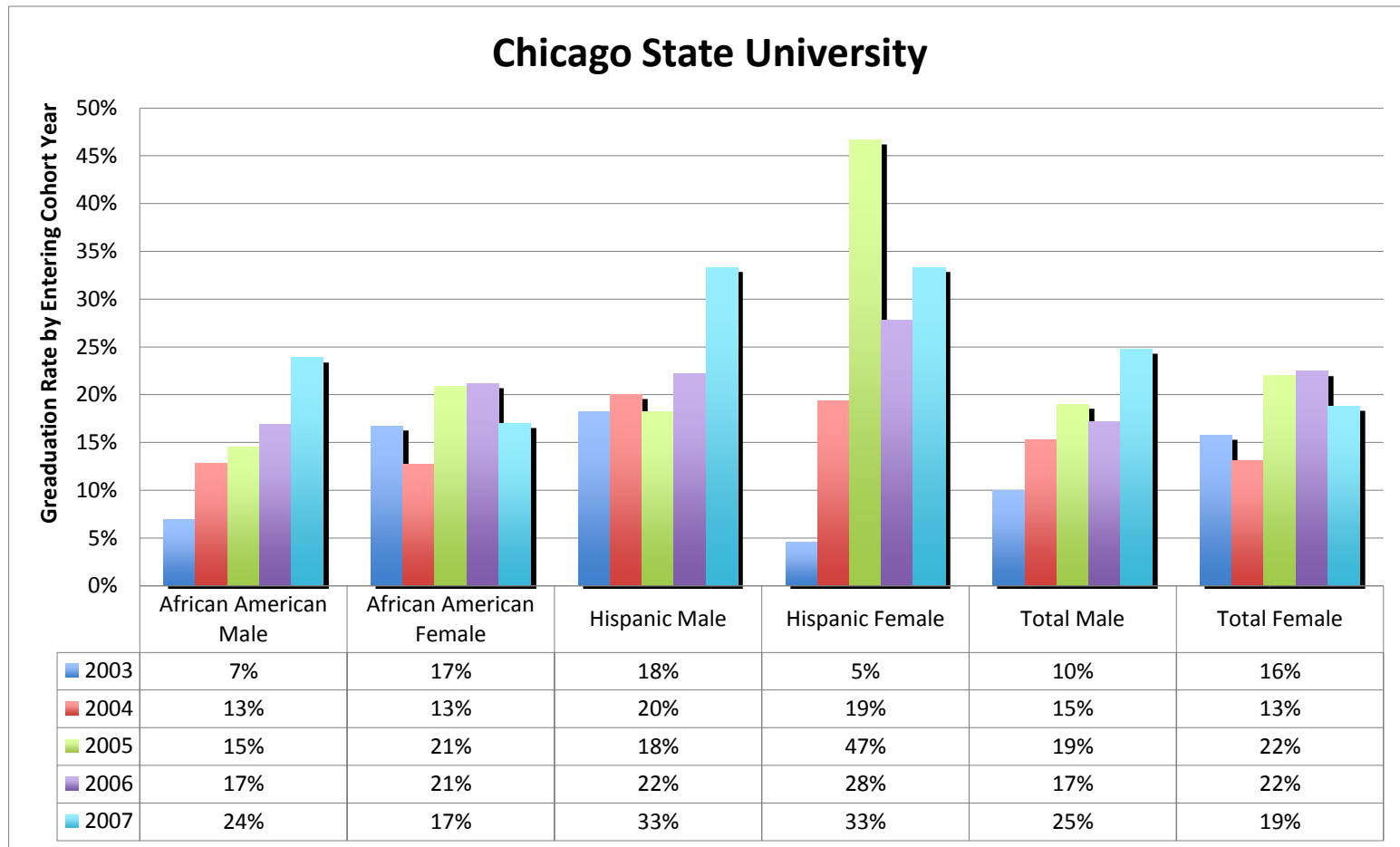
**CHART: URG Cohort Outcomes**  
*Enrollment*



## Chicago State University

### CHART: URG Cohort Outcomes

*Degree Completion (Due to the high percentage of URG students, CSU's completion data is presented differently)*



## EASTERN ILLINOIS UNIVERSITY

### **Institutional Summary for Eastern Illinois University (EIU): Enrollment and Degree Completion**

The accompanying charts on Eastern Illinois University (EIU) are based on IBHE data of six-year graduation, enrollment, and completion information on EIU cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

#### ***Student Demographics***

##### **Gender**

- Male: 40.4%
- Female: 59.7%

##### **Race and Ethnicity**

- American Indian or Alaskan native: 0.2%
- Asian: 0.8%
- African-American: 17.9%
- Latino: 4.9%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 70.9%
- Two or more races: 1.8%
- Race ethnicity unknown: 3.0%
- Non-resident alien: 0.9%

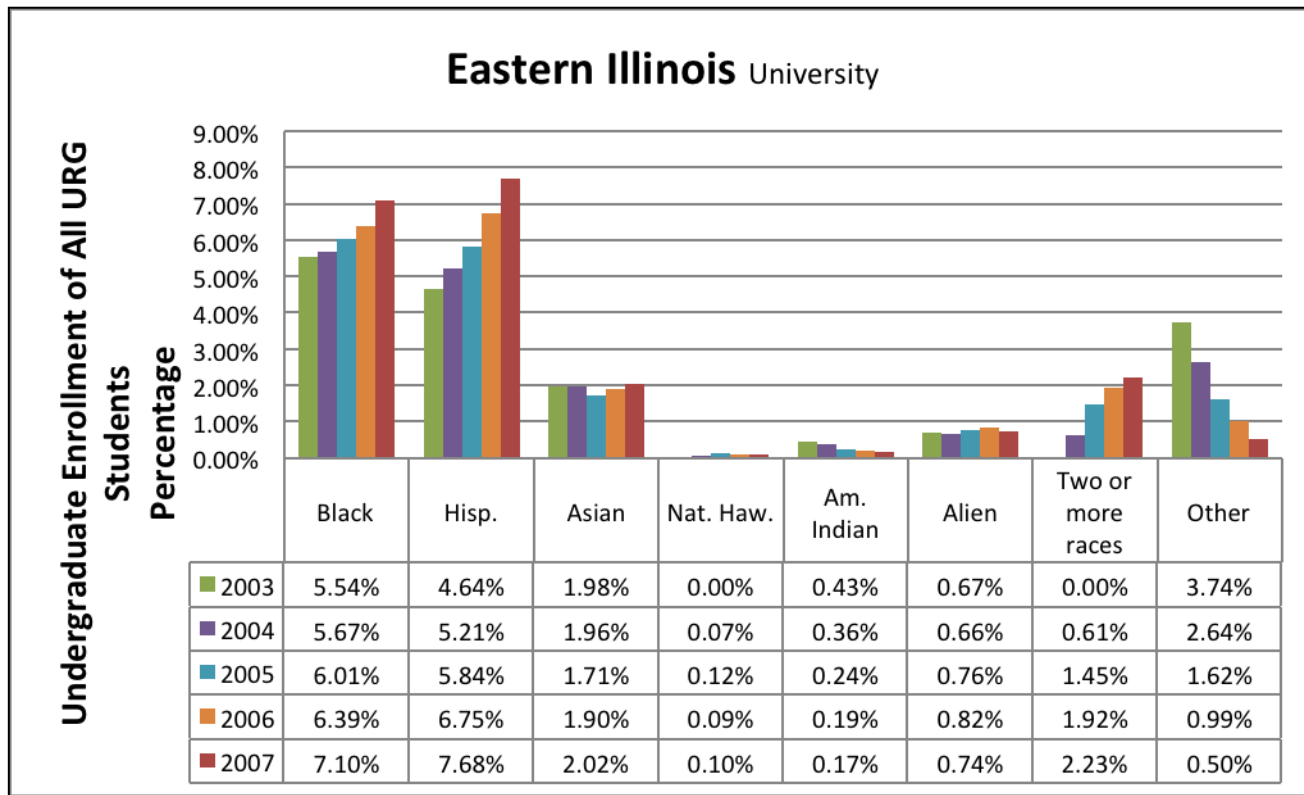
(Source: IPEDS)

Eastern Illinois University has identified the Committee on Retention Efforts (CORE) which is working with faculty and staff who have a great deal of interaction with new freshmen to increase ways to use predictor information to help students who are most at-risk of attrition to succeed. Because new freshmen all are advised centrally, advisors were asked to determine strategies that would address their students' particular at-risk variables, such as coaching them on the importance of academic achievement, developing resources to help them find advice with money matters, and referring them to the Student Success Center or Career Services for additional guidance on study skills, time management, and career options suited to students' strengths.

Financial counseling and planning services are provided by the Bursar's office to students with the highest percentage of unmet need to discuss ways to pay for school. In conjunction with the Office of Financial Aid, information has been developed to help students understand their financial statements. Instructors teaching University Foundations, EIU's freshman seminar, augmented their syllabi to include greater emphasis on financial literacy and provided instruction on how to use EIU's scholarship engine to secure college funds.

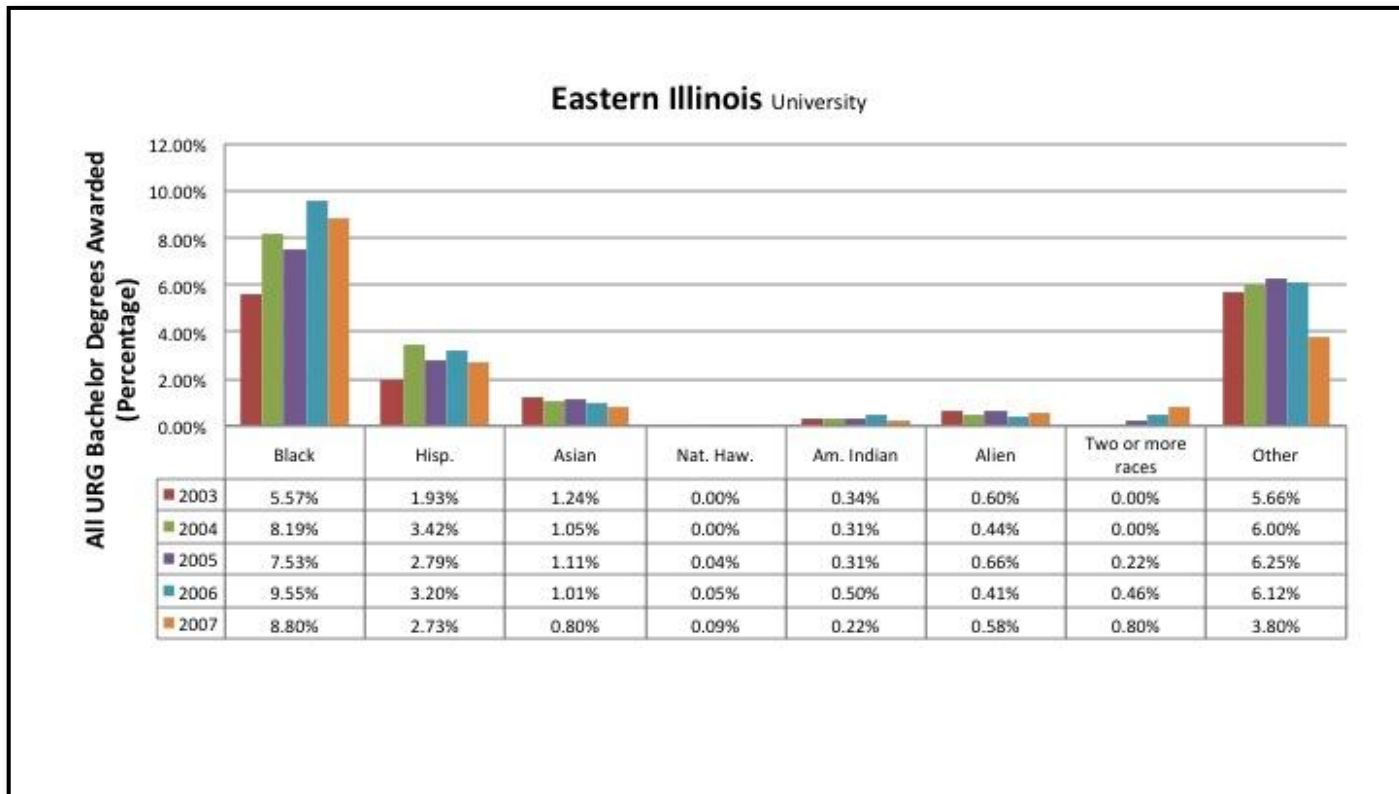
In an effort on increase Hispanic student engagement, University Housing and Dining held focus groups with them and established events such as Latino Family Weekend. University Foundation instructors encouraged participation in LASO, the Latin American Student Organization, to get them involved on campus, with a resulting fall to spring retention rate of 74.3% for the most at-risk students. Individual attention continues with at-risk students to encourage them to continue on to graduation.

**Eastern Illinois University**  
**CHART: URG Cohort Outcomes**  
*Enrollment*



**Eastern Illinois University**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



## GOVERNORS STATE UNIVERSITY

### **Institutional Summary for Governors State University (GSU): Enrollment and Degree Completion**

The accompanying charts on Governors State University (GSU) are based on IBHE data of six-year graduation, enrollment, and completion information on GSU. The charts provide a depiction of institutional and URG student outcomes in the areas of enrollment and degree completion.

#### ***Student Demographics***

##### **Gender**

- Male: 32.0%
- Female: 68.0%

##### **Race and Ethnicity**

- American Indian or Alaskan native: 0.4%
- Asian: 1.5%
- African-American: 34.6%
- Latino: 10.0%
- Native Hawaiian or Other Pacific Islander: 0.2%
- White: 42.6%
- Two or more races: 1.4%
- Race ethnicity unknown: 8.7%
- Non-resident alien: 0.6%

(Source: IPEDS)

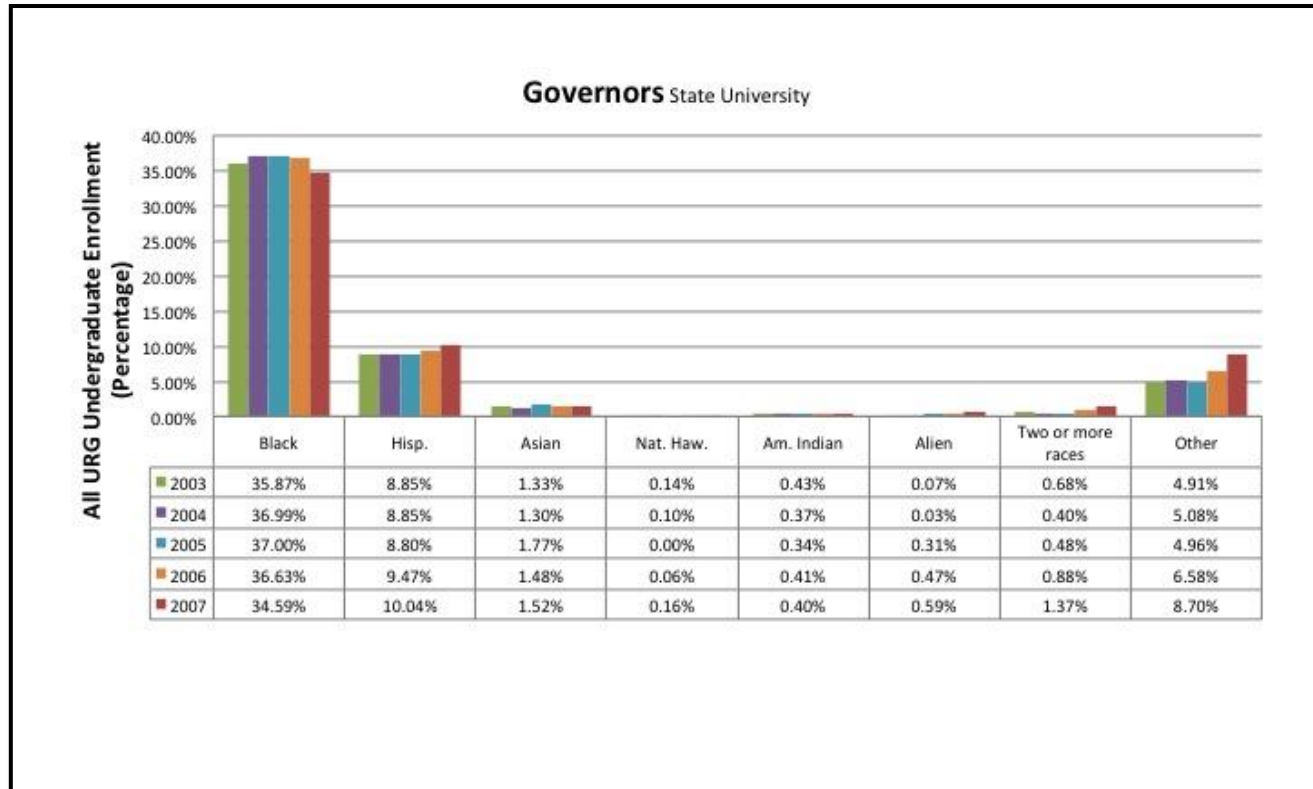
Governors State University defines itself as a groundbreaking center of learning and innovation for four decades, and is uniquely positioned to play a key role in creating 21st century, state-of-the art educational programming. GSU has long offered educational opportunities to underserved, non-traditional students and remains committed to creating an intellectually stimulating public square, serving the region and being a model of diversity. The Student Enrichment Program (SEP) provides programming, support, and resources that promote academic excellence, degree completion, self-awareness, socialization, and professional development to first-generation, income eligible students, designed to increase graduation and retention rates among the underrepresented population served at GSU.

GSU's Academic Resource Center (ARC) promotes the personal growth of students and to enrich their academic experience through advising, counseling, access services for students with disabilities, tutoring, testing, and writing center services. ARC offers interactive programs, workshops, presentations, and group discussions to classes, student organizations, and other on-campus groups, including a variety of outreach programs for common mental health issues.

The Student Concerns Program is designed to ensure timely outreach to students that are believed to be in distress or acting in a manner of concern, and connect them to resources best suited to serve their needs, with proactive outreach and assistance.

## Governors State University

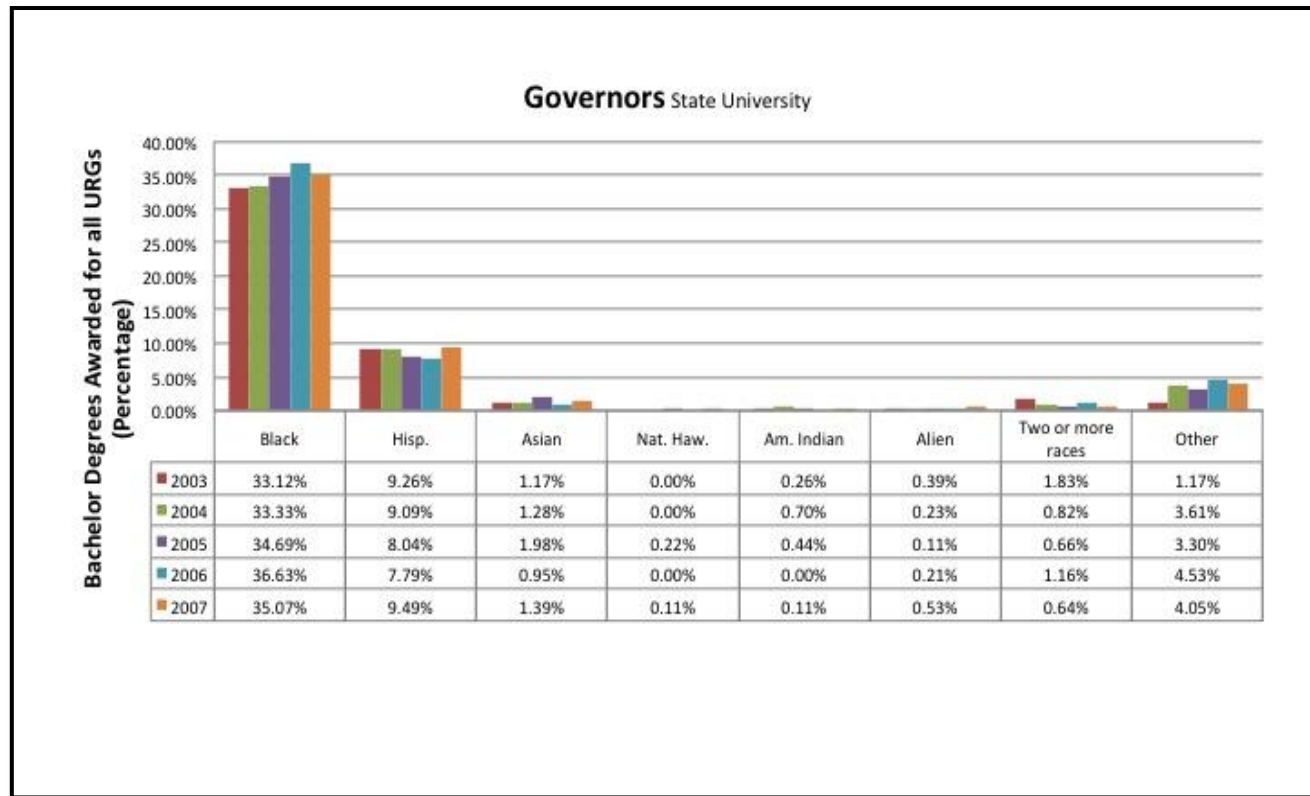
**CHART: URG Cohort Outcomes**  
*Enrollment*





**Governors State University**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



## ILLINOIS STATE UNIVERSITY

### **Institutional Summary for Illinois State University (ISU): Enrollment and Degree Completion**

The accompanying charts on Illinois State University (ISU) are based on IBHE data of six-year graduation, enrollment, and completion information on ISU cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of enrollment and degree completion.

#### ***Student Demographics***

##### **Gender**

- Male: 45%
- Female: 55%

##### **Race and Ethnicity**

- American Indian or Alaskan native: 0.2%
- Asian: 2.0%
- African-American: 7.1%
- Latino: 7.7%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 79.5%
- Two or more races: 2.2%
- Race ethnicity unknown: 0.5%
- Non-resident alien: 0.7%

(Source: IPEDS)

Illinois State University's Student Support Services and TRIO (SSS/TRIO) programs are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. ISU identified these services and staff that go above and beyond the traditional advising roles to meet the holistic needs of program participants and to build community support as major factors of the programs' success. Funding for two full time academic advisors, program administrative support, and 50% support for a program coordinator with the other 50% funded from General Revenue dollars. This staffing model allows for more one-on-one student contact, intrusive academic advising, and academic success coaching than traditional advising caseloads at the University.

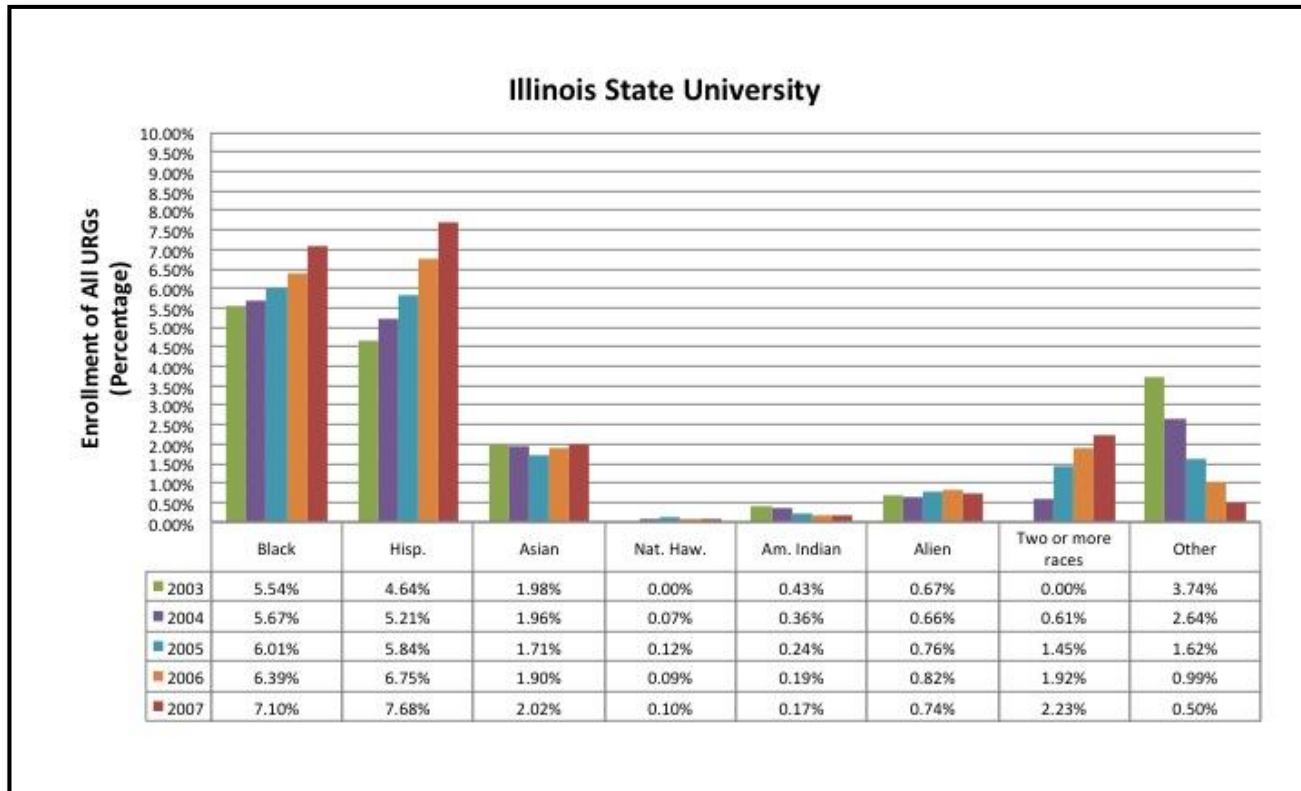
The SSS/TRIO program goals are to: 1) identify eligible undergraduate students with a demonstrated academic need and the potential to graduate within a six-year period; 2) encourage strong academic performance by improving academic skills, academic planning, and monitoring class performance; 3) assist and advocate for participants as they navigate the university system; 4) assist with career development and graduate/professional school preparation; 5) assist efforts to reduce any unmet financial need; 6) provide special support to transfer students as they transition to the four-year institution; and 7) work to circumvent any types of obstacles that may prevent retention and graduation of program participants. The program provides opportunities for students to enrich their educational experiences and build community through an array of co-curricular programming. Examples of recent programs include: apartment living, stress reduction, financial literacy, navigating financial aid and the FAFSA, post-graduation planning, community service activities, and end of the year

celebrations. These programs also prepare students for life after graduation.

SSS/TRIO program participants excel at ISU at rates significantly higher than the overall University averages. Most recent data from Fall, 2013 identified 88% of TRIO program participants to be in good academic standing with an average cumulative GPA of a 2.57/4.0. Data from the 2012-2013 academic year reported that TRIO students had an overall persistence rate of 87%, 91% maintained good academic standing, and 59% completed a bachelor's degree.

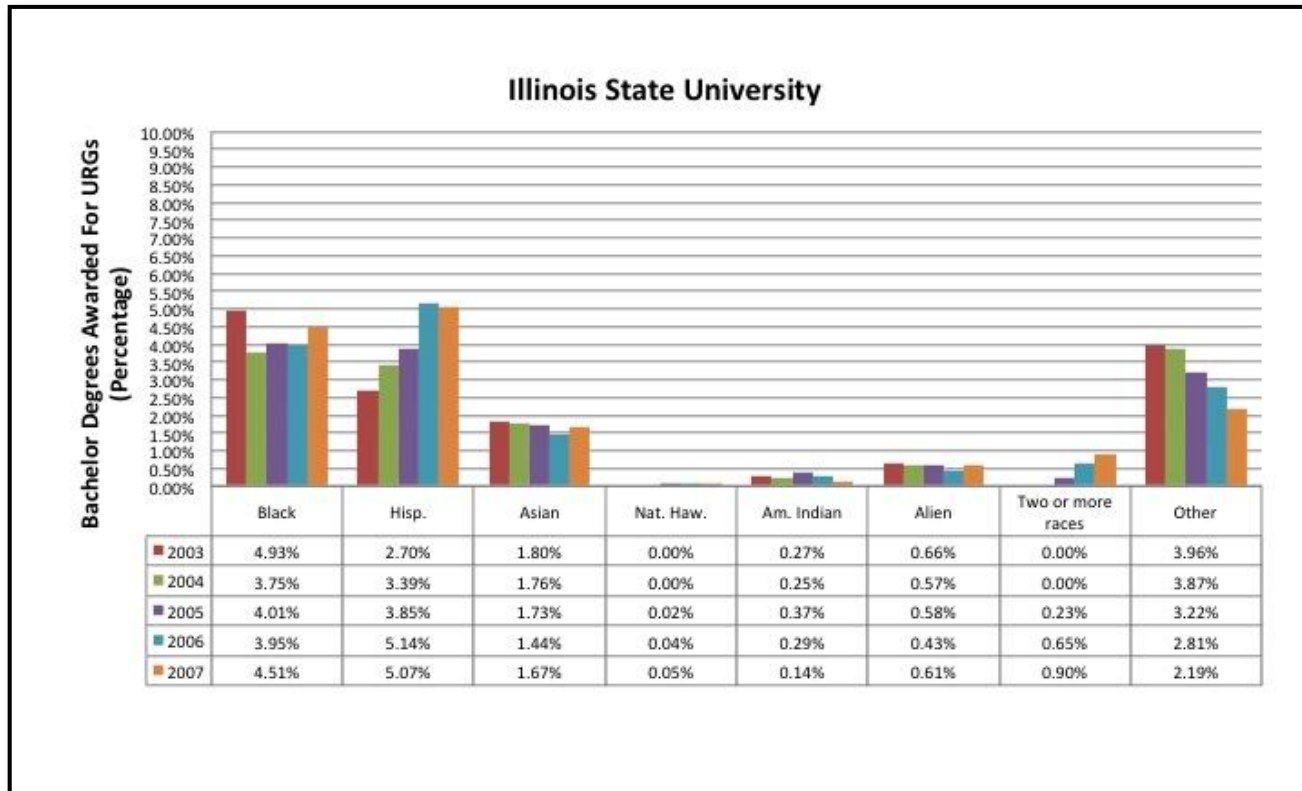
**Illinois State University**

**CHART: URG Cohort Outcomes**  
*Enrollment*



**Illinois State University**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



**NORTHEASTERN ILLINOIS UNIVERSITY**  
**Institutional Summary for Northeastern Illinois University**  
**(NEIU):**  
**Enrollment and Degree Completion**

The accompanying charts on Northeastern Illinois University (NEIU) are based on IBHE data of six-year graduation, enrollment, and completion information on NEIU cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of enrollment and degree completion.

Northeastern Illinois University has a significant diversity of enrolled students, and has identified collaborative efforts through extensive outreach, admission and various institutional programs to effectively serve underrepresented student populations.

***Student Demographics***

**Gender**

- Male: 44.7%
- Female: 55.3%

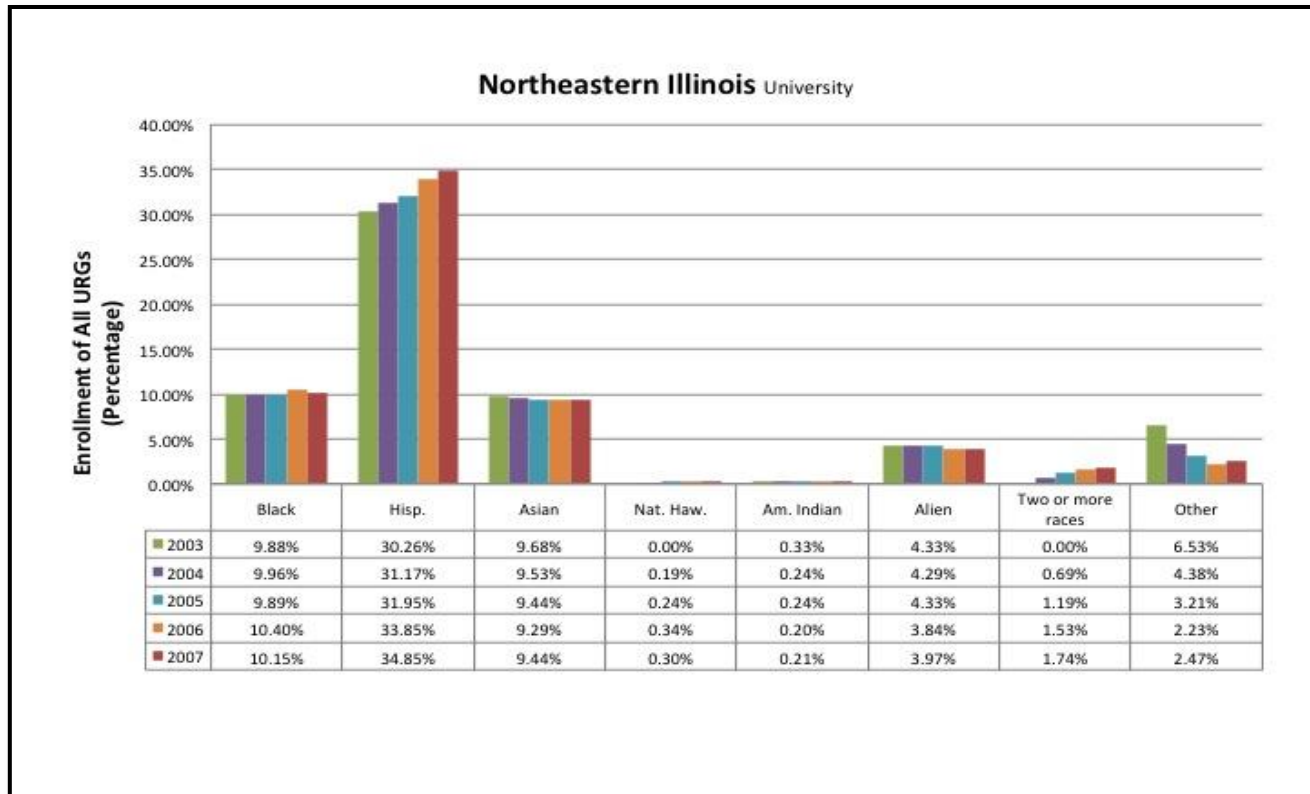
**Race and Ethnicity**

- American Indian or Alaskan native: 0.2%
- Asian: 9.4%
- African-American: 10.2%
- Latino: 34.9%
- Native Hawaiian or Other Pacific Islander: 0.3%
- White: 36.9%
- Two or more races: 1.7%
- Race ethnicity unknown: 2.5%
- Non-resident alien: 4.0%

(Source: IPEDS)

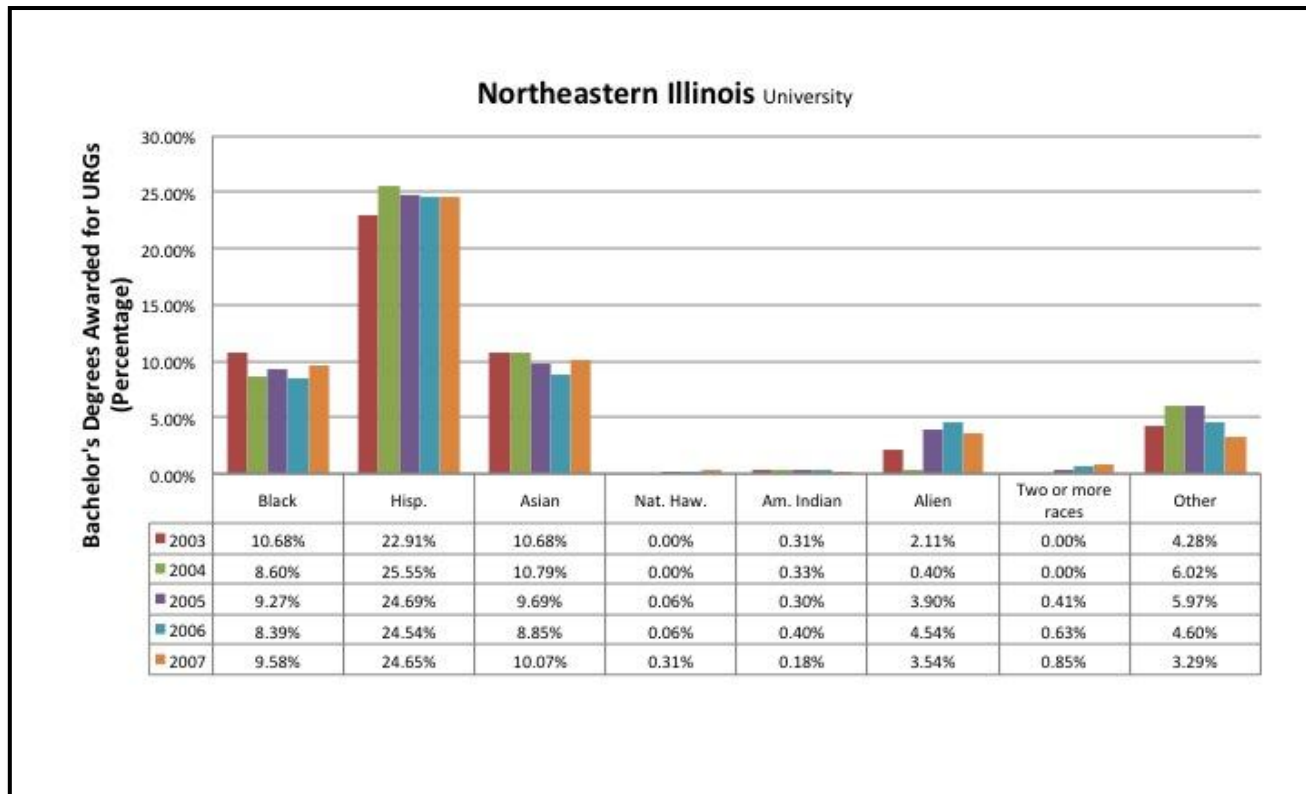
**Northeastern Illinois University**

**CHART: URG Cohort Outcomes**  
*Enrollment*



**Northeastern Illinois University**

**CHARTS: URG Cohort Outcomes**  
*Degree Completion*





## NORTHERN ILLINOIS UNIVERSITY

### **Institutional Summary for Northern Illinois University (NIU): Enrollment and Degree Completion**

The accompanying charts on Northern Illinois University (NIU) are based on IBHE data of six-year graduation, enrollment, and completion information on NIU cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

#### ***Student Demographics***

##### **Gender**

- Male: 50.1%
- Female: 49.9%

##### **Race and Ethnicity**

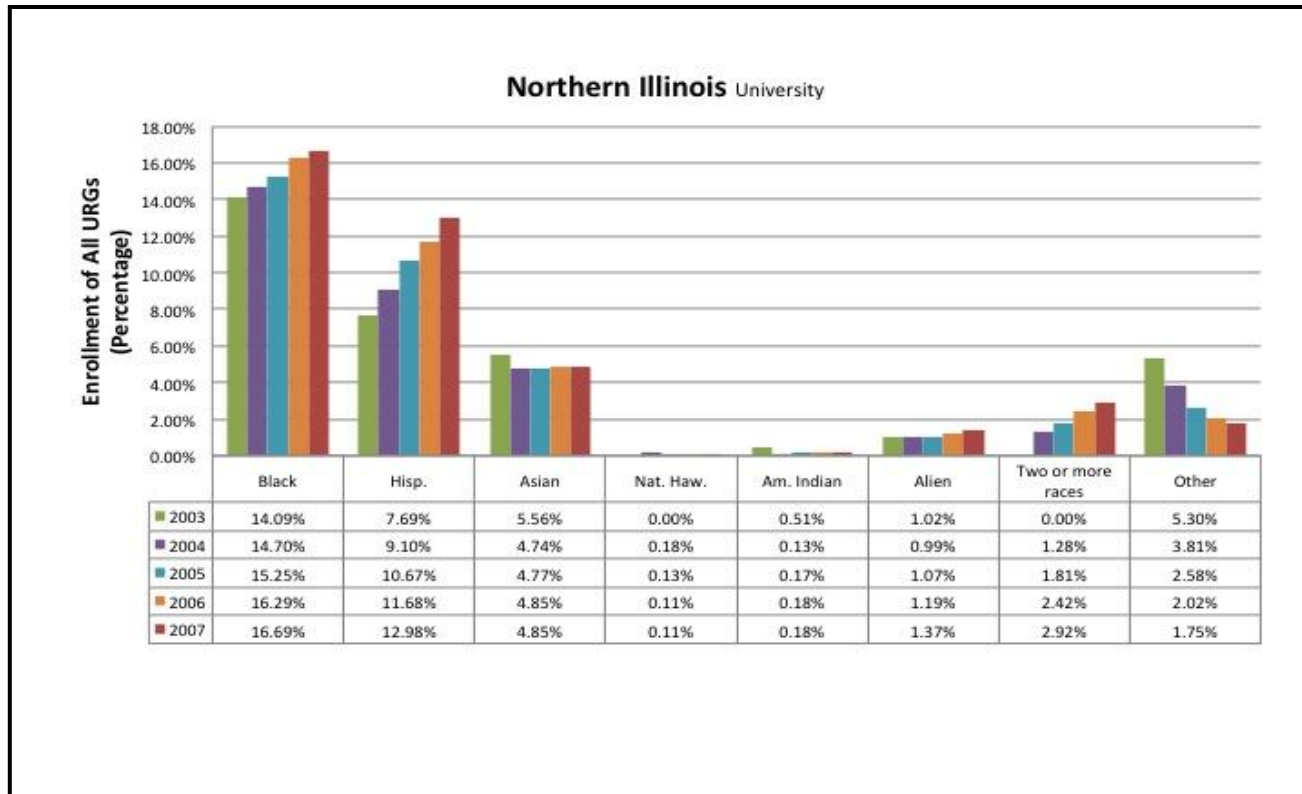
- American Indian or Alaskan native: 0.2%
- Asian: 4.9%
- African-American: 16.7%
- Latino: 13.0%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 59.0%
- Two or more races: 2.9%
- Race ethnicity unknown: 1.8%
- Non-resident alien: 1.4%

(Source: IPEDS)

Northern Illinois University works to provide services that will help students persist and graduate from NIU. The institution works to assist with the transition to employment or graduate/professional school. The types of services offered are: individual academic, career, and personal counseling, involvement with specific student groups, special recognition, group workshops, a computer lab, courses taught for credit, and special cultural events and outings.

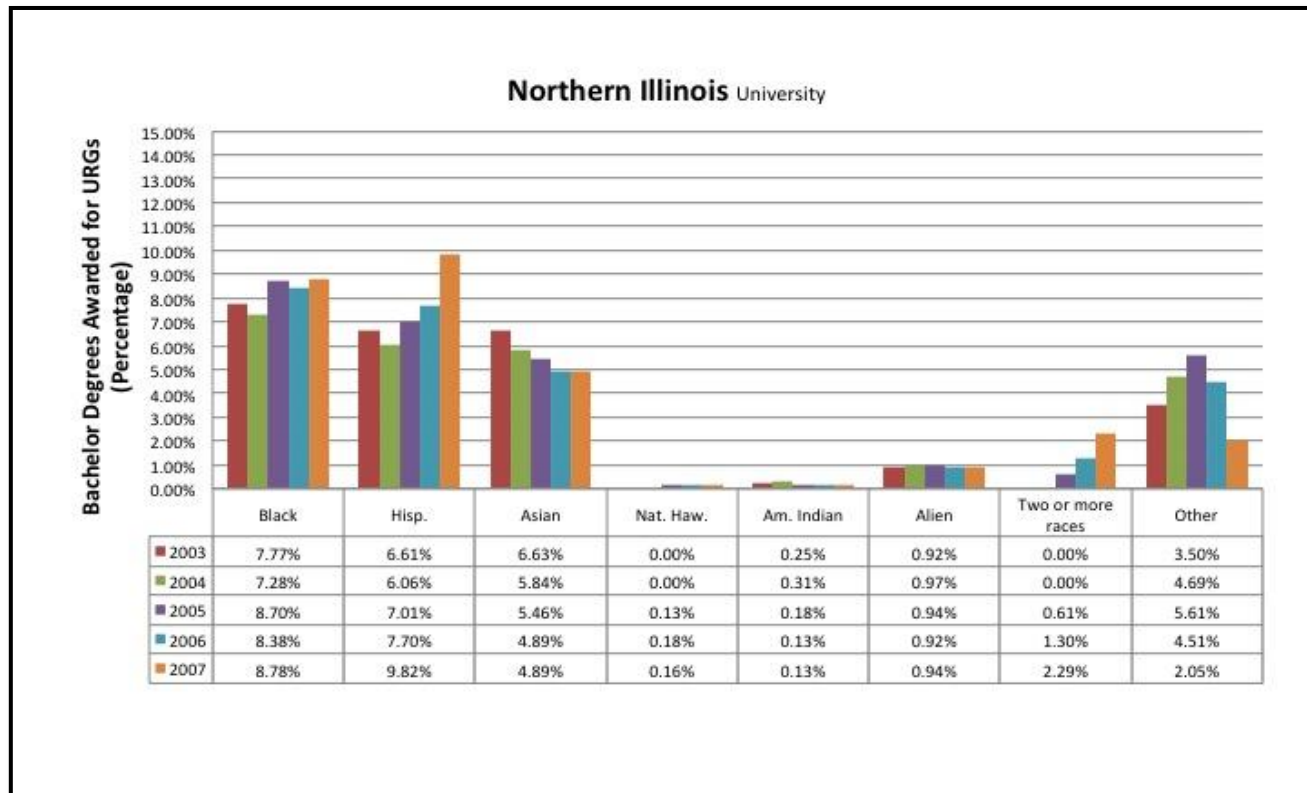
## Northern Illinois University

**CHART: URG Cohort Outcomes**  
*Enrollment*



**Northern Illinois University**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



## **SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

**Institutional Summary for Southern Illinois University  
Carbondale (SIUC):**

### **Enrollment and Degree-Completion**

The accompanying charts on Southern Illinois University Carbondale (SIUC) are based on IBHE data of six-year graduation, enrollment, and completion information on SIUC cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

#### ***Student Demographics***

##### **Gender**

- Male: 54.7%
- Female: 45.3%

##### **Race and Ethnicity**

- American Indian or Alaskan native: 0.3%
- Asian: 1.8%
- African-American: 20.1%
- Latino: 7.1%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 64.1%
- Two or more races: 2.8%
- Race ethnicity unknown: 0.1%
- Non-resident alien: 3.6%

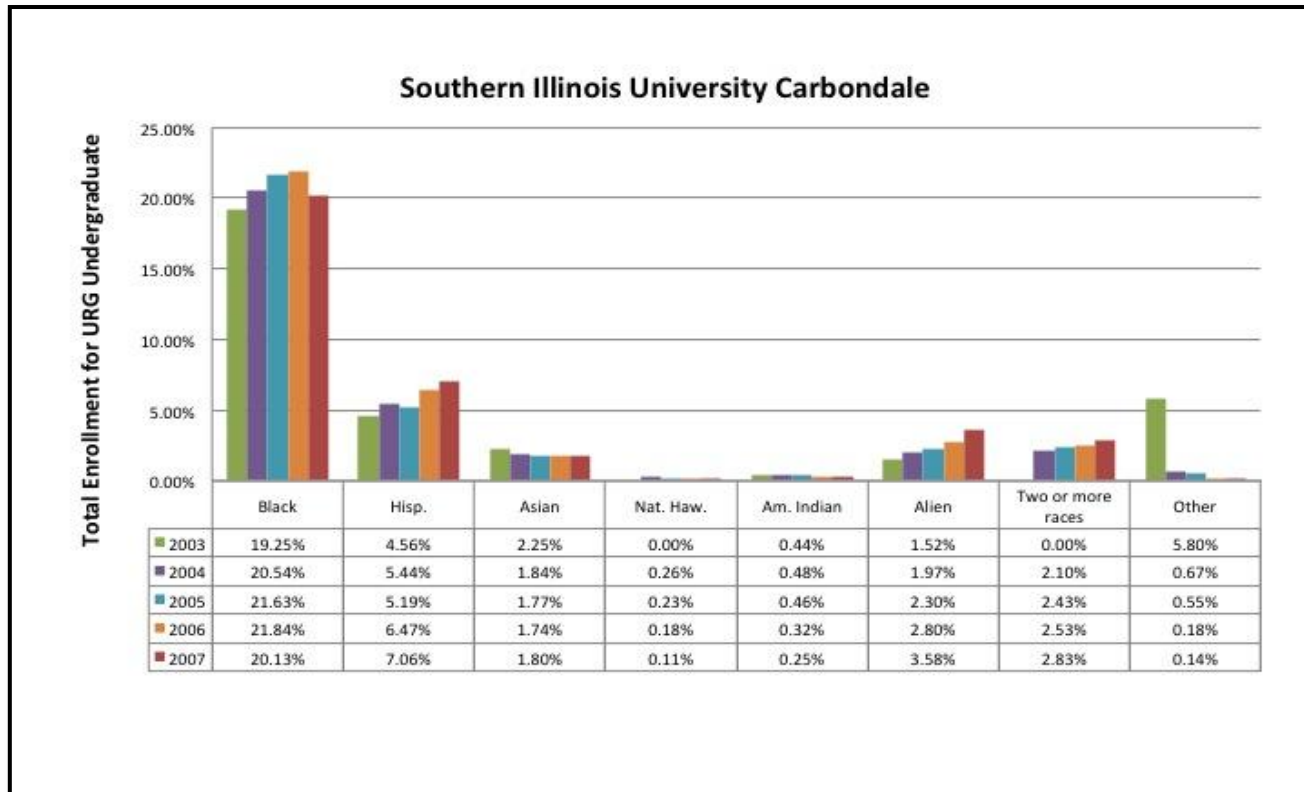
(Source: IPEDS)

SIU Carbondale uses a variety of activities to recruit students such as attending college fairs, visiting high schools, bringing groups to campus, and reconnecting with alumni who can assist with recruitment in specific locations. Hispanic recruitment activities include campus visits from Latino high school groups such as Benito Juarez, Aspira, and Roberto Clemento Academy. Admission recruiters also attended a variety of college fairs around the state. Recruitment focused on African American students included a campus visit from the Chicago Vocational Career Academy in spring 2013, and participation in targeted high school visits/college fairs such as East St. Louis High School, Inaugural Black Student Leadership Conference College Fair, Indiana Black Expo, Inc., and York Community High School. Recruitment for women have included participation at the Southern Illinois Women's Teen Conference, providing on-campus events and outreach to women.

Disability Support Services (DSS) is known nationwide for the services it provides students with disabilities. For recruitment purposes, DSS coordinates with Admissions to make appointments with prospective students with disabilities. DSS participates in college fairs such as Lincoln-Way District 210 Turning Point; Thornton Special Needs Fair; Directions College Fair, and Individuals with Disability (IWD) conferences. The Achieve Program, a unit of DSS, provides comprehensive academic support services to college students with learning disabilities. DDS, funded through student fees, has been successfully assisting students for over 30 years, maintaining services to an average of 100 students a semester.

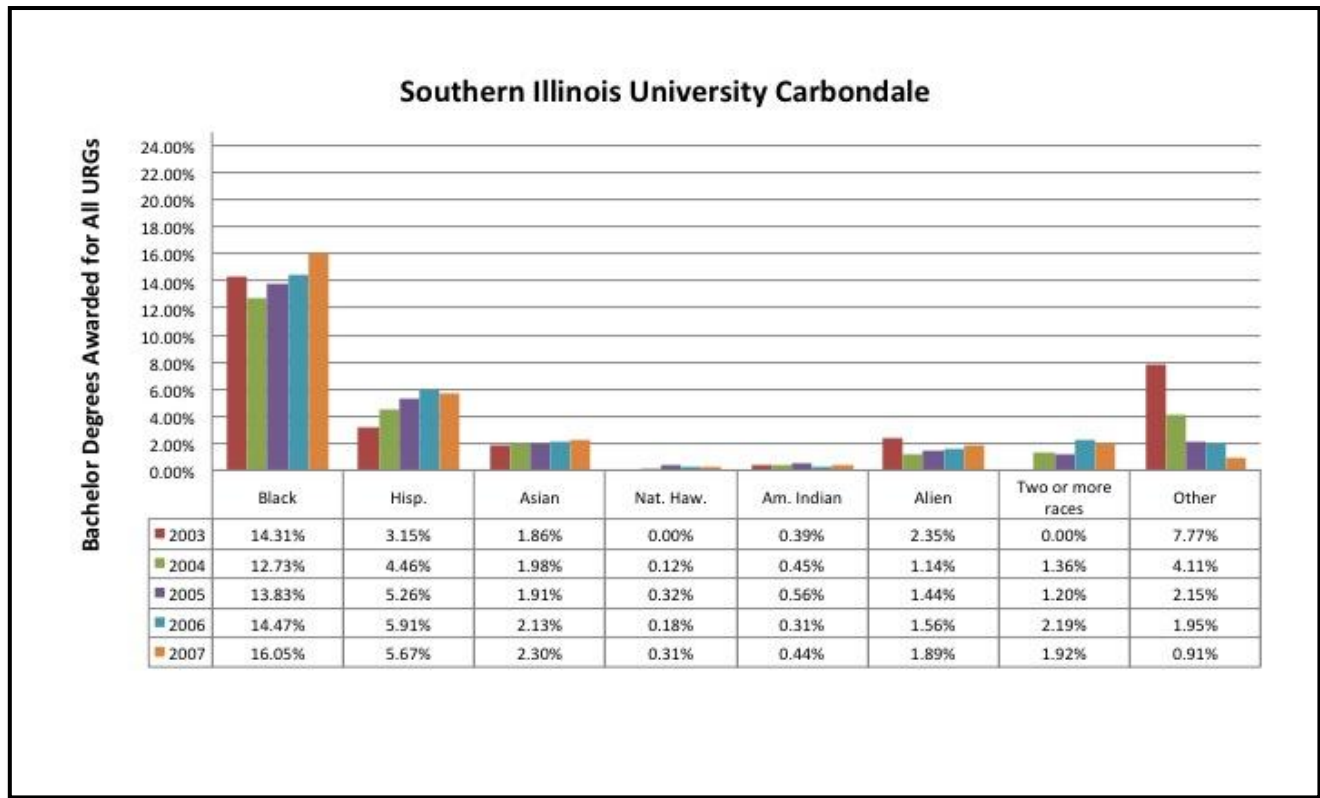
**Southern Illinois University Carbondale**

**CHART: URG Cohort Outcomes**  
*Enrollment*



**Southern Illinois University Carbondale**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



## **SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

**Institutional Summary for Southern Illinois University  
Edwardsville (SIUE):**

### **Enrollment and Degree Completion**

The accompanying charts on Southern Illinois University Edwardsville (SIUE) are based on IBHE data of six-year graduation, enrollment, and completion information on SIUE cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

### ***Student Demographics***

#### **Gender**

- Male: 47.2%
- Female: 52.9%

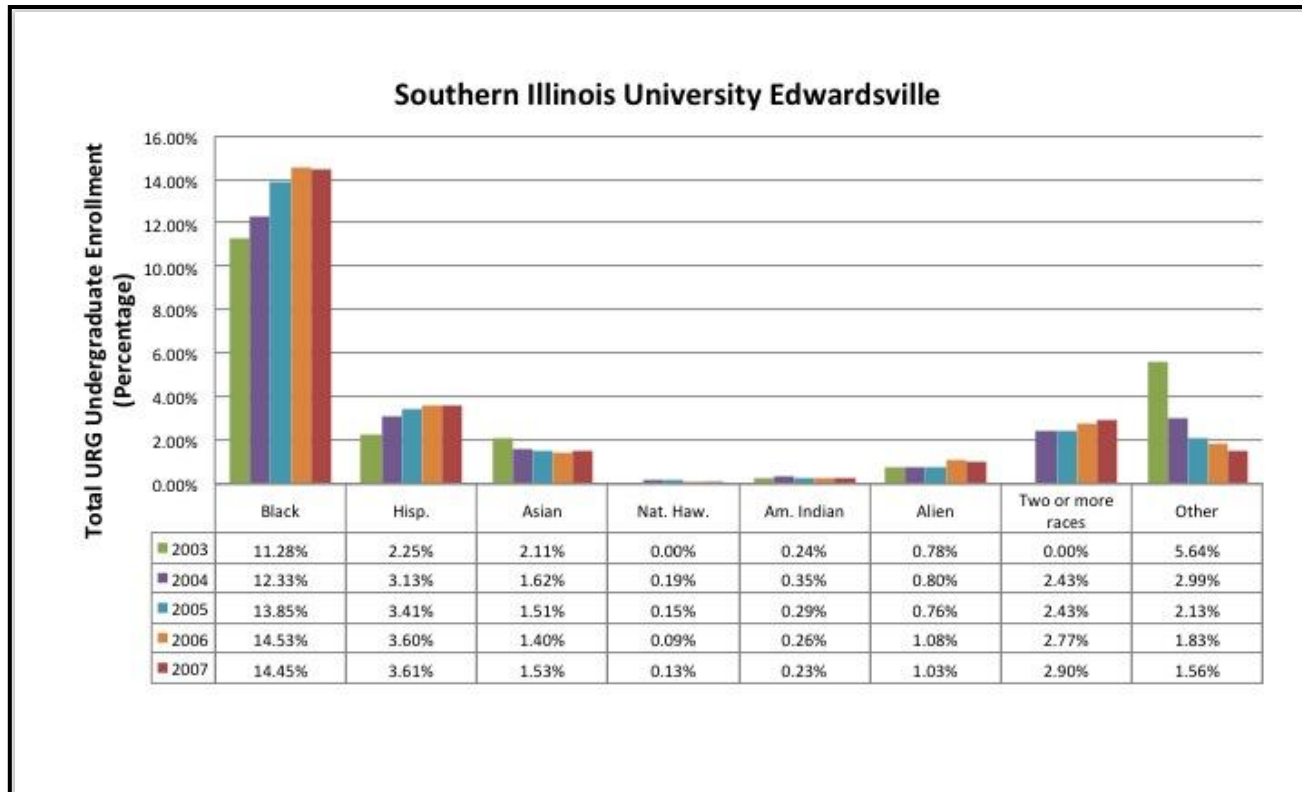
#### **Race and Ethnicity**

- American Indian or Alaskan native: 0.2%
- Asian: 1.5%
- African-American: 14.5%
- Latino: 3.6%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 74.6%
- Two or more races: 2.9%
- Race ethnicity unknown: 1.6%
- Non-resident alien: 1.0%

SIUE Edwardsville's Office of Retention and Student Success supports and works with all students at SIUE to successfully achieve the retention goals of the University. SIUE has established the SOAR program to proactively deliver institutional support early in the first year. By utilizing retention strategies such as peer tutoring and mentoring, small group study sessions, academic progress reporting, early warning systems, and comprehensive tracking methods, academic progress and retention rates of first-year students in SOAR are two percentage points higher than non-participating students. The number of SOAR students on the Dean's List increase, while the number of program participants on academic probation and those with suspension status decrease. SOAR students who entered the University in fall 2012 performed very well academically, with 89 of the 180 participants (49%) earning 3.00 or higher grade point averages.

## Southern Illinois University Edwardsville

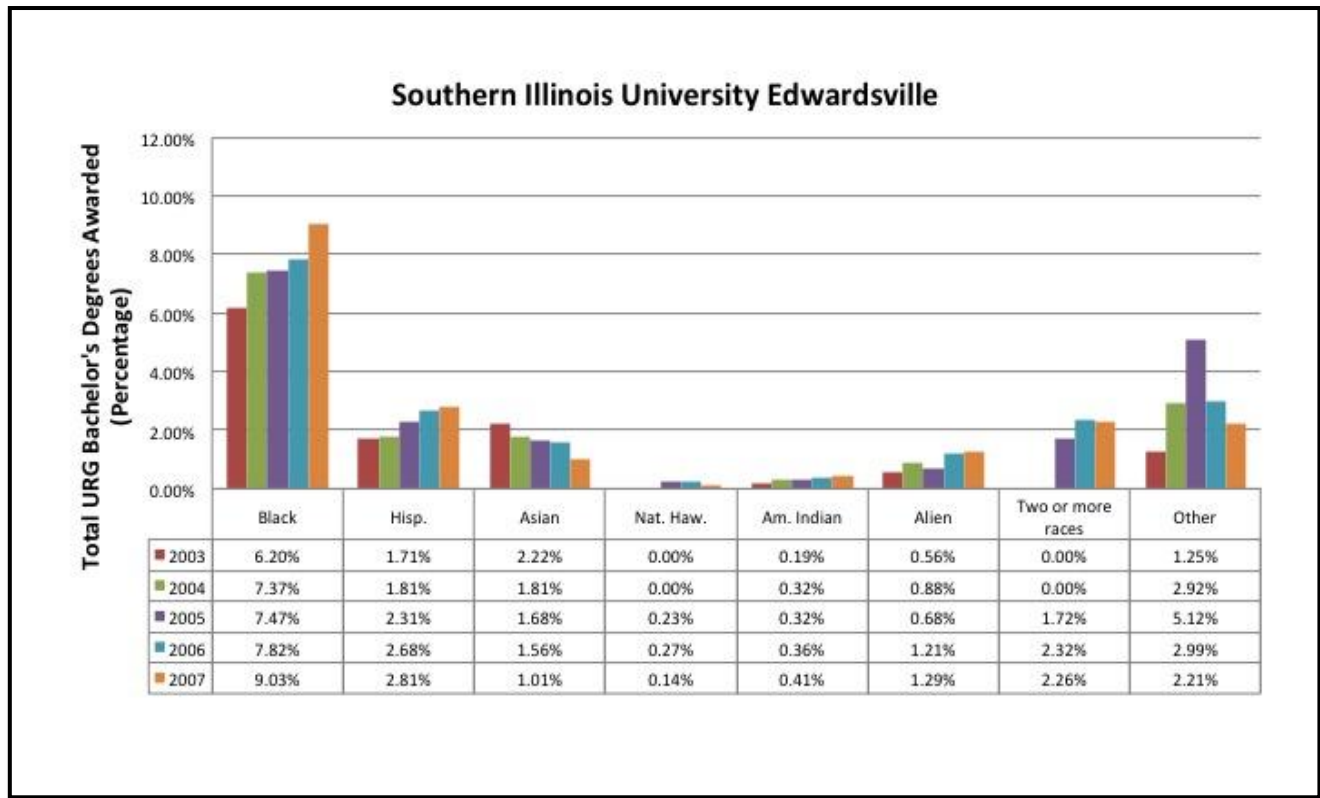
**CHART:** URG Cohort Outcomes  
*Enrollment*





**Southern Illinois University Edwardsville**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



## UNIVERSITY OF ILLINOIS CHICAGO

**Institutional Summary for** University of Illinois Chicago (UIC):

### **Enrollment and Degree-Completion**

The accompanying charts on University of Illinois Chicago (UIC) are based on IBHE data of six-year graduation, enrollment, and completion information on UIC cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree

University of Illinois Chicago's urban mission includes a focus on diversity, including race, ethnicity, as well as social economic status of students, and is noted for being one of the most diverse campuses in the United States.

UIC has a number of initiatives that have and continue to be effective in areas of retention and graduation increases, including student success planning initiatives, collaborations for undergraduate success, and a variety of programs on campus to encourage the further development of students

While the average UIC six-year graduation rate is approximately 57%, the most recent data shows Hispanic students graduate at approximately 49%, and African-American students graduate at approximately 44%, showing steady increase over the past three years.

### **Student Demographics**

#### **Gender**

- Male: 49.6%
- Female: 50.4%

#### **Race and Ethnicity**

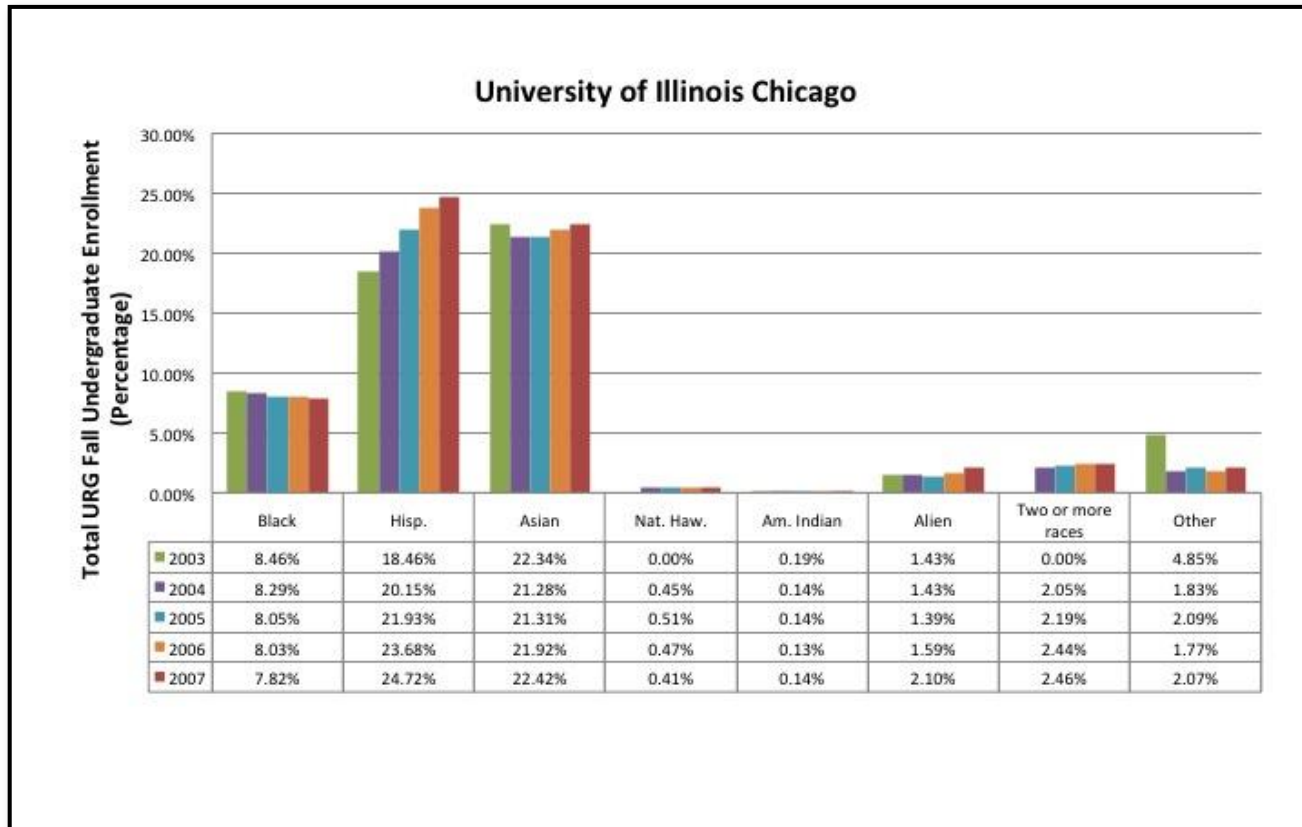
- American Indian or Alaskan native: 0.1%
- Asian: 22.4%
- African-American: 7.8%
- Latino: 24.7%
- Native Hawaiian or Other Pacific Islander: 0.4%
- White: 37.9%
- Two or more races: 2.5%
- Race ethnicity unknown: 2.1%
- Non-resident alien: 2.1%

(Source: IPEDS)

completion.

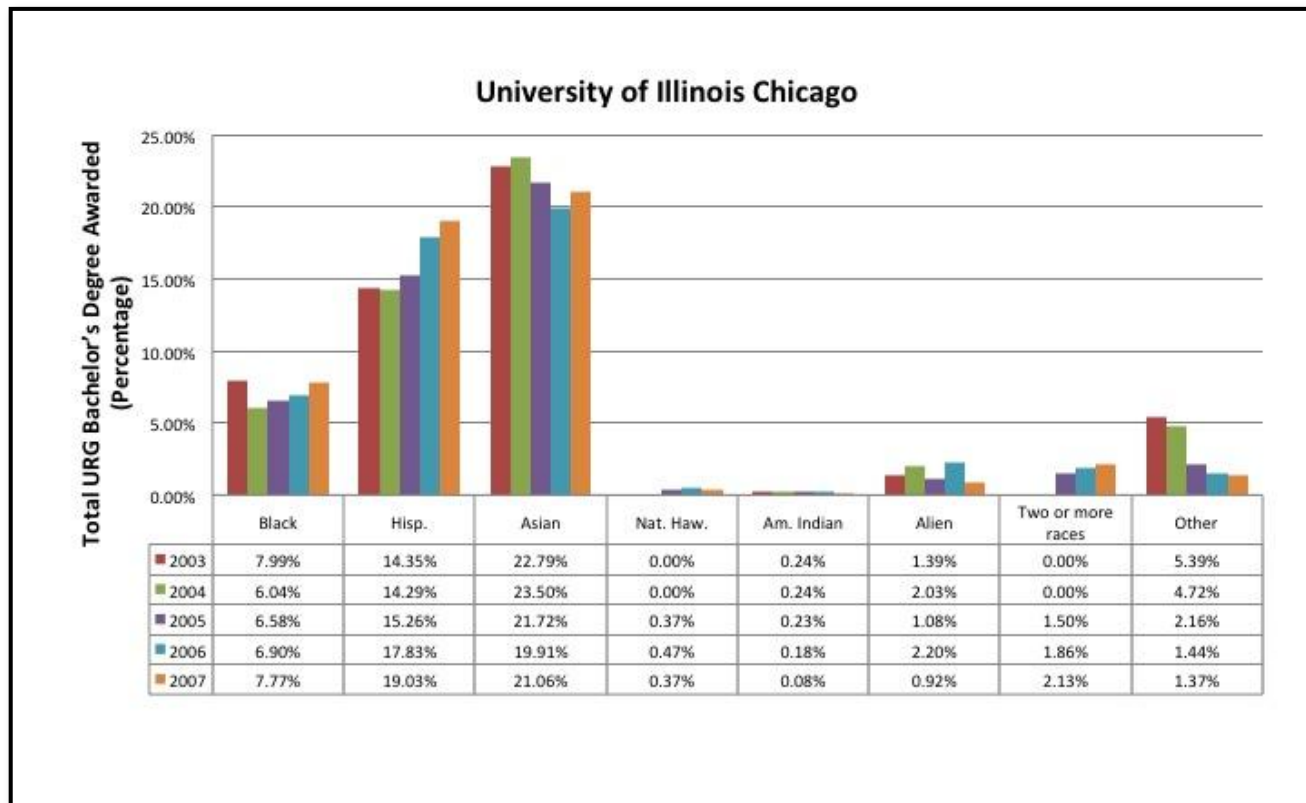
**University of Illinois Chicago**

**CHARTS: URG Cohort Outcomes**  
*Enrollment*



**University of Illinois Chicago**

**CHARTS: URG Cohort Outcomes**  
*Degree Completion*



## UNIVERSITY OF ILLINOIS SPRINGFIELD

**Institutional Summary for University of Illinois Springfield (UIS):**

### **Enrollment and Degree Completion**

The accompanying charts on University of Illinois Springfield (UIS) are based on IBHE data of six-year graduation, enrollment, and completion information on UIS cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

#### ***Student Demographics***

##### **Gender**

- Male: 49.0%
- Female: 51.0%

##### **Race and Ethnicity**

- American Indian or Alaskan native: 0.1%
- Asian: 3.6%
- African-American: 13.2%
- Latino: 5.9%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 67.6%
- Two or more races: 2.5%
- Race ethnicity unknown: 3.6%
- Non-resident alien: 3.5%

(Source: IPEDS)

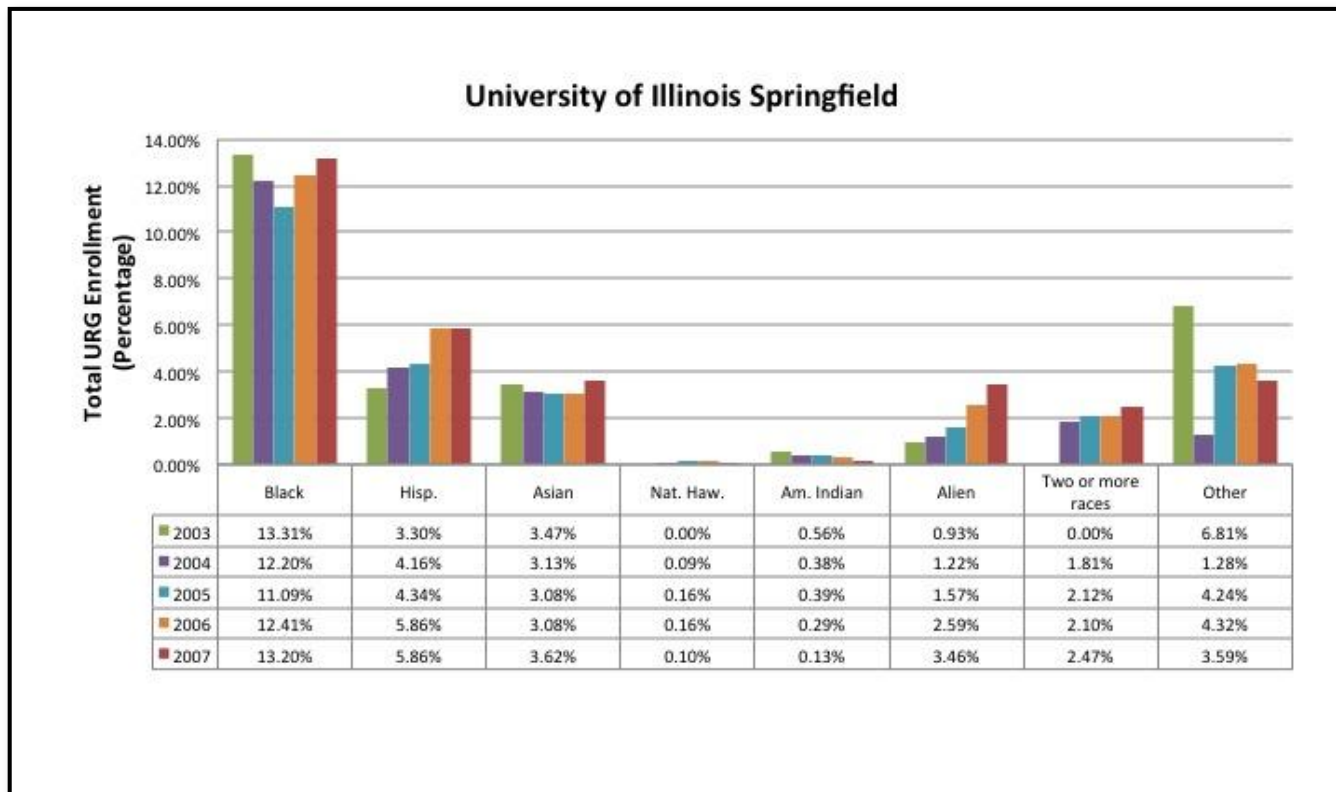
University of Illinois Springfield has emphasized unique potential for learning with living communities that positively impact student educational success. UIS has identified that students in these communities not only perform better in class but demonstrate confidence connected to their peers, faculty and staff, and the institution. These unique communities bring academics into the overall campus experience through multi-curricular activities, advising referral services, tutoring and special opportunities for students to interact with faculty and staff outside the classroom.

The Necessary Steps Mentoring program is a campus initiative to help transition students to university life at UIS. The program is targeted at first-generation students helping students overcome problems students in their first year of college often face.

The Students Transitioning for Academic Retention And Success (STARS) program is a selective volunteer program offering freshmen, including underrepresented students, a variety of additional academic supports to help ensure success at UIS.

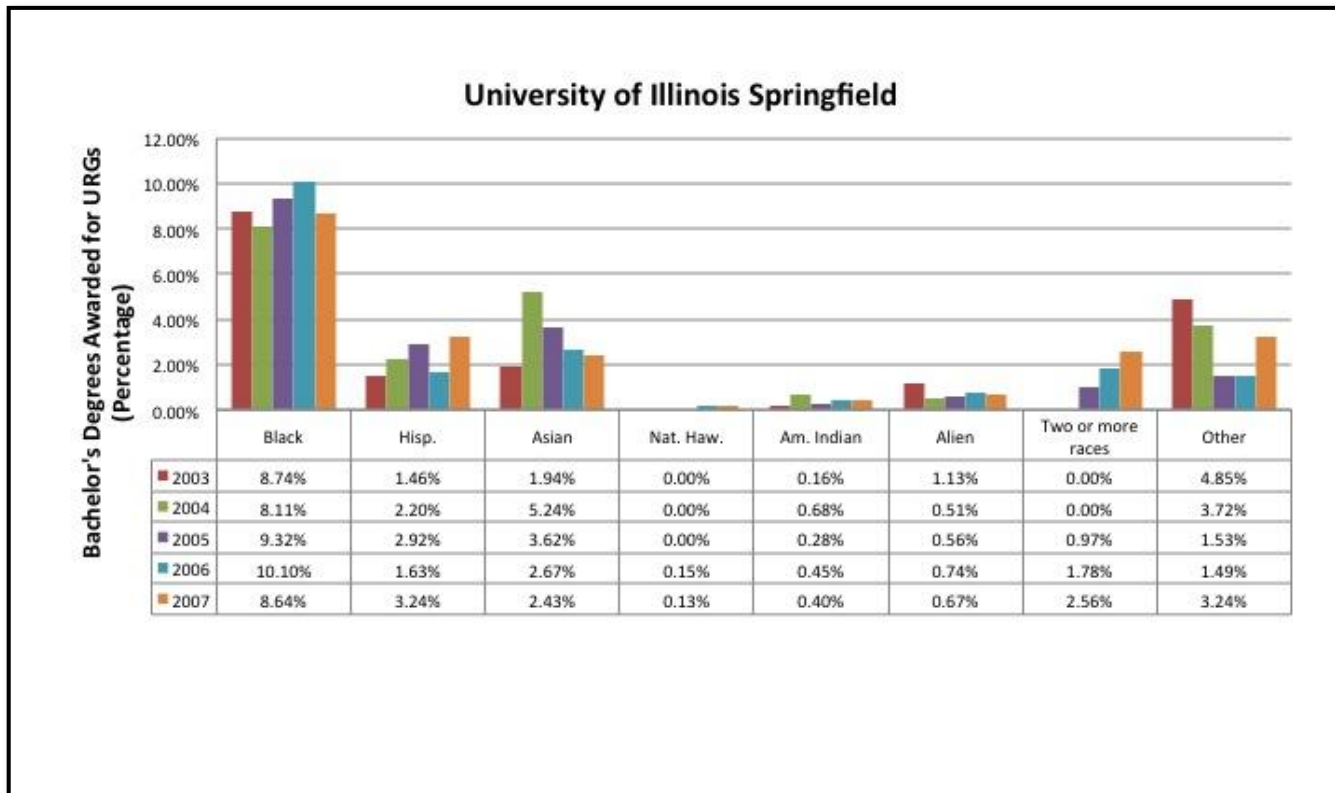
**University of Illinois Springfield**

**CHART: URG Cohort Outcomes**  
*Enrollment*



**University of Illinois Springfield**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



## UNIVERSITY OF ILLINOIS URBANA- CHAMPAIGN

**Institutional Summary for University of Illinois Urbana-  
Champaign (UIUC):**

### **Enrollment and Degree Completion**

The accompanying charts on University of Illinois Urbana Champaign (UIUC) are based on IBHE data of six-year graduation, enrollment, and completion information on UIUC cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

### ***Student Demographics***

#### **Gender**

- Male: 56.5%
- Female: 43.6%

#### **Race and Ethnicity**

- American Indian or Alaskan native: 0.1%
- Asian: 15.1%
- African-American: 5.5%
- Latino: 8.1%
- Native Hawaiian or Other Pacific Islander: 0.2%
- White: 52.5%
- Two or more races: 2.5%
- Race ethnicity unknown: 0.7%
- Non-resident alien: 15.4%

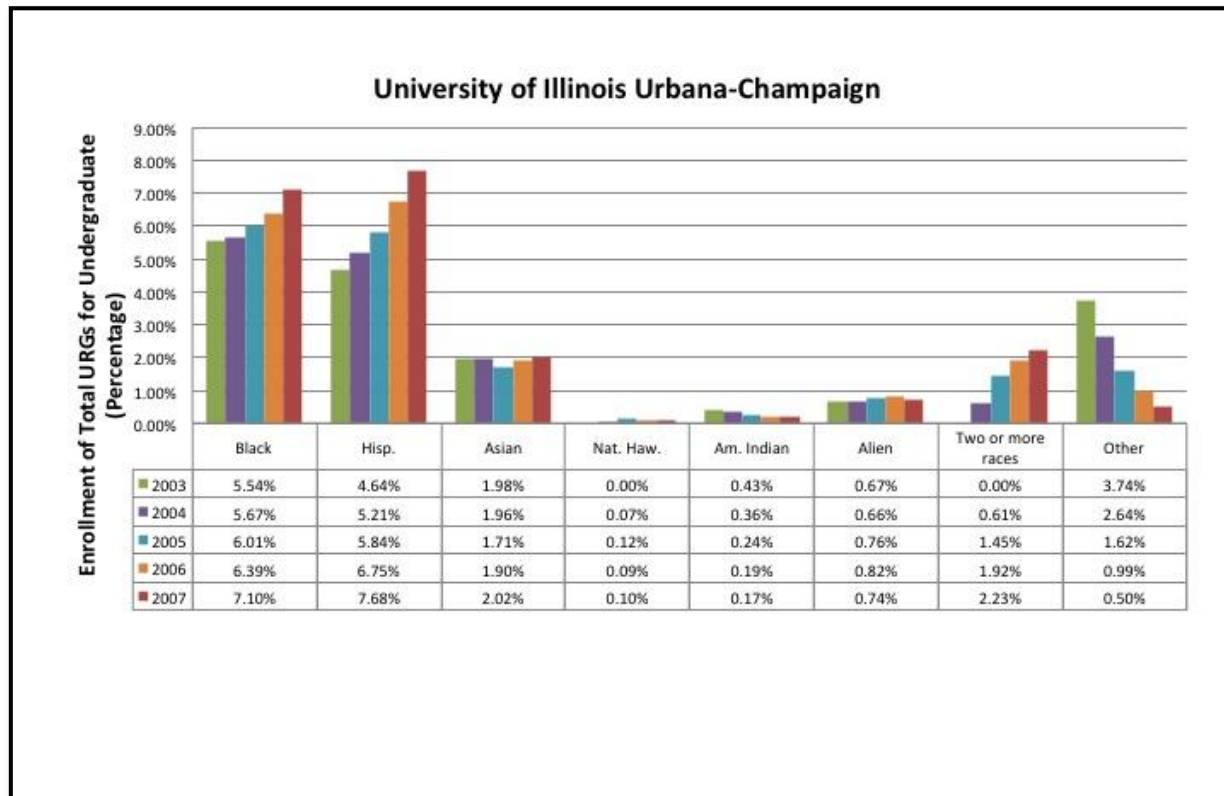
(Source: IPEDS)

The University of Illinois Urbana –Champaign offers programs that support the goals of recruitment and completion of underrepresented students, by providing enrichment opportunities, skill development, academic support, and mentoring to promote academic achievement and success on campus and beyond.



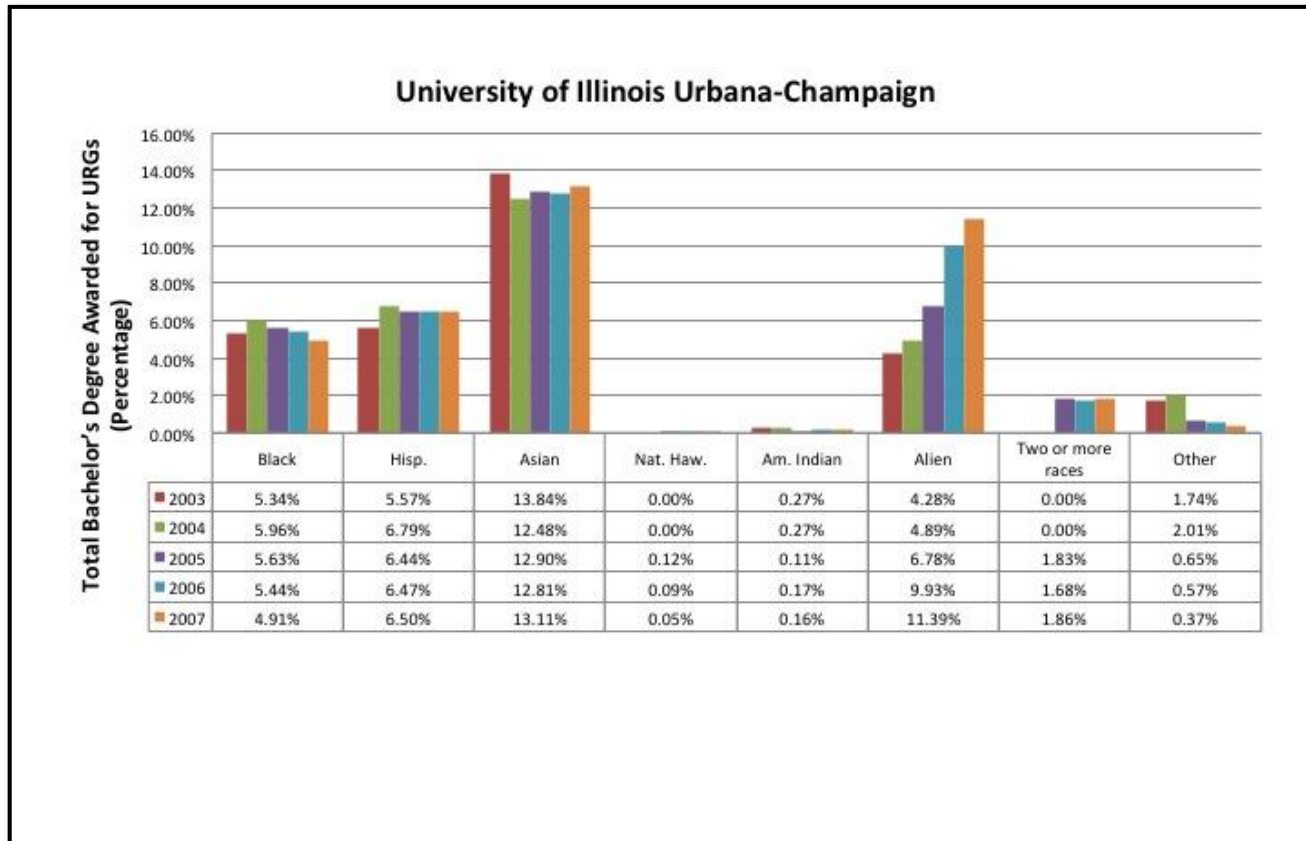
## University of Illinois Urbana-Champaign

**CHART: URG Cohort Outcomes**  
*Enrollment*



**University of Illinois Urbana-Champaign**

**CHART: URG Outcomes**  
*Degree Completion*



## WESTERN ILLINOIS UNIVERSITY

### Institutional Summary for Western Illinois University (WIU)

#### Enrollment and Degree Completion

The accompanying charts on University of Western Illinois University (WIU) are based on IBHE data of six-year graduation, enrollment, and completion information on WIU cohort groups. The charts provide a depiction of institutional and URG student outcomes in the areas of URG enrollment and degree completion.

#### *Student Demographics*

##### **Gender**

- Male: 51.2%
- Female: 48.8%

##### **Race and Ethnicity**

- American Indian or Alaskan native: 0.2%
- Asian: 1.0%
- African-American: 16.6%
- Latino: 8.0%
- Native Hawaiian or Other Pacific Islander: 0.1%
- White: 66.6%
- Two or more races: 2.1%
- Race ethnicity unknown: 4.0%
- Non-resident alien: 1.6%

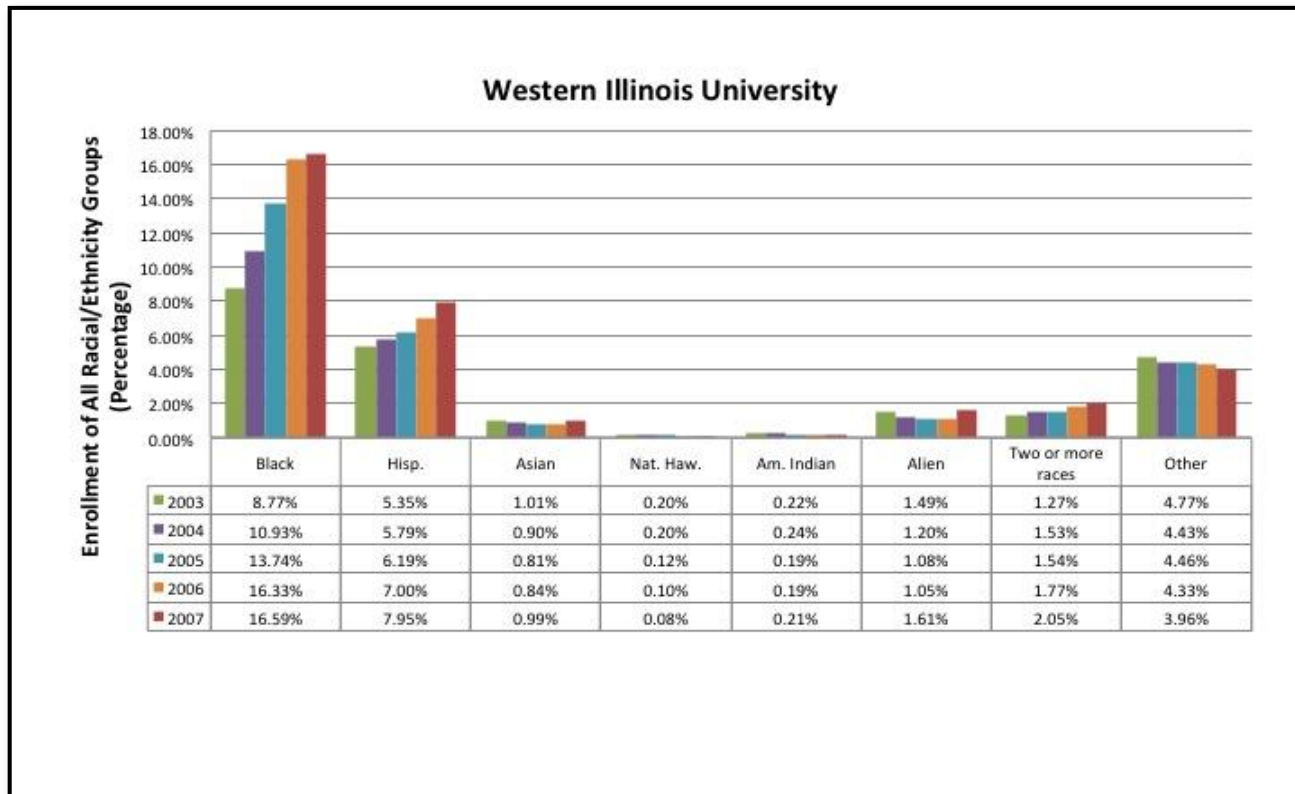
(Source: IPEDS)

Western Illinois University is the only state university not accessible via the federal interstate system. As a recruitment tool, WIU created a program through partnership with Amtrak, which offers accepted high school students two free round-trip train tickets to visit campus. This program is designed so that students who may not otherwise have the financial means to visit campus prior to enrollment, will have the opportunity to visit the campus, meet with WIU faculty and staff, and provide the information needed to determine if WIUS is the right choice for many students. For every two students who participate in the visit to WIU's Macomb campus, one will enroll and attend.

Illinois residents represent 86 % of WIU total enrollment. Other recruitment and retention programs, have contributed to the increase in overall campus diversity. The percent of total enrollment identifying as non-white increased from 16.1% in 2009 to 26.3% in 2013. Despite declining total enrollment at WIU, this change in demographics represents a real increase of identified underrepresented students from 2,963 in 2009 to 3,409 in 2013, a 15% increase.

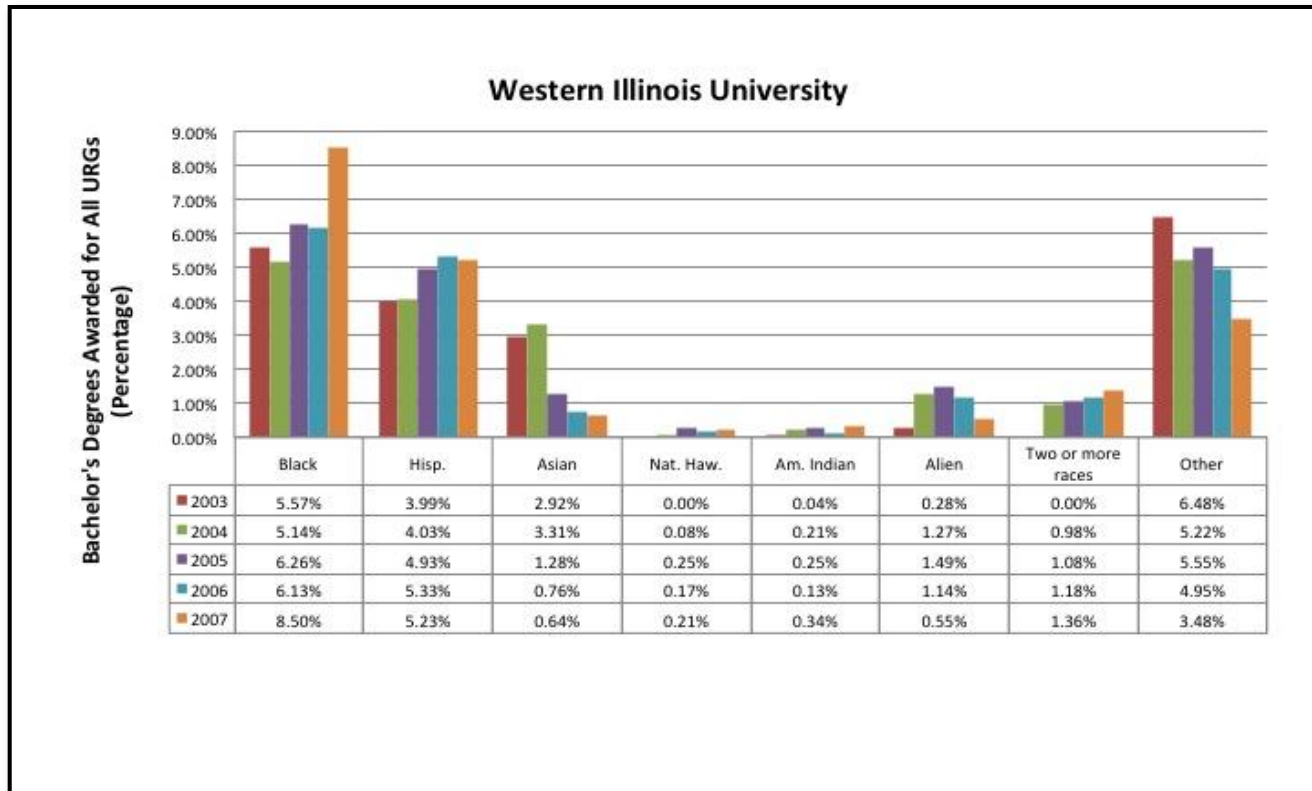
**Western Illinois University**

**CHART: URG Cohort Outcomes**  
*Enrollment*



**Western Illinois University**

**CHART: URG Cohort Outcomes**  
*Degree Completion*



## AFFORDABILITY: A MAJOR CHALLENGE FOR UNDERREPRESENTED GROUPS

## **Affordability needs serious attention**

A midpoint report five years into the ten-year plan, the *Illinois Public Agenda for College and Career Success*, presented to the IBHE in April, 2014, clearly showed that the state has fallen behind in closing college success gaps for underrepresented groups and affordability for these groups as well. In fact, over the last five years the cost of an Illinois higher education (two and four year) had become less affordable faster for middle and low income families than almost all other states. Focusing on these affordability issues warrants special attention in this Report, since the State's fastest growing and largest populations: low-income, first-generation, and adult students, as well as students of color, Illinois underrepresented students, require financial assistance and support to successfully enroll in and complete college.

Illinois' Monetary Award Program (MAP) the state's primary program of need-based aid to low-income and underrepresented students has not kept up with the financial needs of its growing student population. Illinois Student Assistance Commission (ISAC) data show that in the last five years, of the total applications received by MAP, no more than 44% of the eligible applicants receive an award (See Table 4). Unfortunately, those receiving MAP funds are not able to cover the tuition and fees expenses at Illinois's public universities (See Table 3) which now far exceed the maximum MAP award.

With the decline in financial assistance available to students, even those persisting to degree completion often face significant student loan debt. For those students who "stop out" having to quit school due lack of funds also can acquire a great deal of

debt. They do not have a college degree to provide a good job to pay that debt: the worst of all possible situations.

Other college expenses for low income and underrepresented students also have increased. Textbooks, transportation, and childcare costs must be factored into affordability, calculations affecting students' abilities to pursue or continue postsecondary education. While universities continue to increase institutional scholarships and other financial assistance for underrepresented students, the efforts cannot be expected to offset the reductions in state financial assistance and general revenue support for higher education in Illinois.

Illinois Board of Higher Education  
2014 Underrepresented Groups Report

**Table 3**  
**Tuition and Fees at MAP-approved Institutions**  
**AY 2013-2014 per Semester, Freshmen-based rates**  
(Source: ISAC 2014 Data Book, Table 2.3e)

University Name	Tuition	Fees	Total
Chicago State University	\$8,550	\$2,576	\$11,126
Eastern Illinois University	\$9,056	\$2,717	\$11,773
Governors' State University	\$8,160	\$1,764	\$9,924
Illinois State University	\$10,944	\$2,900	\$13,844
Northeastern Illinois University	\$9,184	\$3,634	\$12,818
Northern Illinois University	\$9,676	\$3,769	\$13,445
Southern Illinois University Carbondale	\$8,415	\$3,722	\$12,137
Southern Illinois University Edwardsville	\$7,782	\$2,435	\$10,217
University of Illinois Chicago	\$10,406	\$3,926	\$14,332
University of Illinois Springfield	\$11,280	\$3,664	\$14,944
University of Illinois Urbana-Champaign	\$11,834	\$3,424	\$15,258
Western Illinois University	\$8,966	\$3,338	\$12,304

**Table 4**  
**MAP Historical Award and Payout Summary**  
**FY 2010-2014**  
(Source: ISAC 2014 Data Book, Table 3)

	FY 2010*	FY 2011	FY 2012	FY 2013	FY 2014
Total applications	773,930	822,521	841,447	853,397	837,729
# Eligible awards	314,198	351,188	369,674	377,207	367,832
% Eligible	40.6%	42.7%	43.9%	44.2%	43.9%
# Paid awards	141,380	147,210	158,349	140,973	136,563
Mean award amount	\$2,762	\$2,740	\$2,599	\$2,630	\$2,725
Statuary maximum award	\$4,968	\$4,968	\$4,968	\$4,968	\$4,968

\*In FY 2010, ISAC received a lump sum for all programs. Funding was then cut in half. It was restored in 2009, near the end of the first semester.



## Recommendations

The 2014 Underrepresented Groups Report provides a mixed picture of progress in addressing gaps in college success for underrepresented groups in Illinois. Dramatic increases in enrollment numbers for Hispanic students and increased college completions for URGs generally are good news. However, substantial gaps remain for their success across our institutions. Even where gaps are small, the overall completion rates are unacceptably low.

The institutional summaries provide a beginning baseline for efforts currently underway to improve college success for underrepresented groups. The focus going forward must be on outcome data to determine the most effective practices that should be scaled across the state. A “thousand points of light” will not result in the progress we need.

This means a continued focus on state level work also is required across sectors, agencies and institutions. This collaborative work includes:

- **Effective implementation of the new Illinois Learning Standards and assessments across the K-12 system to ensure adequate preparation for college, especially for underrepresented students.**

This will require rich partnerships between PreK-12 and higher education in redesigning teacher preparation and professional development for teachers in the classrooms, as well as supporting seamless pathways to college readiness

beginning in early grades. IBHE and the Illinois Community College Board are working closely in partnership with the Illinois State Board of Education to better prepare students for college and career.

- **Expansion of “game changing” interventions including “Guided Pathways Systems” at college and university campuses across Illinois.**

Illinois is a member of Complete College America’s Alliance of States, committed to increasing the number of students completing college and credentials with marketable value, closing attainment gaps for underrepresented groups, and shortening the time to degree not only to make college more affordable, but also more likely for students to persist and complete. Illinois community colleges and public universities, are using interventions including guided pathways, structured academic maps, co-requisite remediation programs for college math and English gateway courses, using predictive analytics for more intense advising early warning systems to keep students on track, and encouraging full-time course loads, along with structured schedules that balance course loads especially for working students.

- **Restoration of MAP funding to ensure students with limited or no family financial support can enroll and complete college.**

Beyond financial assistance, Illinois should explore ways to redesign its system for supporting Illinois’ low-income individuals and families across financial aid, human service, and

workforce funding streams so that these families can access all the support for which they qualify to assist them in pursuit of education and training. Illinois also must advocate for similar changes in federal financial aid and loan policy to better support this population..

- **Reducing underrepresented students' vulnerability to "stop-out" decisions.**

Integrated enhanced academic and financial advising services are needed to help students develop and follow completion plans as well as gain access to employment opportunities as part of the higher educational experience.

- **Focusing on underrepresented members of the adult population in Illinois.**

A significant percentage of the under-educated people in Illinois' workforce are in underrepresented groups. Without the opportunity to obtain a college credential they will be unable to attain middle class status, ensuring brighter futures for their families, and contributing to Illinois' economic recovery.

- **Implementing the Illinois Longitudinal Data System is essential.**

Improved data systems and data collection that allow tracking progress and the impact of interventions, from early childhood programs to job placements and workforce demands are in development and must be used in state decision-making for investing in education. Relevant to the Report, college success

data for students with disabilities and first-generation students must receive special attention.

## Conclusion

Scholar, historian, and civil rights activist, W. E. B. Du Bois, stated, "Education and work are the levers to lift a people. Work alone will not do it unless inspired by the right ideals and guided by intelligence. Education must not simply teach work, it must teach life."

Our global economy has developed a greater demand for more educated employees and leaders. Postsecondary education is no longer optional. It is mandatory for success in 21<sup>st</sup> century society. Lines of economic demarcation are being drawn amid mounting state and national debt, which obligate Illinois to create a highly educated and skilled citizenry.

Investing in Illinois' future requires supporting increased college enrollments and degree completions especially for the growing number of citizens currently underrepresented in Illinois' institutions of higher education. Already low income children represent the majority in Illinois' public early childhood centers, elementary, middle and high schools. The goal that 60 percent of Illinois' citizens will have a postsecondary credential or college degree cannot be achieved without dramatic increases in college readiness, college graduation rates, and increased college participation for adult students, and underrepresented groups. None of this will happen without public investment in higher education as a public good.

This annual Report will continue to present the data and status of the State's efforts to provide all residents affordable access to high quality higher educational opportunities for a prosperous Illinois.