

BOARD OF HIGHER EDUCATION

# **UNDERREPRESENTED GROUPS IN ILLINOIS HIGHER EDUCATION**

2018 Annual Report



# EXECUTIVE SUMMARY

The 2018 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 from the public universities and community colleges.

In doing so, all public institutions of higher education are to:

- 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 submitted data and information essential to compliance and efforts to address identified goals of the *Illinois Public Agenda for College and Career Success*
- Report findings, plans, program outcomes and effectiveness of institutional strategies in the annual URG report.

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

This report highlights the following:

- EDUCATION PIPELINE CONTEXT | pp. 7-11  
This section provides information on one of the largest segments of the new student pipeline for Illinois public colleges-- Illinois public high school graduates. It also provides an overview of the racial and ethnic distribution of Illinois' college-age population, as well as the rates of educational attainment levels by race/ethnicity.
- ENROLLMENTS | pp. 12-15  
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. 16-20  
Completion trends across the underrepresented groups varied. Latino students show a continued and persistent increase over a five-year span, while completions among African Americans is down slightly year over year.
- RECOMMENDATIONS | pp. 21-22  
Continue to take steps to support underrepresented groups in postsecondary students.
- INSTITUTIONAL SUMMARIES AND STUDENT SERVICES | Appendix A, pp. 23-47  
Public universities identify best practices and report enrollment and completion data for underrepresented groups.
- NATIONAL PEER COMPLETION COMPARISONS | Appendix B, pp. 48-59  
Comparison of public universities to peer institutions regarding graduation rates of underrepresented groups and all students. Data on students with disabilities is not available for comparison.

## **INTRODUCTION:**

Pursuant to Section 9.16 of the Board of Higher Education Act (110 ILCS 205), the Illinois Board of Higher Education (IBHE) annually reports to the governor and Illinois 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**

<b>American Indian or Alaska Native</b>	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.
<b>Asian</b>	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.
<b>Black or African American</b>	A person having origins in any of the black racial groups of Africa.
<b>Hispanic or Latino</b>	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
<b>Native Hawaiian Or Other Pacific Islander</b>	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
<b>Non-Resident Alien</b>	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.
<b>Race/Ethnicity Unknown</b>	Category used to report students or employees whose race and ethnicity are not known.
<b>Resident Alien (and other eligible non-citizens)</b>	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.
<b>White</b>	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>.

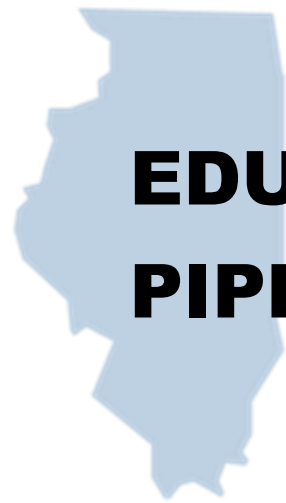
## Overview of State Summary Data

The Underrepresented Groups Report has long provided the raw numbers of enrollments and completions for the groups the law designates as underrepresented. However, discussions around this subject have evolved. Increasingly, the field has turned to the question of equity. The principle of equity is that the proportion of students enrolled in post-secondary education and the proportions of students earning degrees and certificates should be equal across racial and ethnic groups.

As is the case in many states, Illinois has a goal of 60 percent of the working population having a high-quality degree or certificate by the year 2025 because it is estimated 60 percent of jobs will require such a credential by 2025. Some states have started to set interim targets by racial and ethnic group in recognition that the difference from 60 percent is different for each group. The P-20 Council is looking at doing something similar for Illinois. Once we examine the data in an equity context we see that the largest share of our shortfall comes from Latinos and African Americans and demographic trends point to this becoming even more pronounced in coming years unless we are able to improve graduations among those groups.

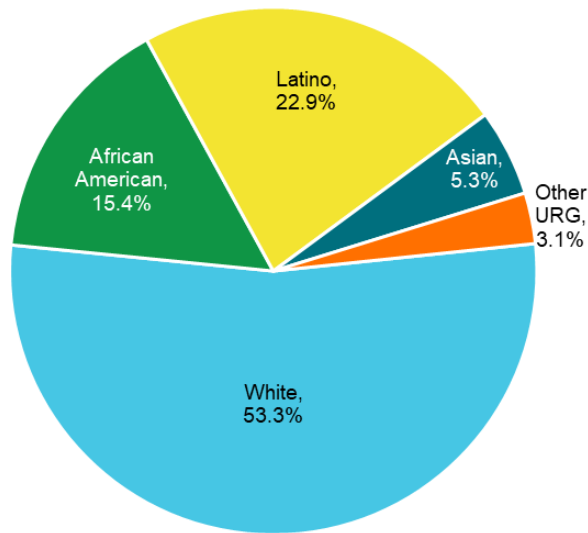
In recognition of these demographic realities, this report adds new comparative population data. We have added data on high school graduation, regional population differences, and educational attainment comparisons by race and ethnicity. The attainment data is arguably most important because it illustrates the “pipeline” problem for African Americans and Latinos. It starts at the lowest level of attainment. The proportion of African Americans and Latinos between ages 18 and 25 with less than a high school degree is almost twice that of whites and more than three times that of Asians and Pacific Islanders. A student can only advance to the next educational level after he or she has completed the previous one. Unfortunately, while the proportion of students entering higher education does not differ as starkly by race and ethnicity, the proportions completing their studies does differ, again with smaller proportions of African Americans and Latinos attaining certificates and degrees.

We look forward to discussing how to further improve the presentation of this information to best illustrate the issues of underrepresentation and equity and we hope it will be a useful tool in furthering the discussion of how to address these problems.

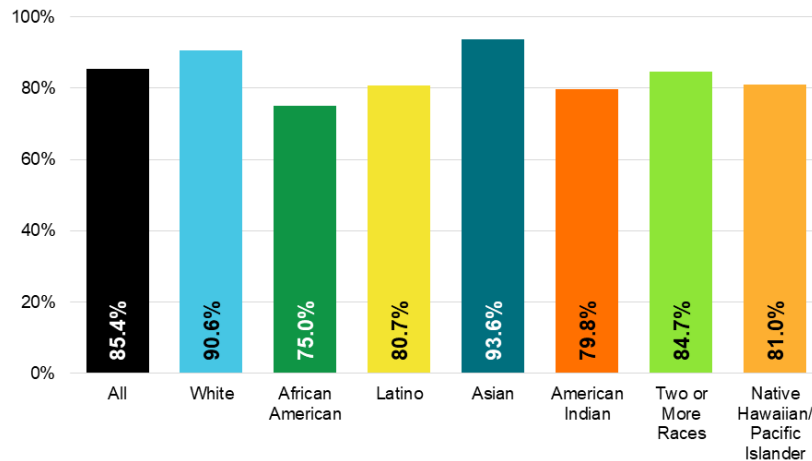


# **EDUCATIONAL PIPELINE CONTEXT**

**Figure 1**  
**Recent Illinois Public High School Graduates**



**Figure 2**  
**2018 High School Graduate Rates by Race/Ethnicity**



(Source: ISBE Student Information System and ISBE: School Report Card, 2019)

## What the Charts Demonstrate

The graduation data at left gives an overview of the race/ethnicity distribution of recent graduates at Illinois' public high schools as well as the graduation rates. As shown in *Figure 1*, underrepresented students make up **47%** – nearly half – of the state's high school graduating class with Latinos comprising the largest underrepresented group (22.9%), followed by African Americans (15.4%).

*Figure 2* illustrates the variation in high school graduation rates across the different race/ethnicity groups. Asian and White students had the highest graduation rates (both above 90%), while the rates for other traditionally underrepresented groups were generally lower.

This student population has a pronounced opportunity for postsecondary education, training, certifications, as well as vocational and employability development. Illinois postsecondary institutions will continue to attract these students in degree programs and other credential areas as a viable way of achieving state goals for a more educated citizenry.

*Technical note: the race and ethnicity categories reported in the American Community Survey (ACS) do not perfectly align with ISBE and IBHE data. ACS uses an "Other Asian or Pacific Islander" category, which would be broader than the "Native Hawaiian and Other Pacific Islander" category used by IBHE. Therefore, the information sourced directly from ACS uses a broader "Asian and Pacific Islander" category.*



**Figure 3**

**Race and Ethnic Distribution of 18-24 Year Old Illinoisans: Statewide and Select Sub-State Regions**

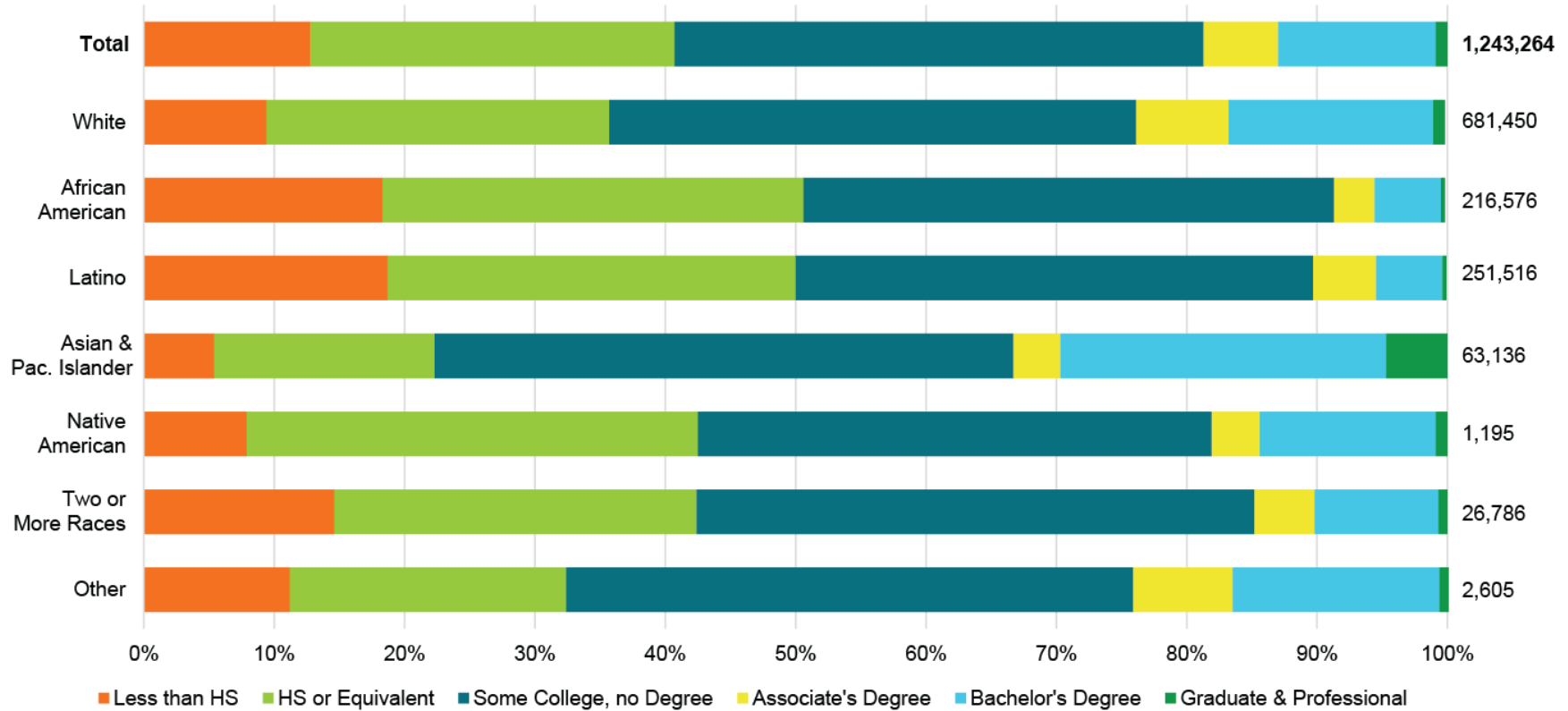


(Source: American Community Survey 2016 – 5-Year)

Figure 3 provides an overview of the race and ethnicity distribution of the college age population in Illinois, or those between 18 and 24 years of age. It also demonstrates how the distributions varied widely across the state. The city of Chicago had the highest proportion of individuals falling into one of the traditionally underrepresented groups, with nearly three out of every four. When viewed as a whole, the area outside of Chicago and its collar counties, or the remainder of the state, was nearly the inverse of the city of Chicago, with nearly three out of every four residents being White. This variation should be taken into consideration when examining the race/ethnicity composition of the undergraduate student bodies of the public colleges in Illinois. Community colleges and many of the regional public universities primarily focus on serving their surrounding areas and those surrounding areas may vary substantially in terms of racial and ethnic diversity.

**Figure 4**

**Educational Attainment for Illinois 18-24 Year Olds by Race/Ethnicity**



(Source: American Community Survey 2016 – 5-Year)

Figure 4 illustrates statewide educational attainment for the traditional college age population by race/ethnicity. Many individuals in this age range would not have had enough time to graduate college; therefore, a high proportion are still enrolled in college and fall into the “Some College, no Degree” category. In examining the differences across race/ethnicity it is important to note the comparatively high educational attainment rates among the Asian population in Illinois. Higher proportions of college age Asians had at least an associate’s degree, and noticeably higher proportions had bachelor’s degree as well as graduate and/or professional degrees.

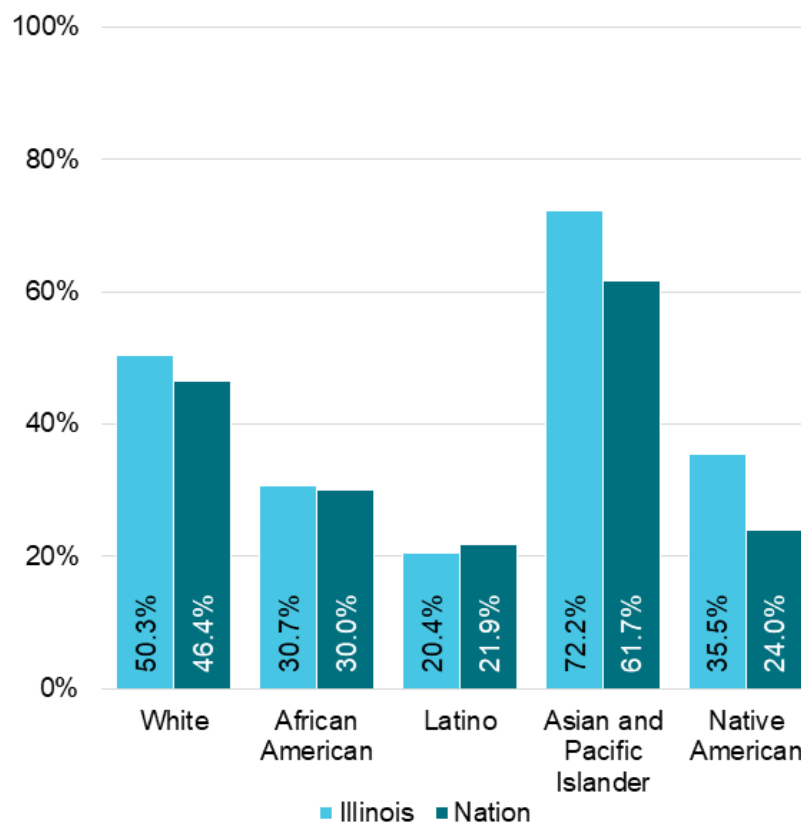
(Figure 4, continued)

College age African Americans and Latinos had similar overall patterns of educational attainment, with slightly more Latinos completing associate's degrees and slightly more African Americans with some college but no degree (many of which were still enrolled in college).

In order to move the state of Illinois toward its 60% by 2025 goal it is evident that when it comes to educational attainment, there are some structural pipeline issues that need to be addressed. Of note are the particularly high proportions of traditionally underrepresented individuals lacking high school degrees and high school graduates who never attend college. Roughly 50% of the African Americans and Latinos in this age range fall into one of those two categories.

Figure 5, on the right, illustrates the proportion of working age adults in Illinois with an associate's degree or higher and disaggregates the information by the five largest race/ethnicity categories. It also provides national information for comparison purposes. Slightly more than half of working age Whites in Illinois had completed at least an associate's degree and this was somewhat higher than the national rate of 46.4%. African Americans and Latinos in Illinois roughly parallel the national rates but significantly lag behind their White and Asian counterparts. Asians in Illinois significantly outpace the national average for degree completion, as well as their Illinois peers in all other race/ethnicity categories.

**Figure 5**  
**Educational Attainment Rates\***  
**by Race/Ethnicity for Working Age Adults (25-64)**



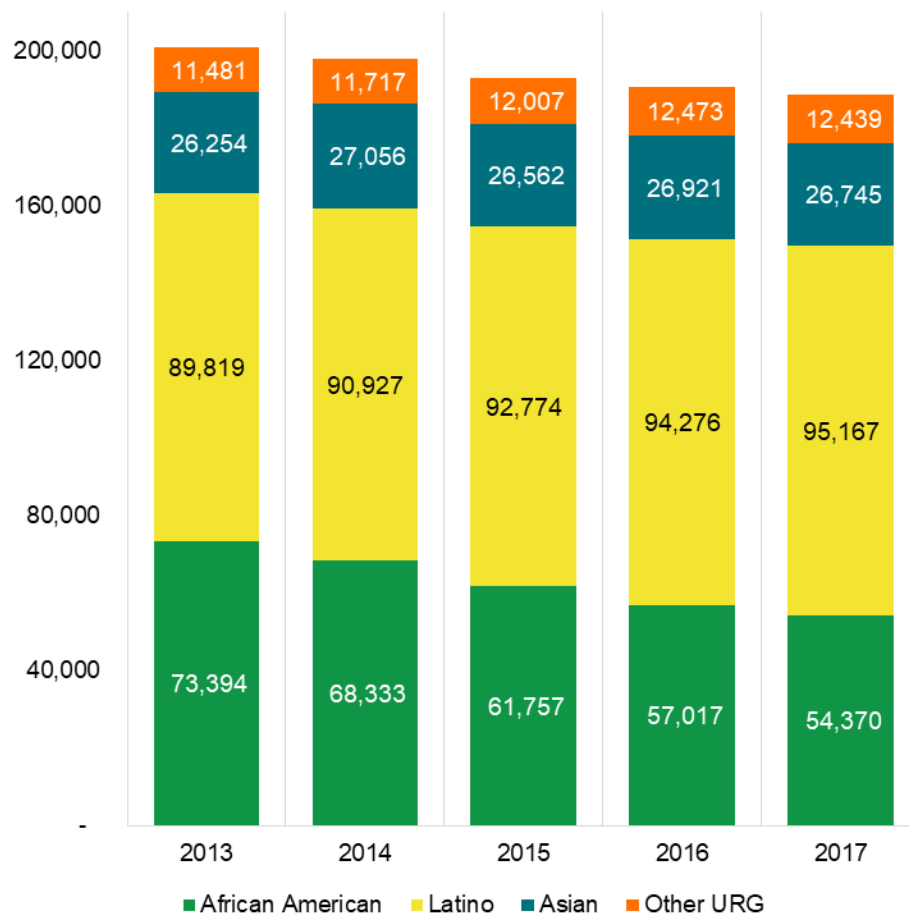
*\*Percent with at least an associate's degree*

*(Source: Lumina Foundation, 2018, Stonger Nation)*



# **ENROLLMENTS**

**Figure 6**  
**Underrepresented Student Enrollment:**  
**Fall, 2013-2017**



(Source: IPEDS & IBHE Data)

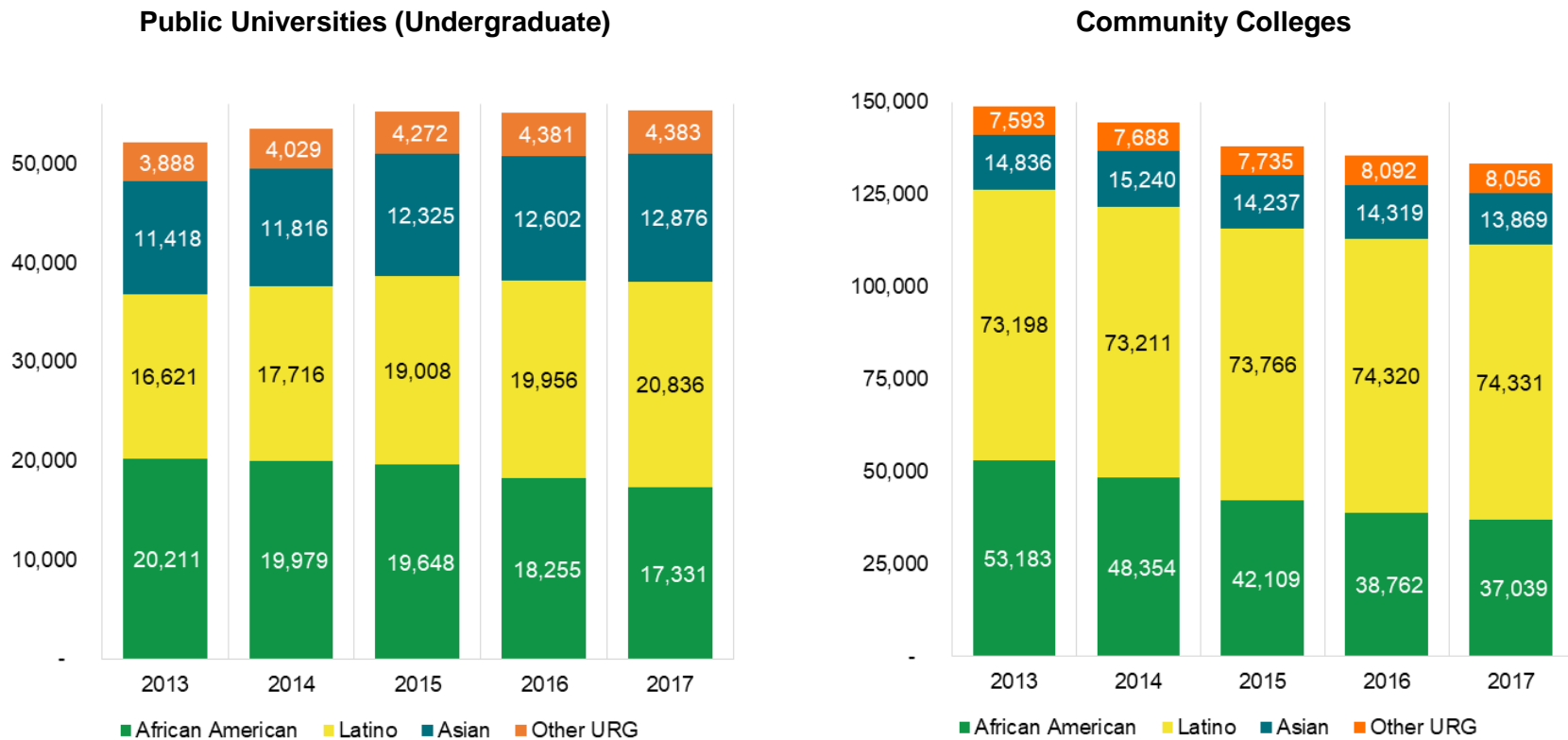
### Enrollment of Underrepresented Students

Enrollment trends at Illinois public institutions continue to indicate varying results. The fall enrollment numbers for undergraduate students are provided in *Figure 6*.

When comparing 2013 to 2017, the data show:

- Hispanic student enrollment increased by about 6.0%.
- African American student enrollment decreased by around 25.9%.
- Asian student enrollment increased by 1.9%.
- Enrollment of all other underrepresented groups not identified as either Hispanic, Asian, or African American increased overall by about 5.1%.

**Figure 7**  
**Underrepresented Student Enrollment by Sector: Fall 2013-2017**

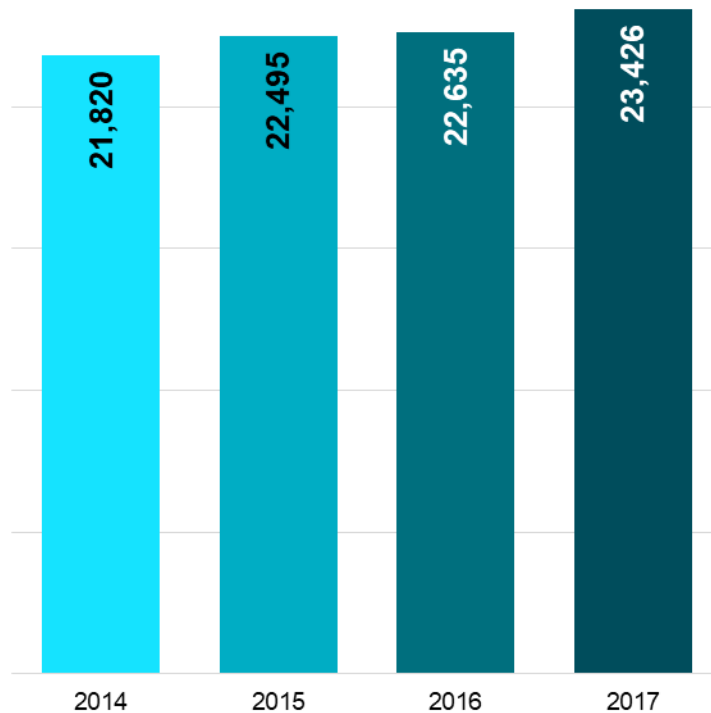


(Source: IPEDS & IBHE Data)

Figure 7 illustrates the variation in enrollment trends of underrepresented students across Illinois public universities and community colleges. Although enrollment of African American undergraduates at Illinois public universities continued to decline in 2017 and was down -14.2% since 2013, the enrollment decline of African Americans at Illinois community colleges was more acute (-30.4% since 2013). Illinois public universities continued to enroll greater numbers of Latinos at the undergraduate level (+25.4% since 2013); at the same time, enrollment of Latinos at Illinois community colleges increased slightly, but has recently flattened out (around 74,300 the past two years). Enrollment of Asian undergraduate students at Illinois public universities has also increased since 2013 (+12.8%), while enrollment of Asians at Illinois community colleges was somewhat down during that same timeframe (-6.5%).

## Enrollment of Students with Disabilities Continues to Rise

**Figure 8**  
**Student with Disabilities, Undergraduate Enrollment**  
**2014-2017**



(Source: 2017 URG & 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.

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

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

This year, the enrollment numbers demonstrate a continued upward trend in participation at Illinois public universities and community colleges.

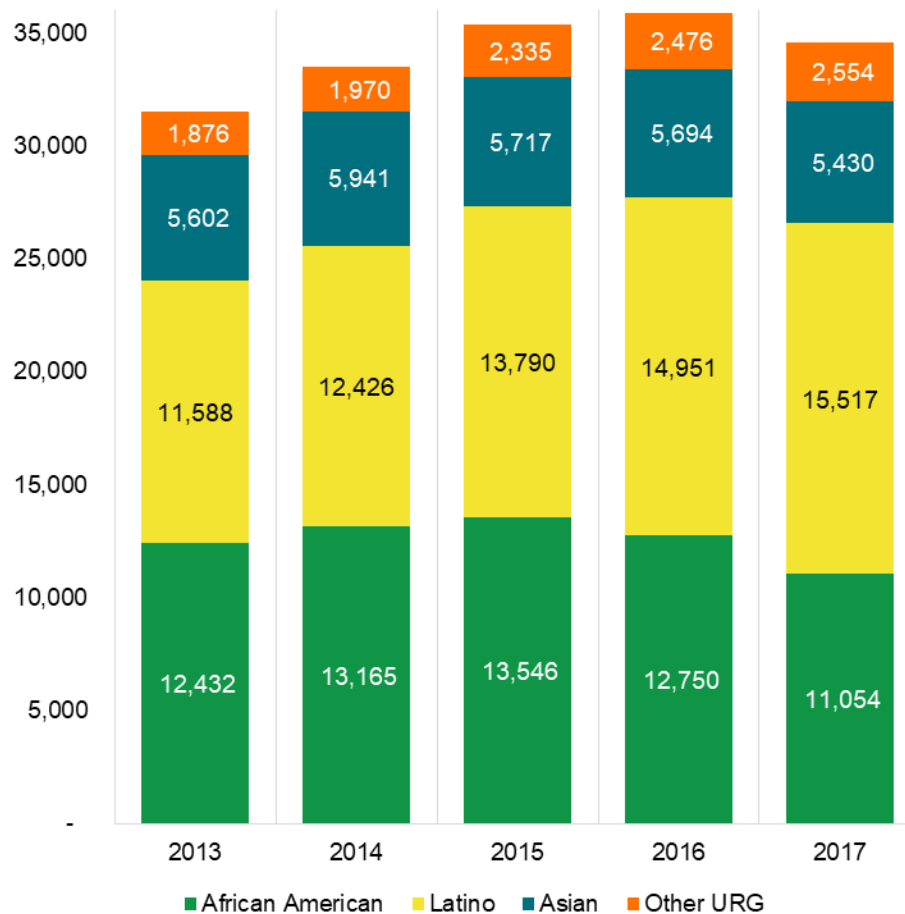


# COMPLETIONS



**Figure 9**

**Undergraduate Completions by Underrepresented Students  
at Illinois Public Universities and Community Colleges**



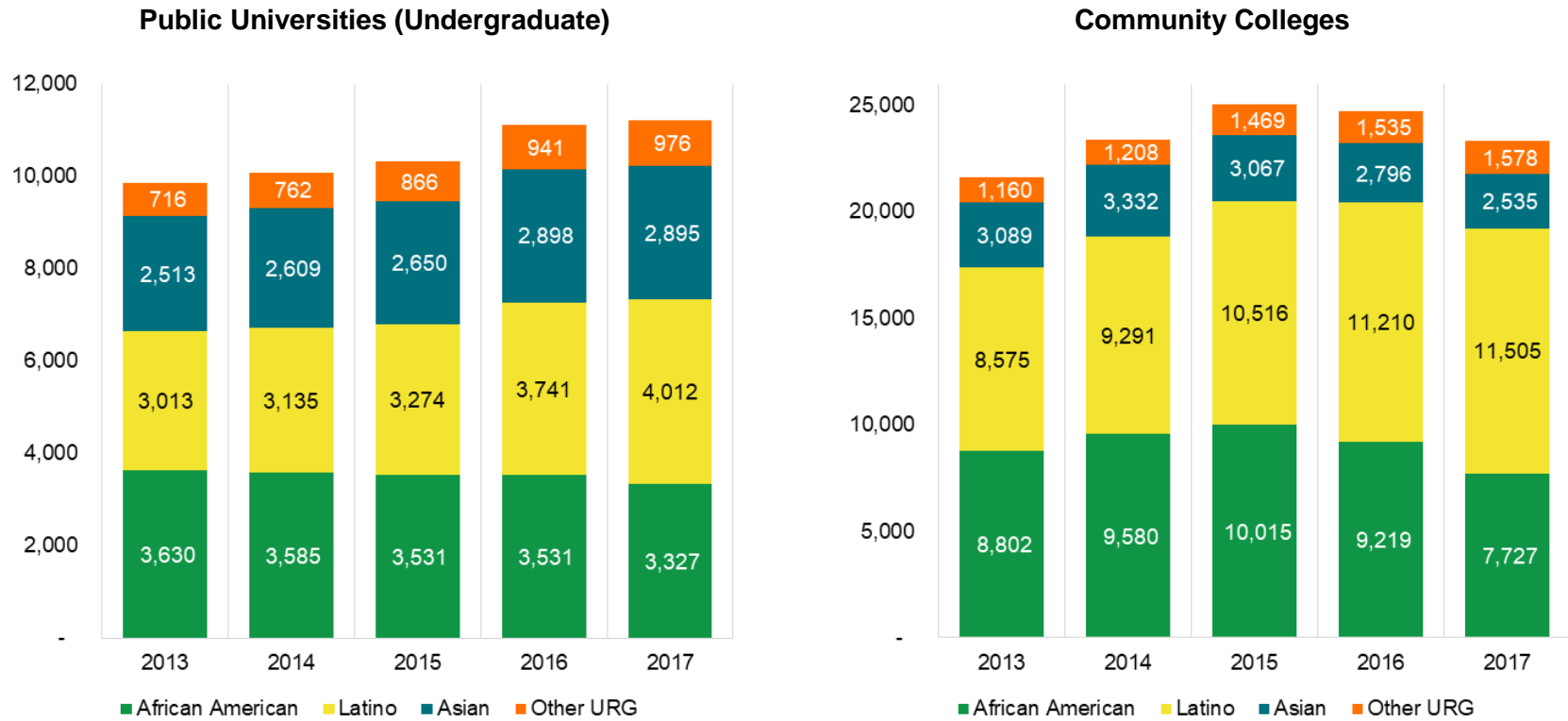
(Source: IPEDS & IBHE Data)

**Completions by Underrepresented  
Students**

The overall number of completions by underrepresented students, as a whole, at public colleges in Illinois declined slightly from 2016 to 2017 but there was some variation by race/ethnicity group. The information in *Figure 9* indicates that when comparing 2013 to 2017:

- The number of completions by Hispanic students increased by 34.6%.
- African American completions decreased by around 11.6%.
- Completions by underrepresented students not identified as either Hispanic, African American, or Asian increased by about 13.1%.
- Overall completions by underrepresented students increased by approximately 11.4%.

**Figure 10**  
**Undergraduate Completions among Underrepresented Students by Sector:**



(Source: IPEDS & IBHE Data)

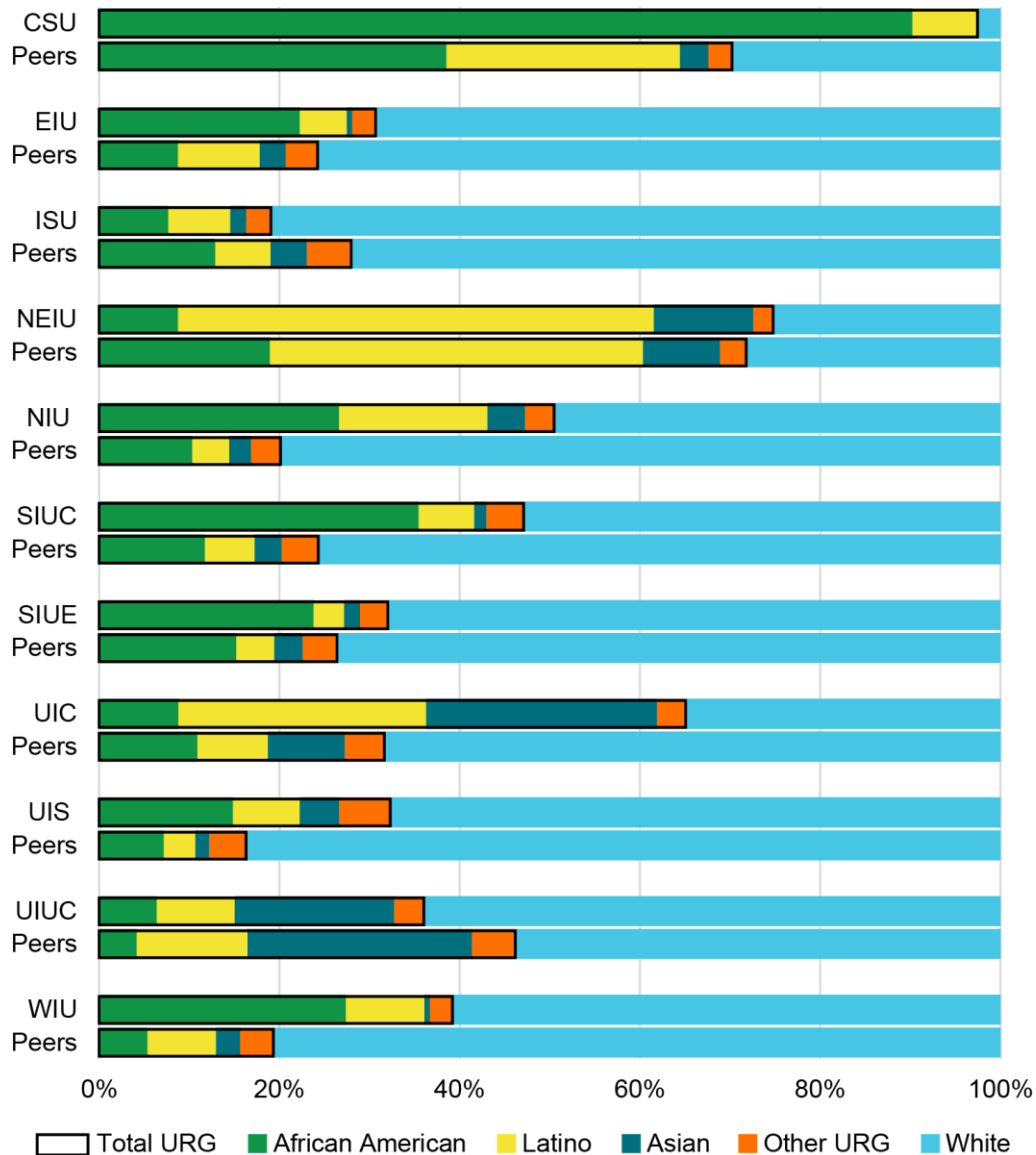
Completions among African American undergraduates at Illinois public universities were down -5.8% since 2015 and -8.3% since 2013. After peaking at over 10,000 in 2015, completions among African American Illinois community college students were down -22.8%.

Completions among Latinos at Illinois community colleges continued to increase in 2017 and are up +34.2% since 2013. At Illinois public universities, Latinos continued to experience fairly robust year-over-year increases in undergraduate completions and the overall increase from 2013 to 2017 was +33.2%.

Completions among Asians at Illinois community colleges peaked in 2014 at 3,332 and unfortunately declined in both 2016 and 2017. Although the number of completions among Asian undergraduate students at Illinois public universities was relatively flat when comparing 2017 to 2016, since 2013 completions have increased by +15.2%.

**Figure 11**

**Race and Ethnicity Distribution of Six-Year Graduation Cohorts:  
Illinois Public Universities and National Peers**



(Source: IPEDS)

(Figure 10, continued)

Individuals in the other URG category – Native Americans, Native Hawaiians and other Pacific Islanders, and those identifying as two or more races – experienced incremental increases in completions at Illinois public universities and community colleges alike from 2013 to 2017.

As illustrated in *Figure 11*, most of the Illinois public universities were substantially more diverse than their out-of-state peer institutions. This was determined by establishing the racial distribution of the most recently available graduation cohort, which is comprised of first-time, full-time students who started college in 2011. It should be noted that non-resident aliens and individuals without a reported race were excluded from these calculations.

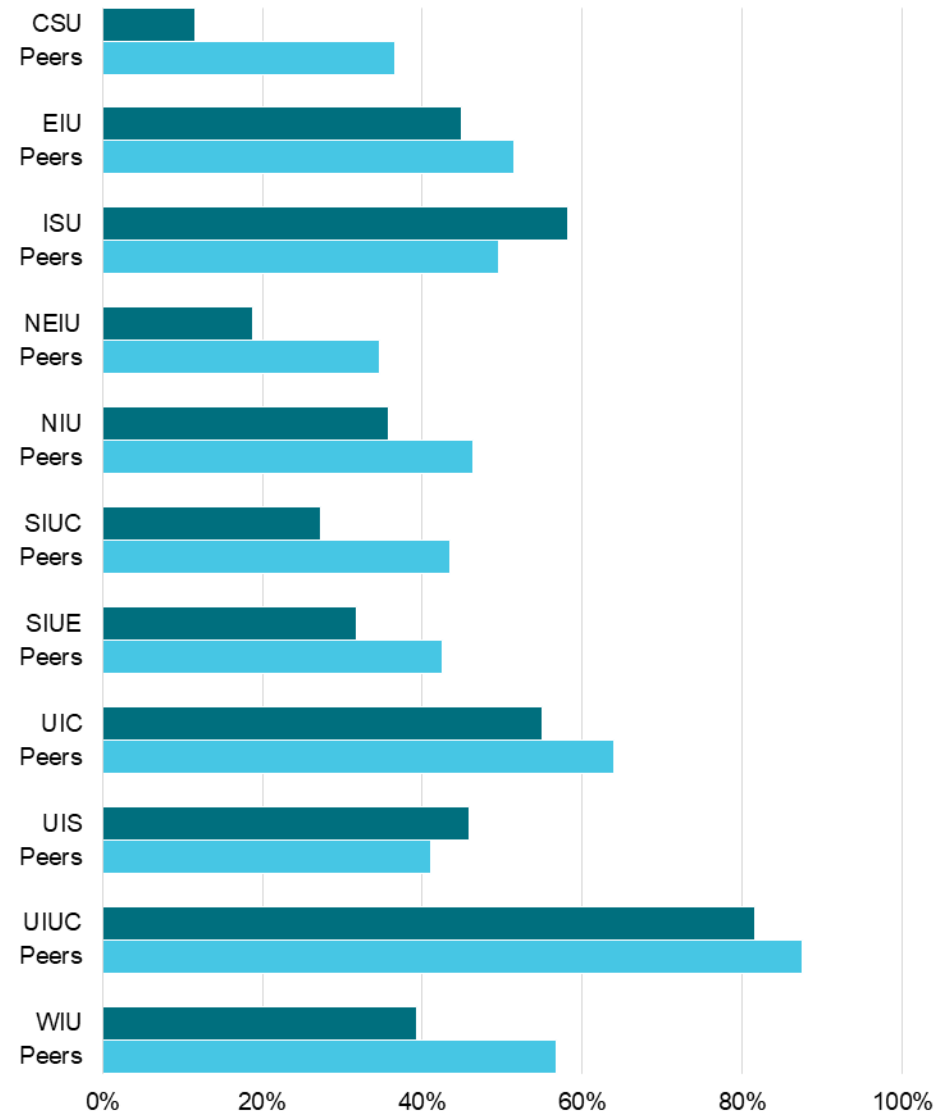
For example, nearly two out of every three individuals in the graduation cohort at UIC were from underrepresented groups, which was nearly twice the percentage of its peer institutions (33.4%). Illinois State University and the University of Illinois at Urbana Champaign were the only two Illinois public universities that were not as racially/ethnically diverse as their respective peers.

**Figure 12**  
**Six-Year Graduation Rates of Underrepresented Students – Illinois Public Universities and Peer Institutions**

As show in *Figure 12*, only two of the Illinois public universities—Illinois State University and the University of Illinois at Springfield—had higher graduation rates for underrepresented students than their respective out-of-state peer institutions. As previously noted, the race and ethnicity distribution of the out-of-state peer institutions generally indicated that Illinois public colleges were substantially more racially/ethnically diverse. Nonetheless, Illinois public universities must continue their efforts to retain these student populations and move them toward successful degree completion in order to compete with their peer institutions.

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

*(Source: IPEDS)*





# **RECOMMENDATIONS**

# RECOMMENDATIONS

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

The following recommendations are meant to assist underrepresented student groups in completing their postsecondary education:

- Encourage continued support for state funding of programs, or specific resources, that will lead to highly successful outcomes for underrepresented student groups.
- Further support for public institutions to focus on underrepresented students through academic and

financial assistance to complete coursework on a full-time basis in four years.

- Engage in strategies that support successful outcomes for underrepresented student populations, including regular meetings with financial and academic advisors as a means of ongoing transition and retention.
- Continue working with public universities as they further facilitate student support and development strategies that encourage positive student outcomes.

**APPENDIX A**  
**INSTITUTIONAL SUMMARIES**

# CHICAGO STATE UNIVERSITY

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	3,578	3,101
• Undergraduate Population	2,352	2,029
• Disability Students (self-reporting)	4%	3%
• Student/Faculty Ratio	11 to 1	10 to 1
• Male	30%	30%
• Female	70%	70%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	0%	0%
• Black/African American	75%	75%
• Hispanic/Latino	8%	8%
• Native Hawaiian/Pacific Islander	0%	0%
• White	3%	4%
• Two or more Races	0%	0%
• Race/Ethnicity Unknown	11%	11%
• Non-Resident Alien	2%	2%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **52%**

2016 first-time, FT students who returned Fall 2017: **61%**

## 2018 Excerpt from URG information reported to IBHE

“The Department of Outreach will expand partnerships with other educational institutions and corporations that support the university’s mission to provide access to higher education for all.”

## List of Primarily URG-based Student Support Services

(Source: URG information reported to IBHE 2018)

### • 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: Student support.* 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

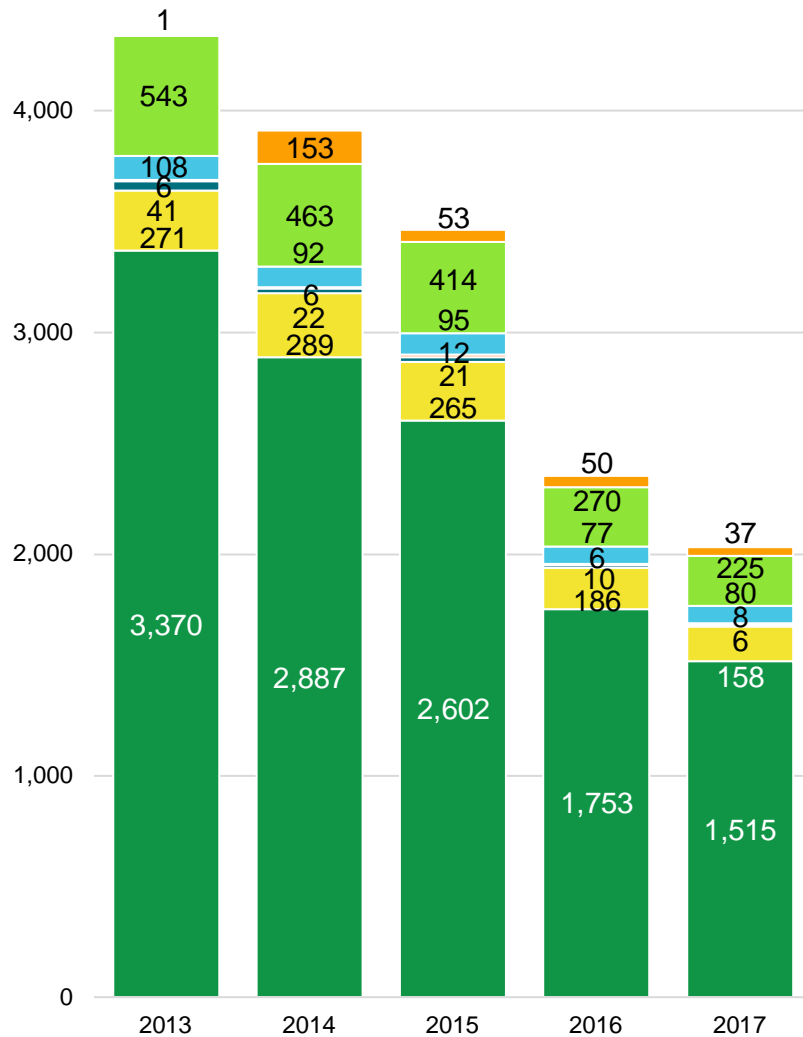
*Primary service areas: Comprehensive academic support.* Academic, career and personal counseling; tutoring, mentoring, leadership seminars; financial aid research and application assistance; computer lab, and textbook lending library.

### • Freshman Seminars

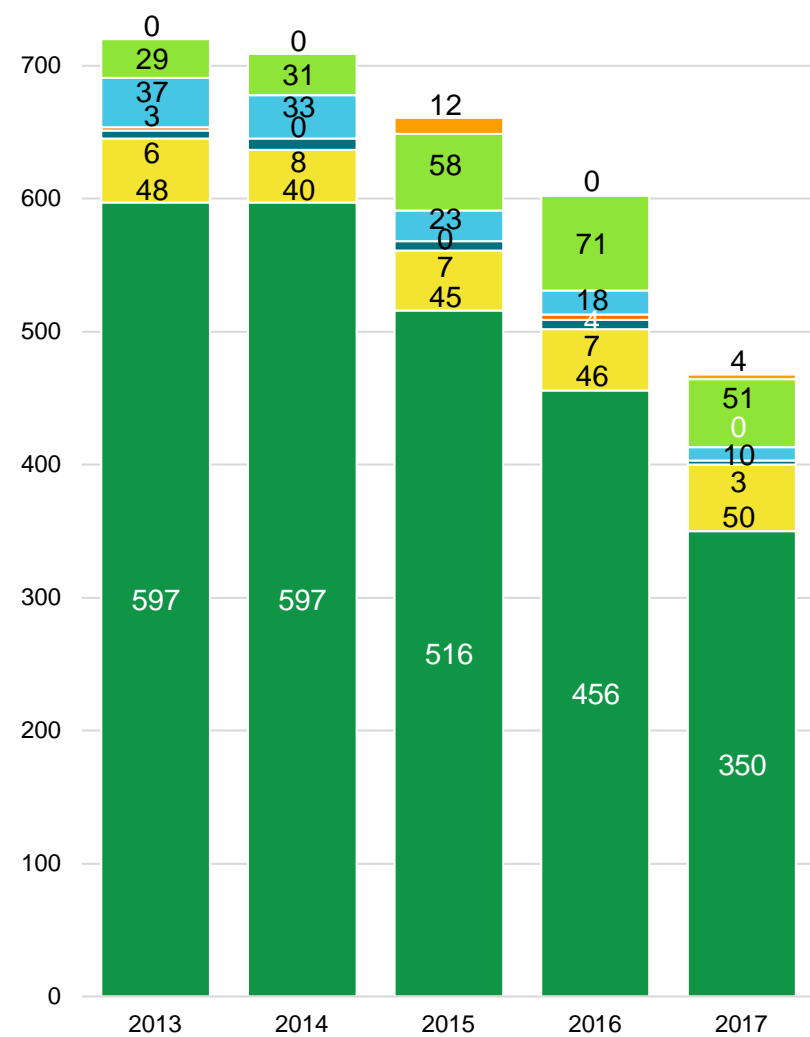
*Primary service area: Remediation/prep.* Incoming freshmen receive remedial/preparatory assistance where needed.



**CSU Five-Year Undergraduate Enrollment Trends**



**CSU Five-Year Undergraduate Completion Trends**



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# EASTERN ILLINOIS UNIVERSITY

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	7,415	7,030
• Undergraduate Population	5,957	5,568
• Disability Students (self-reporting)	4%	4%
• Student/Faculty Ratio	14 to 1	14 to 1
• Male	39%	40%
• Female	61%	60%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	1%	2%
• Black/African American	19%	18%
• Hispanic/Latino	7%	10%
• Native Hawaiian/Pacific Islander	0%	0%
• White	67%	63%
• Two or more Races	2%	2%
• Race/Ethnicity Unknown	2%	3%
• Non-Resident Alien	2%	2%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **71%**

2016 first-time, FT students who returned Fall 2017: **75%**

## 2018 Excerpt from URG Supplemental Report to IBHE

“Eastern offers many of the best practices associated with good retention rates. In fall 2017, for example, EIU’s overall freshman-to-sophomore retention rate of 75% was higher than the national average of 61.1%.”

## List of Primarily URG-based Student Support Services

(Source: URG information reported to IBHE 2018)

### • Access Granted

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

### • Early Alert System (EAS)

*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: Comprehensive student support.* Provisional admission program for incoming freshmen who did not meet regular admission requirements.

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

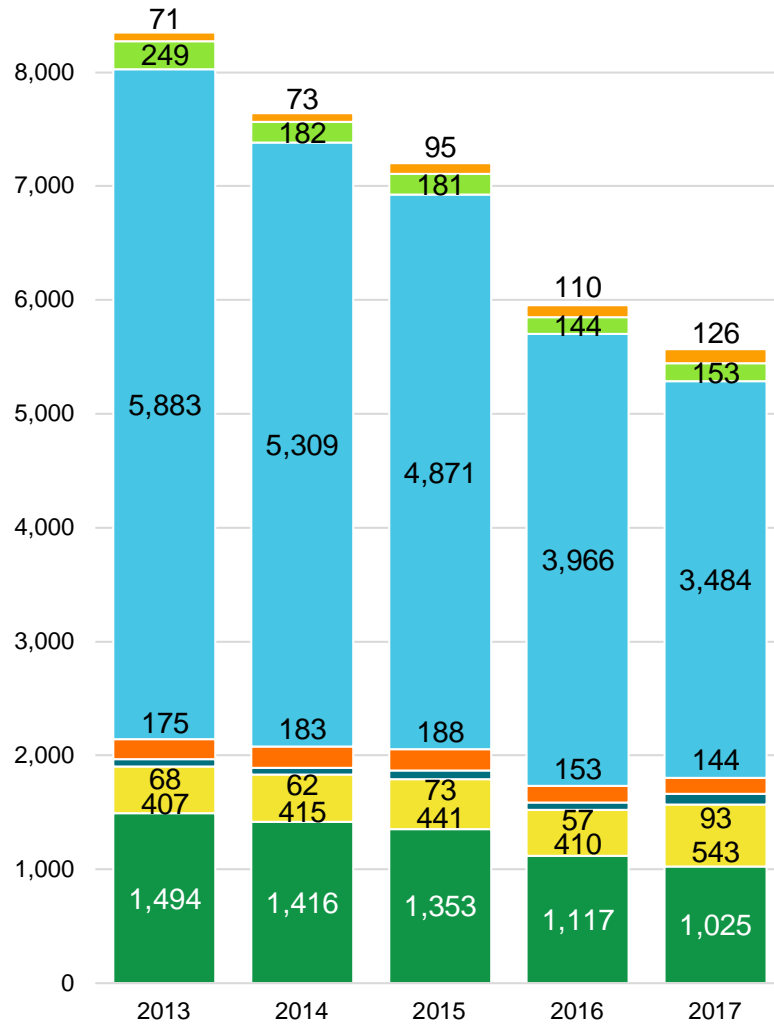
*Primary service area: Comprehensive student support.* Improve the retention and graduation rates of African American males, develop their leadership skills, increase their numbers in graduate programs, and foster long-term relationships between students, faculty, staff and alumni.

### • TRiO *Primary service area: Comprehensive student support.* Support services at all levels of student need for low-income, first-generation and disability students.

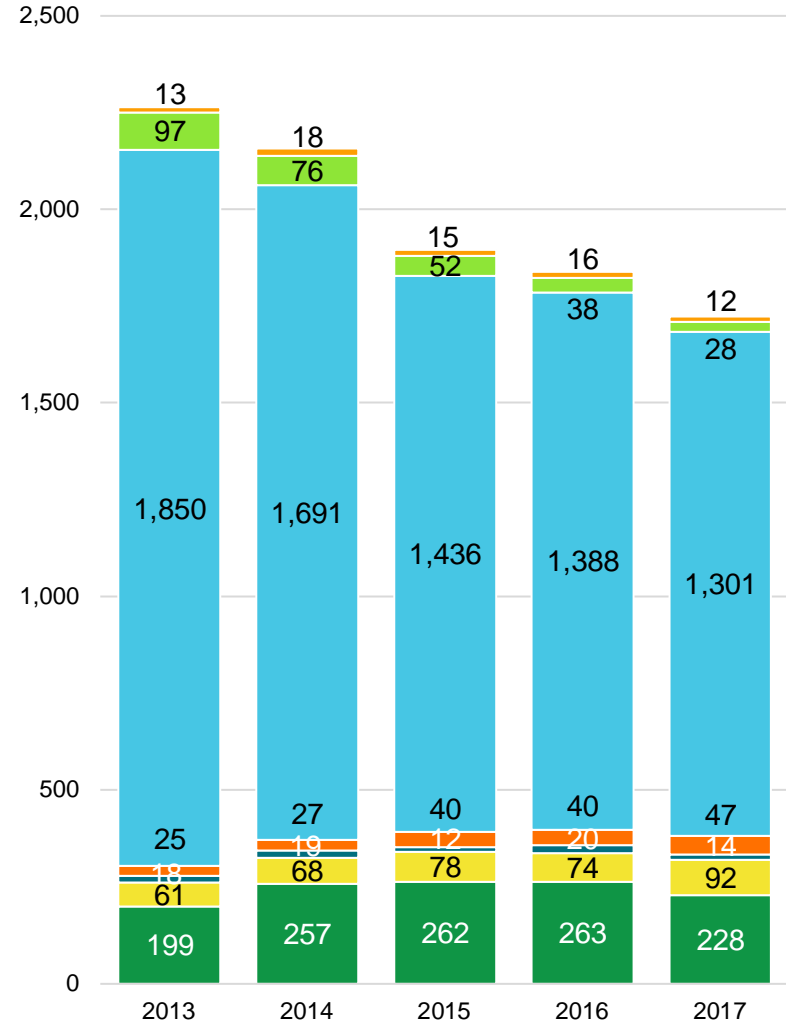
### • Panther Athletic Support Services (PASS)

*Primary service area: Student support.* PASS provides specialized support to student athletes. Services include academic study hours, academic monitoring, tutoring services, priority registration, study hall, counseling, mentoring, and travel notification.

### EIU Five-Year Undergraduate Enrollment Trends



### EIU Five-Year Undergraduate Completion Trends



African American Latino Asian Other URG White Unknown Non-resident Alien

Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.

Source: IPEDS

# GOVERNORS STATE UNIVERSITY

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population:	5,819	5,185
• Undergraduate Population:	3,517	3,326
• Disability Students (self-reporting)	3%	3%
• Student/Faculty Ratio:	13 to 1	10 to 1
• Male:	36%	37%
• Female:	64%	63%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	1%	2%
• Black/African American	39%	40%
• Hispanic/Latino	12%	13%
• Native Hawaiian/Pacific Islander	0%	0%
• White	34%	32%
• Two or more Races	2%	3%
• Race/Ethnicity Unknown	9%	9%
• Non-Resident Alien	1%	1%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **55%**

2016 first-time, FT students who returned Fall 2017: **54%**

## 2018 Excerpt from URG Supplemental Report to IBHE

“In AY 16-17, 54.8% of GSU’s undergraduate student population came from a racial or ethnic minority (38.4% African American and 12.1% Hispanic). In AY 16-17, 77.7% of GSU’s freshmen class came from a racial or ethnic minority.”

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

### • Early/Smart Start Program

*Primary service area: Incoming freshmen.*

Preparatory/remedial instruction prior to start of first semester.

### • Dual Degree Program/Scholarship

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

### • Mastering College

*Primary service area: Incoming freshmen transition support.*

### • GSU Promise Scholarship

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

### • Veterans Resource Center

*Primary service area: Student services.*

Established in 2011, provides special services to veterans by certifying veterans’ education benefits and by helping student veterans and dependents connect with available resources.

### • Latino Achievement Scholarship

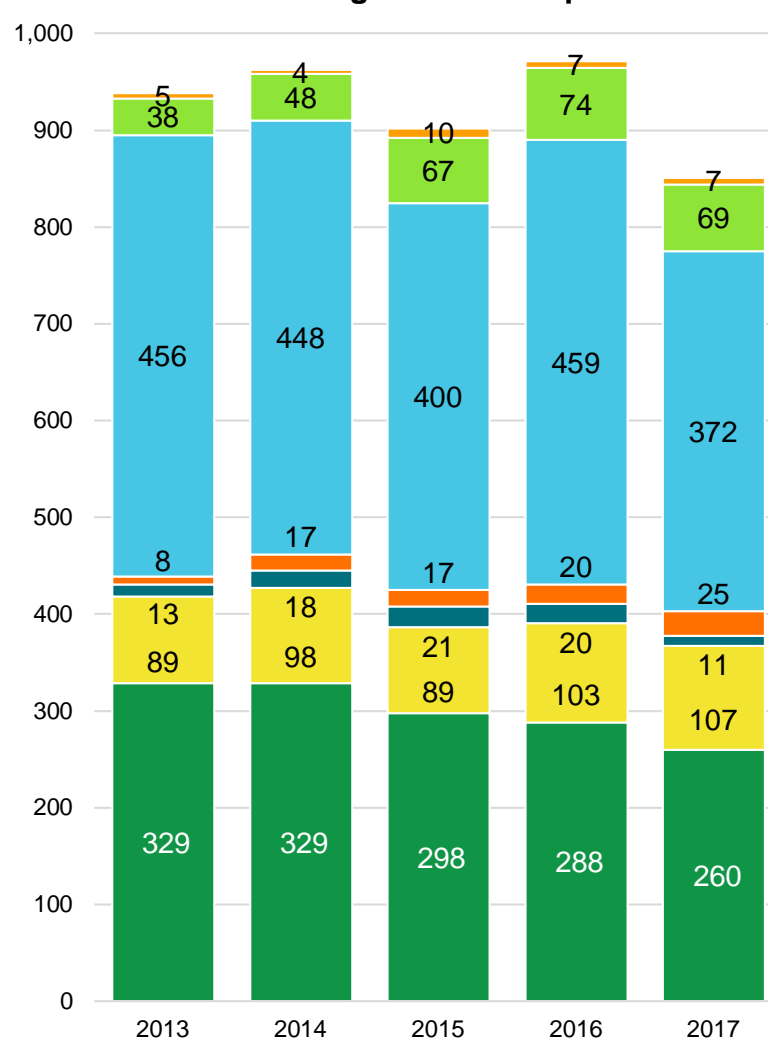
*Primary service area: Financial assistance.*

Tuition waiver of up to six semesters for students of Latino ancestry.

**GSU Five-Year Undergraduate Enrollment Trends**



**GSU Five-Year Undergraduate Completion Trends**



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# ILLINOIS STATE UNIVERSITY

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	21,039	20,784
• Undergraduate Population	18,643	18,330
• Disability Students (self-reporting)	4%	5%
• Student/Faculty Ratio	18 to 1	18 to 1
• Male	45%	45%
• Female	55%	55%

### Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	2%	2%
• Black/African American	8%	9%
• Hispanic/Latino	10%	10%
• Native Hawaiian/Pacific Islander	0%	0%
• White	75%	75%
• Two or more Races	3%	3%
• Race/Ethnicity Unknown	0%	0%
• Non-Resident Alien	1%	1%

\*Comparison column requested by IBHE Board.

### 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **81%**

2016 first-time, FT students who returned Fall 2017: **81%**

### 2018 Excerpt from URG information reported to IBHE

"Illinois State University is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community."

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

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

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

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

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

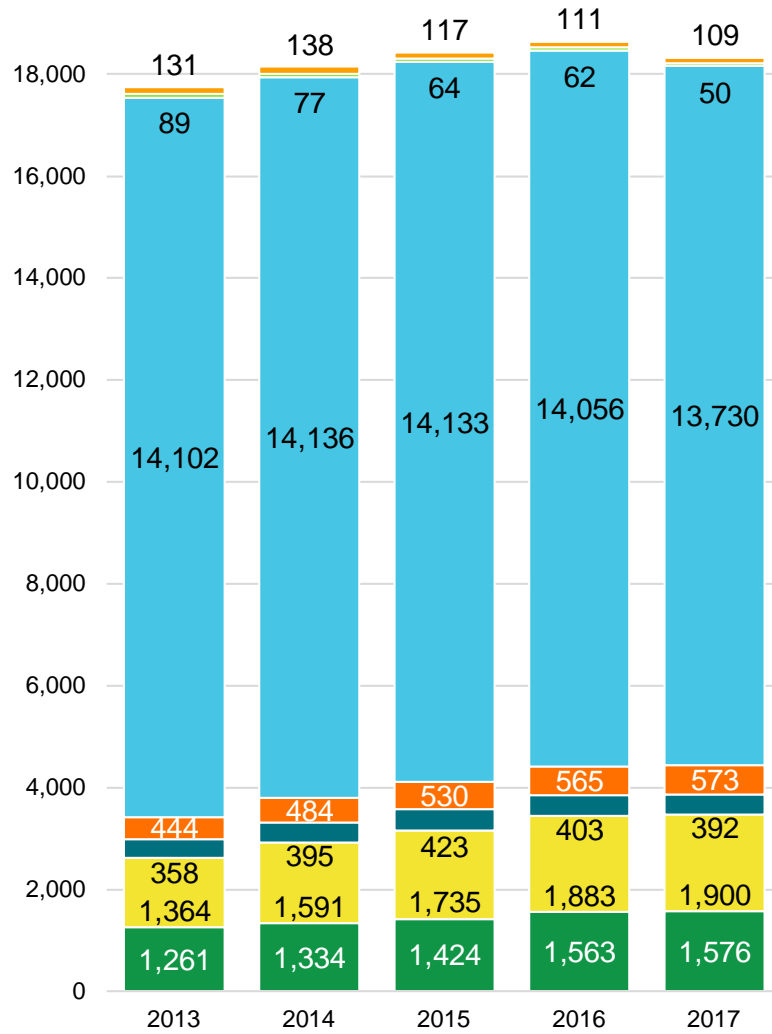
### • Project Success

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

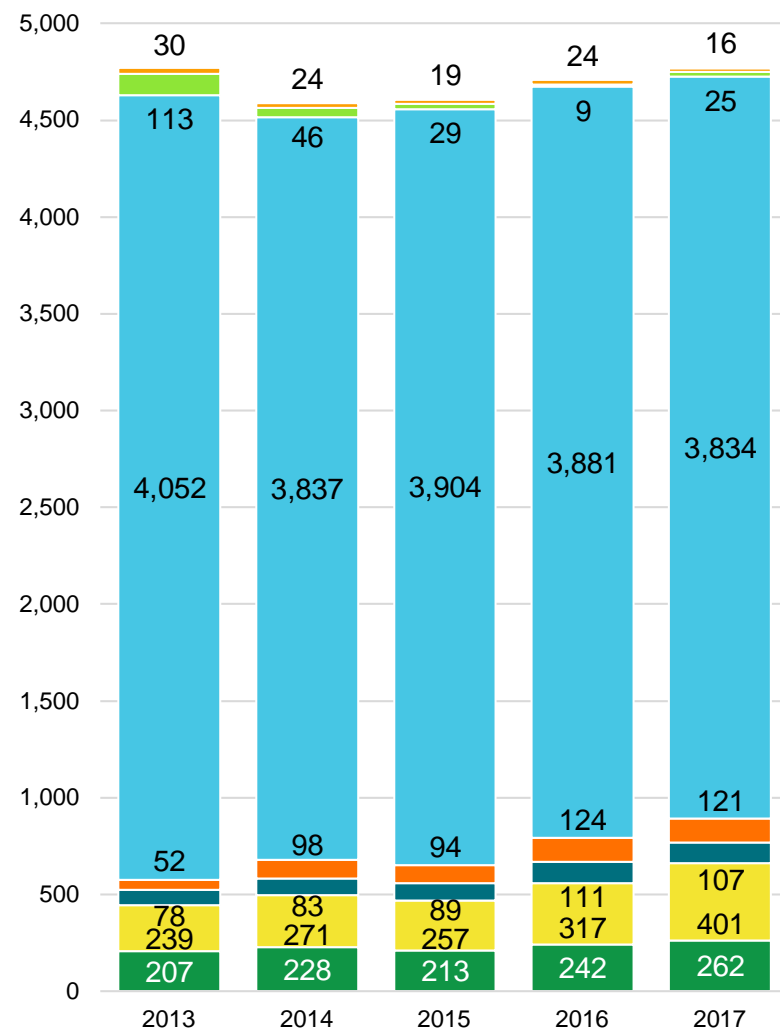
### • StarProgram

*Primary service area: Focus on Chicago-based students.* ISU partners with City Colleges of Chicago. Students with an associate's degree and a GPA of 3.0 or higher will be able to follow a pathway to admission and scholarship at ISU.

**ISU Five-Year Undergraduate Enrollment Trends**



**ISU Five-Year Undergraduate Completion Trends**



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# NORTHEASTERN ILLINOIS UNIVERSITY

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	9,538	8,984
• Undergraduate Population	7,665	7,113
• Disability Students (self-reporting)	3%	3%
• Student/Faculty Ratio	16 to 1	16 to 1
• Male	44%	44%
• Female	56%	56%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	9%	9%
• Black/African American	11%	12%
• Hispanic/Latino	38%	37%
• Native Hawaiian/Pacific Islander	0%	0%
• White	30%	28%
• Two or more Races	2%	2%
• Race/Ethnicity Unknown	4%	9%
• Non-Resident Alien	5%	3%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **57%**

2016 first-time, FT students who returned Fall 2017: **46%**

## 2018 Excerpt from URG information reported to IBHE

“Northeastern continues to develop, implement and evaluate admission recruitment plans, outreach initiatives and programmatic strategies that build on our growing ethnically diverse student population.”

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

### • El Centro

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

### • English Language Program

*Primary service area: Student support.* Provides students with an opportunity to develop the level of English language speaking, reading and written communication skills students need in order to succeed in higher education.

### • First-Year Experience Program

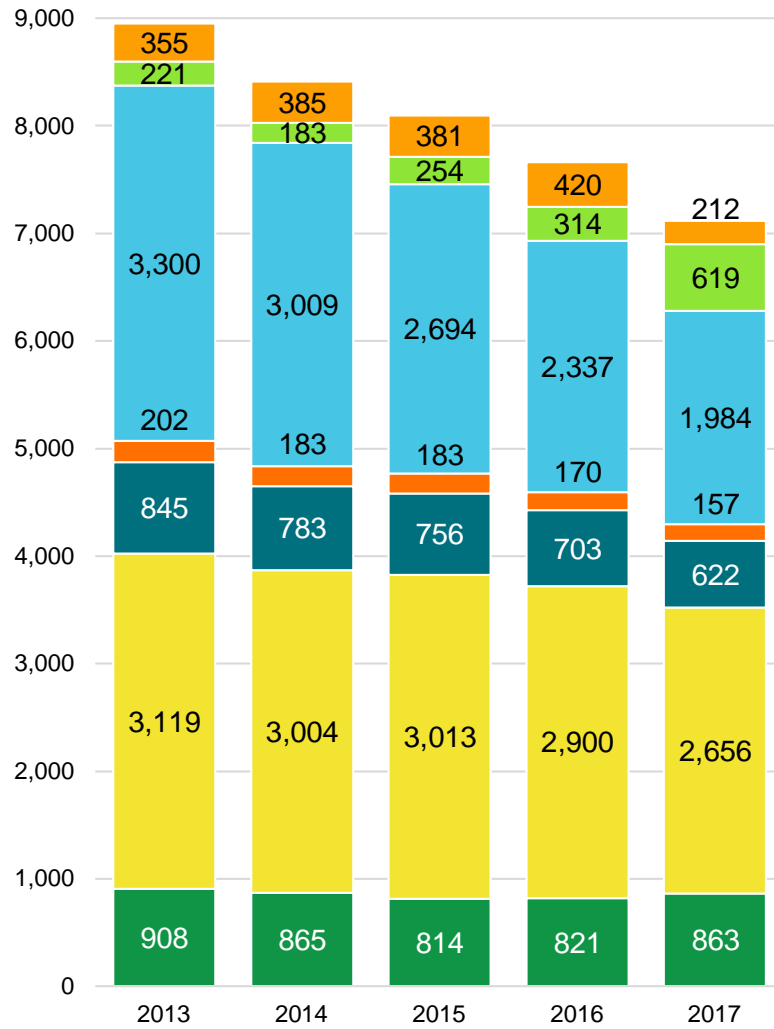
*Primary service area: Comprehensive student support.* Engages students in activities designed to ensure their success in higher education and improve retention. Designed to help first-year student transition into the intellectual, cultural, and social community of NEIU through classes and co-curricular opportunities.

### • College Bridge Program

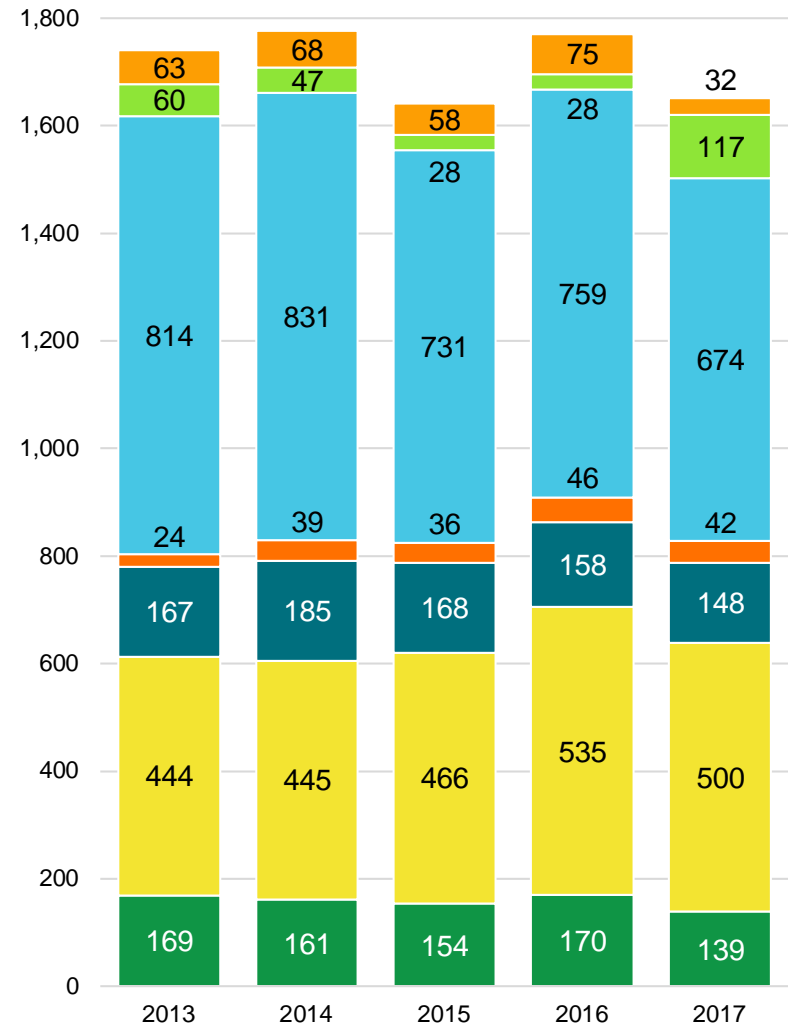
*Primary service area: Student support.* Enables highly qualified and motivated Chicago public high school juniors and seniors to take one course per semester at NEIU. Chicago Public Schools, through its partnership with NEIU, assumes the cost of tuition, textbooks and public transportation expenses.



### NEIU Five-Year Undergraduate Enrollment Trends



### NEIU Five-Year Undergraduate Completion Trends



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# NORTHERN ILLINOIS UNIVERSITY

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	19,015	18,045
• Undergraduate Population	14,079	13,457
• Disability Students (self-reporting)	6%	5%
• Student/Faculty Ratio	14 to 1	16 to 1
• Male	51%	50%
• Female	49%	50%

### Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	5%	5%
• Black/African American	16%	16%
• Hispanic/Latino	17%	18%
• Native Hawaiian/Pacific Islander	0%	0%
• White	56%	55%
• Two or more Races	4%	4%
• Race/Ethnicity Unknown	1%	0%
• Non-Resident Alien	2%	2%

\*Comparison column requested by IBHE Board.

### 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **73%**

2016 first-time, FT students who returned Fall 2017: **73%**

### 2018 Excerpt from URG information reported to IBHE

“NIU has a long tradition of providing access and opportunity for students from underserved populations. Collectively, students from underserved populations comprise 74% of NIU’s student body: 44% students of color, 41% low-income, and 52% first generation.”

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

### • **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.

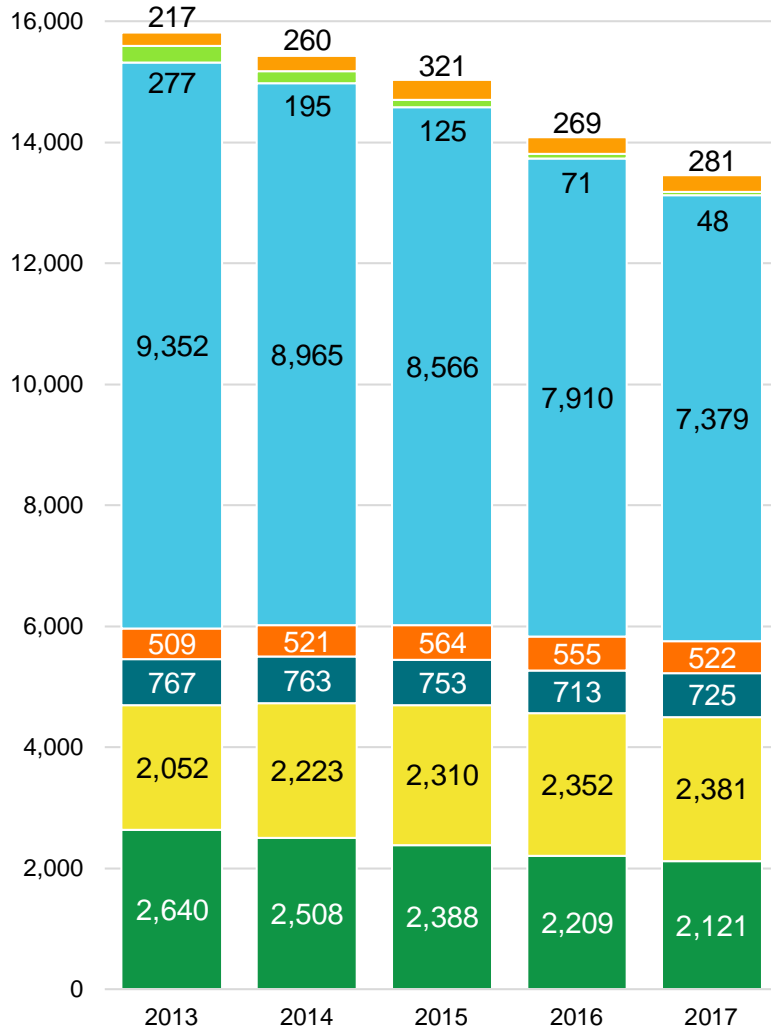
### • **Black Male Initiative (BMI)**

*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%.

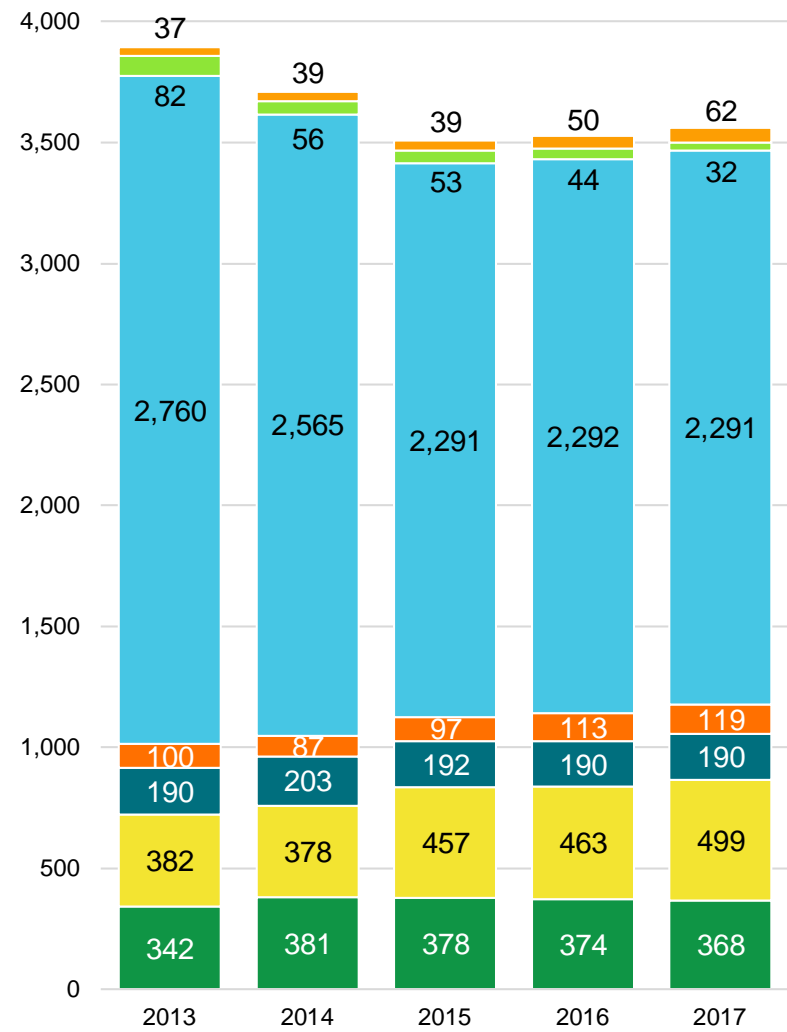
### • **CHANCE Program**

*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 Undergraduate Enrollment Trends



### NIU Five-Year Undergraduate Completion Trends



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	15,987	14,554
• Undergraduate Population	12,182	10,987
• Disability Students (self-reporting)	4%	3%
• Student/Faculty Ratio	15 to 1	14 to 1
• Male	55%	54%
• Female	45%	46%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	2%	2%
• Black/African American	17%	16%
• Hispanic/Latino	9%	9%
• Native Hawaiian/Pacific Islander	0%	0%
• White	65%	65%
• Two or more Races	3%	4%
• Race/Ethnicity Unknown	0%	0%
• Non-Resident Alien	4%	4%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **64%**

2016 first-time, FT students who returned Fall 2017: **67%**

## 2018 Excerpt from URG information reported to IBHE

“As stated in the Pathways to Excellence: A Strategic Plan: ‘at SIU Carbondale, we celebrate a rich history of diversity within our student body and acknowledge this strength as a proud foundation to build upon. We recognize and value the diversity of our faculty, staff and campus leadership. We are committed to being mindful of voices of the diverse campus community.’”

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

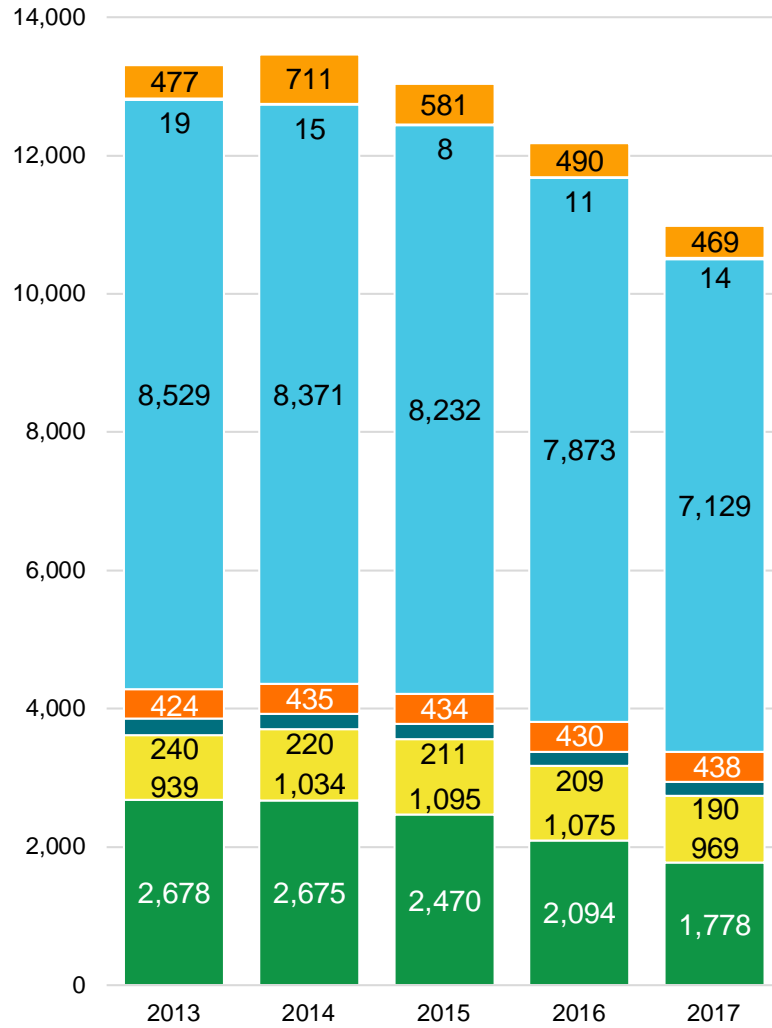
### University College programs

- **Achieve Program** *Primary service area: Comprehensive student support.* The Achieve Program is a fee-based optional service program that provides comprehensive support to SIU students with special needs of learning differences.
- **Project Upward Bound** *Primary service area: Transition.* Special six-week summer enrichment program for freshmen/sophomore high school students from Alexander, Jackson and Pulaski counties.
- **Saluki Summer Bridge Program** *Primary service area: Transition.* Program is available for full-time first-year students who have been accepted for admission to the university for the upcoming fall semester.
- **First Scholars Program** *Primary service area: Comprehensive student support.* This program is open to 20 first-time freshmen who are first-generation college students enrolled full-time at SIU. Each receives a financial award of \$2,500 per semester.
- **Jump Start Program** *Primary service area: Comprehensive student support.* Focuses on freshmen support and assisting students in making successful academic and social transitions at SIU.

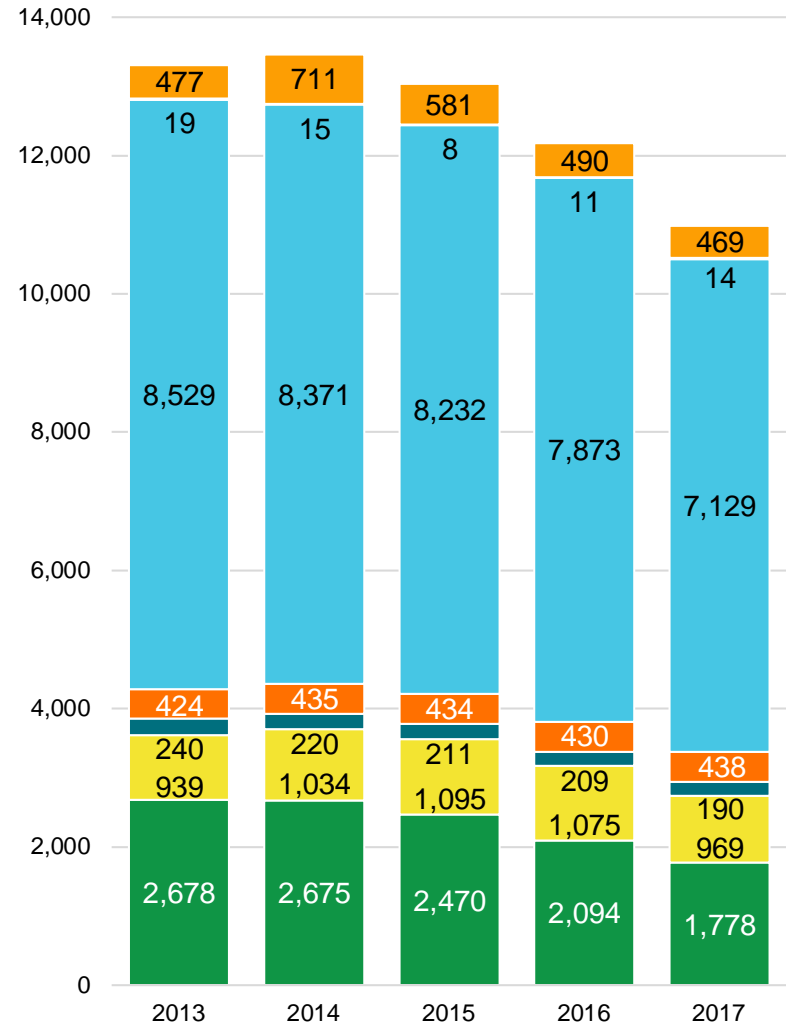
### Other URG-based strategies

- **Living-Learning Communities (LLC)**  
*Primary service area: Retention/completion.* Offers students a chance to live with others who share similar majors or interests. Research has linked LLC participation to higher GPAs, increased student engagement, and improved graduation rates.
- **SIU's Early Warning Intervention Program (EWIP)**  
*Primary service area: Tutoring/mentoring.* Seeks to identify students who are struggling early enough in a semester to enhance the chances of recovery and eventual success.

### SIUC Five-Year Undergraduate Enrollment Trends



### SIUC Five-Year Undergraduate Completion Trends



■ African American 
 ■ Latino 
 ■ Asian 
 ■ Other URG 
 ■ White 
 ■ Unknown 
 ■ Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	14,142	13,796
• Undergraduate Population	11,720	11,402
• Disability Students (self-reporting)	4%	5%
• Student/Faculty Ratio	19 to 1	19 to 1
• Male	47%	47%
• Female	53%	53%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	2%	2%
• Black/African American	14%	14%
• Hispanic/Latino	4%	5%
• Native Hawaiian/Pacific Islander	0%	0%
• White	73%	74%
• Two or more Races	3%	3%
• Race/Ethnicity Unknown	1%	1%
• Non-Resident Alien	1%	1%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **72%**

2016 first-time, FT students who returned Fall 2017: **73%**

## 2018 Excerpt from URG information reported to IBHE

“Over the past five years, SIUE has experienced record levels of enrollment, with a high in fall 2015 and an accompanying record level of minority enrollment. Most of the minority enrollment was in the undergraduate population.”

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

### • Student Opportunities for Academic Results (SOAR)

*Primary service area: Student support services/retention.* SOAR is a graduation and retention program committed to supporting the underrepresented students in development of skills and characteristics necessary for academic success at the university level. SOAR advises 600+ students throughout the academic year, providing students with access to mentoring, tutorial support, and study skills development.

### • Student Nurse Achievement Program (SNAP)

*Primary service area: Student support services/STEM.* SNAP is a program designed to recruit racially, ethnically and culturally diverse high school graduates interested in pursuing a Bachelor of Science degree in nursing. Students are recruited from educationally underserved circumstances that limit opportunities for successful post-secondary education.

### • Higher Education Excellence in Diversity

*Primary service area: Student support/inclusion.* The Office of Institutional Diversity and Inclusion developed an Online Diversity and Inclusion Learning Community, which provides diversity and inclusion training to the entire university community 24/7.

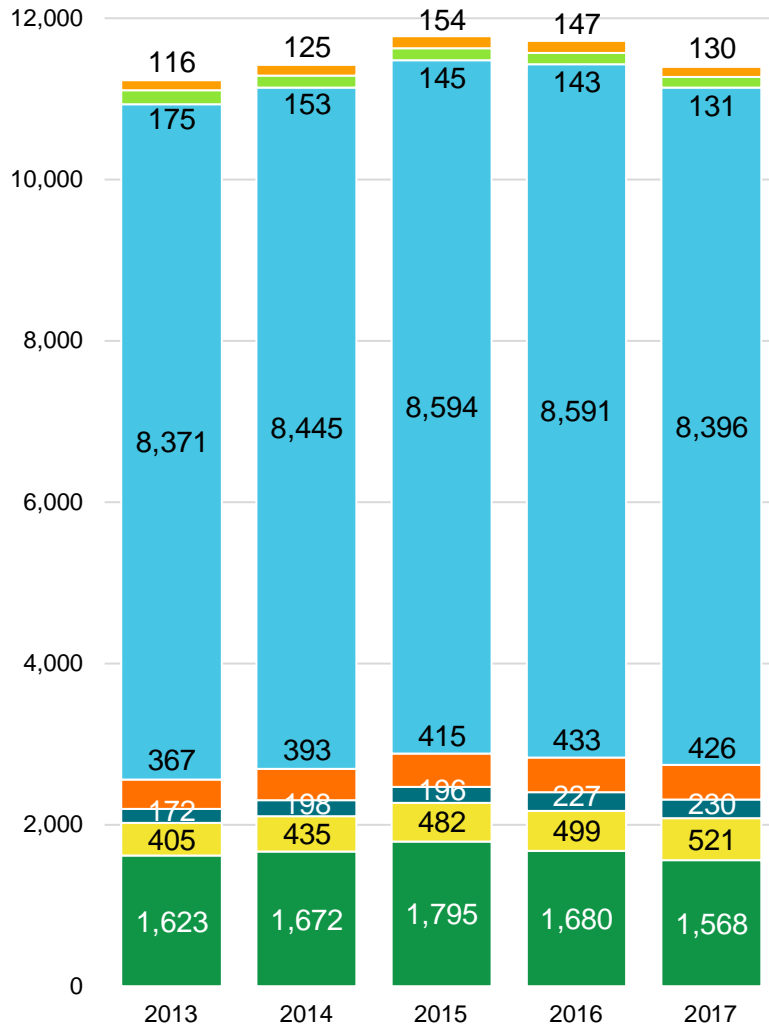
### • Multicultural Center

*Primary service area: Student support/inclusion.* Celebrates heritage months and provides office space and a meeting place for student groups.

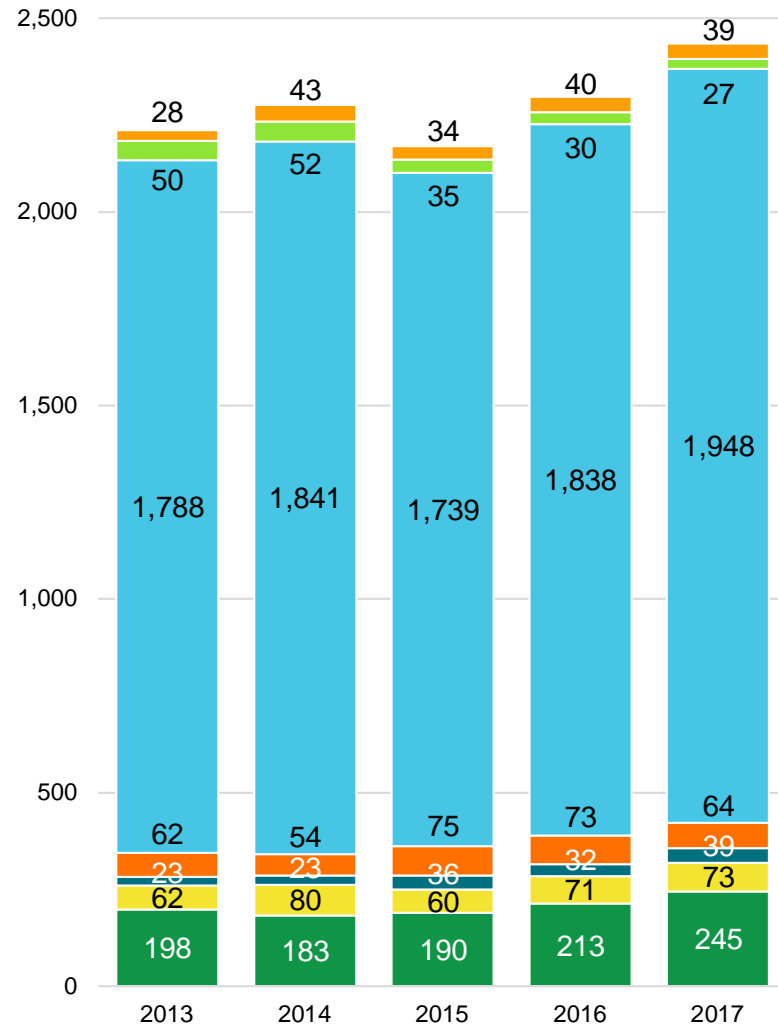
### • Diversity Committee

*Primary service area: Student support/inclusion.* SIUE's School of Education, Health and Human Behavior established a standing Diversity Committee to monitor and coordinate efforts to increase student and faculty diversity.

### SIUE Five-Year Undergraduate Enrollment Trends



### SIUE Five-Year Undergraduate Completion Trends



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# UNIVERSITY OF ILLINOIS AT CHICAGO

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	29,120	30,539
• Undergraduate Population	17,959	19,448
• Disability Students (self-reporting)	3%	3%
• Student/Faculty Ratio	18 to 1	19 to 1
• Male	50%	50%
• Female	50%	50%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	22%	21%
• Black/African American	8%	8%
• Hispanic/Latino	31%	33%
• Native Hawaiian/Pacific Islander	0%	0%
• White	32%	30%
• Two or more Races	3%	3%
• Race/Ethnicity Unknown	1%	1%
• Non-Resident Alien	5%	5%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **80%**

2016 first-time, FT students who returned Fall 2017: **80%**

## 2018 Excerpt from URG information reported to IBHE

“As one of the nation’s most diverse universities, with over 40% of the undergraduates and over 30% of the total student body from underrepresented groups, the University of Illinois at Chicago is a national model in expanding access to high-quality post-secondary education for a wide variety of underrepresented students.”

## List of Primarily URG-based Student Support Services\*

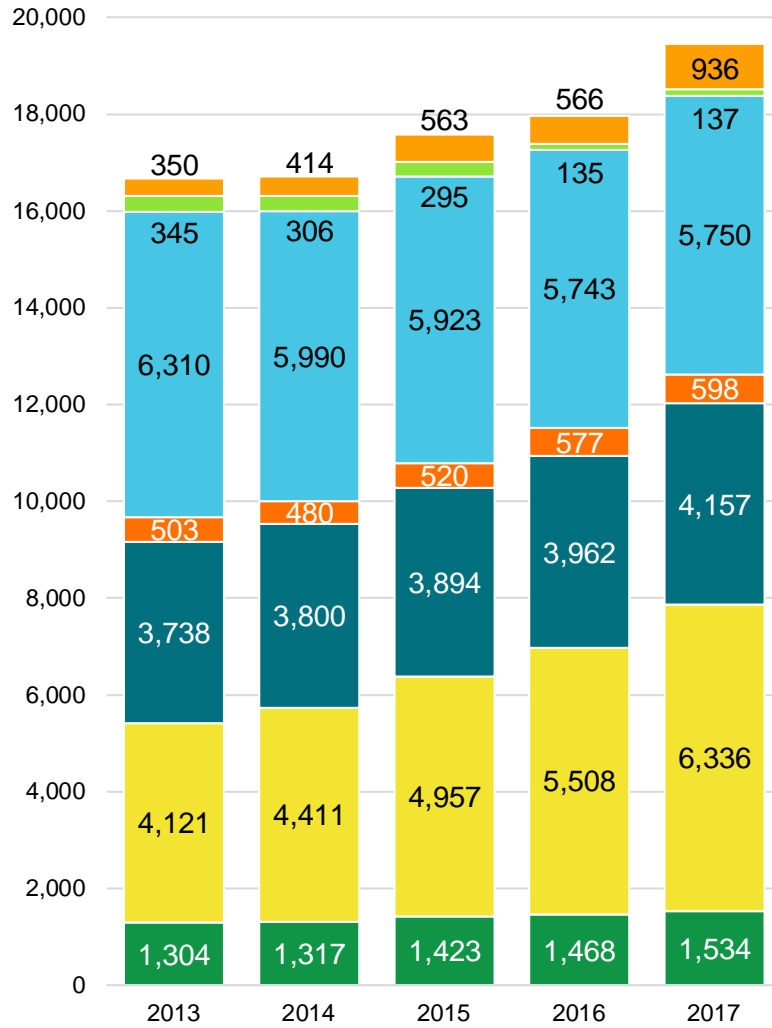
(Source: URG Supplemental Report to IBHE 2018)

- **African American Academic Network (AAAN)**  
*Primary service area: Activities for student engagement.*
- **CHANCE Program** *Primary service area: Comprehensive student support.*
- **Disability Resource Center** *Primary service area: Comprehensive student support.*
- **Hispanic Center for Excellence** *Primary service area: Comprehensive student support from pre-college through medical school.*
- **Latin American Recruitment and Educational Services (LARES)** *Primary service area: Graduate Latino students.*
- **First Year Intergroup Dialogue Course**  
*Primary service area: Student support. Seminar leverages diversity of undergraduate student body by offering a 1-credit course for freshmen students seeking to improve intergroup understanding, relations, and collaboration.*
- **Minority Engineering Recruitment and Retention Program (MERRP)** *Primary service area: Comprehensive student support for underrepresented students in engineering.*
- **Native American Support Program** *Primary service area: Comprehensive student support from recruitment and enrollment to completion.*
- **President’s Award Program (PAP)** *Primary service area: Financial award/scholarship.*
- **Summer College** *Primary service area: Remedial and/or transitional bridge from high school to college.*
- **Urban Health Program (UHP)** *Primary service area: Preparatory for health sciences field. UHP is part of a larger faculty/student networking group.*

\*Due to the large number of UIC programs, only the program names and service area could be listed.



**UIC Five-Year Undergraduate Enrollment Trends**



**UIC Five-Year Undergraduate Completion Trends**



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# UNIVERSITY OF ILLINOIS AT SPRINGFIELD

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	5,428	4,956
• Undergraduate Population	2,959	2,932
• Disability Students (self-reporting)	3%	3%
• Student/Faculty Ratio	15 to 1	13 to 1
• Male	49%	49%
• Female	51%	51%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	4%	3%
• Black/African American	14%	13%
• Hispanic/Latino	8%	9%
• Native Hawaiian/Pacific Islander	0%	0%
• White	64%	66%
• Two or more Races	3%	3%
• Race/Ethnicity Unknown	2%	1%
• Non-Resident Alien	5%	4%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **73%**

2016 first-time, FT students who returned Fall 2017: **78%**

## 2018 Excerpt from URG information reported to IBHE

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

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

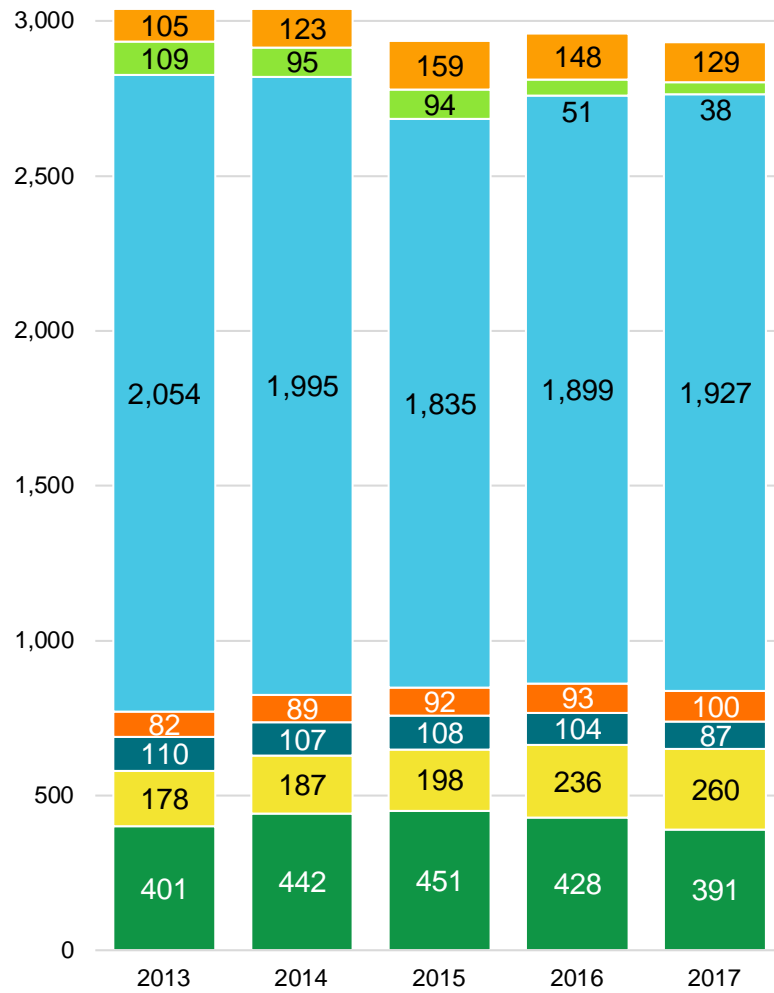
### • Necessary Steps Mentoring Program

*Primary service area: First-generation students.* The Necessary Steps program is designed to help transition first-generation students to university life. NS mentors students and helps them 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. This program is targeted at first-generation college students.

### • Students Transitioning for Academic Retention and Success (STARS)

*Primary service area: Academic/remedial and other comprehensive student support.* STARS is a selective, voluntary program intended to implement enhanced academic support services for students who may enter college underprepared for college-level coursework. STARS students receive increased individual attention through regular appointments with academic advisors, peer mentors, and First Year Experience instructors, all of whom collaborate to develop innovative programming opportunities and topics.

### UIS Five-Year Undergraduate Enrollment Trends



### UIS Five-Year Undergraduate Completion Trends



■ African American
 ■ Latino
 ■ Asian
 ■ Other URG
 ■ White
 ■ Unknown
 ■ Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

# UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	46,951	48,216
• Undergraduate Population	33,932	33,955
• Disability Students (self-reporting)	4%	5%
• Student/Faculty Ratio	20 to 1	20 to 1
• Male	55%	55%
• Female	45%	45%

## Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	18%	18%
• Black/African American	6%	6%
• Hispanic/Latino	10%	11%
• Native Hawaiian/Pacific Islander	0%	0%
• White	46%	45%
• Two or more Races	3%	3%
• Race/Ethnicity Unknown	0%	0%
• Non-Resident Alien	16%	16%

\*Comparison column requested by IBHE Board.

## 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **94%**

2016 first-time, FT students who returned Fall 2017: **92%**

## 2018 Excerpt from URG information reported to IBHE

“The University of Illinois at Urbana-Champaign strives to provide equal access and success for underrepresented students through early outreach efforts which help to prepare students and create a pipeline to University social, academic, and financial student support services.”

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

### • Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP)

*Primary service area: Academic and retention support.* Committed to providing a support and an information base that validates the student experience and fosters a sense of belonging, engagement, and empowerment.

### • ASPIRE

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

### • Illinois Promise (I-Promise)

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

### • TRiO Special Support Services

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

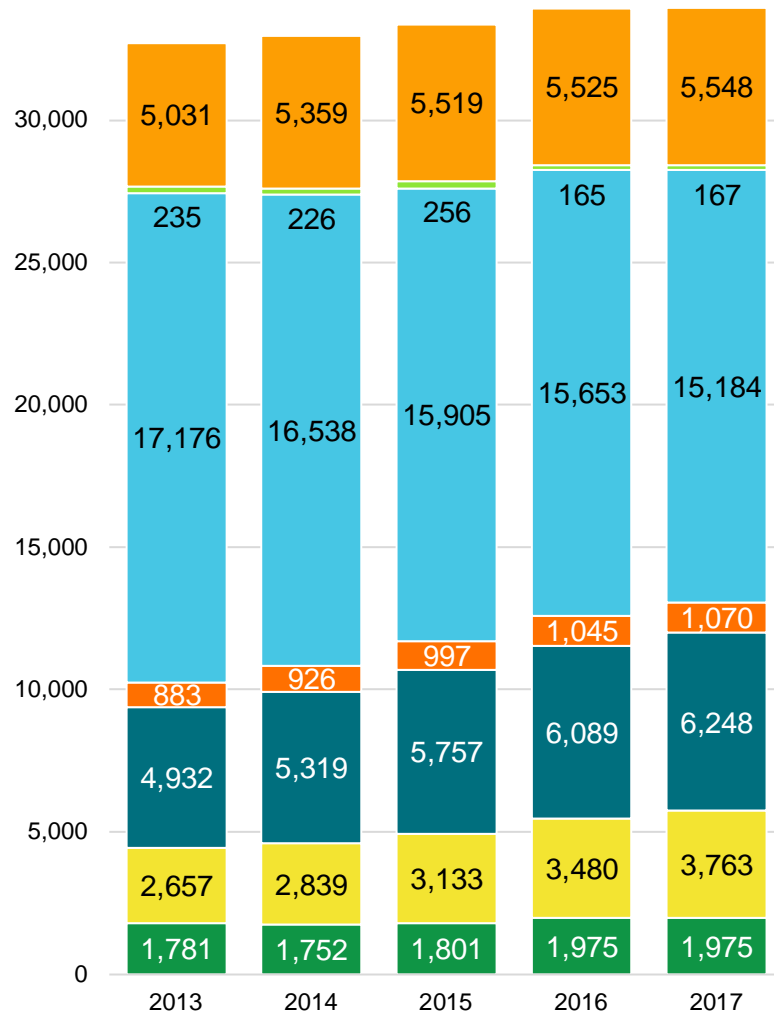
### • Center for Wounded Veterans in Higher Education

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

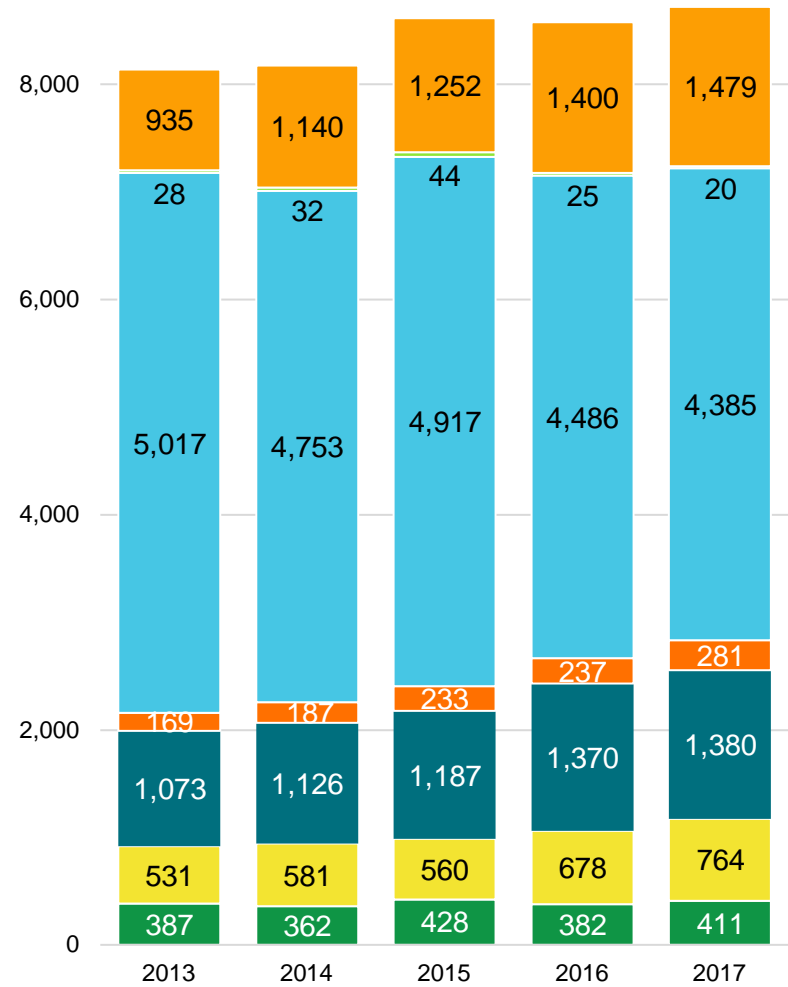
### • Cultural Centers

*Primary service area: Student support/Inclusion.* The office of Inclusion and Intercultural Relations hosts six cultural centers: African American; Native American; Latina; LGBT; Women's Resources; and Diversity and Social Justice Education.

### UIUC Five-Year Undergraduate Enrollment Trends



### UIUC Five-Year Undergraduate Completion Trends



African American Latino Asian Other URG White Unknown Non-resident Alien

Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.

Source: IPEDS

# WESTERN ILLINOIS UNIVERSITY

## Fall 2016/Fall 2017 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2016/Fall 2017)

	Fall 2016	Fall 2017*
• Student Population	10,373	9,441
• Undergraduate Population	8,543	7,599
• Disability Students (self-reporting)	5%	5%
• Student/Faculty Ratio	15 to 1	14 to 1
• Male	49%	49%
• Female	51%	51%

### Race/Ethnicity

	Fall 2016	Fall 2017*
• American Indian/Alaskan Native	0%	0%
• Asian	1%	1%
• Black/African American	21%	22%
• Hispanic/Latino	12%	12%
• Native Hawaiian/Pacific Islander	0%	0%
• White	60%	59%
• Two or more Races	3%	3%
• Race/Ethnicity Unknown	2%	2%
• Non-Resident Alien	2%	1%

\*Comparison column requested by IBHE Board.

### 2016/2017 Retention Percentage

2015 first-time, FT students who returned Fall 2016: **69%**

2016 first-time, FT students who returned Fall 2017: **68%**

### 2018 Excerpt from URG information reported to IBHE

"Each new WIU freshmen class has become more diverse than the previous year, with the number of students identifying as being from historically underrepresented groups now representing more than half (56.7%) of the incoming class."

## List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2018)

### • Building Connections Mentor Program

*Primary service area: Mentoring and retention.* A staff or faculty mentor is assigned to new freshmen. Mentors and mentees meet at least once within the first four weeks of the students' first semester and again at semester mid-term. Mentors and mentees also work out a means of regular communication and/or meeting throughout the semester.

### • First Year Experience (FYE) Program

*Primary service area: Comprehensive student support.* FYE aligns classroom activities and campus life through U100 and Y classes to affect a greater impact on the learning and growth of new students through emphasizing how to live 'well' so that students learn aspects of diversity and multiculturalism; thereby, building on the foundation of community and respect.

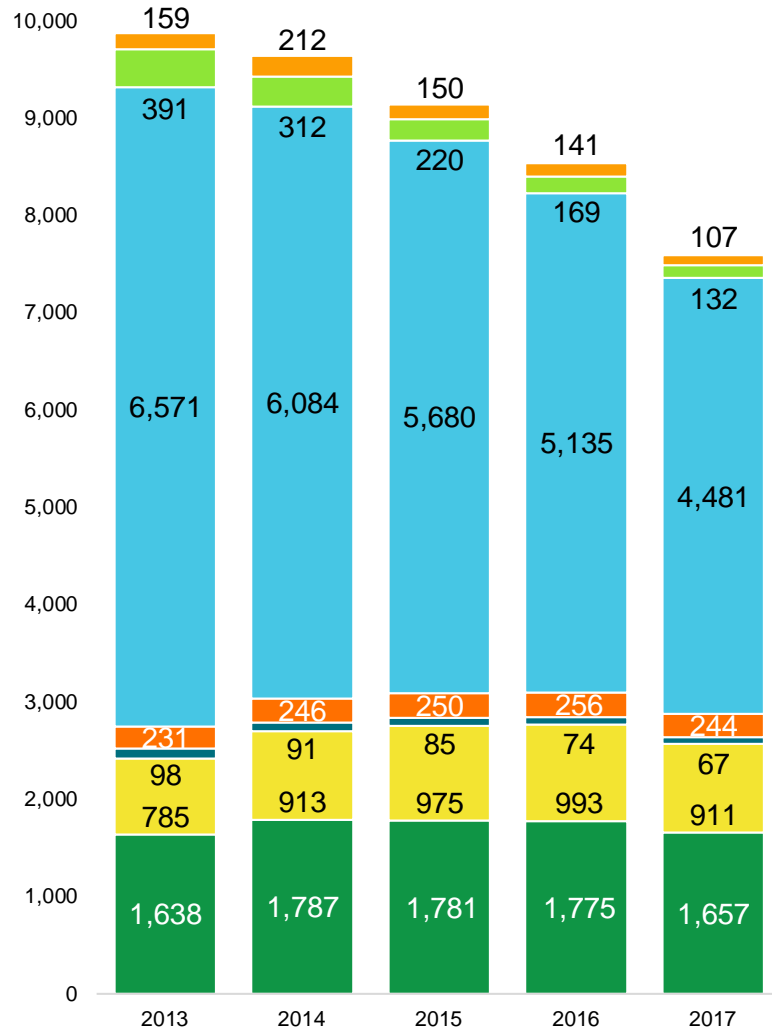
### • Office of Academic Services (OAS)

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

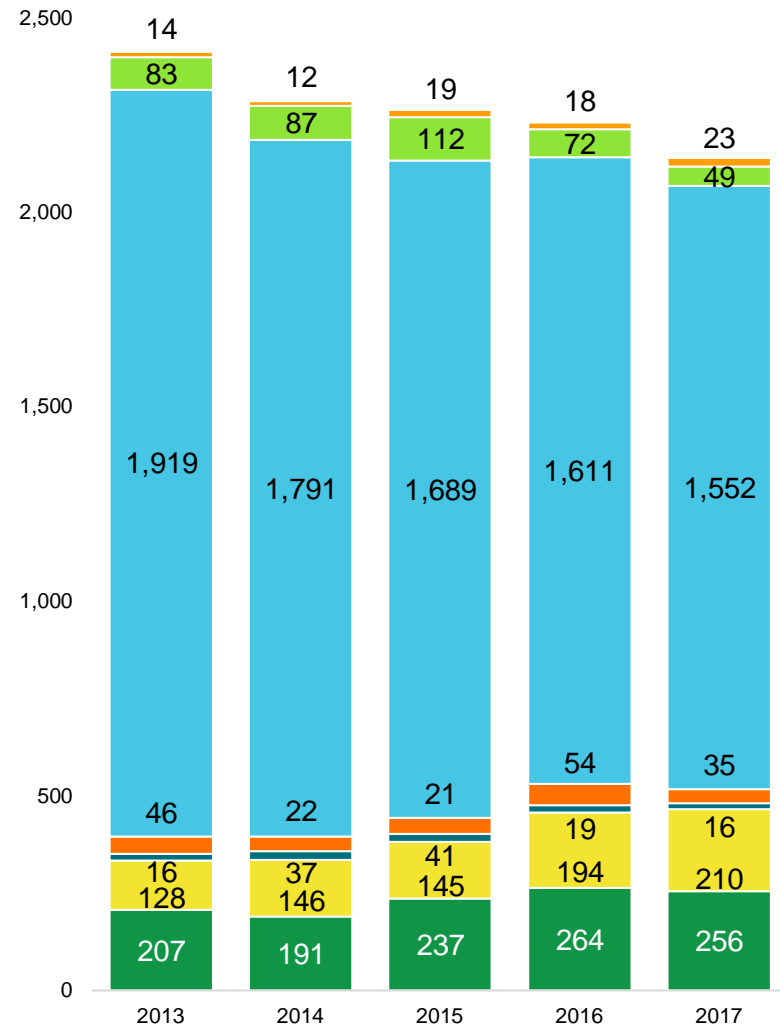
### • To & Through Project

*Primary service area: Student services/retention.* Partnership with the To & Through Project to enhance retention of students of color from the Chicagoland area. Private grant funds will be used to provide resources and advisors to assist with this endeavor.

**WIU Five-Year Undergraduate Enrollment Trends**



**WIU Five-Year Undergraduate Completion Trends**



African American Latino Asian Other URG White Unknown Non-resident Alien

*Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.*

Source: IPEDS

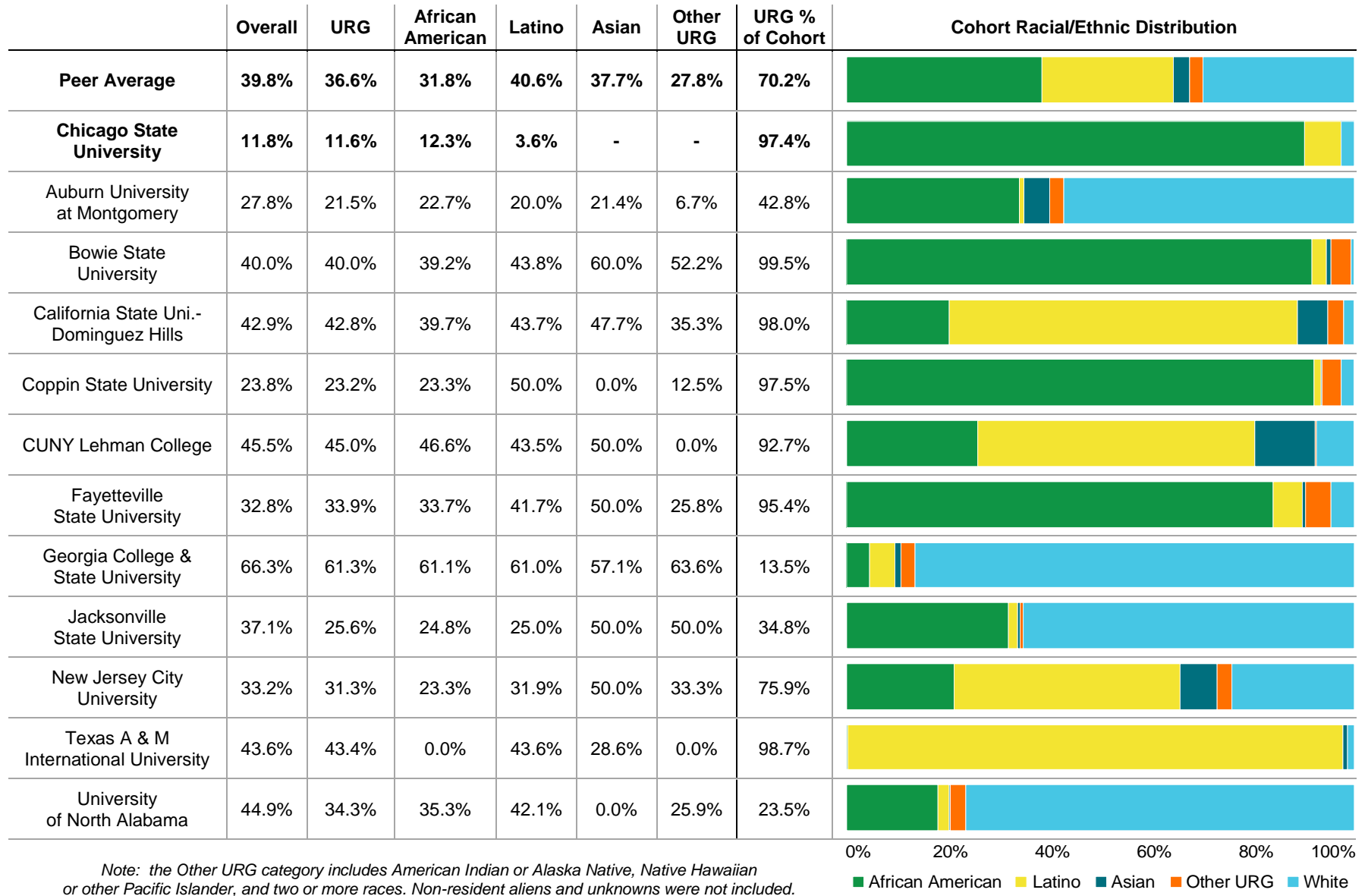
**APPENDIX B**

**NATIONAL PEER COMPLETION COMPARISONS**



# CHICAGO STATE UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2017 Cohort



# EASTERN ILLINOIS UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2017 Cohort

	Total	Total URG	African American	Latino	Asian	Other URG	URG % of Cohort	Cohort Racial/Ethnic Distribution
<b>Peer Average</b>	<b>59.2%</b>	<b>51.5%</b>	<b>45.8%</b>	<b>53.2%</b>	<b>55.7%</b>	<b>53.6%</b>	<b>24.3%</b>	
<b>Eastern Illinois University</b>	<b>56.8%</b>	<b>44.9%</b>	<b>45.9%</b>	<b>44.9%</b>	<b>25.0%</b>	<b>41.2%</b>	<b>30.7%</b>	
Appalachian State University	73.6%	67.9%	69.0%	67.3%	65.6%	68.8%	9.4%	
College of Charleston	69.1%	67.4%	66.2%	64.4%	71.0%	72.1%	14.1%	
Eastern Washington University	52.4%	40.7%	21.8%	45.5%	41.0%	41.7%	27.4%	
Georgia Southern University	49.6%	45.9%	47.2%	42.3%	44.2%	38.6%	33.0%	
Kean University	49.2%	45.2%	42.1%	44.2%	55.8%	50.9%	60.5%	
Kutztown University of Pennsylvania	52.9%	36.3%	30.2%	41.9%	30.8%	46.2%	19.5%	
Murray State University	49.4%	33.0%	29.2%	41.4%	50.0%	37.9%	13.2%	
Saint Cloud State University	43.4%	28.6%	19.6%	27.3%	42.5%	20.9%	19.0%	
Sam Houston State University	51.2%	47.2%	43.4%	50.9%	42.9%	46.7%	45.4%	
University of North Carolina Wilmington	72.5%	71.6%	75.3%	71.2%	78.9%	62.5%	16.8%	
University of Northern Iowa	67.7%	65.0%	56.0%	73.7%	66.7%	67.6%	7.6%	
University of Wisconsin–La Crosse	70.7%	54.9%	42.9%	58.5%	48.1%	62.5%	7.3%	
University of Wisconsin–Whitewater	61.6%	51.5%	37.9%	54.8%	59.3%	61.3%	15.5%	
Western Washington University	69.1%	67.8%	62.1%	66.9%	72.0%	65.8%	23.4%	
William Paterson University of New Jersey	55.1%	50.1%	43.8%	47.1%	66.7%	60.0%	52.0%	

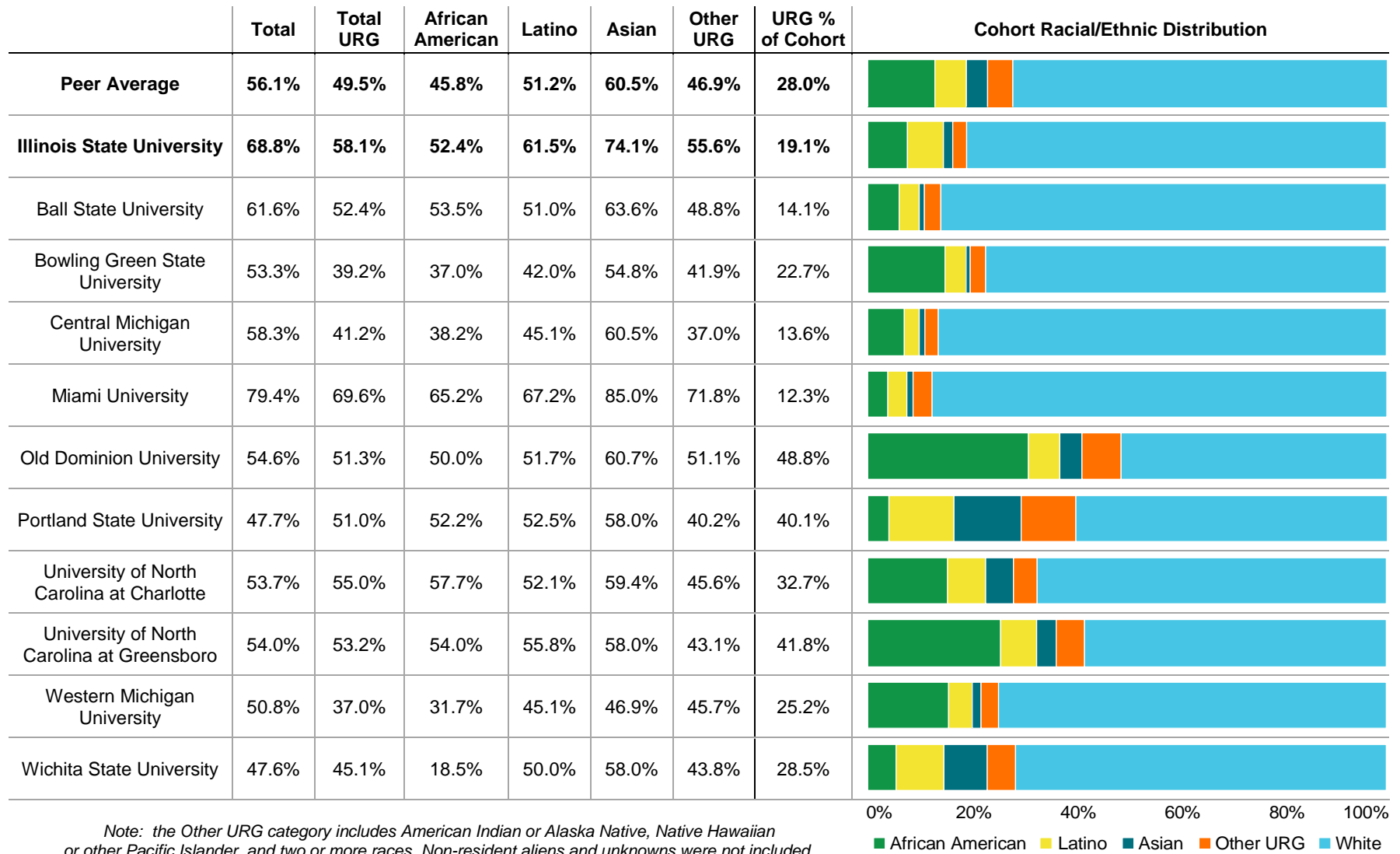
Note: the Other URG category includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races. Non-resident aliens and unknowns were not included.

0% 20% 40% 60% 80% 100%

African American Latino Asian Other URG White

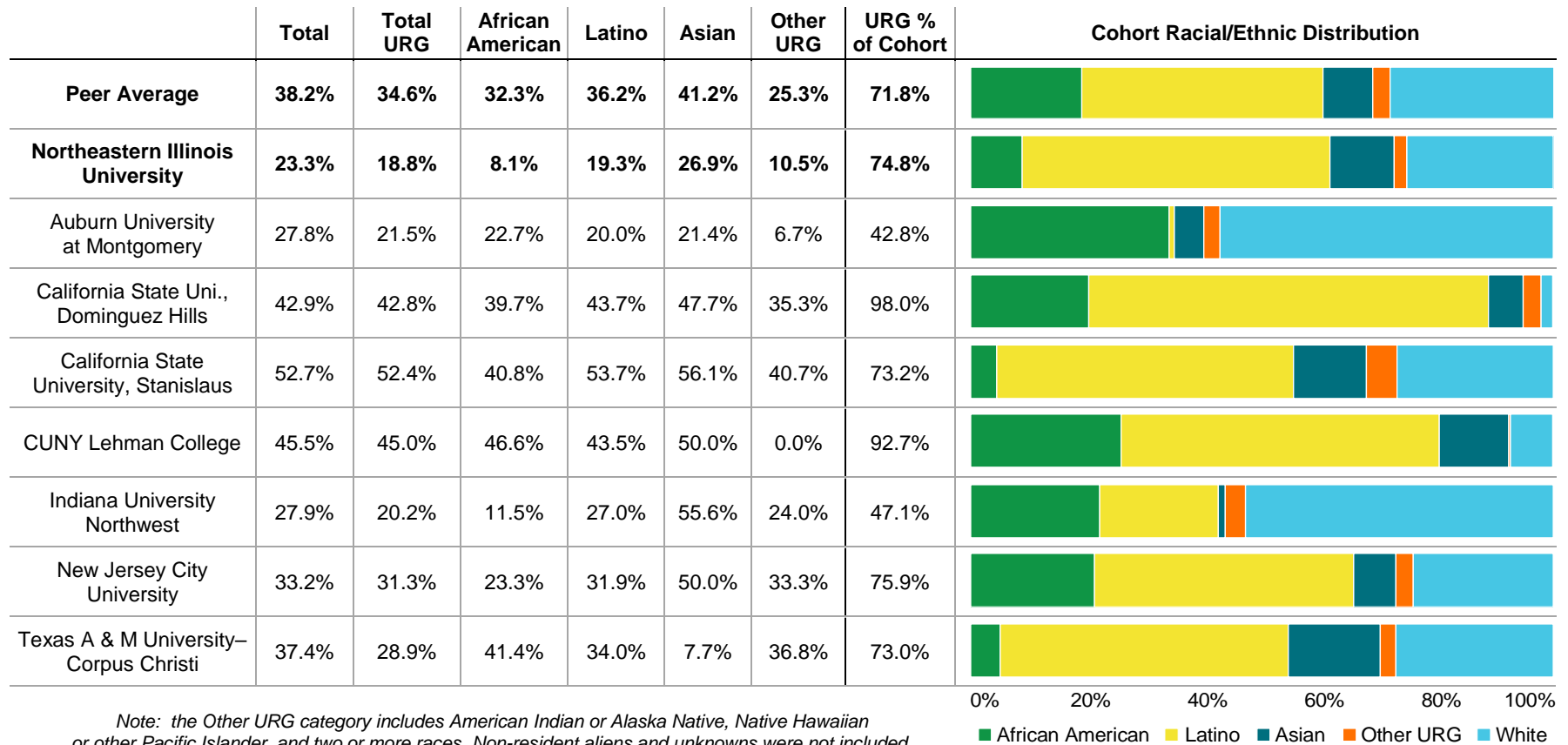
# ILLINOIS STATE UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2017 Cohort



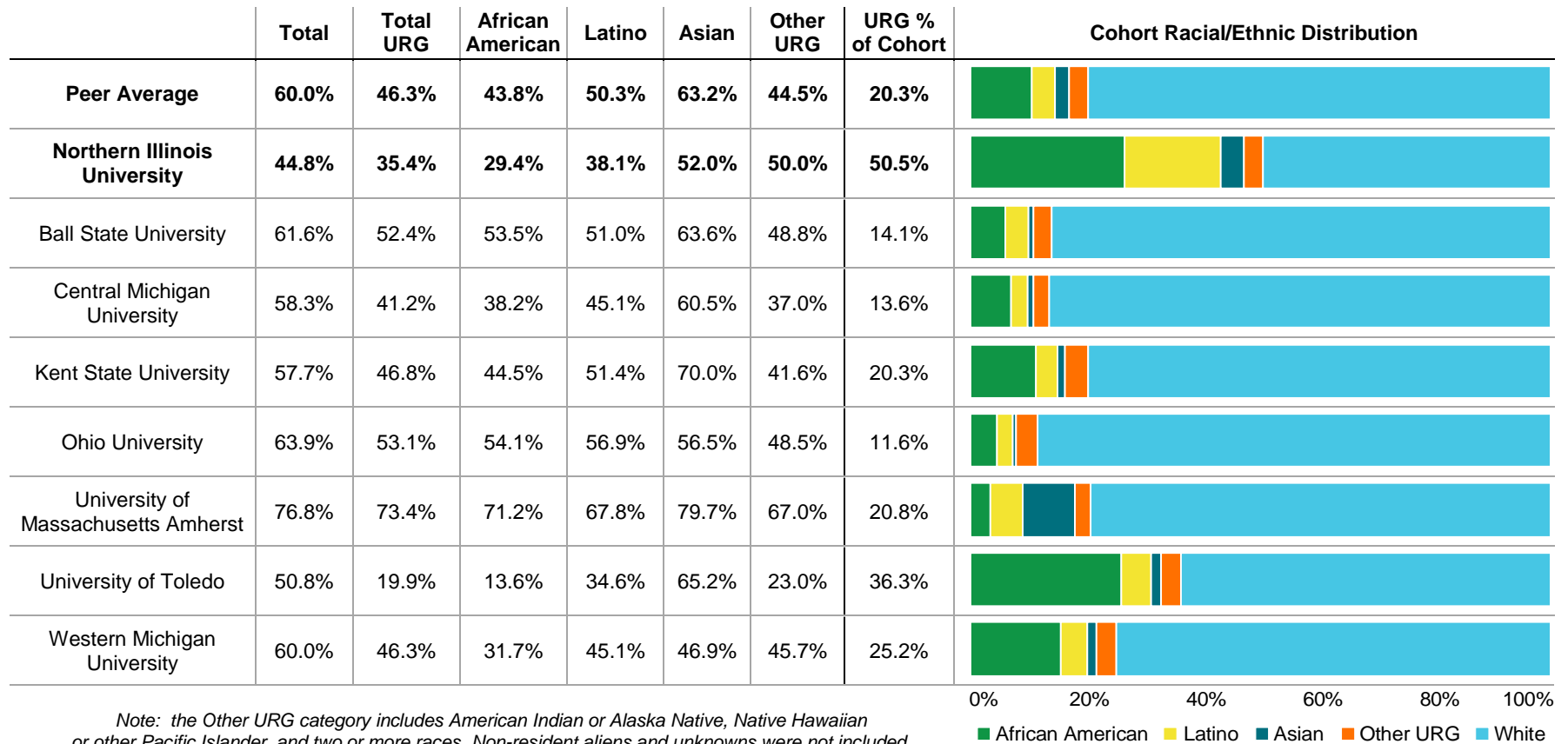
# NORTHEASTERN ILLINOIS UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2017 Cohort



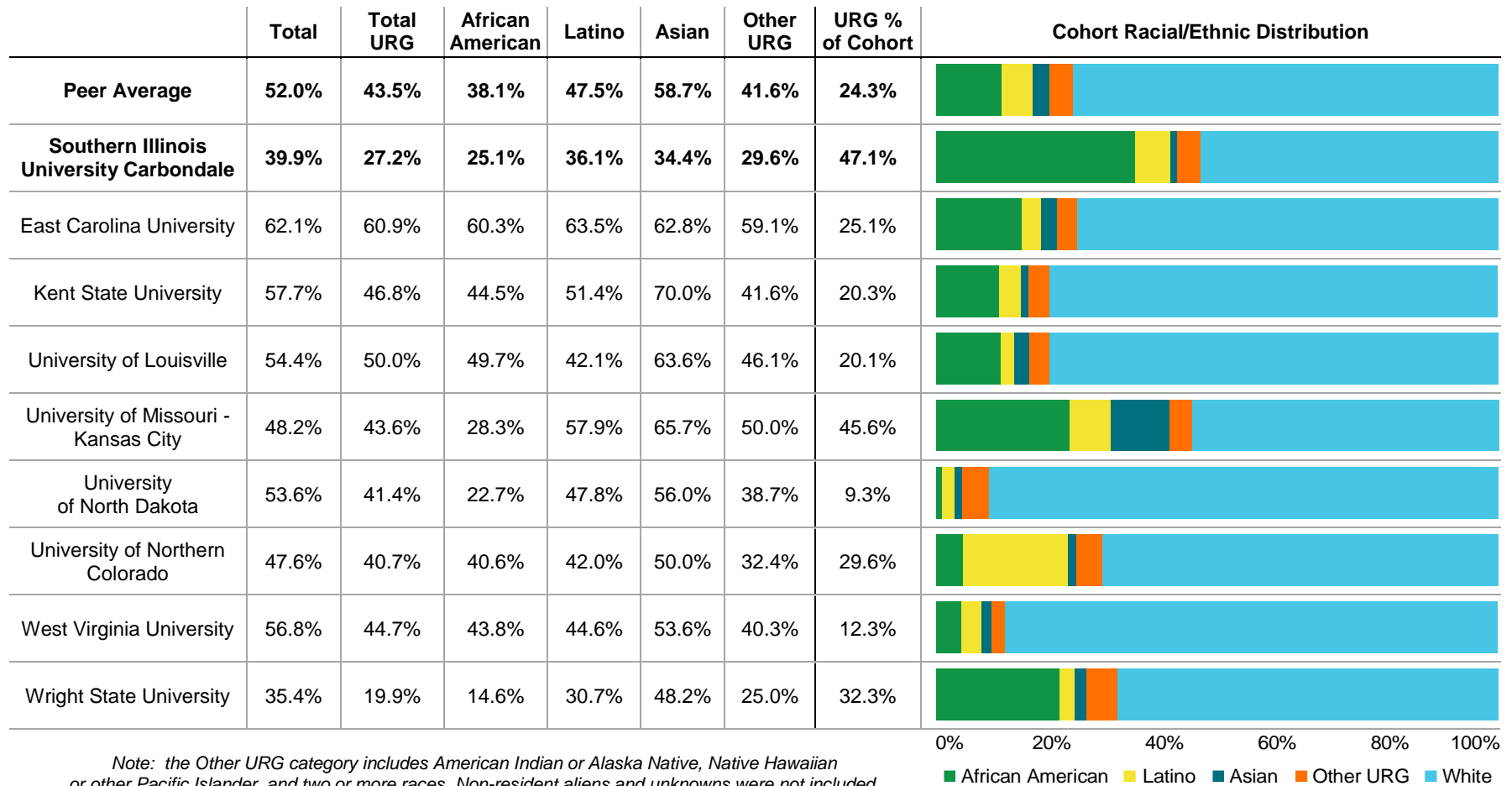
## NORTHERN ILLINOIS UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2017 Cohort



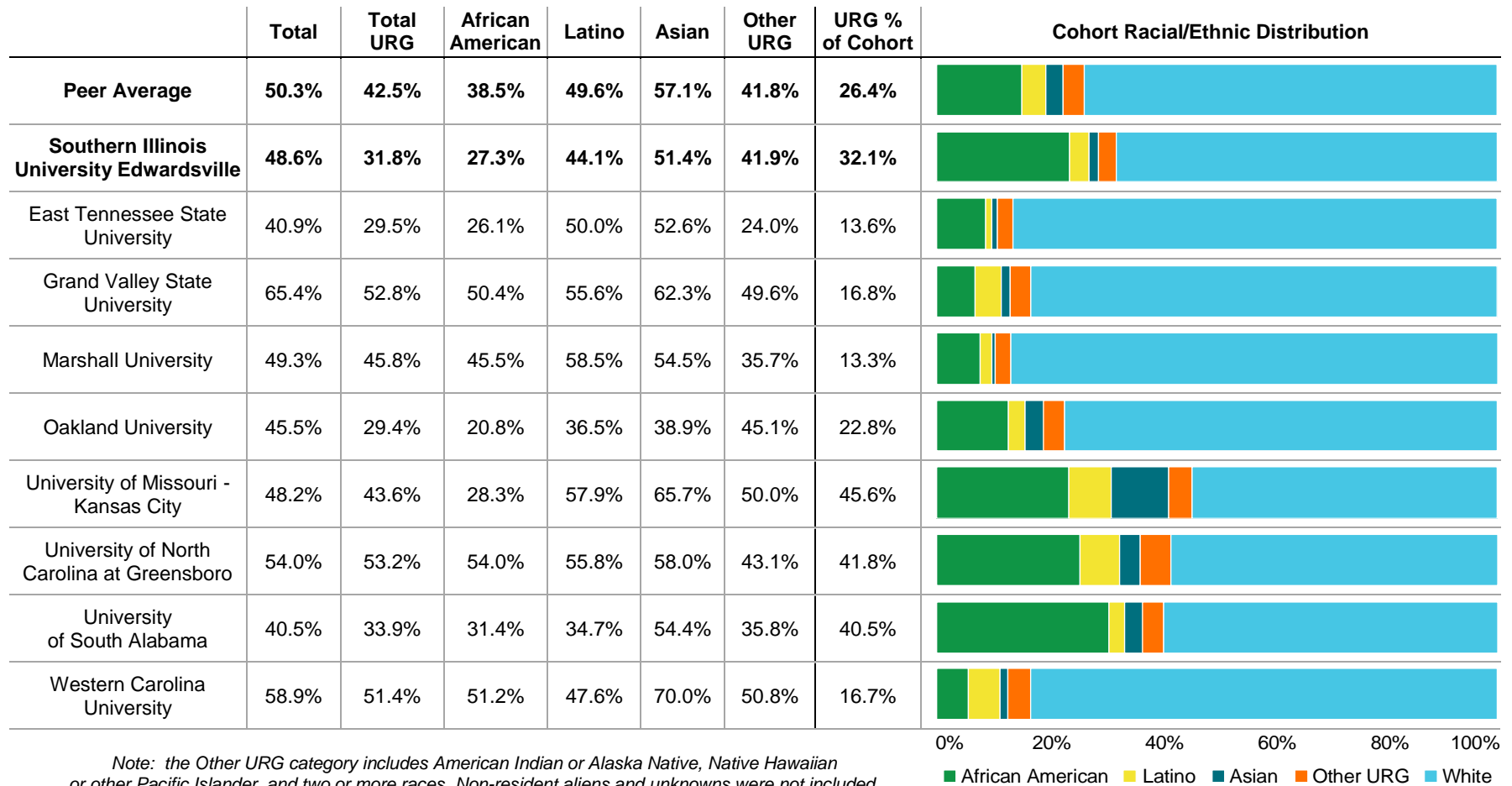
## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE | Six-Year Graduation Rates and Cohort Information

Source: IPEDS  
GR2017 Cohort



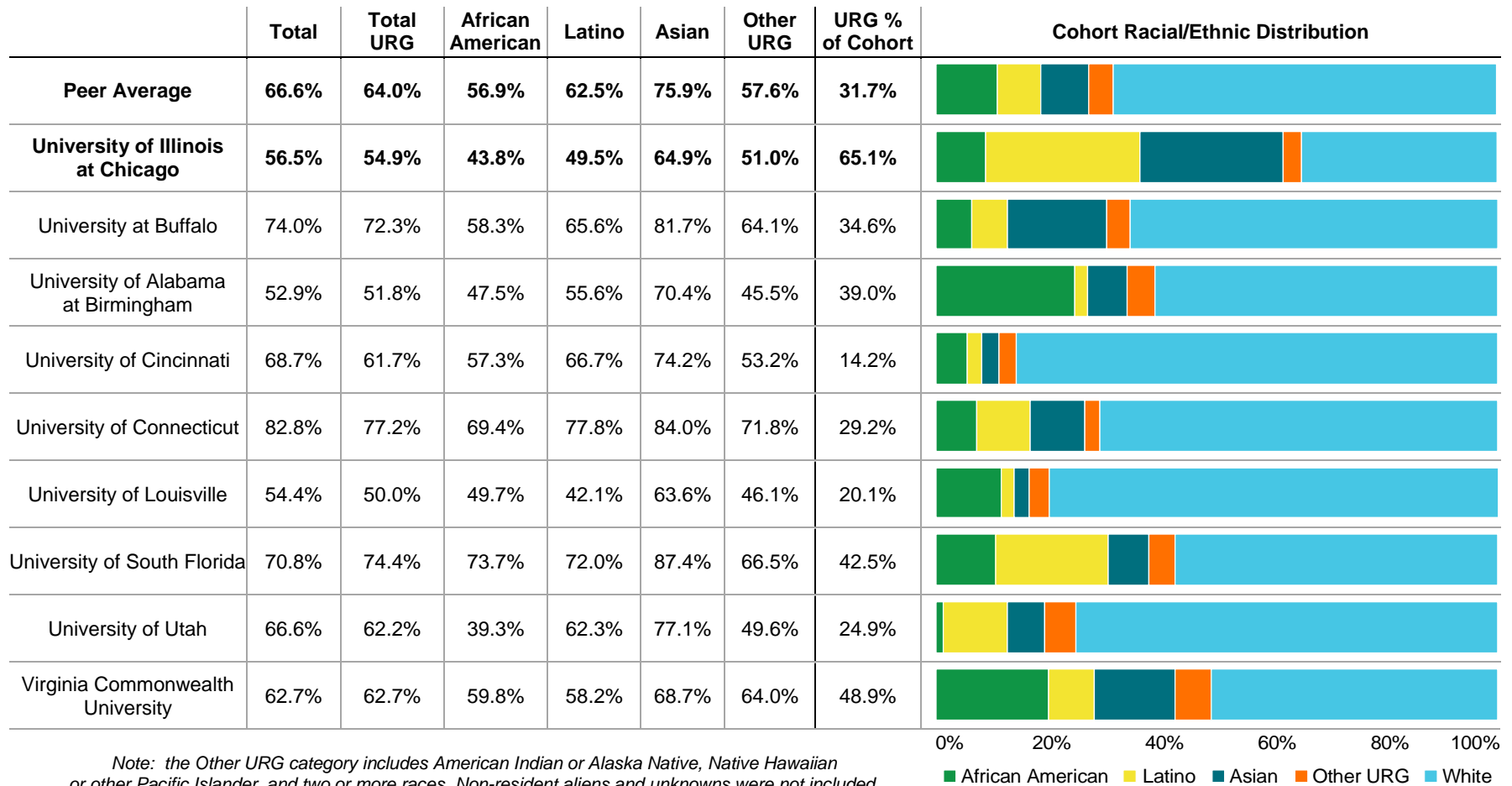
## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE | Six-Year Graduation Rates and Cohort Information

Source: IPEDS  
GR2017 Cohort



# UNIVERSITY OF ILLINOIS AT CHICAGO | Six-Year Graduation Rates and Cohort Information

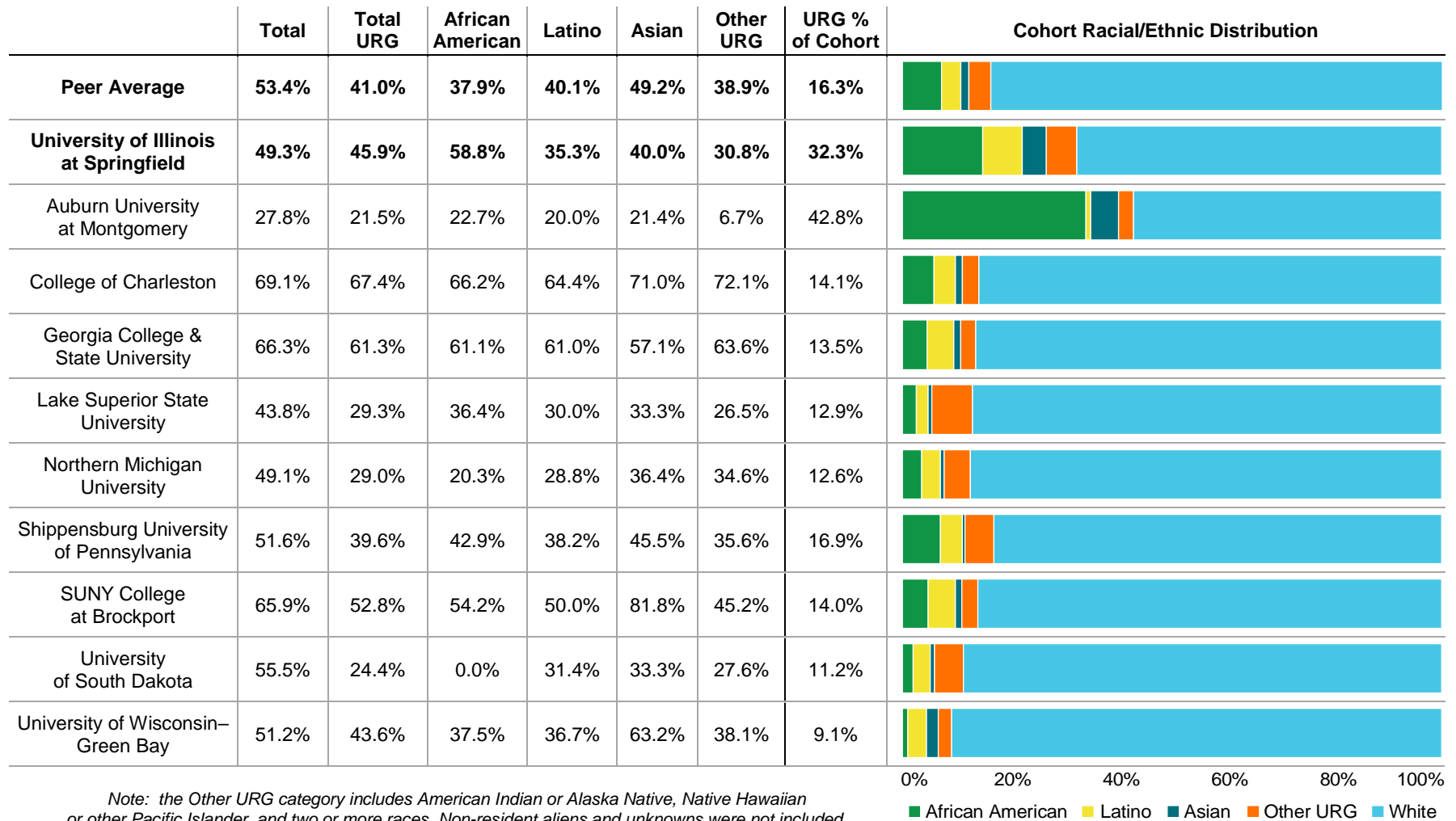
Source: IPEDSGR2017 Cohort





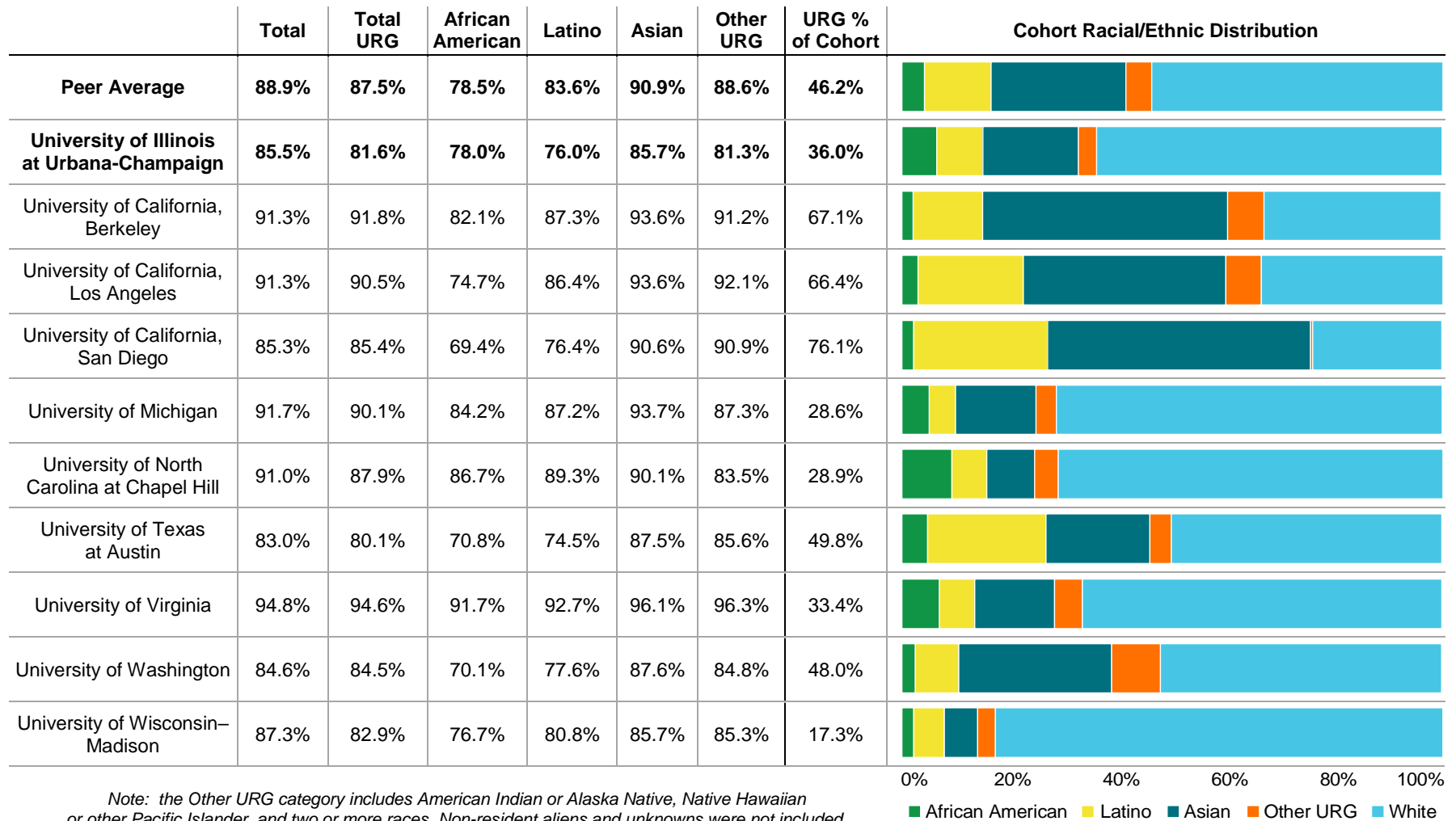
# UNIVERSITY OF ILLINOIS AT SPRINGFIELD | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2017 Cohort



# UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN | Six-Year Graduation Rates and Cohort Information

Source: IPEDS  
GR2017 Cohort



# WESTERN ILLINOIS UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2017 Cohort

