



BOARD OF HIGHER EDUCATION

UNDERREPRESENTED GROUPS IN ILLINOIS HIGHER EDUCATION

2016 Annual Report



THE ILLINOIS PUBLIC AGENDA
FOR COLLEGE AND CAREER SUCCESS

EXECUTIVE SUMMARY

The 2016 Underrepresented Groups Report presents information on postsecondary students traditionally identified as underrepresented groups (URG) in Illinois public universities. 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 universities have provided data and explanations of the strategies, methods and ongoing plans to increase participation.

The report includes detailed activities collected by IBHE staff working with the public institutions to complete the following:

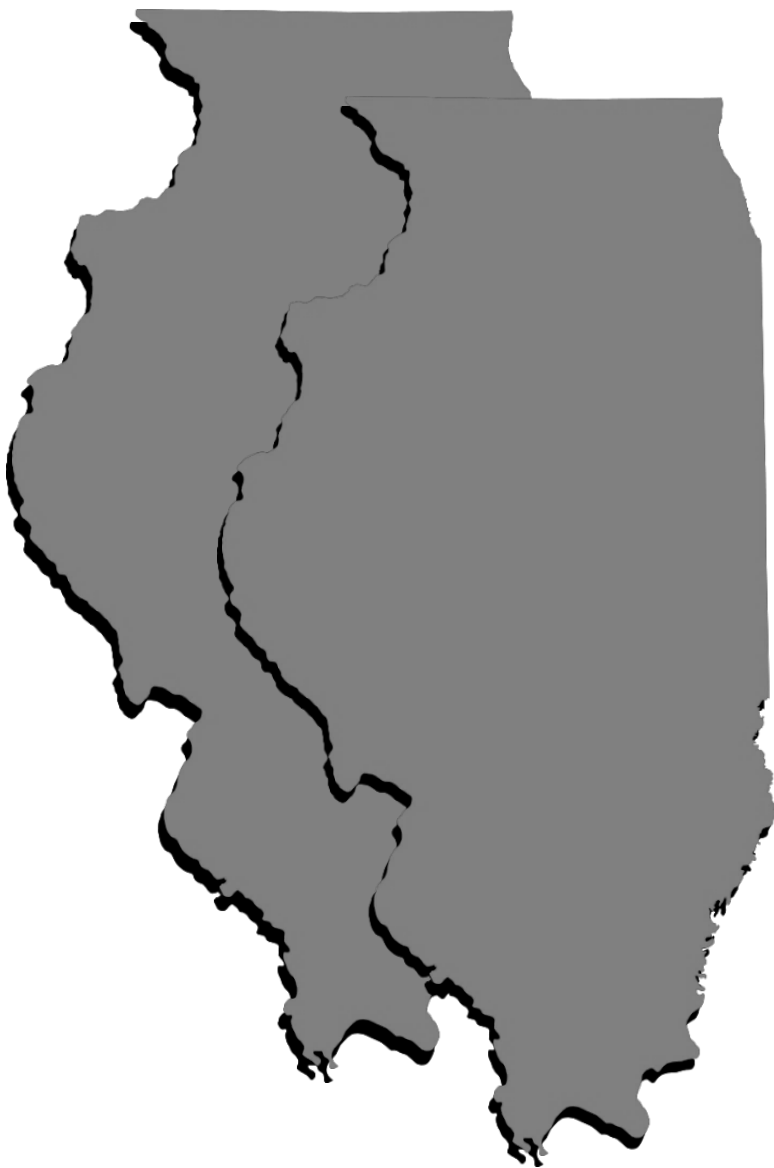
- All public institutions of higher education will develop and submit plans for the implementation of URG student support and activity;
- Conduct periodic review to determine compliance with identified policy consisting of methods and strategies to increase student participation;
- Work with institutions to encourage URG student recruitment, retention, and completion in higher education;

- Review of submitted data and information essential to compliance and efforts to address identified goals of the *Illinois Public Agenda for College and Career Success*;
- Report to the IBHE Board's Reducing Attainment Gaps Action Team; and
- Report findings, plans, program outcomes and effectiveness of institutional strategies in the annual URG report.

Illinois public universities have undertaken this initiative to address the educational needs of underrepresented student groups and this year's annual report outlines their work.

The report highlights:

- 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
The good news is 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
Illinois should take a number of steps to support underrepresented groups of postsecondary students.
- INSTITUTIONAL SUMMARIES AND STUDENT SERVICES | Appendix A, pp. 14-38
Illinois 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 Illinois public universities to peer institutions outside of Illinois 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 institutions 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 is not known.
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
- White

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



ENROLLMENT

Enrollment of Underrepresented Students by Ethnicity & Race

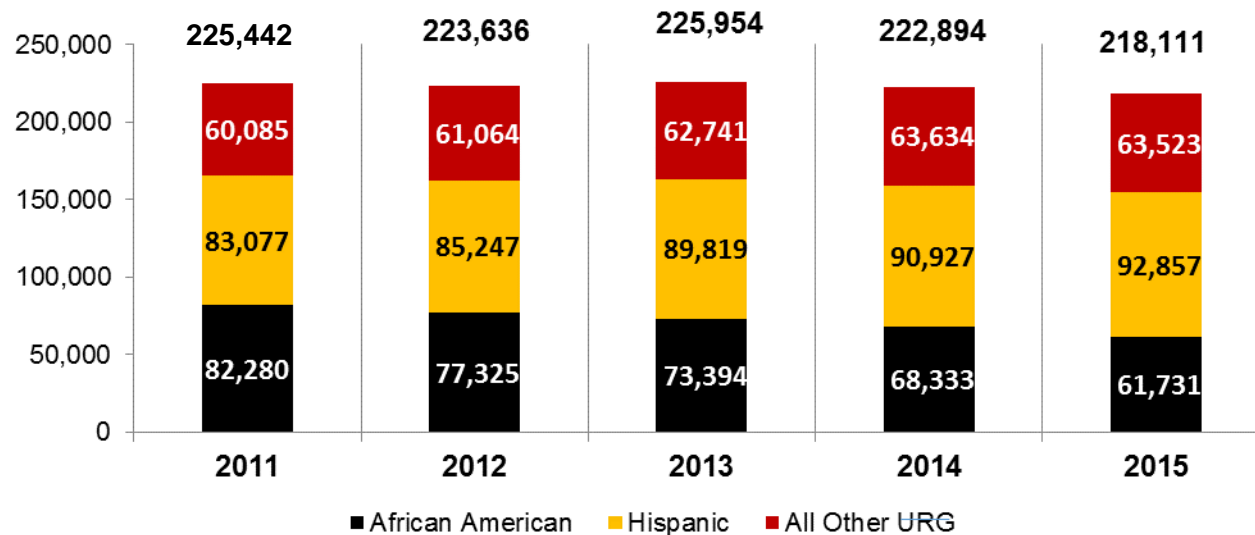
Enrollment trends at Illinois public institutions continue to present a varied set of results. The fall enrollment numbers for undergraduate students are in Figure 1.

When comparing **2011 to 2015** the data show:

- Hispanic students push upward in postsecondary enrollment with an increase of 11.8%.
- Enrollment of all other underrepresented students by race/ethnicity (students not identified as Hispanic or African American) increased 5.7%.
- Enrollment by African American students decreased 25.0%.

(Figure 1)
Undergraduate Student Enrollment
Underrepresented Ethnicities & Races
Fall Enrollment, 2011-2015

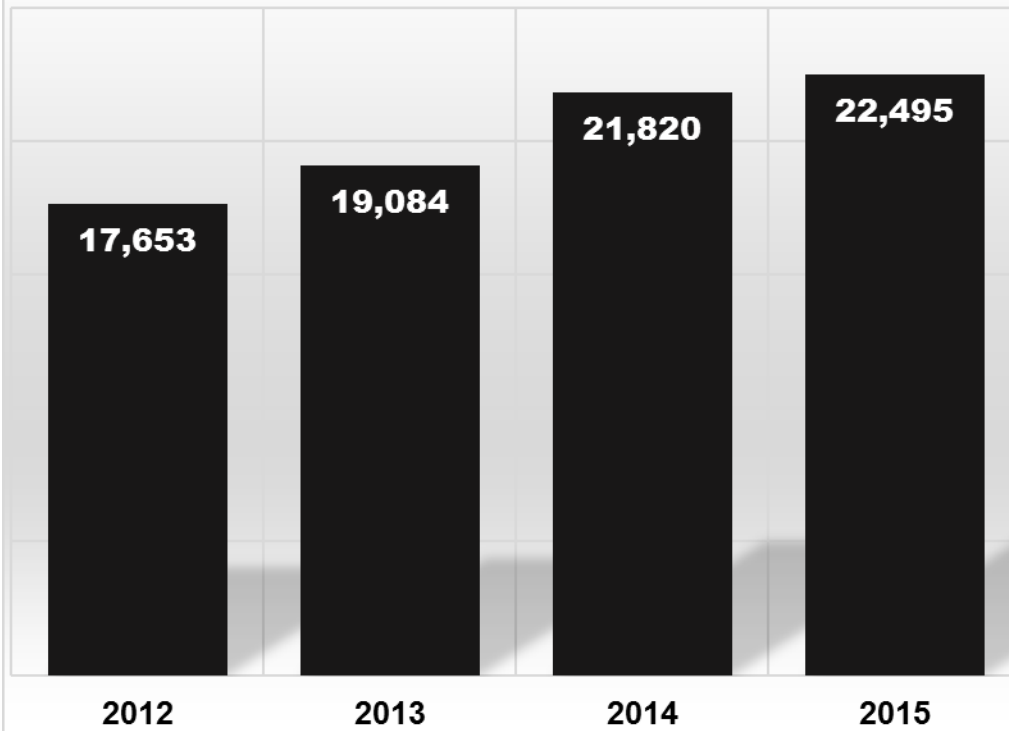
(Source: IPEDS)



Enrollment of Students with Disabilities Grows Another Year

(Figure 2)
Students with Disabilities, Undergraduate
Enrollment, 2012 through 2015

(Source: 2015 URG Report and IBHE Data)



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.

According to Student Disability Services at the University of Chicago a definition of a student with disabilities is:

“At the college level, a student must locate the office that provides services for students with disabilities, identify him- or herself to the office, request accommodations, and provide documentation to support the need for accommodations . . .”

The enrollment numbers demonstrate a persistent upward trend in enrollment of students with disabilities at Illinois public colleges and universities.



COMPLETIONS

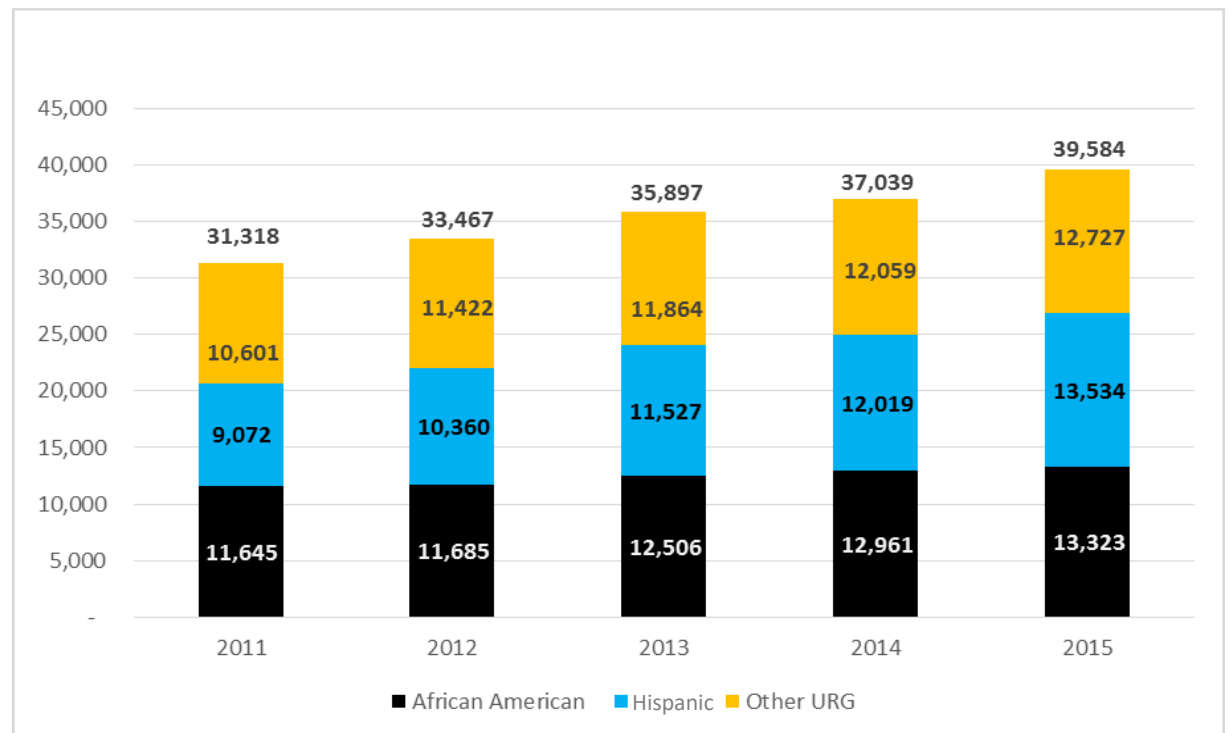
Completions by Students Underrepresented by Ethnicity and Race

For five years in a row, the number of completions by underrepresented postsecondary students in the ethnicity and race categories has increased. The data in Figure 3 show that when comparing 2011 to 2015:

- Number of completions by Hispanic students increased by 4,462 (or 49.2%).
- African American completions increased by 14.4%.
- Completions by underrepresented students other than Hispanic and African American increased 20.1%.
- Overall completions by underrepresented students increased 26.4%.

(Figure 3)
**Completions by Students
 Underrepresented by Ethnicity and Race
 Illinois Public Universities and Community Colleges
 2011-2015**

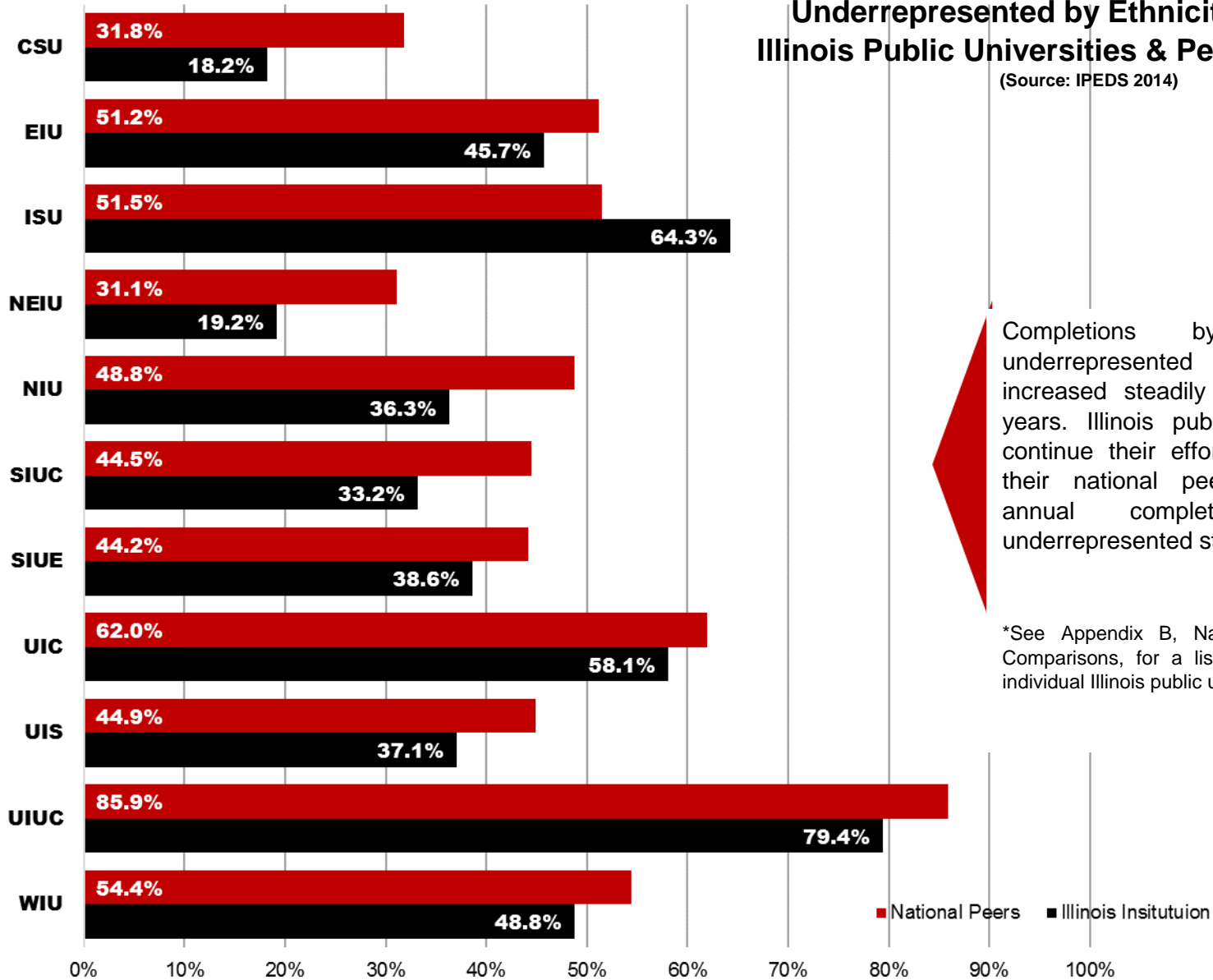
(Source: 2015 IBHE Enrollments)



(Figure 4)

Six year Completions Rates by Students Underrepresented by Ethnicity and Race Illinois Public Universities & Peer Institutions

(Source: IPEDS 2014)



Completions by students in underrepresented groups have increased steadily over the past five years. Illinois public institutions must continue their efforts to compete with their national peers regarding their annual completion rates for underrepresented students.

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



RECOMMENDATIONS

RECOMMENDATIONS

Student enrollment and academic success in postsecondary education by underrepresented groups in Illinois remains a principle area of concern. Continued progress for all the identified underrepresented student groups' affects the overall progress of the state. The **Illinois Public Agenda** projects statewide success based on sustained positive outcomes of all students, stating:

“Illinois will be among the leaders in the proportion of its population with a high school diploma and college credentials. It will narrow the achievement gap by race at all stages of the educational pipeline and increase college attainment for persons of color and those with disabilities.”

The recommendations developed through meetings with the Illinois Board of Higher Education's committee on Reducing Attainment Gaps, Underrepresented Groups committee from the Illinois public institutions, and staff of IBHE are to help and further support positive postsecondary outcomes for underrepresented students in Illinois. Therefore, recommendations are as follows:

- State budget considerations must assure financial assistance and affordability for Illinois student groups seeking postsecondary credentials if Illinois is to be among the top-performing states in the nation for degree-attainment.
- Illinois institutions must also utilize opportunities to enroll and retain college students by making them aware of funding or tuition-saving opportunities within the institution and their programs of study including internships, work-studies, grants, scholarships and other means of financial assistance.
- Students must be encouraged and equipped to complete program coursework on a full-time basis in four years as outlined by Complete College America: Guided Pathways to Success (<http://completecollege.org>).
- Student support services and development programs that foster productivity among students must strengthen student participation in areas essential to college adjustment including: balancing work and schedules, positive relations with faculty, utilizing mentors, and other institutional support services such as counseling and academic assistance.
- As the institutional summaries demonstrate (Appendix B), institutions must encourage involvement in campus activities and groups among URG populations for a greater sense of belonging and engagement.

Appendix A



INSTITUTIONAL SUMMARIES AND STUDENT SERVICES

CHICAGO STATE UNIVERSITY

Fall 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 4,767
- Undergraduate Population: 3,462
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 11 to 1
- Male: 29%
- Female: 71%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 1%
- Black/African American 75%
- Hispanic/Latino 8%
- Native Hawaiian/Pacific Islander 0%
- White 3%
- Two or more Races 0%
- Race/Ethnicity Unknown 12%
- Non-Resident Alien 2%

2015 Retention Percentage 58%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG information reported to IBHE

“Chicago State University (CSU) is an institution with a long-standing commitment to serving students from underrepresented populations. As a minority-serving institution in particular, CSU enrolls a greater percentage of Black and Hispanic/Latino students than any other institution in the state (in fall of 2015, 75% of the student body was African/African American and 8% was Hispanic/Latino). As such, CSU has developed a number of initiatives to support these students, and the university works diligently to improve their success and completion outcomes.”

List of Primarily URG-based Student Support Services

(Source: URG information reported to IBHE 2016)

• 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.

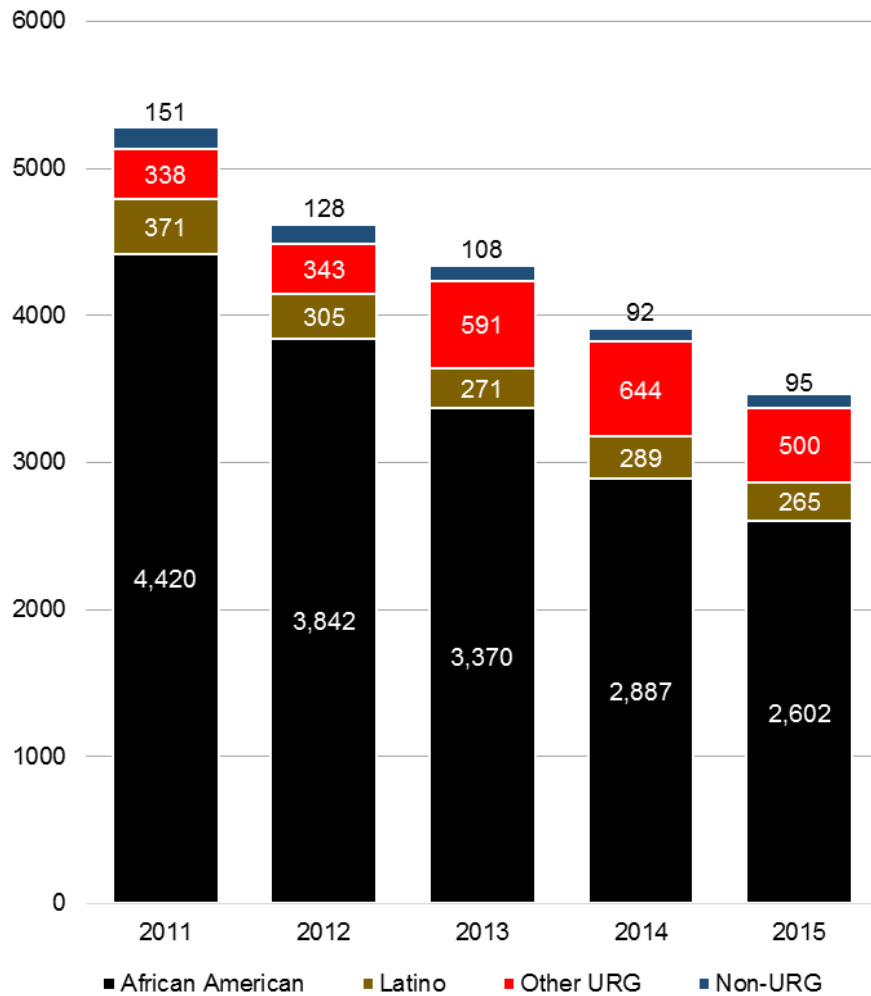
• TRiO – Student Support Services

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

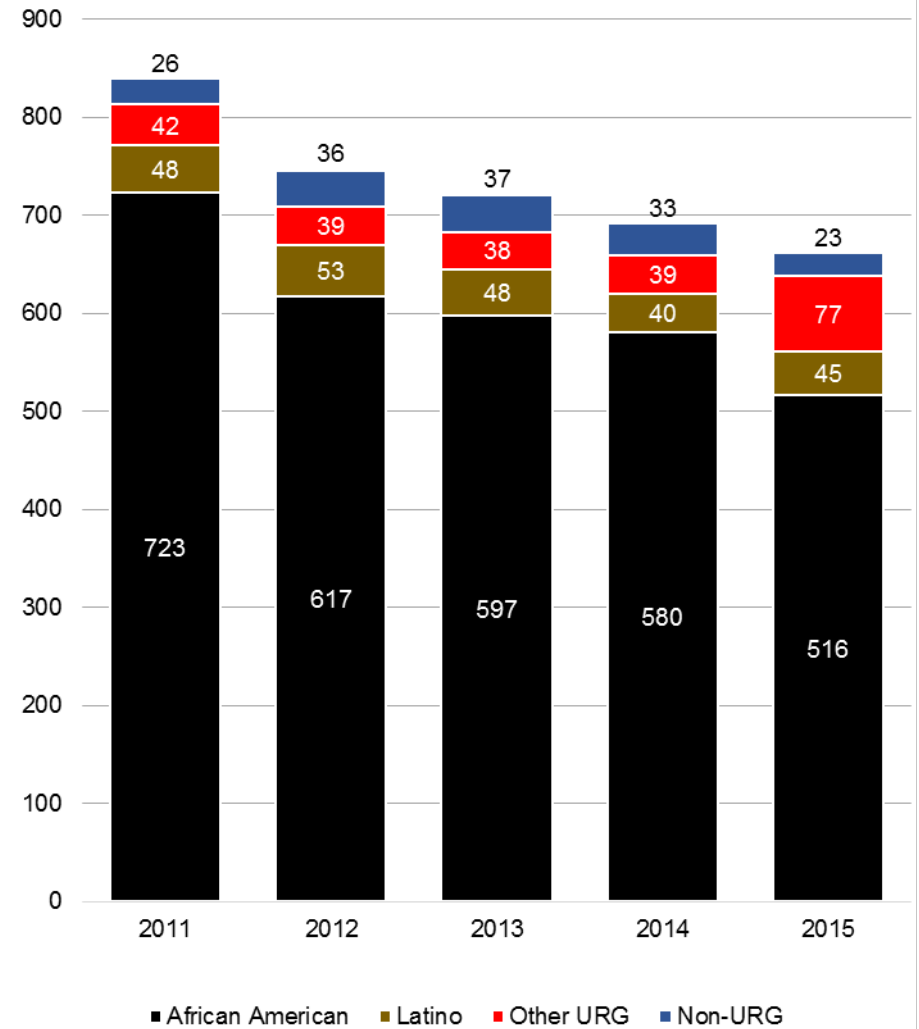
• University College Program

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 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 8,520
- Undergraduate Population: 7,202
- Disability Students (self-reporting) 303
- Student/Faculty Ratio: 15 to 1
- Male: 40%
- Female: 60%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 1%
- Black/African American 19%
- Hispanic/Latino 6%
- Native Hawaiian/Pacific Islander 0%
- White 68%
- Two or more Races 2%
- Race/Ethnicity Unknown 3%
- Non-Resident Alien 1%

2015 Retention Percentage 75%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

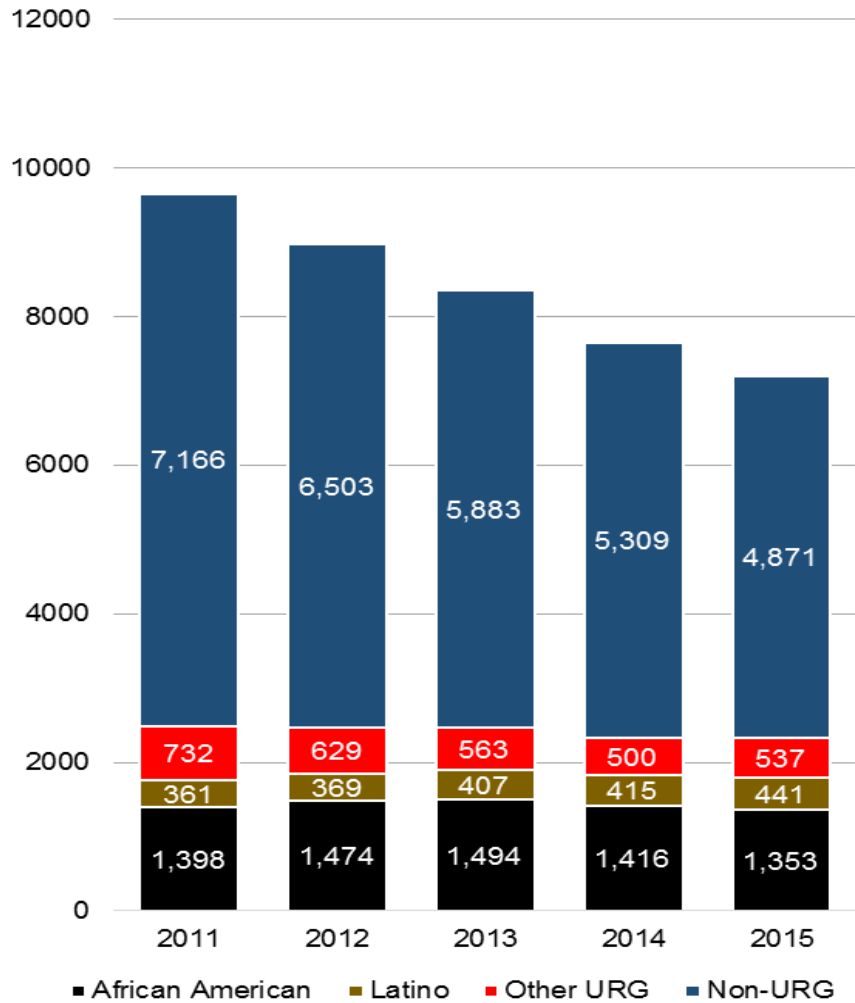
“Eastern offers many of the best practices associated with good retention rates: mandatory advising, a freshman seminar course, tutoring and support services for at-risk and academically struggling students, a small faculty-to-student ratio, few large lecture classes . . . In fall 2015, for example, EIU’s overall freshman-to-sophomore retention rate was 75% (five percentage points higher than the national average), and the six-year graduation rate was 58% (fourteen percentage points higher than the national average). Persistence and graduation rates for under-represented students also exceed national averages, averaging 68% and 47%”

List of Primarily URG-based Student Support Services

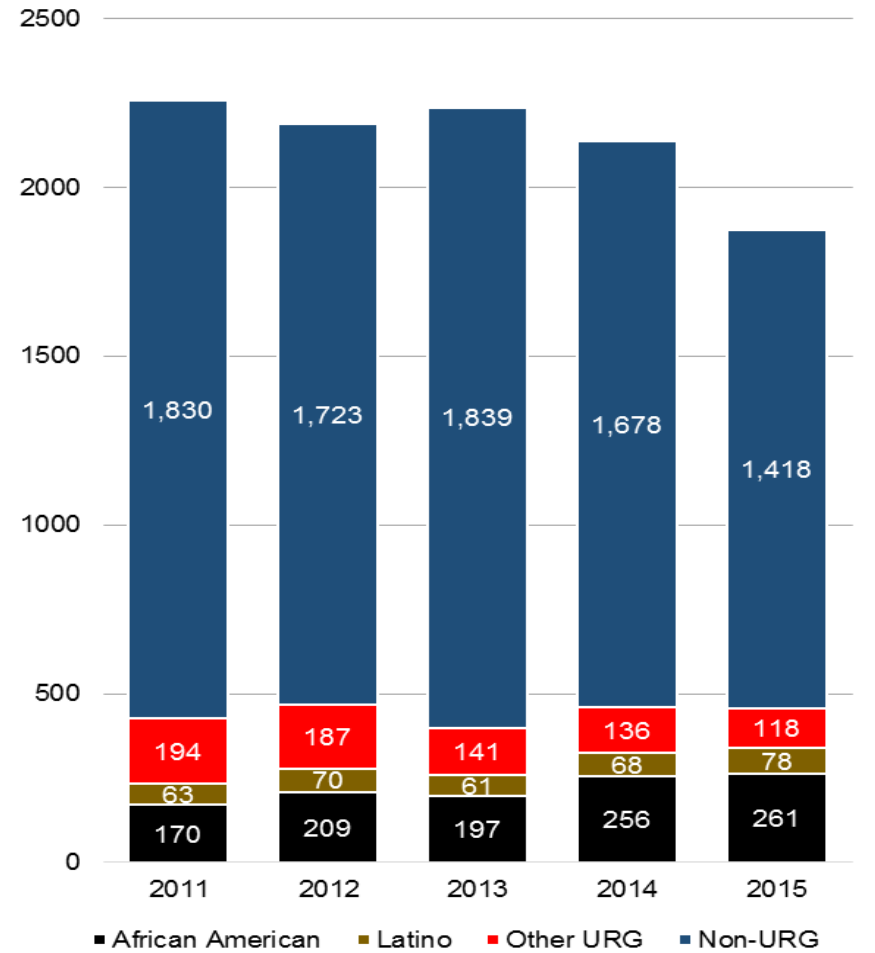
(Source: URG information reported to IBHE 2016)

- **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 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 5,938
- Undergraduate Population: 3,570
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 12 to 1
- Male: 35%
- Female: 65%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 1%
- Black/African American 38%
- Hispanic/Latino 11%
- Native Hawaiian/Pacific Islander 0%
- White 36%
- Two or more Races 2%
- Race/Ethnicity Unknown 10%
- Non-Resident Alien 1%

2015 Retention Percentage

59%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

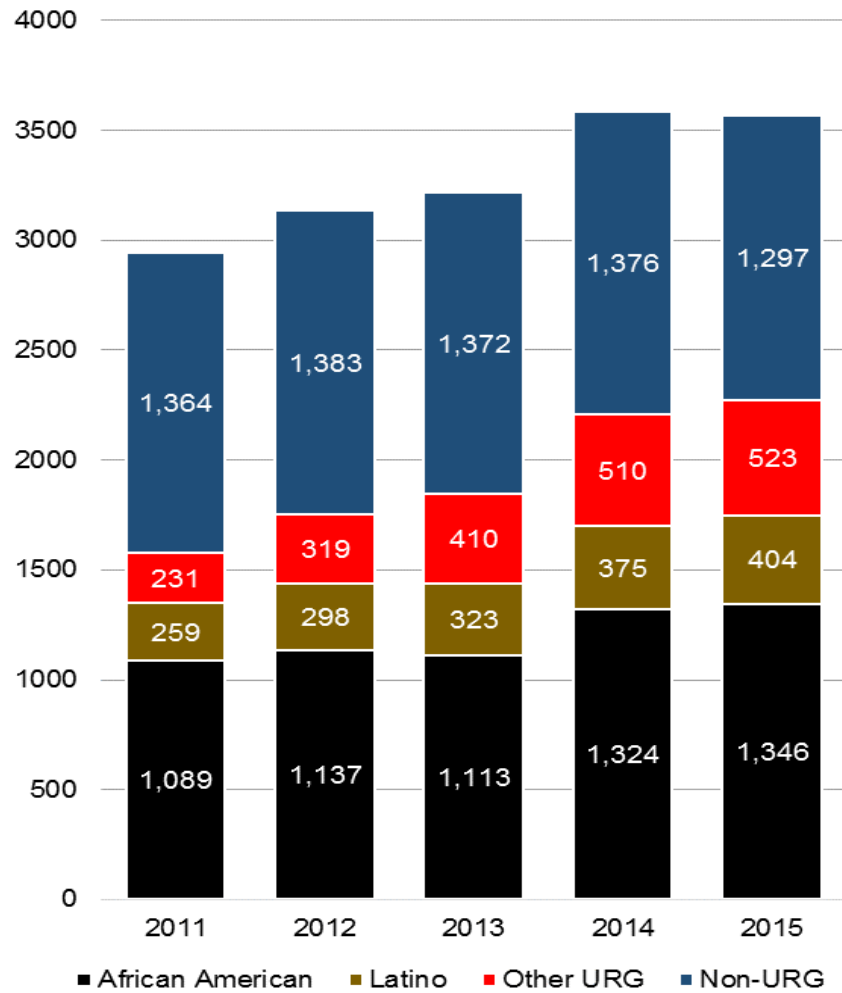
“46.1 percent of all degrees conferred over a three-year period were earned by minorities. The graduation rates at GSU for African American (70.7%) and Hispanic (71.4%) students are higher than for their counterparts across the nation, in Illinois, and elsewhere in the Chicago area.”

List of Primarily URG-based Student Support Services

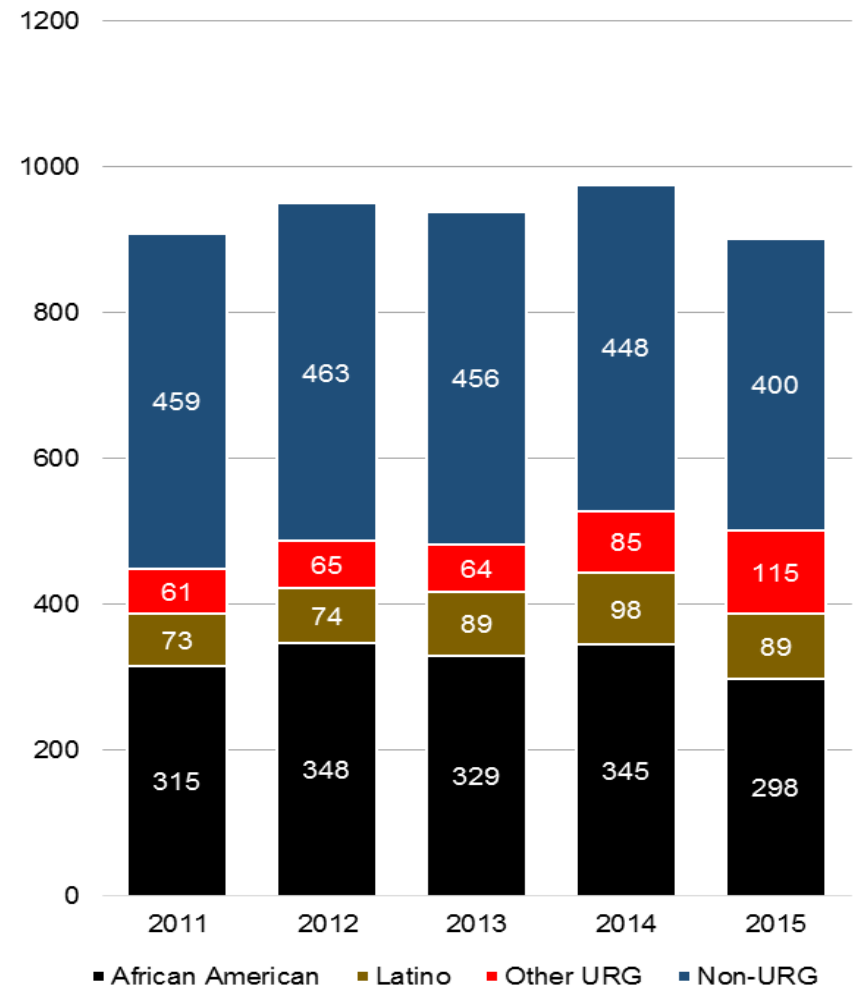
(Source: URG Supplemental Report to IBHE 2016)

- **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 Five-Year Enrollment Trends



GSU Five-Year Completion Trends



ILLINOIS STATE UNIVERSITY

Fall 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 20,760
- Undergraduate Population: 18,426
- Disability Students (self-reporting) 3% or less
- 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 9%
- Native Hawaiian/Pacific Islander 0%
- White 77%
- Two or more Races 3%
- Race/Ethnicity Unknown 0%
- Non-Resident Alien 1%

2015 Retention Percentage **82%**

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

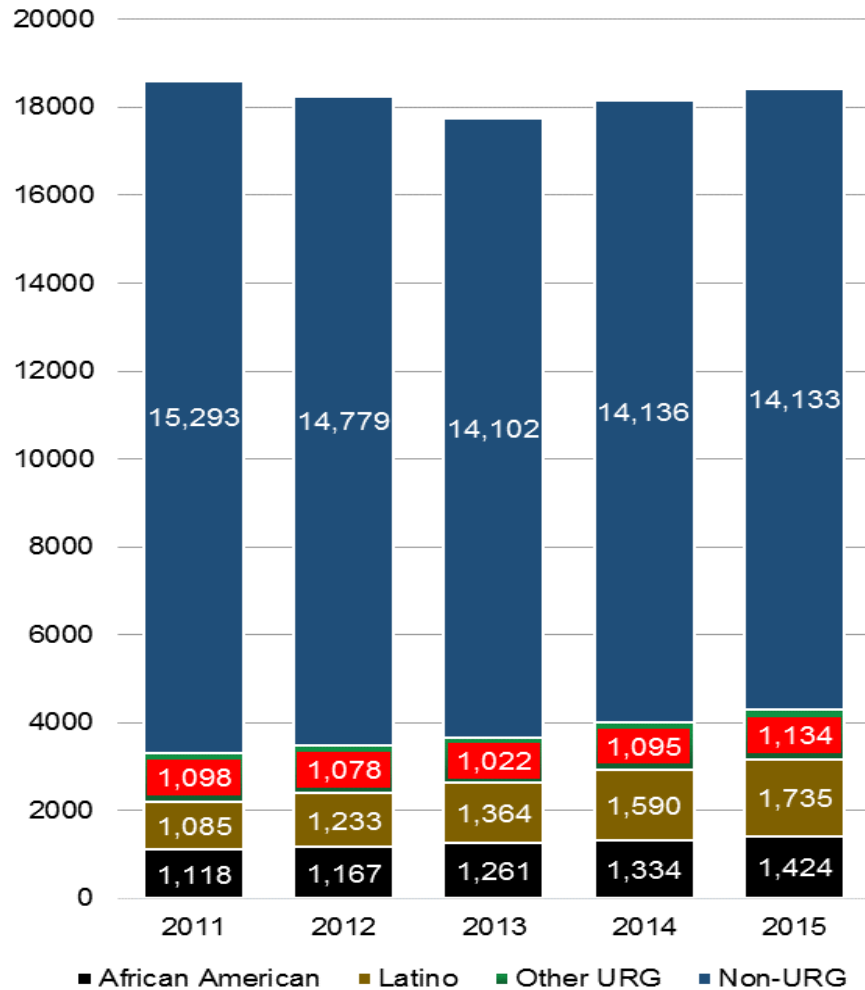
"Illinois State University is committed to supporting *The Illinois Public Agenda for College and Career Success*. Consequently, the University continues to put forth consistent efforts to reduce the achievement gaps noted among underrepresented groups. The University's approach has been to focus on aggressive recruitment and outreach, and providing strong support to those students that choose to matriculate in order to ensure a quality experience at the institution."

List of Primarily URG-based Student Support Services

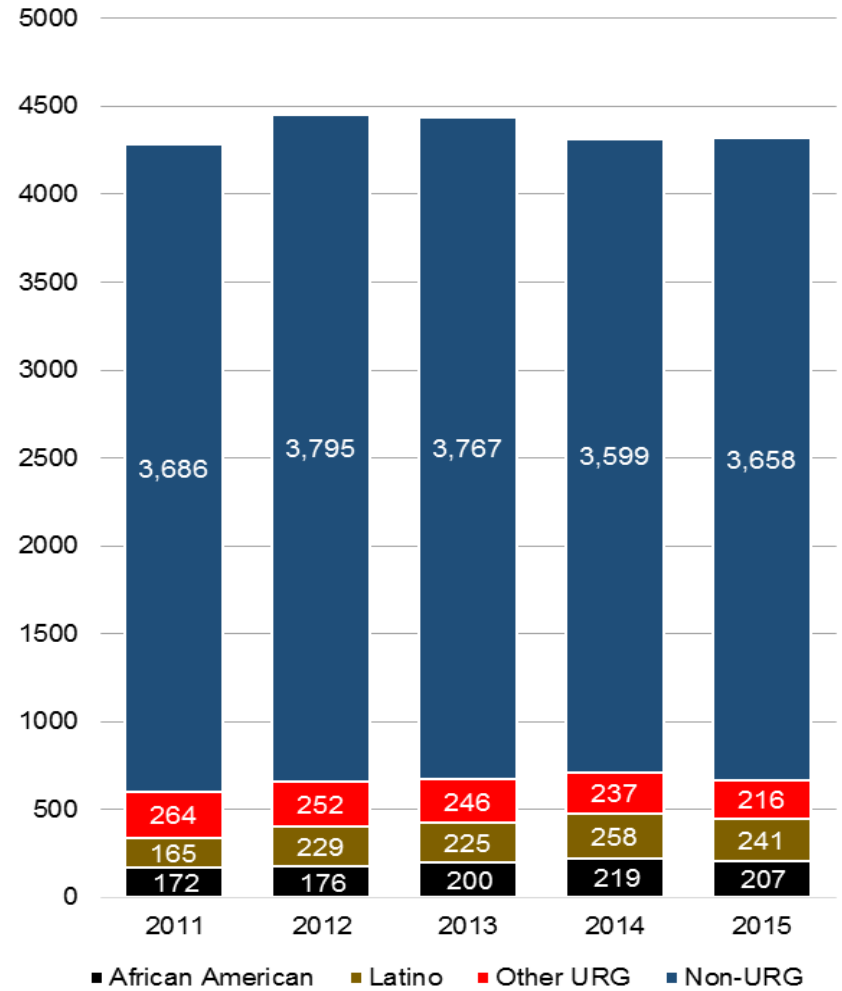
(Source: URG Supplemental Report to IBHE 2016)

- **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.
- **Success 101/University Success Skills**
Primary service area: Academic Prep. A two-credit hour, first-year seminar focusing on collegiate-level academic skill building through weekly meetings that include webinars, academic coaching, and other essential areas of support during the first semester of college.
- **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 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 9,891
- Undergraduate Population: 8,095
- 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 10%
- Hispanic/Latino 37%
- Native Hawaiian/Pacific Islander 0%
- White 33%
- Two or more Races 2%
- Race/Ethnicity Unknown 3%
- Non-Resident Alien 5%

2015 Retention Percentage 61%
(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

“Diversity is embedded in the core mission of the University in practice and policy over the past decades. Northeastern values the inclusion of a broad spectrum of students, staff and faculty in the life of the University.”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2016)

• Learning Support Center

Primary service area: Tutoring. A peer-based tutoring program whose efforts are primarily directed to providing academic support to students completing General Education, Math Development and English Language Program courses along with reading and learning strategies.

• Project Success

Primary service area: Comprehensive student support. Established in 1969, this program has historically and presently serves African American students. Program includes recruitment with enrollment assistance, New Student Information session, Family Night, seminar course and peer mentoring.

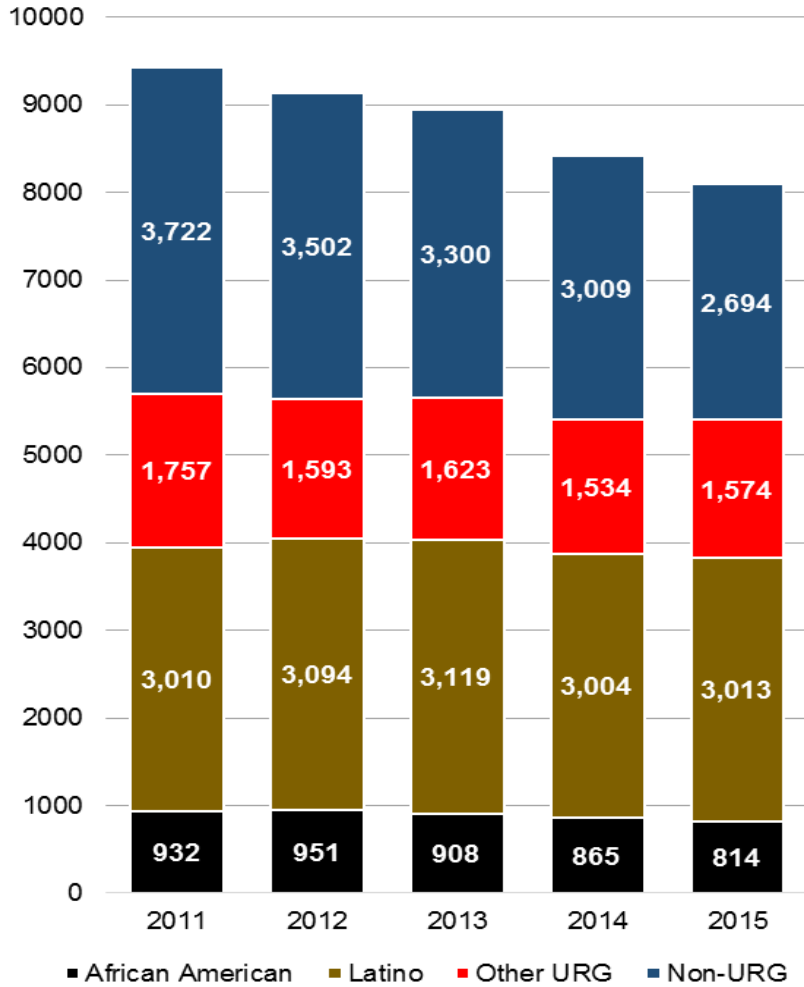
• Proyecto Pa'lante

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.

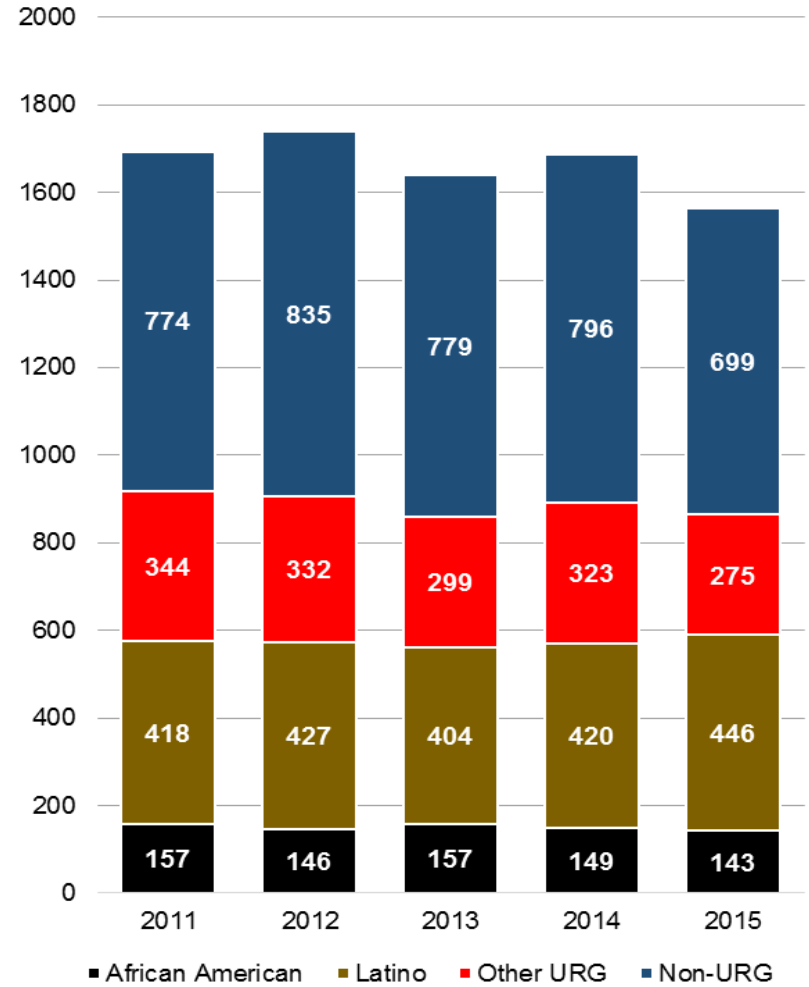
• TRiO Student Support Services

Primary service area: General student support. A federally funded grant program designed to provide supportive academic and personal services to a select number of students who meet the program's eligibility requirements.

NEIU Five-Year Enrollment Trends



NEIU Five-Year Completion Trends



NORTHERN ILLINOIS UNIVERSITY

Fall 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 20,130
- Undergraduate Population: 15,027
- Disability Students (self-reporting) 5%
- Student/Faculty Ratio: 15 to 1
- Male: 51%
- Female: 49%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 5%
- Black/African American 16%
- Hispanic/Latino 15%
- Native Hawaiian/Pacific Islander 0%
- White 57%
- Two or more Races 3%
- Race/Ethnicity Unknown 1%
- Non-Resident Alien 2%

2015 Retention Percentage

72%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

“NIU, as a regional research institution, has a long and proud history of serving students from all backgrounds and providing broad educational and career opportunities. NIU also has a long legacy of providing access and educational opportunity for low income, first-time generation students as well as racially diverse and transfer students from surrounding community colleges in our region.”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2016)

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

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

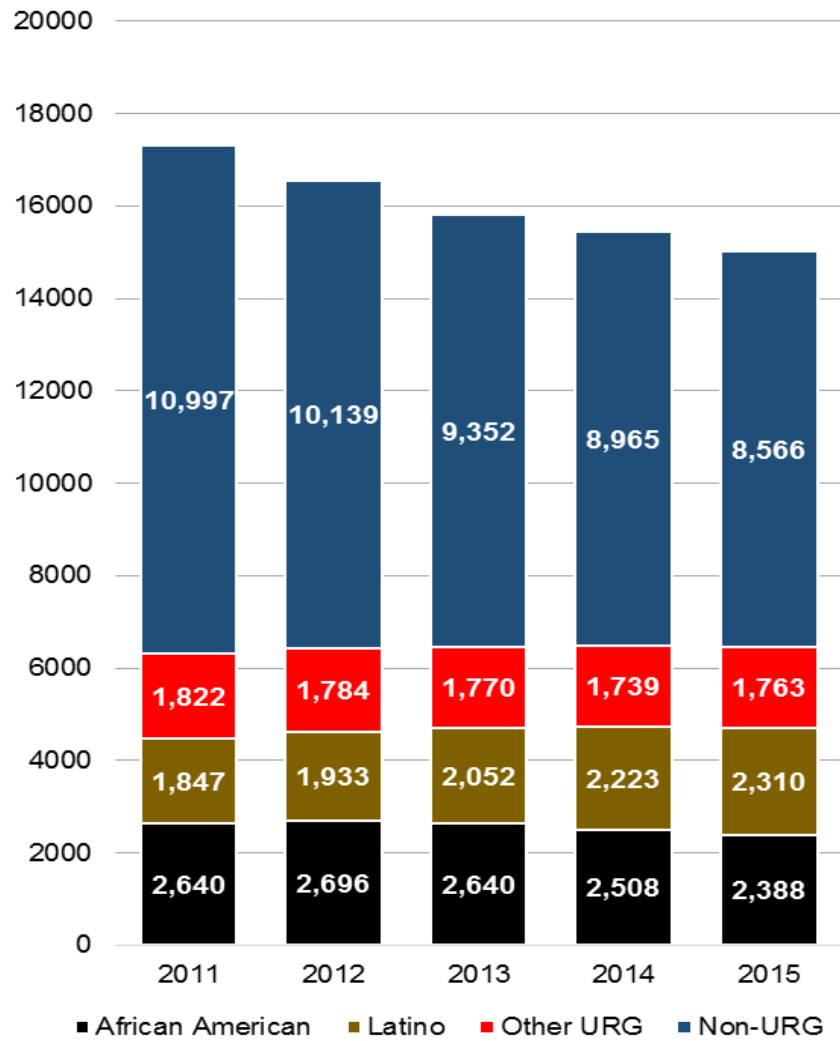
• Black Male Initiative (BMI)

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%.

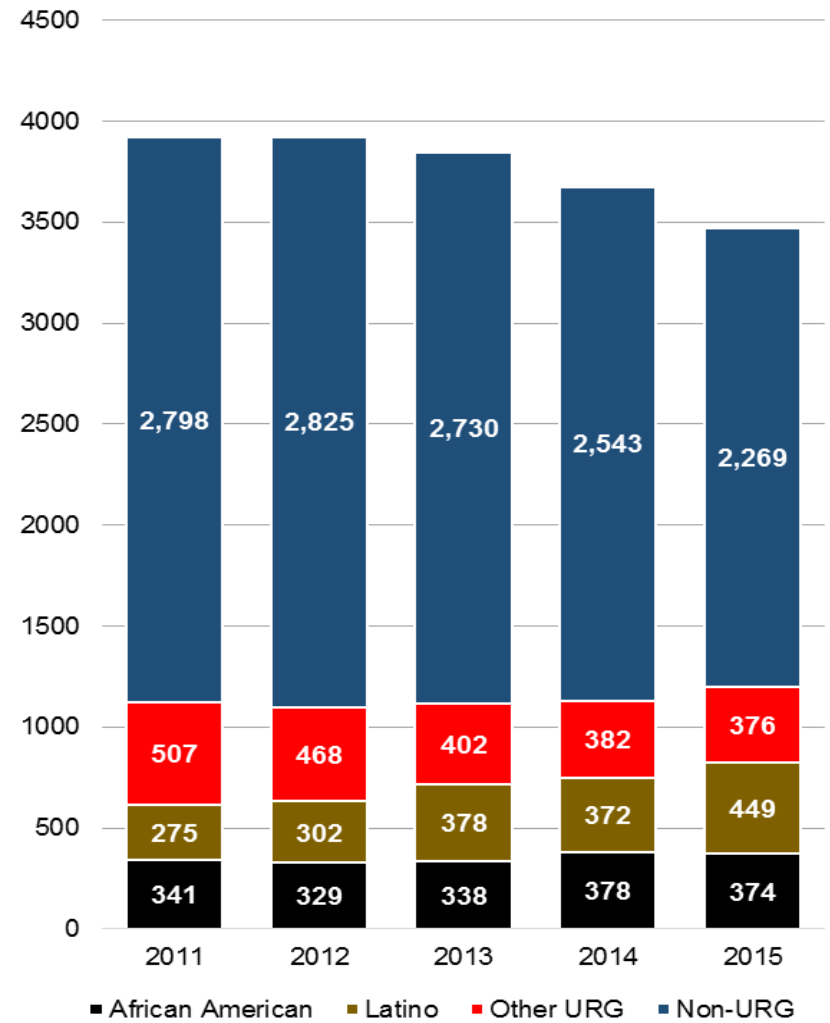
• CHANCE Program

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 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 17,292
- Undergraduate Population: 13,031
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 15 to 1
- Male: 54%
- Female: 46%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 2%
- Black/African American 19%
- Hispanic/Latino 8%
- Native Hawaiian/Pacific Islander 0%
- White 63%
- Two or more Races 3%
- Race/Ethnicity Unknown 0%
- Non-Resident Alien 4%

2015 Retention Percentage 68%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

“Southern Illinois University Carbondale (SIU Carbondale) embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success . . . Diversity is an integral part of the university’s legacy. In 2015, minority students made up 28.8 percent of the school’s total enrollment.”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2016)

University College programs

• Disability Support Services

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

• Exploratory Student Advisement

Primary service area: Comprehensive student support for provisionally admitted and undeclared students.

• First Scholars Program

Primary service area: Completion of first-generation students. This program includes focus, self-awareness and community service.

• 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

• Academic Peer Coaching

• Black Male Study Tables

Primary service area: Tutoring. Black males in support services meet once a week for two-hour tutoring sessions.

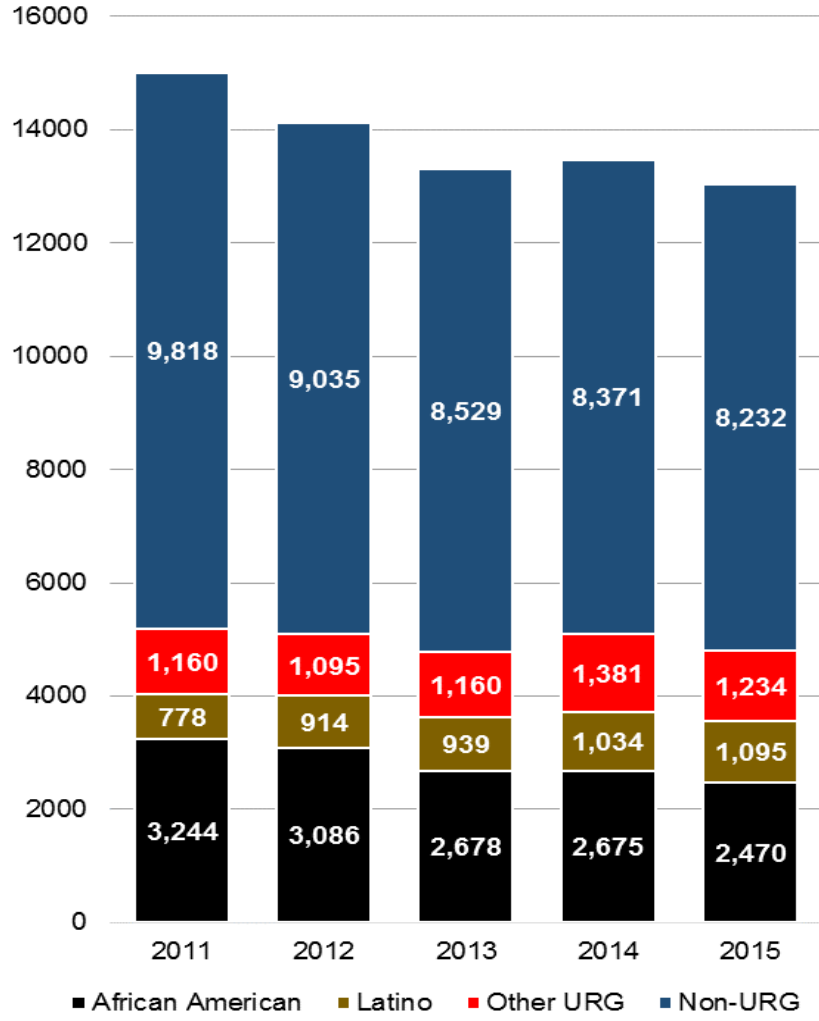
• Fifteen-to-Finish

Primary service area; Completion. Influence student registration behavior to achieve graduation in four years with minimum 15 credit hours per semester.

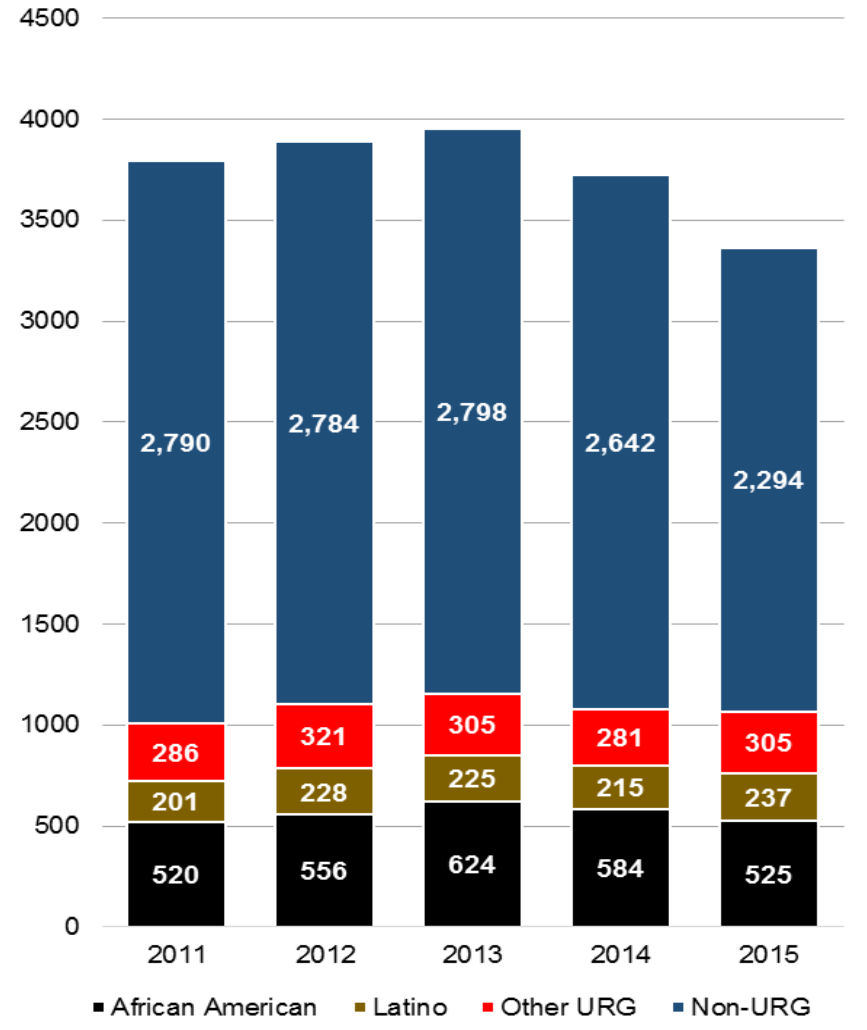
• Guided Pathways to Success

Primary service area: Academic support. Ensure completion of prerequisite and milestone courses for science, computer and math courses as well as completion of general elective requirements early in academic career.

SIUC Five-Year Enrollment Trends



SIUC Five-Year Completion Trends



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Fall 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 14,265
- Undergraduate Population: 11,781
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 19 to 1
- Male: 47%
- Female: 53%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 2%
- Black/African American 15%
- Hispanic/Latino 4%
- Native Hawaiian/Pacific Islander 0%
- White 73%
- Two or more Races 3%
- Race/Ethnicity Unknown 1%
- Non-Resident Alien 1%

2015 Retention Percentage 74%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

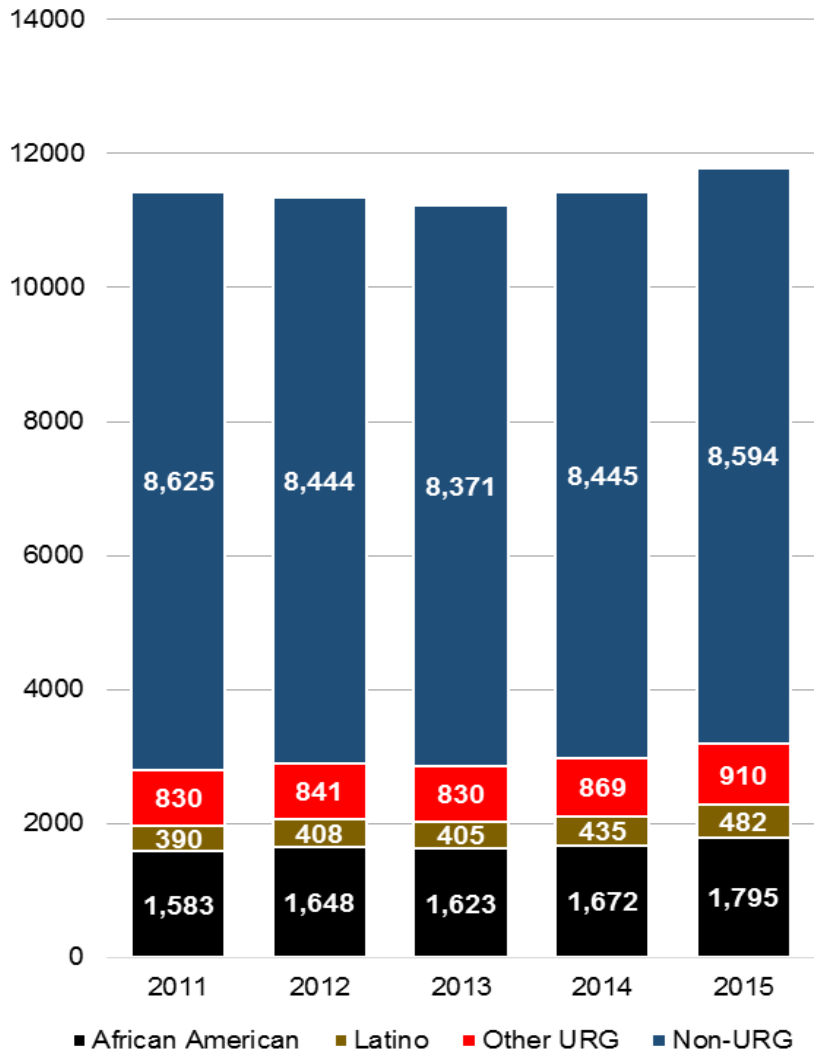
“For fall 2015, minority students comprised nearly 24% of the undergraduate population, a significant increase from 16% in fall 2009. For fall 2015, the total number of minority enrollment and percentage are a record high. The percentage of enrolled African American students is well above the population of African American students in Illinois high schools and is at a record high. Additionally, the number and percentage of Hispanic/Latino students achieved record highs in fall 2015.”

List of Primarily URG-based Student Support Services

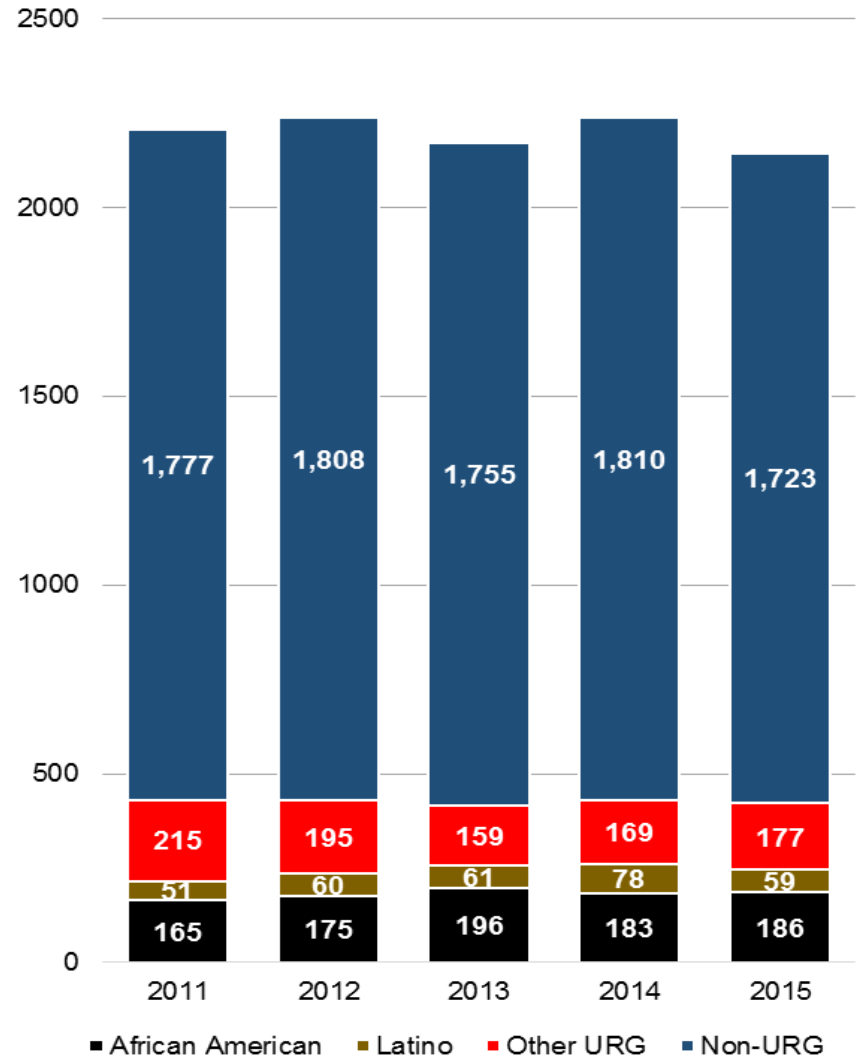
(Source: URG Supplemental Report to IBHE 2016)

- **Academic Recovery Informational Sessions – Partners for Success**
Primary service area: Academic probation. For students who failed to reach the required 2.0 minimum GPA. Sessions informed students of the critical nature of academic probation, as well as the techniques and support services available to restore them to good standing at the University.
- **Early Alert Initiatives – Fifth Week Freshman Assessment**
Primary service area: First-year freshmen (0-29 hours) academic progress. Campus-wide assessment of students by faculty regarding freshmen academic and attendance standing.
- **Taking Aim at SIUE**
Primary service area: Retention. Graduate students personally contact first- and second-year students who have not registered for the upcoming semester, and discuss the student’s future semester registration, inform them of available academic support services, and answer any other questions the student might have.

SIUE Five-Year Enrollment Trends



SIUE Five-Year Completion Trends



UNIVERSITY ILLINOIS CHICAGO

Fall 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

• Student Population:	29,048
• Undergraduate Population:	17,575
• 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	28%
• Native Hawaiian/Pacific Islander	0%
• White	34%
• Two or more Races	3%
• Race/Ethnicity Unknown	2%
• Non-Resident Alien	3%

2015 Retention Percentage 81%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

“As one of our nation’s most diverse universities, the University of Illinois at Chicago (UIC) is a national model in expanding access to high-quality postsecondary education for a wide variety of underrepresented students. Yet UIC recognizes that access is not enough. Access alone does not secure the commitment to establishing an inclusive learning environment in which all students, regardless of their background, thrive once they enroll.”

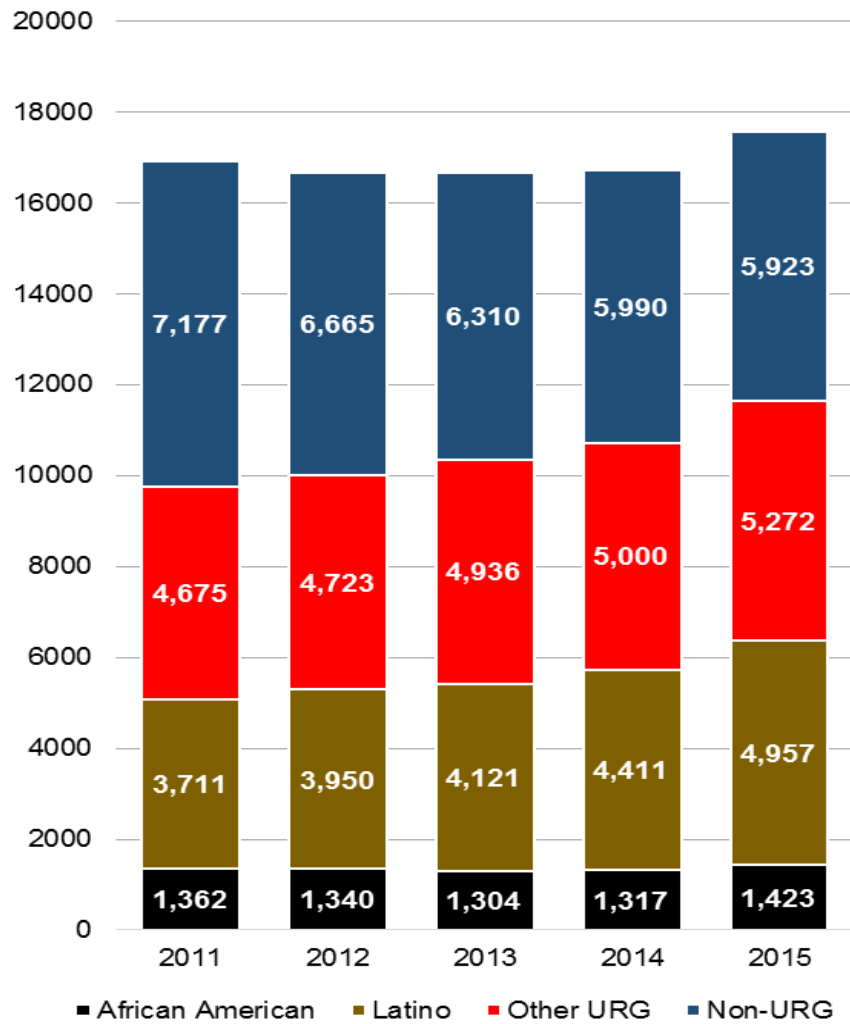
List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2016)

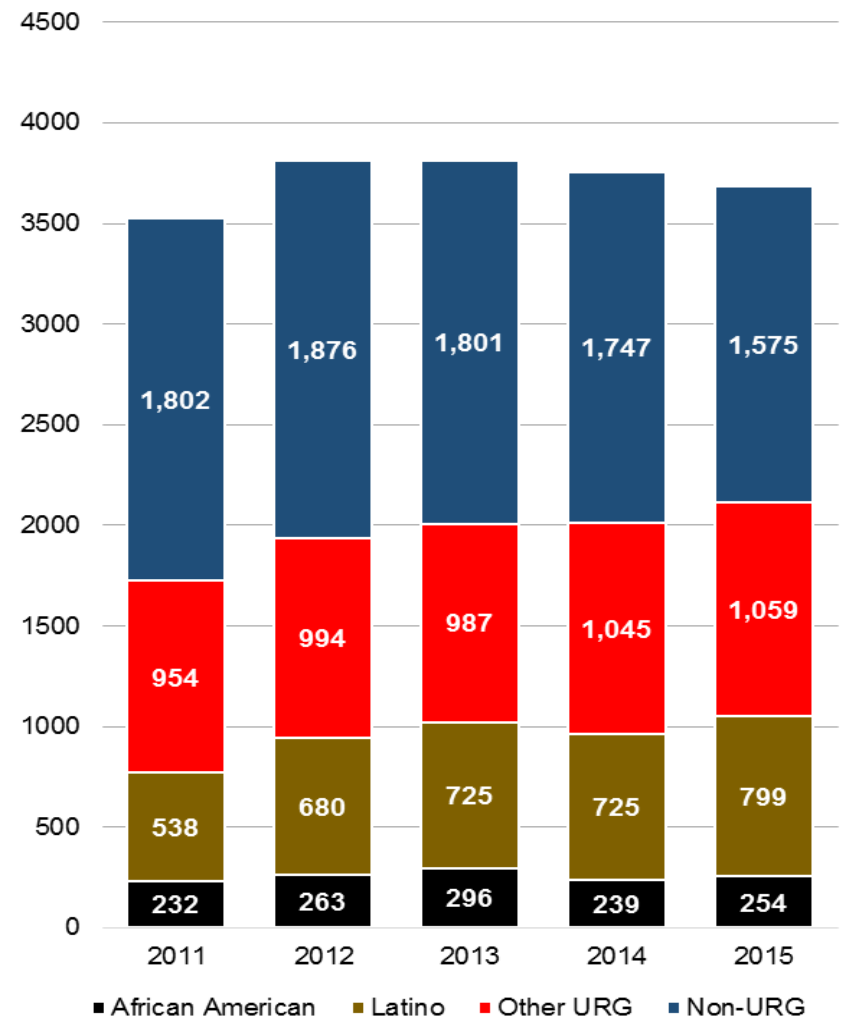
- **African American Academic Network (AAAN)**
Primary service area: Activities for student engagement.
- **CHANCE Program**
Primary service area: Comprehensive student support.
- **Disability Resource Center**
Primary service area: Comprehensive student support.
- **Hispanic Center of Excellence**
Primary service area: Comprehensive student support from pre-college through medical school.
- **Latin American Recruitment and Educational Services (LARES)**
Primary service area: Graduate Latino students.
- **Louis Stokes Alliance for Minority Participation**
Primary service area: STEM minority student support.
- **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 area could be listed.

UIC Five-Year Enrollment Trends



UIC Five-Year Completion Trends



UNIVERSITY ILLINOIS SPRINGFIELD

Fall 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 5,402
- Undergraduate Population: 2,937
- Disability Students (self-reporting) 3% or less
- Student/Faculty Ratio: 14 to 1
- Male: 49%
- Female: 51%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 4%
- Black/African American 15%
- Hispanic/Latino 7%
- Native Hawaiian/Pacific Islander 0%
- White 62%
- Two or more Races 3%
- Race/Ethnicity Unknown 3%
- Non-Resident Alien 5%

2015 Retention Percentage 77%

(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

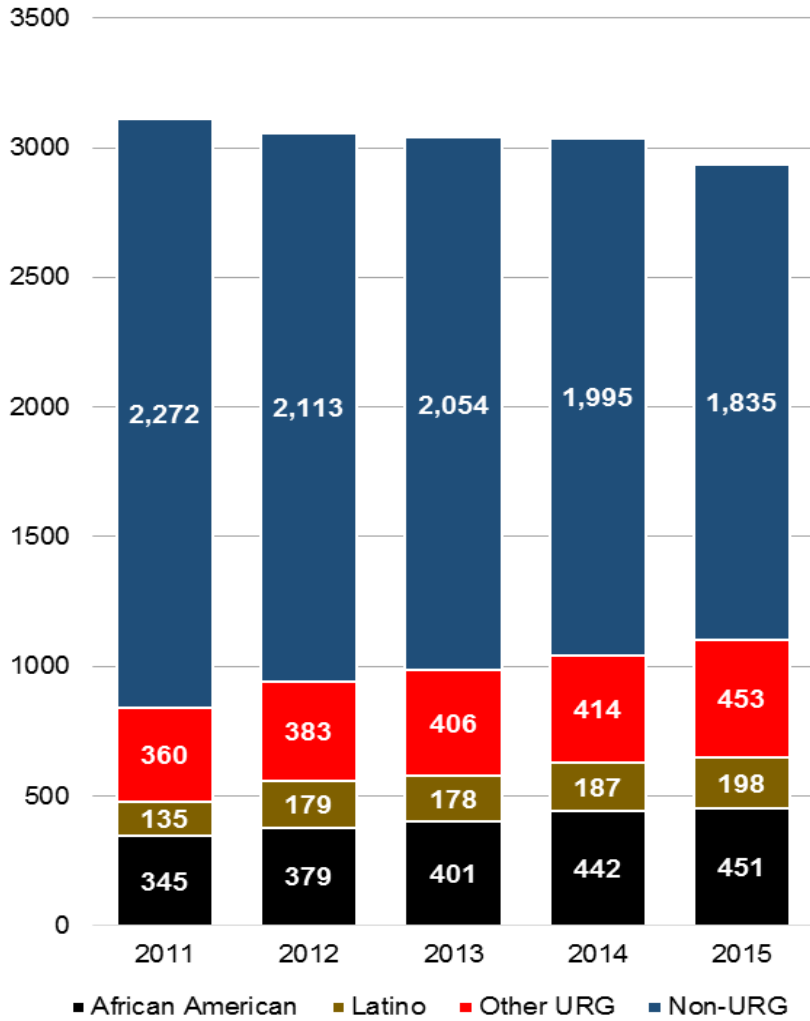
“The increase in retention for the STARS group can be attributed to increased academic support and intense and ongoing contact with students to ensure continued enrollment and campus engagement.”

List of Primarily URG-based Student Support Services

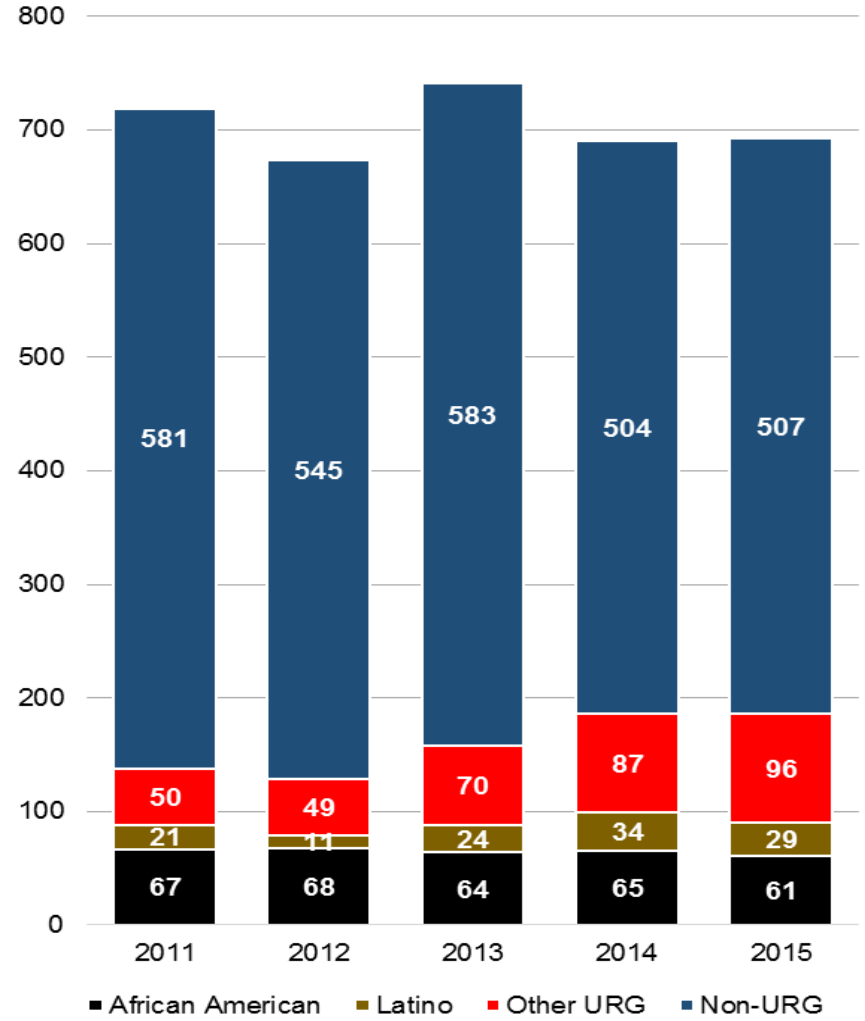
(Source: URG Supplemental Report to IBHE 2016)

- **Black Male Retention / Black Male Collegiate Society**
Primary service area: Retention, Mentoring. The BMR/BMCS strives to create an environment where black males have a smooth transition into college as well as the educational resources to graduate.
- **Necessary Steps Mentoring Program**
Primary service area: First-generation students. The Necessary Steps 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.
- **President’s Award Program (PAP)**
Primary service area: Financial award/scholarships. Newly admitted freshmen from several underrepresented groups are considered for this award and include students who are: 1) from an underrepresented racial/ethnic group, 2) from an underrepresented Illinois county (counties sending an average of two or fewer students per academic year in a past five-year period), and 3) high-achieving dependent students whose families are at or below the poverty line.
- **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 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 45,842
- Undergraduate Population: 33,368
- Disability Students (self-reporting) 4%
- Student/Faculty Ratio: 19 to 1
- Male: 56%
- Female: 44%

Race/Ethnicity

- American Indian/Alaskan Native 0%
- Asian 17%
- Black/African American 5%
- Hispanic/Latino 9%
- Native Hawaiian/Pacific Islander 0%
- White 48%
- Two or more Races 3%
- Race/Ethnicity Unknown 1%
- Non-Resident Alien 17%

2015 Retention Percentage

(2014 first-time, FT students who returned in Fall 2015)

93%

2015 Excerpt from URG Supplemental Report to IBHE

“The University of Illinois 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 2016)

- **Chemistry Merit Program for Emerging Scholars and Merit Fellows Program**

Primary service area: Academic and retention support in STEM disciplines. Established in 1993, the program focuses on students that demonstrate high promise and who are members of underrepresented groups such as women, ethnic minorities, and students from rural schools.

- **Enrichment Academy**

Primary service area: Student support to underrepresented groups in the College of Business.

- **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.

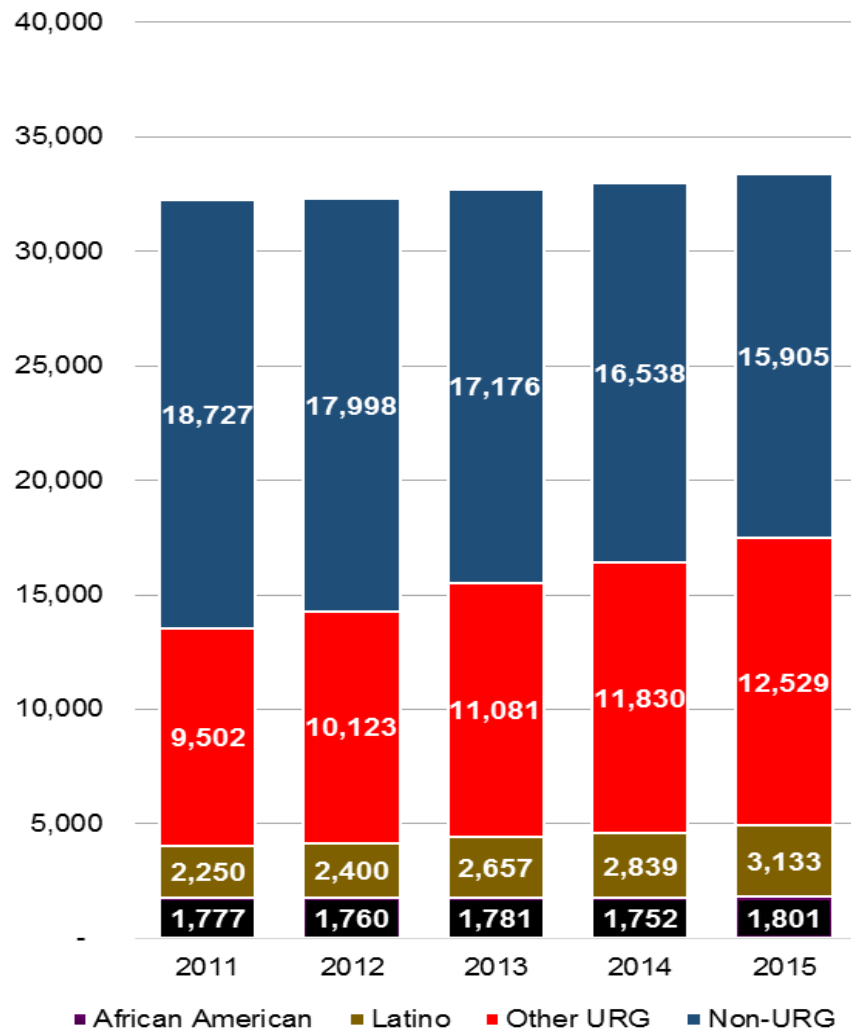
- **TRiO Special Support Services**

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.

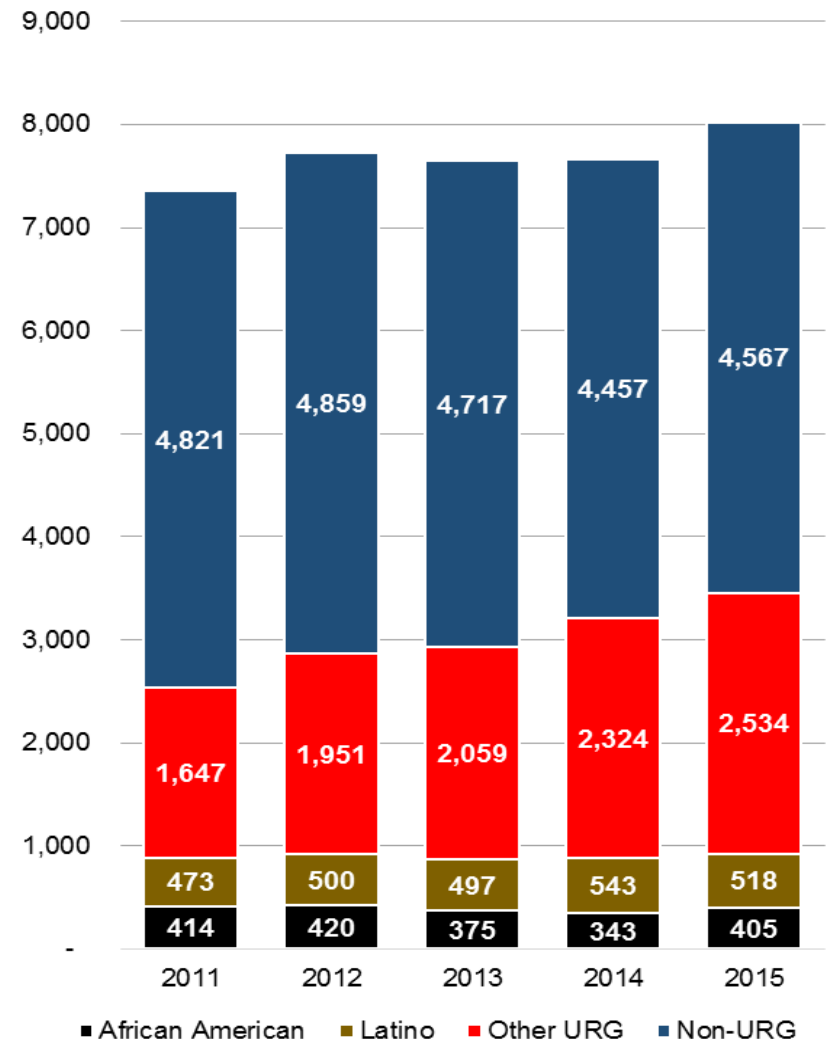
- **Young Scholars Program - College of Agricultural, Consumer and Environmental Sciences**

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 2015 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2015)

- Student Population: 11,094
- Undergraduate Population: 9,141
- Disability Students (self-reporting): 4%
- Student/Faculty Ratio: 14 to 1
- Male: 50%
- Female: 50%

Race/Ethnicity

- American Indian/Alaskan Native: 0%
- Asian: 1%
- Black/African American: 19%
- Hispanic/Latino: 11%
- Native Hawaiian/Pacific Islander: 0%
- White: 62%
- Two or more Races: 2%
- Race/Ethnicity Unknown: 2%
- Non-Resident Alien: 2%

2015 Retention Percentage **68%**
(2014 first-time, FT students who returned in Fall 2015)

2015 Excerpt from URG Supplemental Report to IBHE

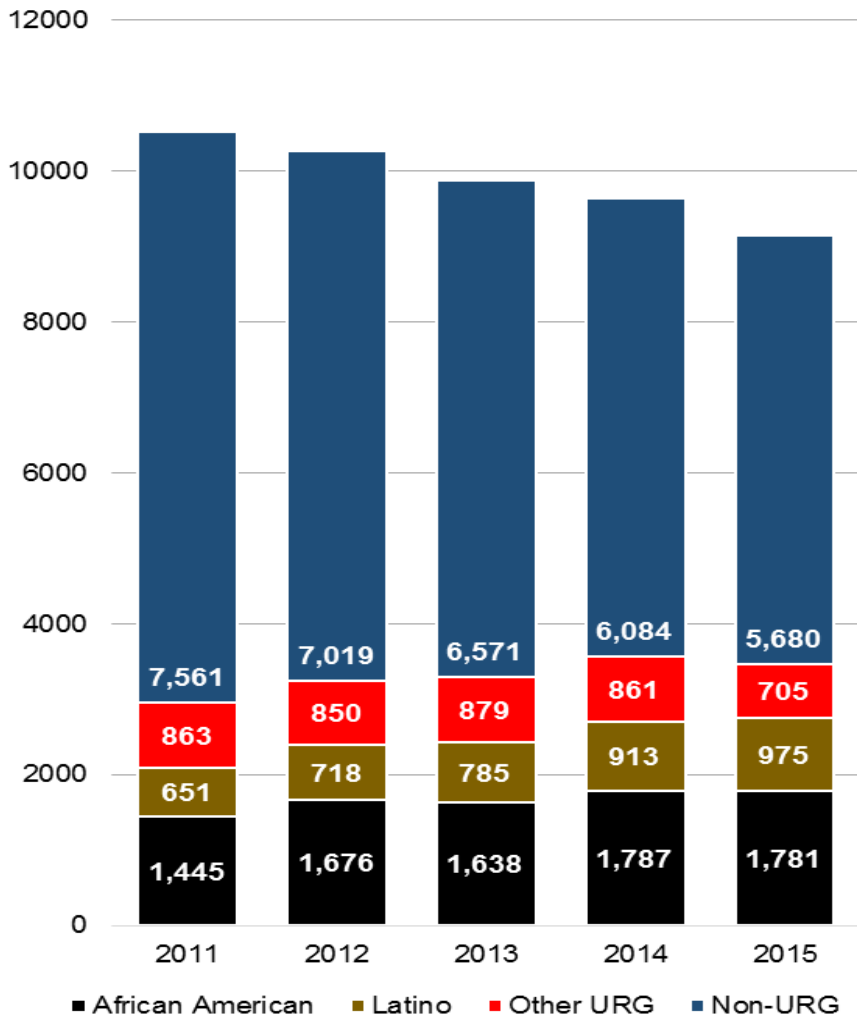
“Western Illinois University (WIU) continues to effectively serve students from historically underrepresented groups. The student population at WIU continues to increase in physical diversity, with the percent of domestic students identifying as non-white increasing from 21.4% in 2011 to 30.7% in 2015 – an increase of 600 students.”

List of Primarily URG-based Student Support Services

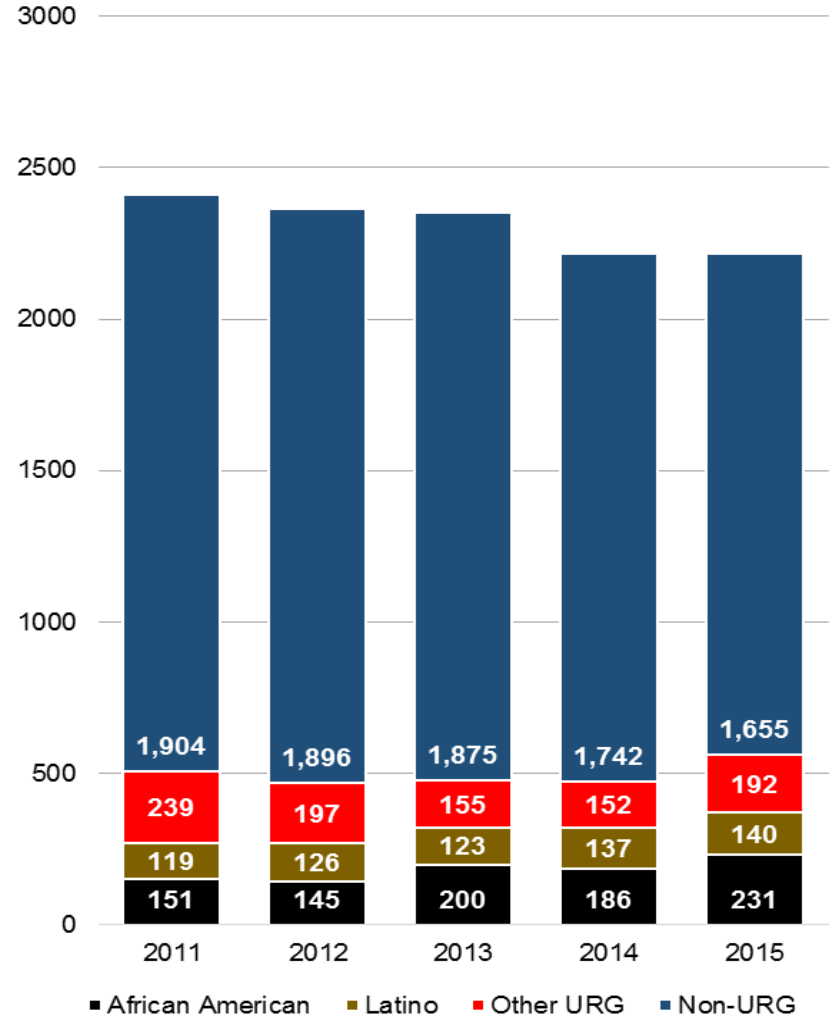
(Source: URG Supplemental Report to IBHE 2016)

- **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.
- **Discover Western**
Primary service area: Recruitment. A daylong campus visit for potential students and their families. Includes visits with faculty, advisors, financial aid and student support service departments.
- **Summer Orientation and Registration (SOAR)**
Primary service area: Enrollment. A two-day event where newly admitted students attend academic sessions with faculty, participate in math and English placement exercises and meet with academic advisors for pre-advising sessions.

WIU Five-Year Enrollment Trends



WIU Five-Year Completion Trends





APPENDIX B

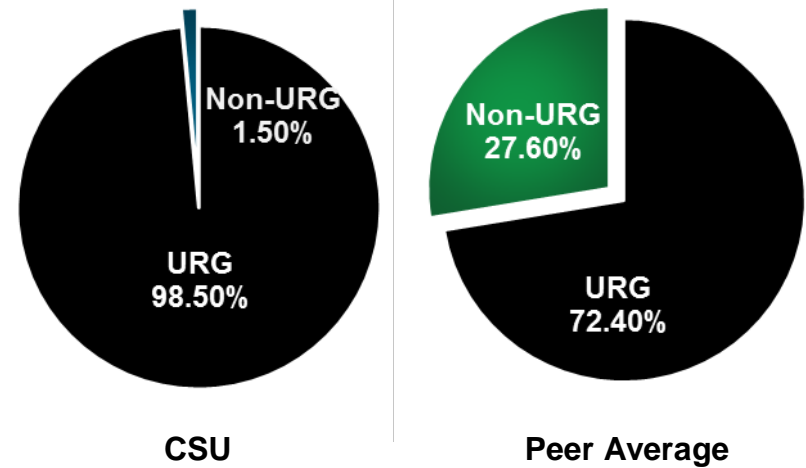
**NATIONAL PEER
COMPLETION COMPARISONS**

APPENDIX-B

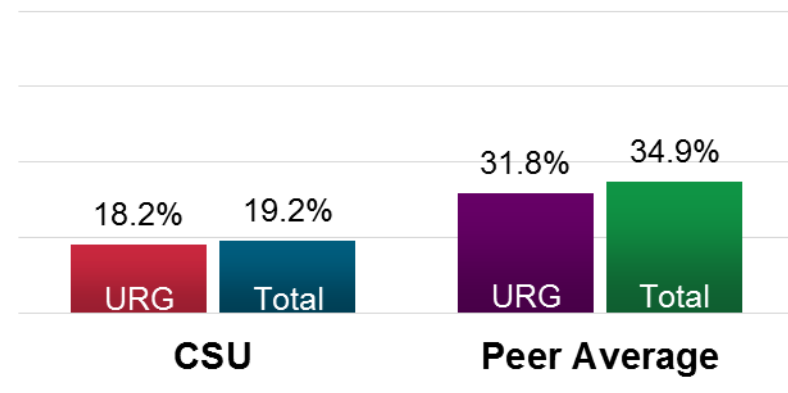
**URG Completion Rate Comparisons:
ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS**

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	72.4%	31.8%	34.9%
CHICAGO STATE UNIVERSITY	98.5%	18.2%	19.2%
Auburn University at Montgomery	42.6%	16.2%	21.9%
Jacksonville State University	44.2%	24.2%	30.1%
University of North Alabama	35.3%	22.3%	38.9%
California State University-Dominguez Hills	96.1%	31.5%	32.3%
Georgia College and State University	13.8%	58.0%	61.3%
Bowie State University	98.3%	32.5%	32.7%
Coppin State University	100.0%	17.5%	17.5%
New Jersey City University	79.9%	30.7%	31.8%
CUNY Lehman College	93.6%	36.1%	37.1%
Fayetteville State University	94.8%	34.7%	34.6%
Texas A & M International University	97.4%	46.1%	45.4%

Percent of Cohort



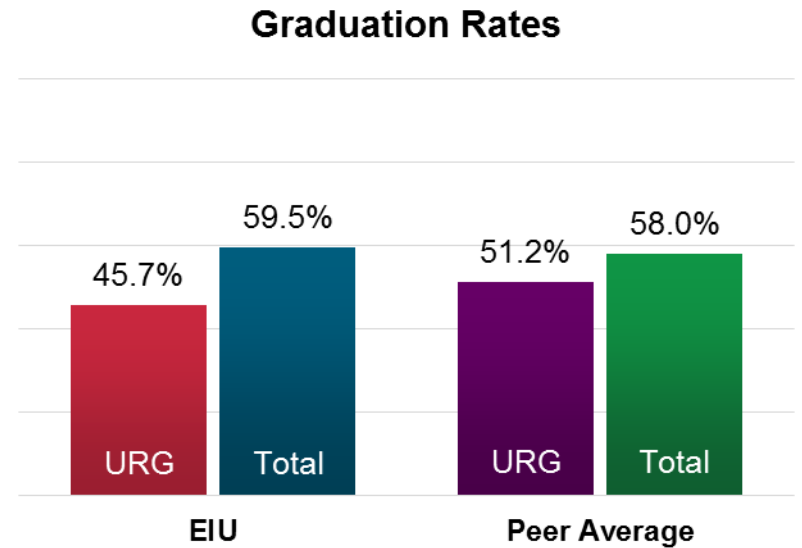
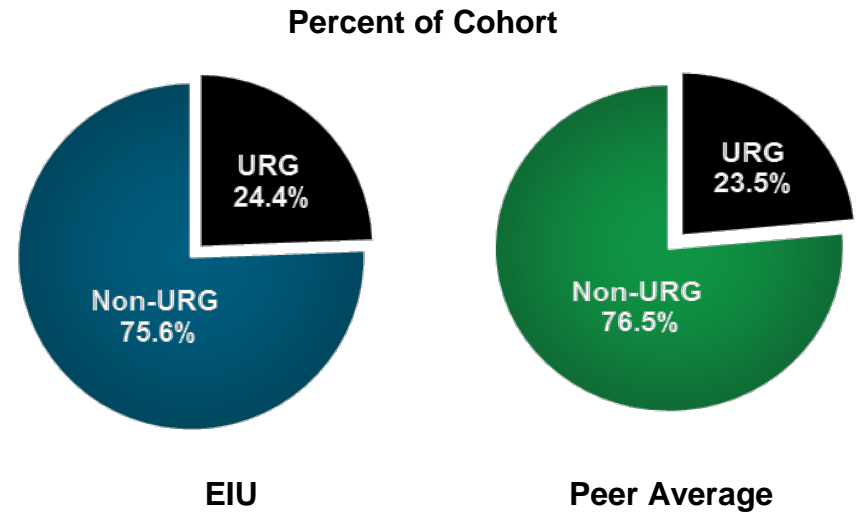
GRADUATION RATES



URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	23.5%	51.2%	58.0%
EASTERN ILLINOIS UNIVERSITY	24.4%	45.7%	59.5%
Georgia Southern University	30.0%	50.8%	51.3%
University of Northern Iowa	8.5%	54.2%	63.9%
Murray State University	15.2%	46.8%	52.0%
Saint Cloud State University	17.2%	39.0%	44.8%
Kean University	59.1%	44.3%	48.5%
William Paterson University of New Jersey	51.1%	47.3%	50.9%
Appalachian State University	13.2%	66.6%	69.7%
University of North Carolina Wilmington	14.9%	67.9%	70.5%
Kutztown University of Pennsylvania	13.8%	39.6%	55.3%
College of Charleston	14.7%	67.1%	66.5%
Sam Houston State University	35.2%	51.1%	53.1%
Eastern Washington University	31.5%	39.4%	45.8%
Western Washington University	24.3%	64.7%	71.5%
University of Wisconsin-Whitewater	12.8%	46.2%	57.7%
University of Wisconsin-La Crosse	11.6%	43.2%	68.4%

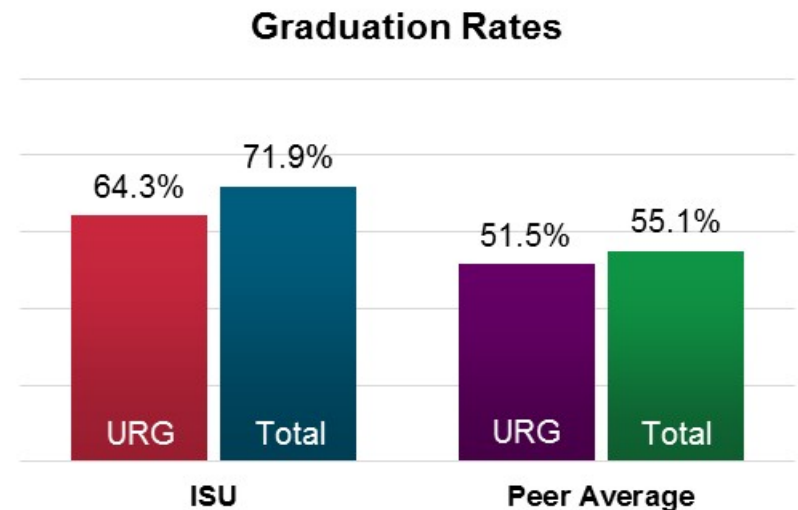
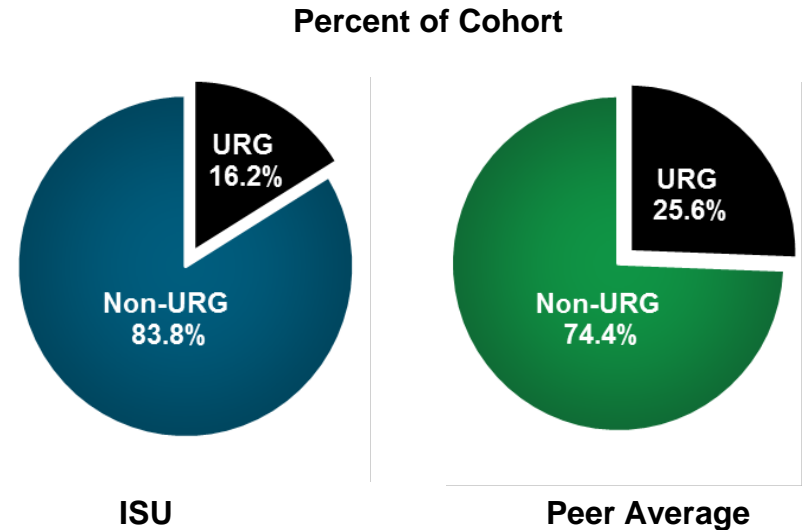
(Source: IPEDS and IBHE data)



APPENDIX-B

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

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	25.6%	51.5%	55.1%
ILLINOIS STATE UNIVERSITY	16.2%	64.3%	71.9%
Ball State University	13.5%	42.7%	59.5%
Wichita State University	29.5%	37.9%	44.5%
Central Michigan University	17.0%	50.1%	55.5%
Western Michigan University	19.4%	48.1%	54.0%
University of North Carolina at Charlotte	26.8%	57.7%	54.5%
University of North Carolina at Greensboro	36.0%	57.0%	55.6%
Bowling Green State University-Main Campus	18.6%	47.5%	55.2%
Miami University-Oxford	15.2%	76.2%	79.0%
Portland State University	37.3%	46.3%	42.1%
Old Dominion University	43.2%	51.8%	51.6%



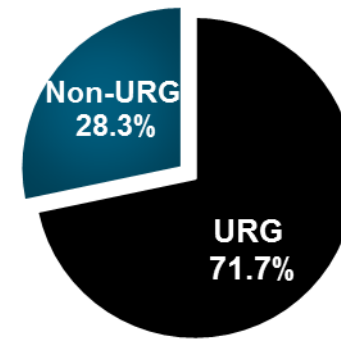
(Source: IPEDS and IBHE data)

URG Completion Rate Comparisons: ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

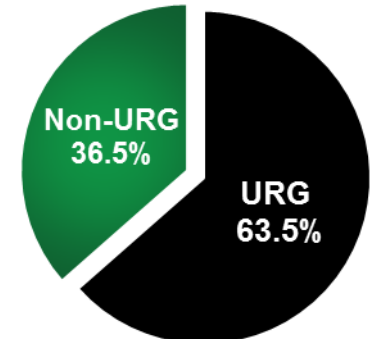
(Source: IPEDS and IBHE data)

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	63.5%	31.1%	34.3%
NORTHEASTERN ILLINOIS UNIVERSITY	71.7%	19.2%	21.8%
Auburn University at Montgomery	42.6%	16.2%	21.9%
California State University-Stanislaus	62.4%	51.0%	53.3%
California State University- Dominguez Hills	96.1%	31.5%	32.3%
Indiana University-Northwest	37.4%	21.5%	28.4%
Purdue University-Calumet Campus	44.6%	25.3%	31.4%
New Jersey City University	79.9%	30.7%	31.8%
CUNY Lehman College	93.6%	36.1%	37.1%
Texas A & M University-Corpus Christi	51.6%	36.3%	38.0%

Percent of Cohort

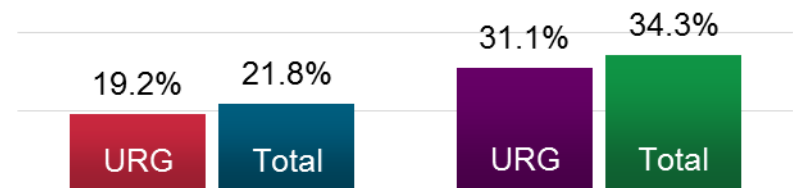


NEIU



Peer Average

Graduation Rates



NEIU

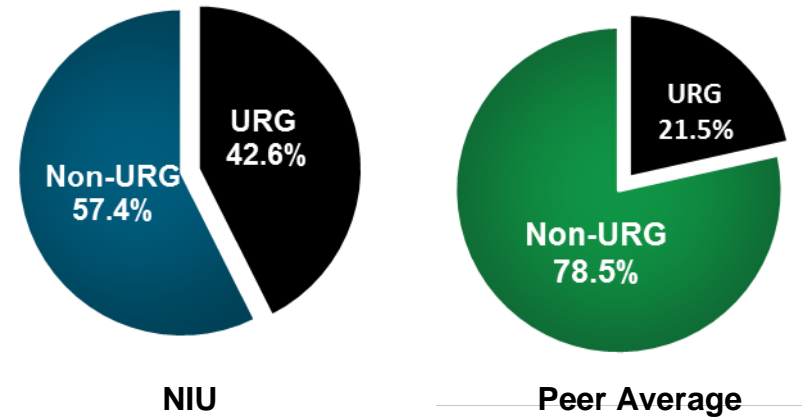
Peer Average

APPENDIX-B

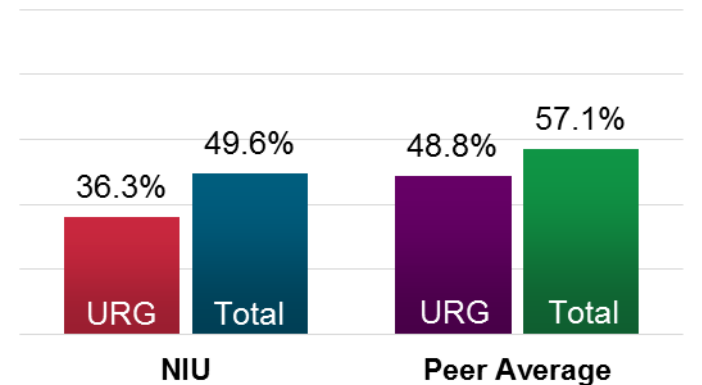
**URG Completion Rate Comparisons:
ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS**

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	21.5%	48.8%	57.1%
NORTHERN ILLINOIS UNIVERSITY	42.6%	36.3%	49.6%
Ball State University	13.5%	42.7%	59.5%
University of Massachusetts-Amherst	32.6%	73.8%	75.1%
Central Michigan University	17.0%	50.1%	55.5%
Western Michigan University	19.4%	48.1%	54.0%
Kent State University at Kent	17.5%	48.7%	55.0%
University of Toledo	28.9%	29.4%	43.7%

Percent of Cohort



Graduation Rates

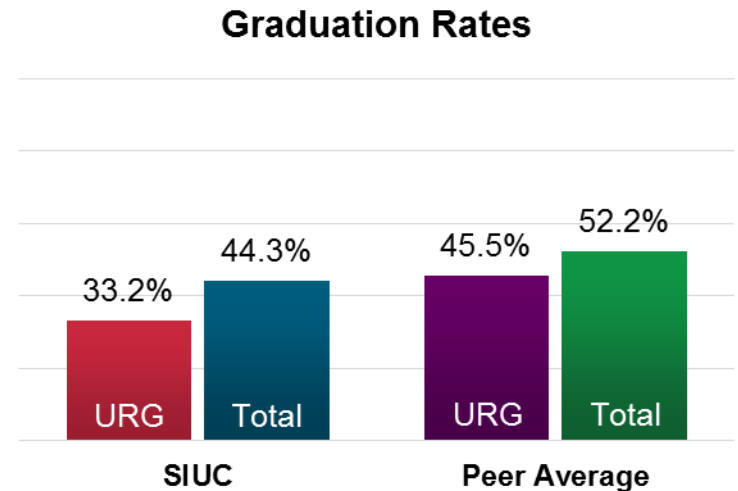
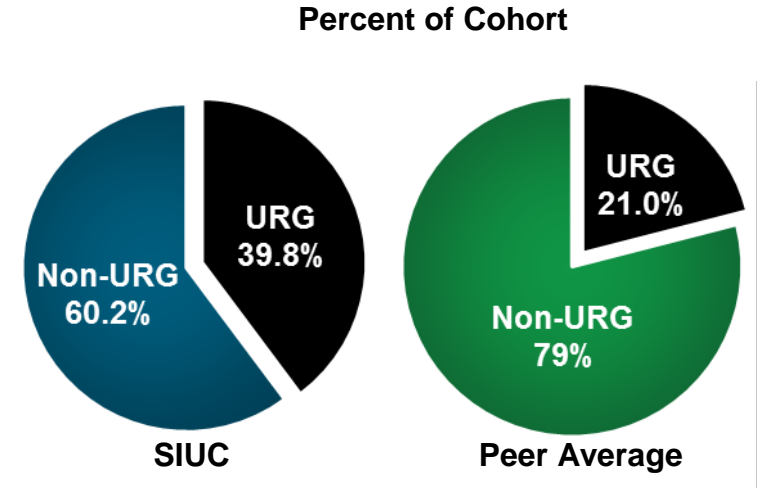


(Source: IPEDS and IBHE data)

APPENDIX-B

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

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	21.0%	45.5%	52.2%
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE	39.8%	33.2%	44.3%
University of Northern Colorado	22.1%	39.7%	46.4%
University of Louisville	18.5%	50.6%	53.5%
University of Missouri-Kansas City	41.3%	44.1%	52.2%
East Carolina University	22.9%	57.8%	58.6%
University of North Dakota	7.4%	47.9%	55.5%
Kent State University at Kent	17.5%	48.7%	55.0%
Wright State University-Main Campus	28.1%	24.5%	39.0%
West Virginia University	10.5%	50.7%	57.2%

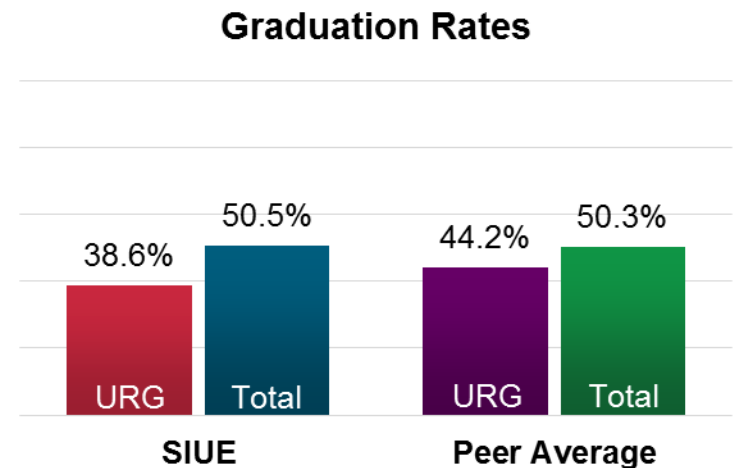
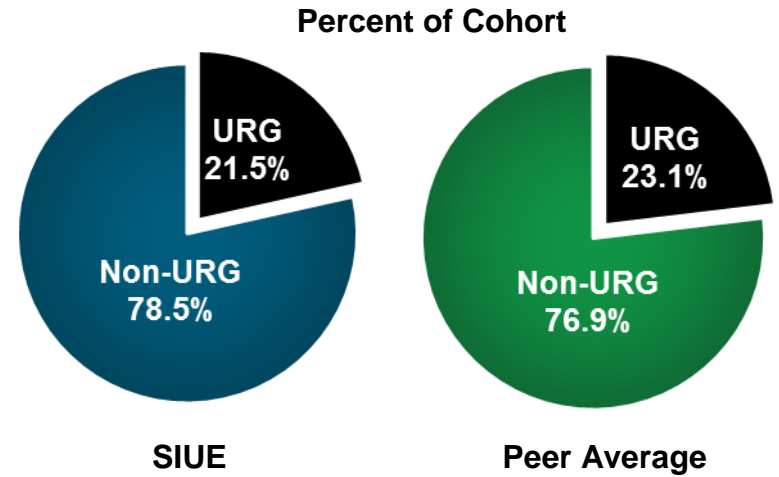


(Source: IPEDS and IBHE data)

APPENDIX-B

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

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	23.1%	44.2%	50.3%
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE	21.5%	38.6%	50.5%
University of South Alabama	31.6%	33.6%	38.2%
Grand Valley State University	10.7%	56.9%	64.9%
Oakland University	27.0%	34.8%	45.6%
University of Missouri-Kansas City	41.3%	44.1%	52.2%
University of North Carolina at Greensboro	36.0%	57.0%	55.6%
Western Carolina University	14.9%	47.8%	58.3%
East Tennessee State University	13.8%	37.8%	43.2%
Marshall University	9.8%	41.4%	44.5%



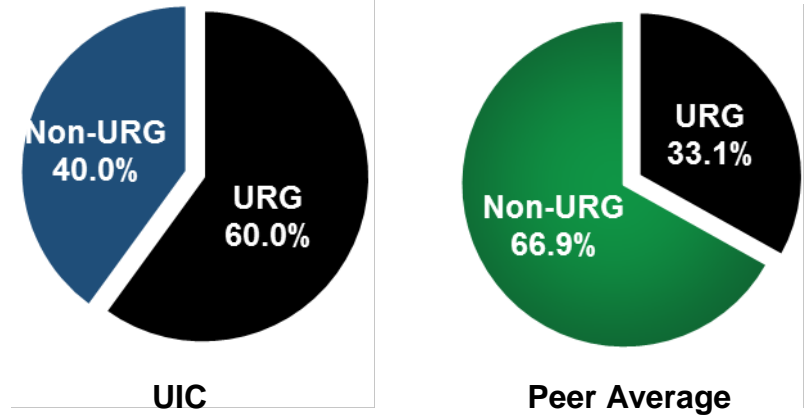
(Source: IPEDS and IBHE data)

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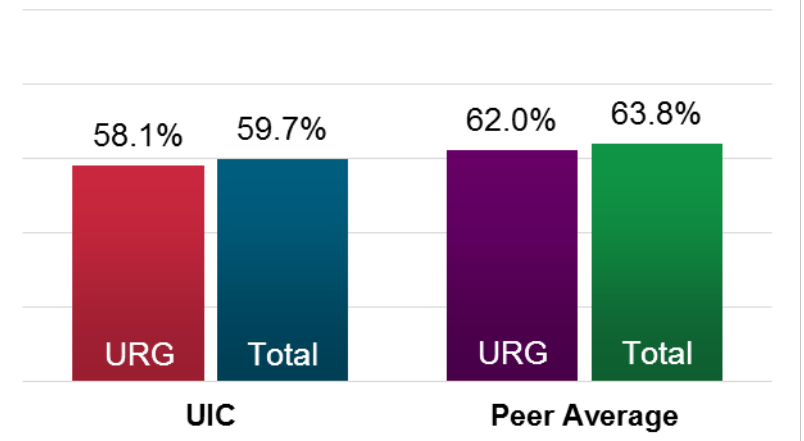
**URG Completion Rate Comparisons:
ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS**

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	33.1%	62.0%	63.8%
UNIVERSITY OF ILLINOIS CHICAGO	60.0%	58.1%	59.7%
University of Alabama at Birmingham	36.6%	56.4%	55.5%
University of Connecticut	38.4%	79.8%	80.9%
University of South Florida-Main Campus	36.0%	68.7%	67.2%
University of Louisville	18.5%	50.6%	53.5%
University at Buffalo	40.7%	72.1%	71.9%
University of Cincinnati-Main Campus	20.6%	46.2%	59.6%
University of Utah	25.2%	62.0%	62.2%
Virginia Commonwealth University	49.0%	59.8%	59.2%

Percent of Cohort



Graduation Rates



(Source: IPEDS and IBHE data)

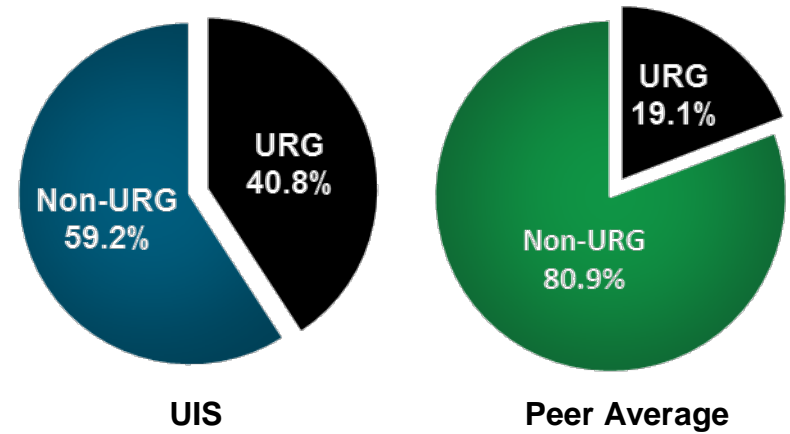
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**URG Completion Rate Comparisons:
ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS**

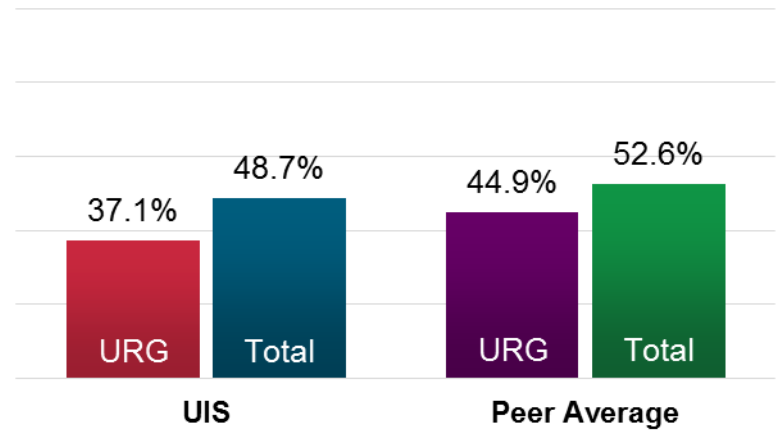
	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	19.1%	44.9%	52.6%
UNIVERSITY OF ILLINOIS SPRINGFIELD	40.8%	37.1%	48.7%
Auburn University at Montgomery	42.6%	16.2%	21.9%
Georgia College and State University	13.8%	58.0%	61.3%
Lake Superior State University	17.8%	37.9%	45.7%
Northern Michigan University	12.4%	33.2%	48.5%
SUNY College at Brockport	24.8%	67.9%	68.1%
Shippensburg University of Pennsylvania	19.1%	40.2%	55.0%
College of Charleston	14.7%	67.1%	66.5%
University of South Dakota	18.4%	44.1%	55.5%
University of Wisconsin-Green Bay	8.2%	39.0%	50.6%

(Source: IPEDS and IBHE data)

Percent of Cohort



Graduation Rates



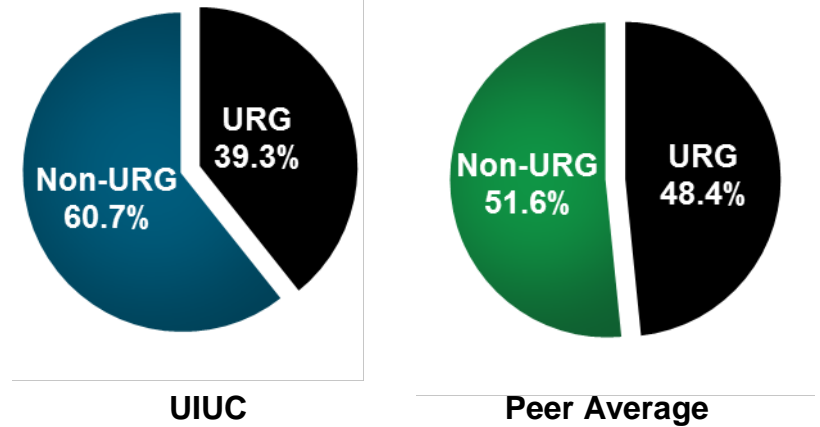
APPENDIX-B

URG Completion Rate Comparisons:
ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS

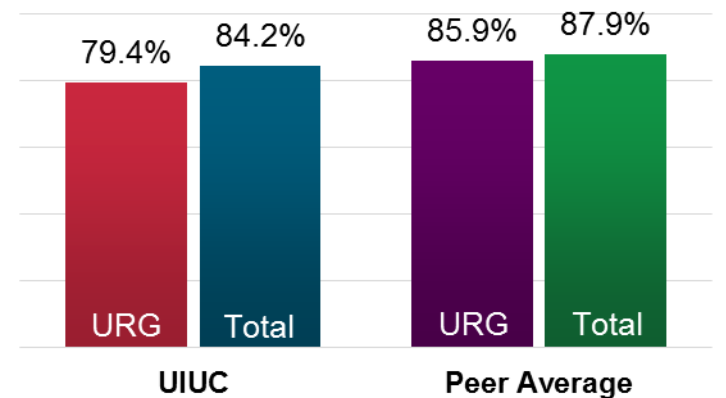
	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	48.4%	85.9%	87.9%
UNIVERSITY OF ILLINOIS AT URBANA CHAMPAIGN	39.3%	79.4%	84.2%
University of California-Berkeley	72.3%	90.5%	90.7%
University of California-Los Angeles	65.0%	90.8%	91.0%
University of California-San Diego	76.5%	86.4%	86.2%
University of Michigan-Ann Arbor	33.4%	88.6%	90.9%
University of North Carolina at Chapel Hill	31.4%	87.1%	90.3%
The University of Texas at Austin	47.7%	77.4%	80.6%
University of Virginia-Main Campus	38.1%	92.6%	94.2%
University of Washington-Seattle Campus	48.6%	82.9%	83.7%
University of Wisconsin-Madison	22.5%	77.1%	83.7%

(Source: IPEDS and IBHE data)

Percent of Cohort



Graduation Rates

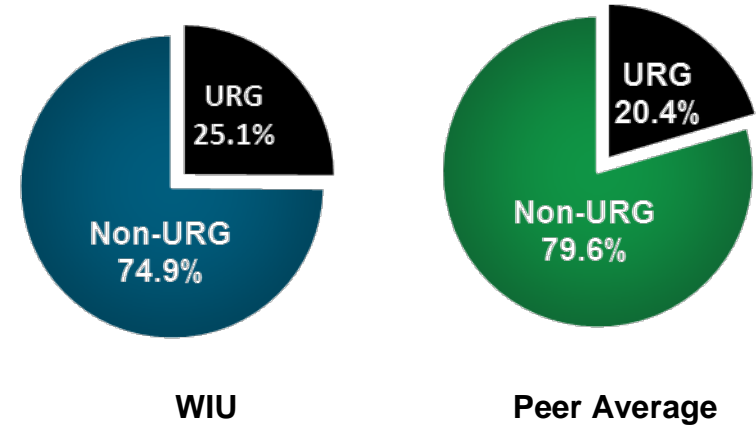


APPENDIX-B

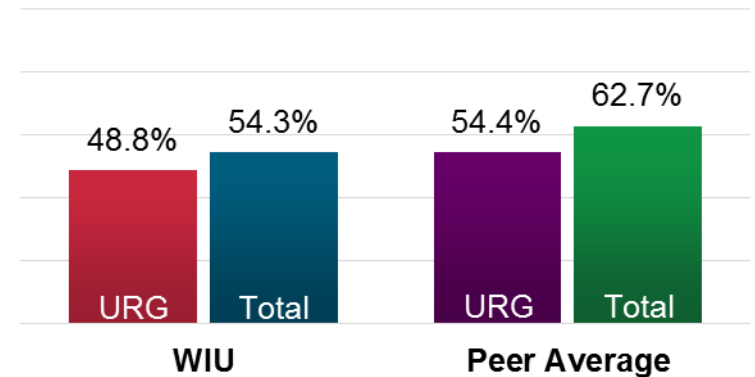
**URG Completion Rate Comparisons:
ILLINOIS PUBLIC UNIVERSITIES AND PEER INSTITUTIONS**

	URG % of Cohort	Graduation Rates	
		URG	Total
Peer Average	20.4%	54.4%	62.7%
WESTERN ILLINOIS UNIVERSITY	25.1%	48.8%	54.3%
University of Northern Iowa	8.5%	54.2%	63.9%
Grand Valley State University	10.7%	56.9%	64.9%
University of Central Missouri	18.8%	43.0%	52.9%
Truman State University	19.5%	66.5%	70.5%
University of Nebraska at Kearney	19.9%	46.8%	56.4%
Montclair State University	47.3%	60.6%	63.8%
William Paterson University of New Jersey	51.1%	47.3%	50.9%
Appalachian State University	13.2%	66.6%	69.7%
James Madison University	20.1%	78.8%	82.4%
Central Washington University	21.8%	50.9%	53.4%
University of Wisconsin-Whitewater	12.8%	46.2%	57.7%
University of Wisconsin-La Crosse	11.6%	43.2%	68.4%
University of Wisconsin-Stevens Point	10.4%	46.1%	60.2%

Percent of Cohort



Graduation Rates



(Source: IPEDS and IBHE data)