

ASSESSING ATTAINMENT AND EQUITY IN ILLINOIS HIGHER EDUCATION

Publicly Released as IBHE Equity Presentations in [August](#) and
[September](#) of 2020 and compiled in March 2023



ILLINOIS BOARD OF HIGHER EDUCATION

Members

John Atkinson, Chair, Burr Ridge
Jennifer Delaney, Champaign
Andrea Evans, Chicago
Jennifer Garrison, Vandalia
Veronica Gloria, Joliet
Veronica Herrero, Chicago
Pranav Kothari, Chicago
Kenneth Shaw, Chicago
Clarence Wyatt, Monmouth
Isaiah Overton, Student Board Member
Emmanuel Segbedzi, Nontraditional Student Board Member
Lazaro Lopez, Ex Officio Representative, Illinois Community College Board
Kevin Huber, Ex Officio Representative, Illinois Student Assistance Commission

AGENCY

Illinois Board of Higher Education
1 N. Old State Capitol Plaza
Suite 333
Springfield, Illinois 62701-1377
217.782.2551
TTY 888.261.2881
FAX 217.782.8548
www.ibhe.org

Printed by Authority
of the State of Illinois
3/23 – 6
Printed on Recycled Paper

TABLE OF CONTENTS

Introduction..... 4

Postsecondary Attainment 4

Equity Gaps: African American Undergraduate Students..... 8

Equity Gaps: Latinx Undergraduate Students 18

Equity Gaps: Low-Income Undergraduate Students 26

Illinois Community College Board’s Underrepresented Groups Report FY2020..... 33

Illinois Public Institutions Underrepresented Groups Report AY 2018-2019..... 33

INTRODUCTION

Illinois Board of Higher Education strategic planning has led to three working priorities: 1) increase postsecondary credential/degree attainment to develop the talent that drives Illinois's economy; 2) close equity gaps for those who have been left behind by the higher education system; and 3) improve affordability, increase access, and manage costs.

This report explores these three working priorities through statewide and national comparisons for postsecondary attainment by race, ethnicity, and gender. The report also includes measures and metrics for how the system serves African American and Latinx students compared to White students and for low-income students compared to non-low-income students.

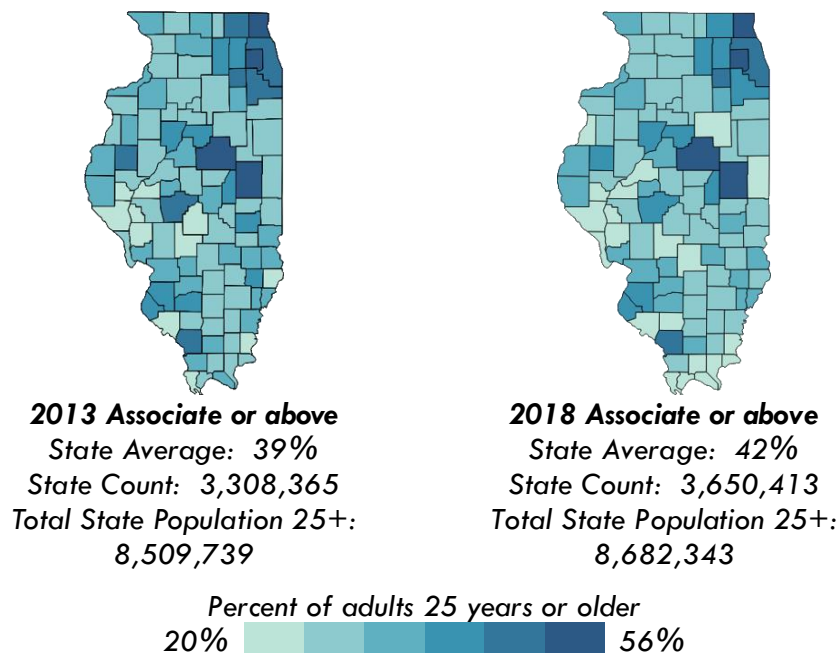
POSTSECONDARY ATTAINMENT

Postsecondary attainment varies, with improvement overall, but few counties on track for 60% by 2025

Ten years ago, Illinois adopted the 60x25 goal: that 60% of adults would have a postsecondary degree or credential by the year 2025. This was driven by estimates that 60% of the jobs in 2025 would require some form of formal education or training beyond high school.

The maps within Figure 1 depict the percentage of the population by county in 2013 and 2018 with an associate degree or higher. The darker the shading, the higher the percentage. There is a wide variation across the state in postsecondary attainment, with over 50% of the population in some counties having an associate degree or above, and some as low at 20%. Detailed and interactive information is available on IBHE's website ([IL Ed. Attainment and Equity Dashboards – ibhe.org](https://ibhe.org/IL-Ed-Attainment-and-Equity-Dashboards)) providing similar information at various educational attainment levels, from less than 9th grade through bachelor's degree completion and higher along with trends by county over time.

Figure 1: Percent of Adults 25 Years or Older with an Associate Degree or Higher by County



Source: 2013 and 2018 American Community Survey 5-Year Estimates of Associate Degree Attainment or Higher

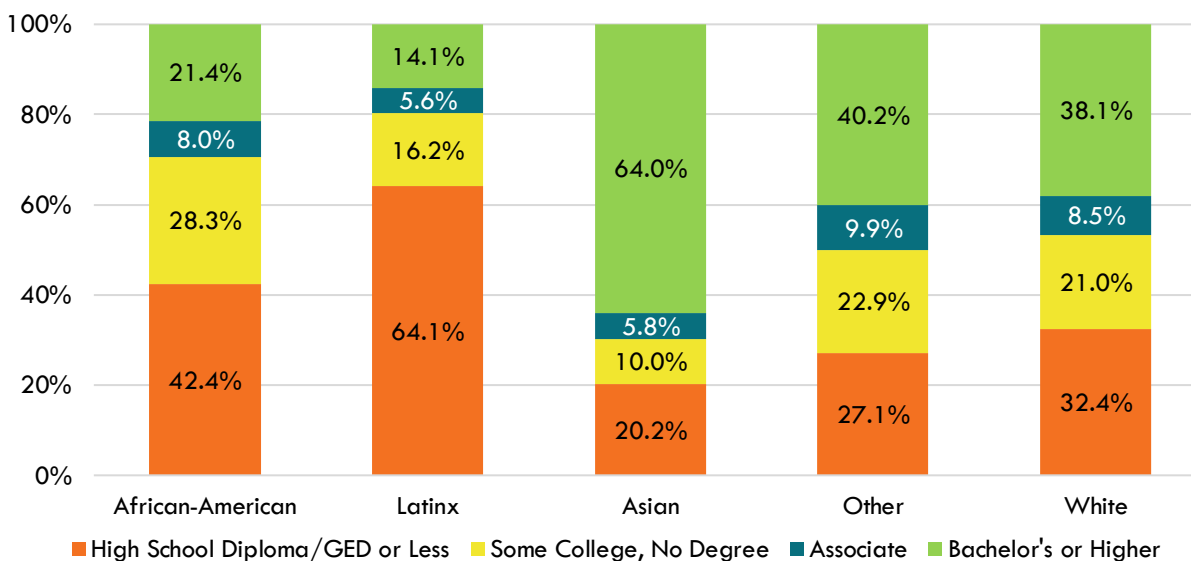
Large attainment gaps between White and African American, Latinx adults

As illustrated in Figure 2, there is wide variation in educational attainment for adults 25 years old and over, with 47% of Whites having a postsecondary degree, while only 29% of African Americans and 20% of Latinx do. Equally significant are the percent of adults with some college and no degree. That equates to 324,000 African

American, 195,000 Latinx, and 1.2 million White adults with some college but no degree. While some of these adults have attained short term postsecondary certificates in the sub-associate degree space, this cannot be tracked with the current information provided by the American Community Survey.

It is also worth noting the very large percentage, especially of Latinx adults, who have only a high school diploma/GED or less. As the state of Illinois is attempting to achieve the previously mentioned 60% post-secondary attainment, the state has a long way to go, especially for the Latinx population.

Figure 2: Educational Attainment in Illinois (Age 25+) by Race/Ethnicity

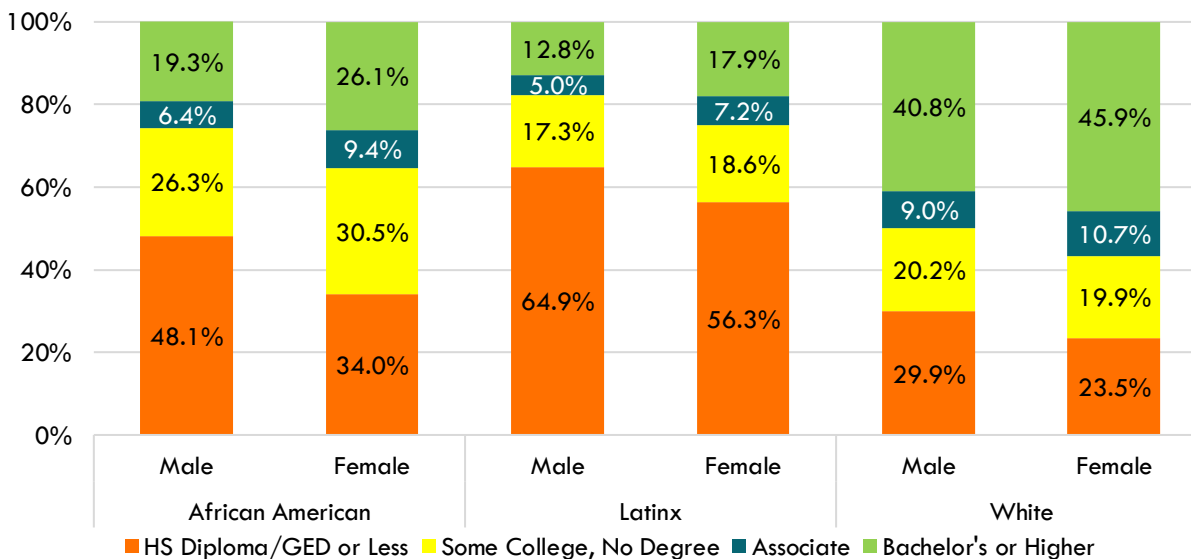


Source: 2018 American Community Survey IPUMS 5-Year Estimates

Large gaps by gender: Females have higher attainment levels than males across all races/ethnicities.

The information presented in Figure 3 includes educational attainment levels along with the interaction of gender and race/ethnicity for the three largest race/ethnicity groups: White, Latinx, and African American. As depicted in Figure 3, higher proportions of females have an associate's degree or higher when compared to males and this holds true for African Americans, Latinx, and Whites.

Figure 3: Educational Attainment in Illinois (Working Age Adults) by Race/Ethnicity and Gender

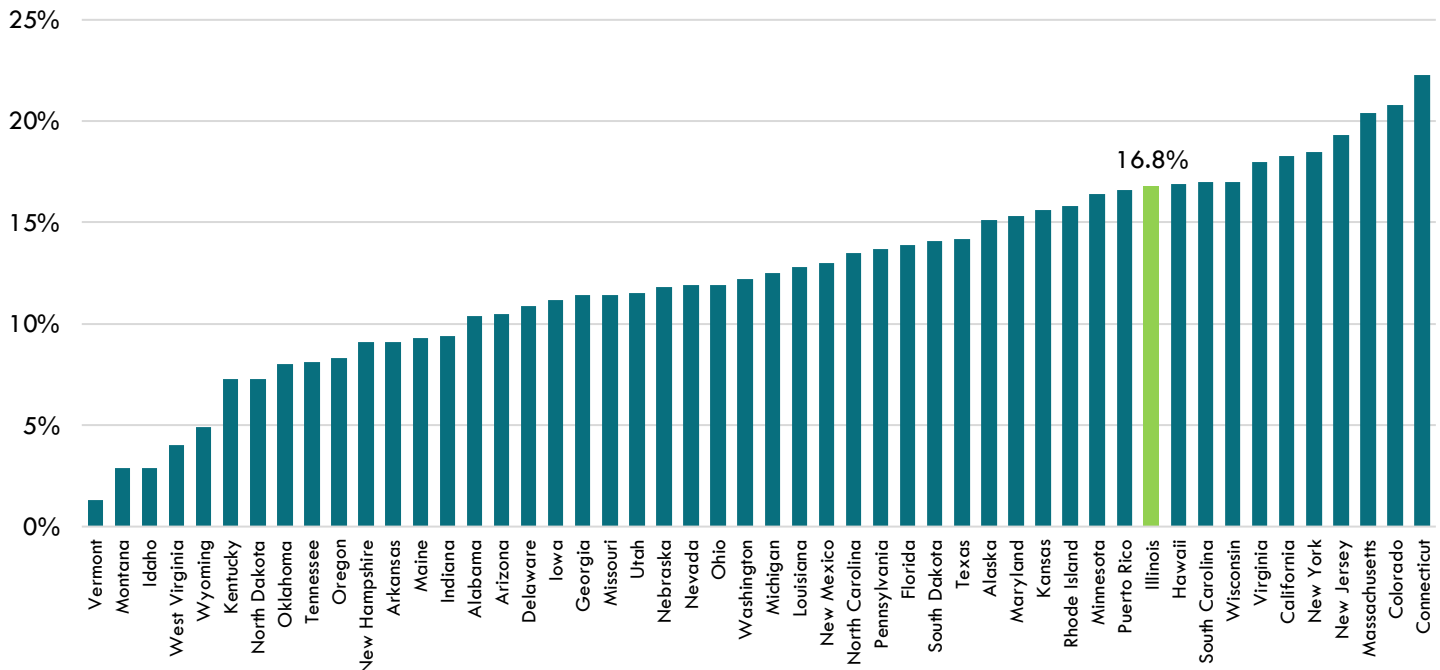


Source: 2018 American Community Survey IPUMS 5-Year Estimates

Illinois has 11th largest bachelor's attainment gap between Whites and African Americans

The information within Figure 4 depicts the difference in population-specific bachelor's degree attainment between White and African Americans for all 50 states. Illinois has the 11th largest attainment gap with nearly a 17-percentage point difference between African American and White adults.

Figure 4: Percentage Point Gap: White and African American Adults with Bachelor's Degrees or Higher

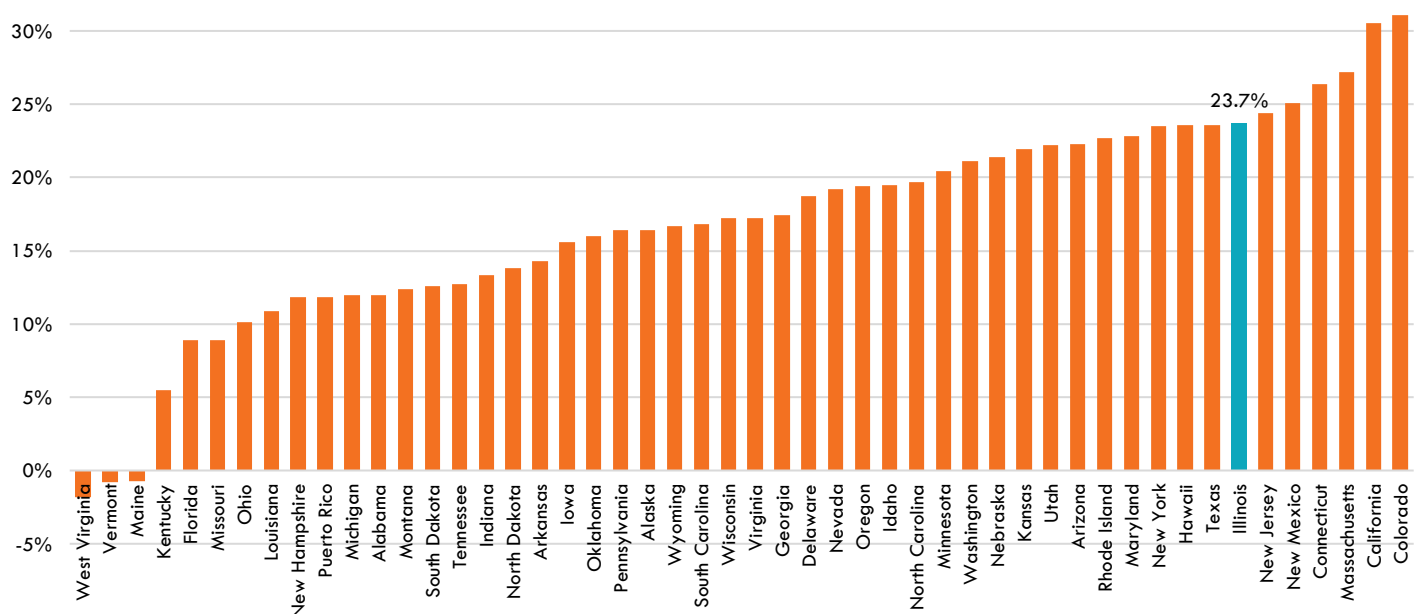


Source: 2018 American Community Survey 5-Year Estimates

Illinois has the 7th largest BA attainment gap between White and Latinx Adults

Similarly, for Latinx adults, the state of Illinois has the 7th largest bachelor's attainment gap at nearly 24 percentage points.

Figure 5: Percentage Point Gap: White and Latinx Adults with Bachelor's Degree or higher

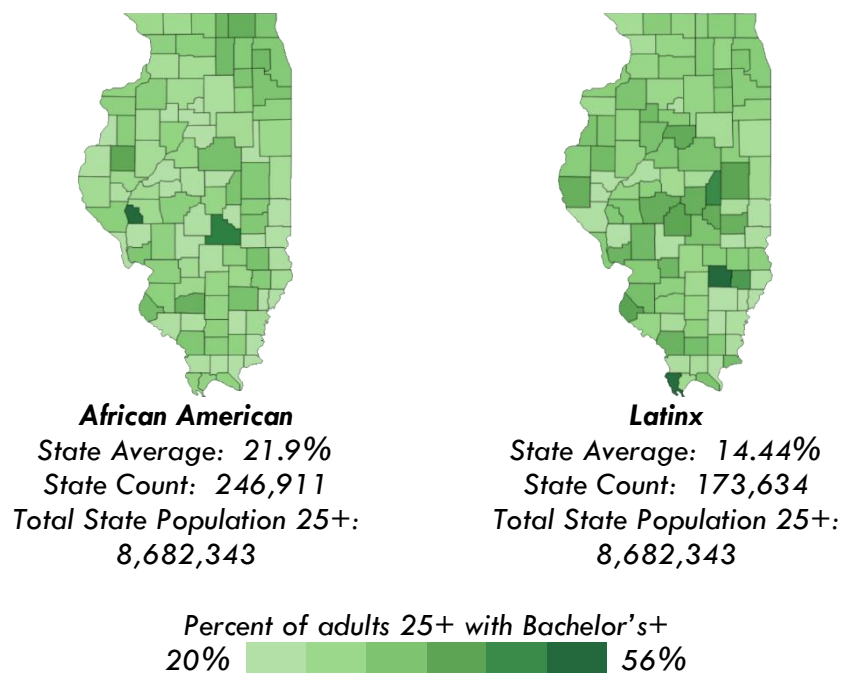


Source: 2018 American Community Survey 5-Year Estimates

Bachelor's-level attainment varies across the state for all races/ethnicities

The maps within Figure 6 depict the proportion of the Illinois population with a bachelor's degree or higher by county for African American and Latinx adults. Although the focus at IBHE has been and will continue to be on all levels of postsecondary attainment, the educational attainment data that includes both race and county is more readily accessible at bachelor's degree level and higher, so this is the best information that available at this time. As noted above, additional information and interactive comparison are available on IBHE's website ([IL Ed. Attainment and Equity Dashboards – ibhe.org](https://www.ibhe.org/Attainment-and-Equity-Dashboards)).

Figure 6: Percent of Adults 25 Years or Older with a Bachelor's Degree or Higher by County

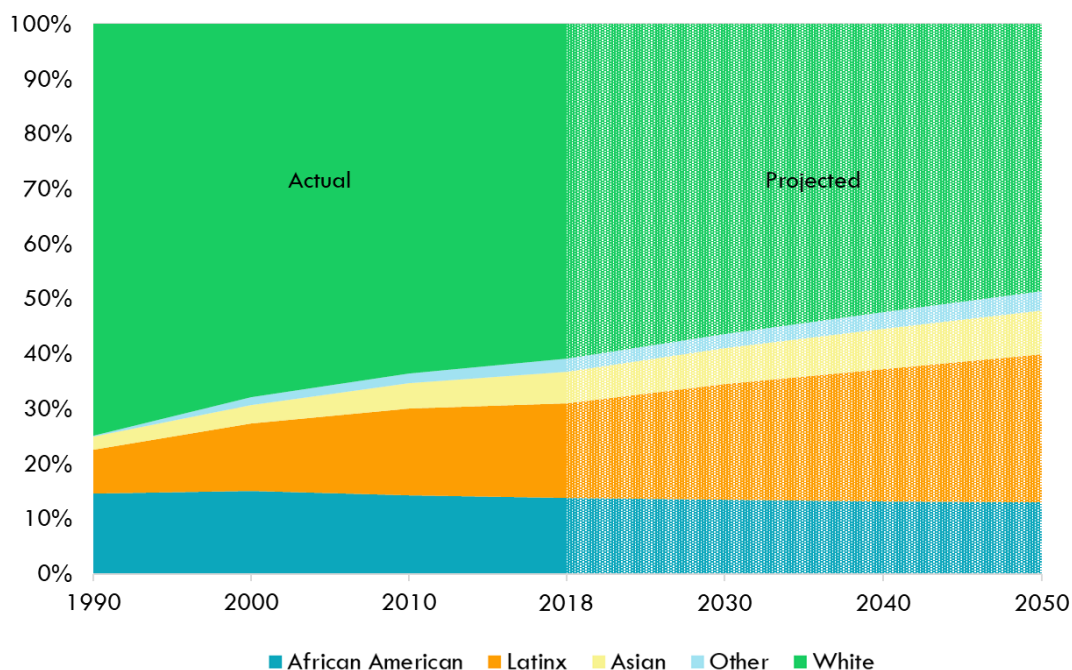


Source: 2018 American Community Survey 5-Year Estimates of Bachelor's Degree Attainment or Higher.
Special thanks to Advance Illinois for the inspiration and the model for this visualization

Illinois has become more diverse and will be even more so in the future

As shown in Figure 7, demographic projections to 2050 anticipate an increasingly diverse Illinois population. The percent of the state's population that is White is projected to decline by about 17.5%, while the Latinx population is projected to grow by over 60%, and African Americans projected to stay relatively steady, with small decline in proportional representation. This makes it even more important to understand how well our education system is serving students of color.

Figure 7: Illinois Actual and Projected Population Distribution



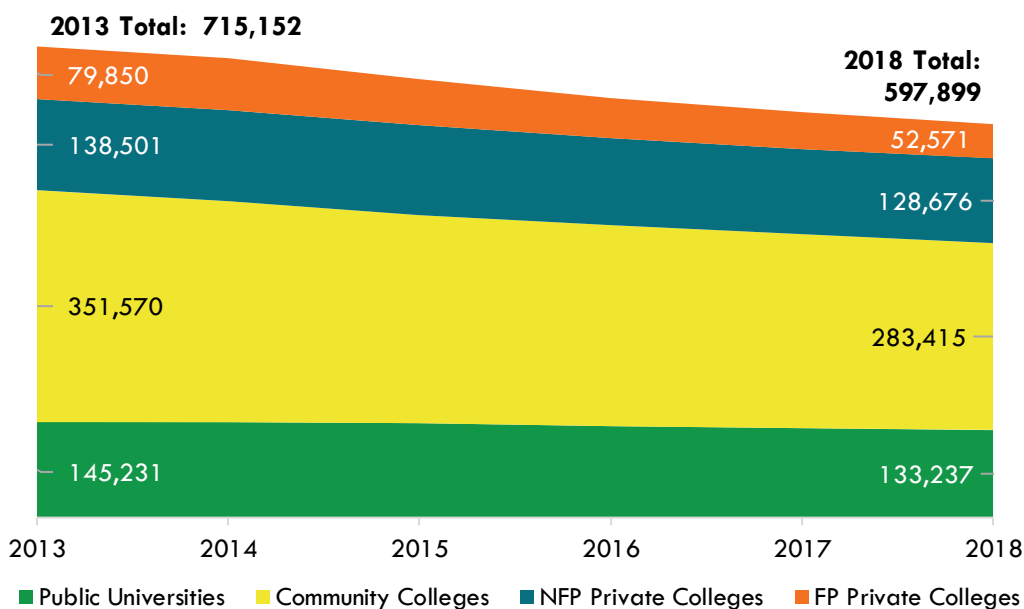
Source: National Equity Atlas and American Community Survey 2018 1-Year Estimates

EQUITY GAPS: AFRICAN AMERICAN UNDERGRADUATE STUDENTS

Overall undergraduate enrollment dropped 16% between 2013 and 2018

Since 2013, Illinois has experienced a 16.4% decrease in undergraduate enrollment representing a loss of nearly 120,000 students overall. This is part of a longer pattern of declining undergraduate enrollment in the state. As illustrated in Figure 8, this is true across all higher education sectors in Illinois including public universities, community colleges, not-for-profit privates, and for-profit institutions.

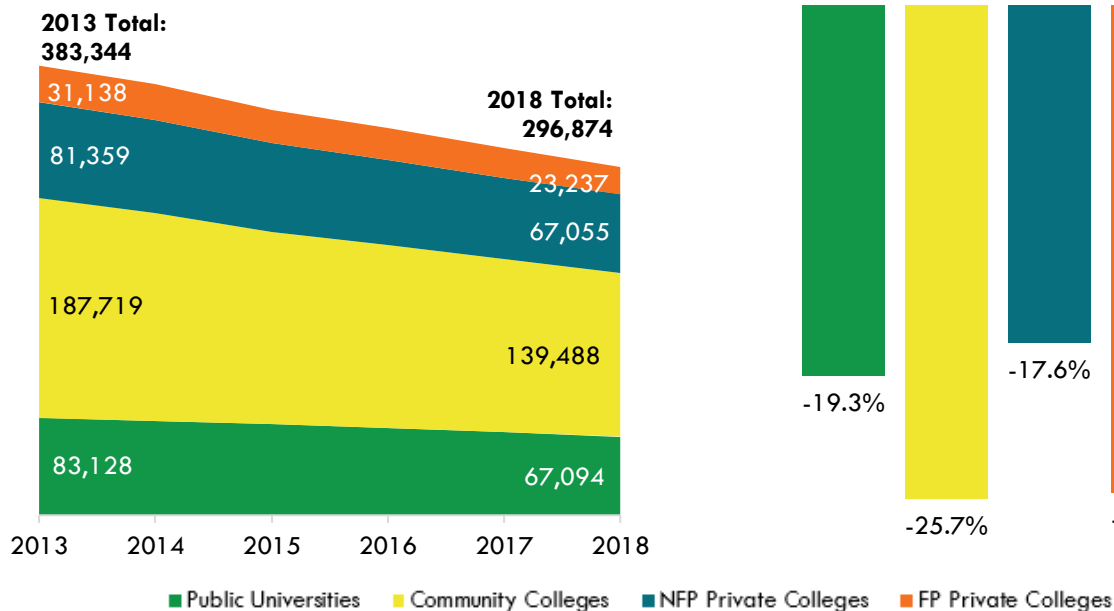
Figure 8: Fall Enrollment Trends: All Undergraduate Students



Source: IPEDS Fall Enrollment Survey: 2013 to 2018

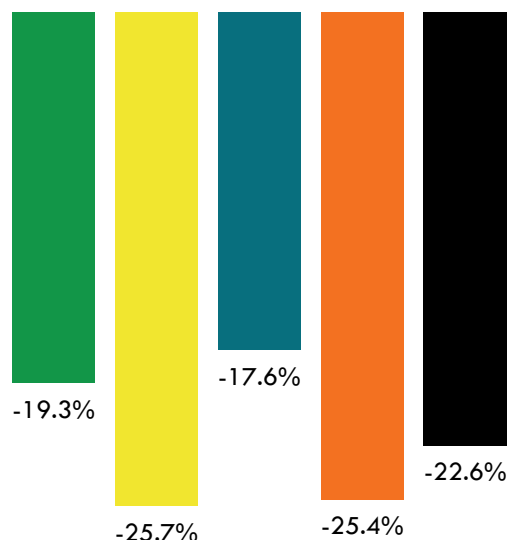
Enrollment for White students decreased 23% overall

Figure 9: Fall Enrollment Trends: Whites



Source: IPEDS Fall Enrollment Survey: 2013 to 2018

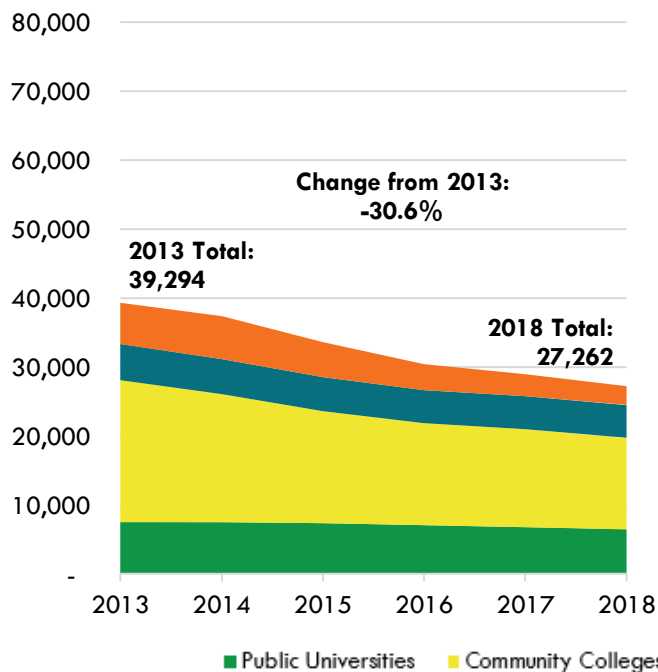
Figure 10: Change in Enrollment 2013 to 2018



Illinois Institutions enroll just over half as many African American males as females

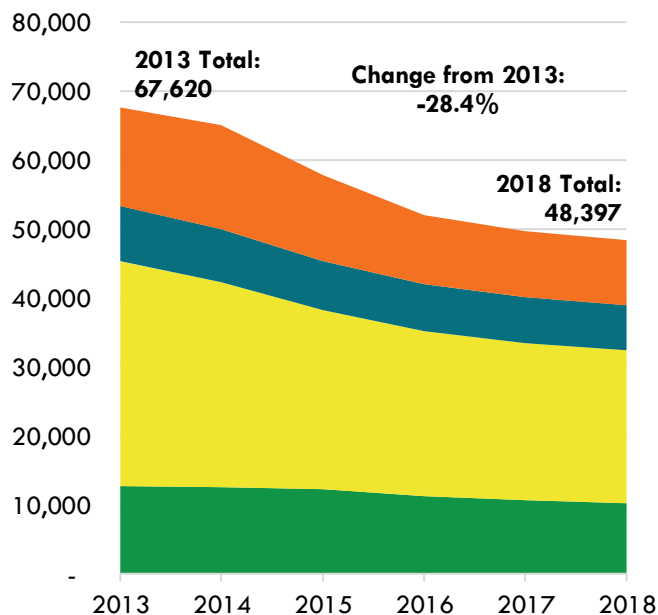
Undergraduate enrollments have decreased by 29% for African Americans with some variation across higher education sectors. In 2018, there were just over 75,000 African American students enrolled in Illinois colleges and universities compared to nearly 107,000 in 2013. During this timeframe, the overall decrease in undergraduate enrollment among African American males was slightly larger (-30.6% as shown on Figure 11) relative to their female counterparts (-28.4% as shown on Figure 12).

Figure 11: Undergraduate Enrollment Patterns: African American Males



Source: IPEDS Fall Enrollment Survey: 2013 to 2018

Figure 12: Undergraduate Enrollment Patterns: African American Females



African Americans make up a declining share of undergraduate enrollment, despite remaining a steady share of the overall Illinois population

As illustrated in Figure 13, the portion of the undergraduate student population that is African American has declined every year from 2013 to 2018. Also, there were some sector specific differences, as the for-profit sector has the highest percentage of African Americans at close to 25% in 2018, followed by Illinois community college and public universities, and then not-for-profit private institutions had the lowest percentage at lower than 10% (see Figure 14).

Figure 13: African American undergraduates as a % of all undergraduates

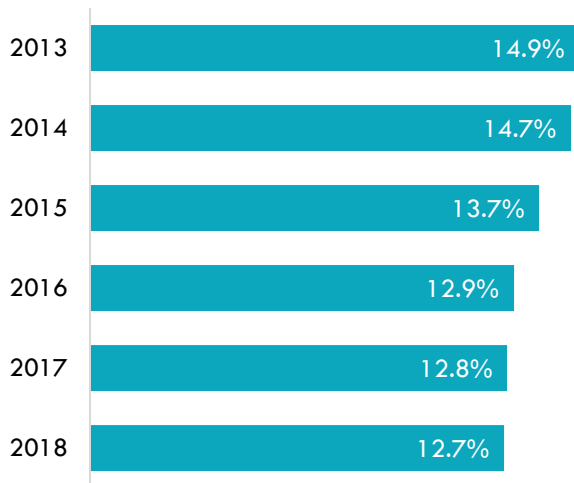
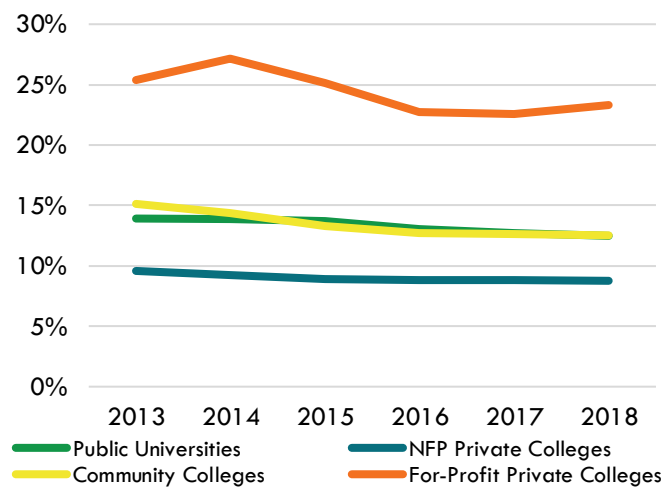


Figure 14: African Americans as a % of undergraduates in each sector

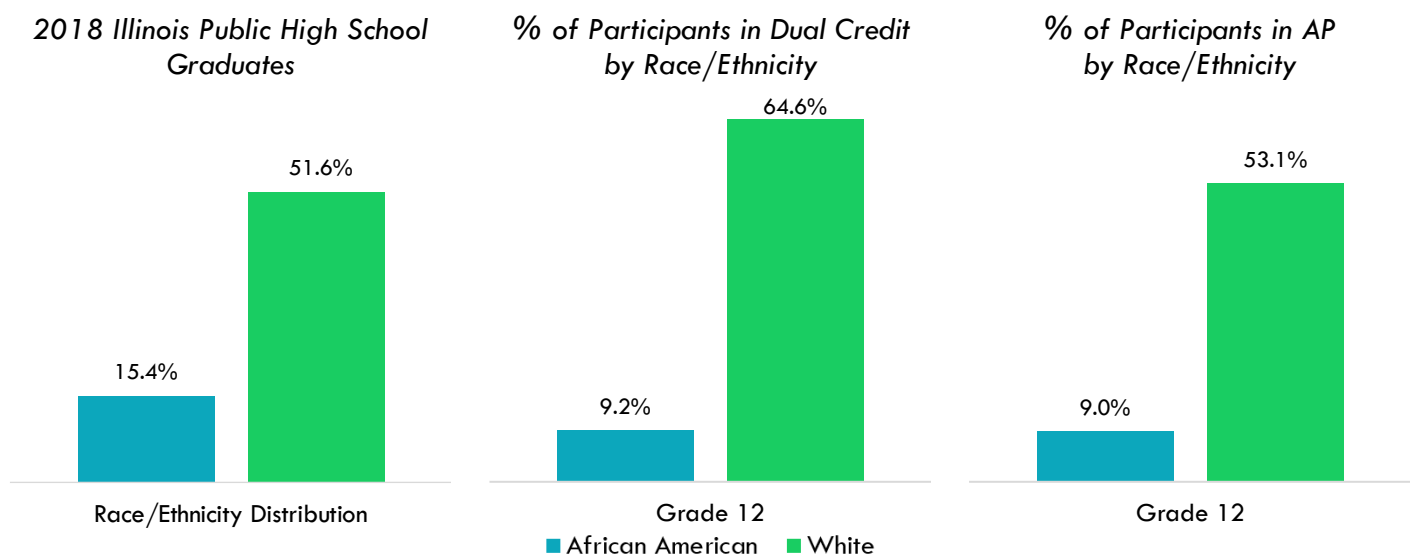


Source: IPEDS Fall Enrollment Survey: 2013 to 2018

African Americans have less access to Advanced Placement (AP) and Dual Credit while in high school

African Americans made up about 15% of the Illinois public high school graduating class in 2018. Yet of the 35,000 seniors enrolled in dual credit, only 9% are African American, while 65% are White, demonstrating a disproportional underrepresentation of African Americans. Similarly, of the 55,000 seniors enrolled in AP courses, again, only 9% are African American, while 53% are white. This means that African American students are missing out on opportunities to earn credits or get exposure to college-level work. Also, research shows these early college experiences can lead to higher levels of college enrollment and completion.

Figure 15: 2018 Illinois Public High School Graduates and Participation in Dual Credit and AP

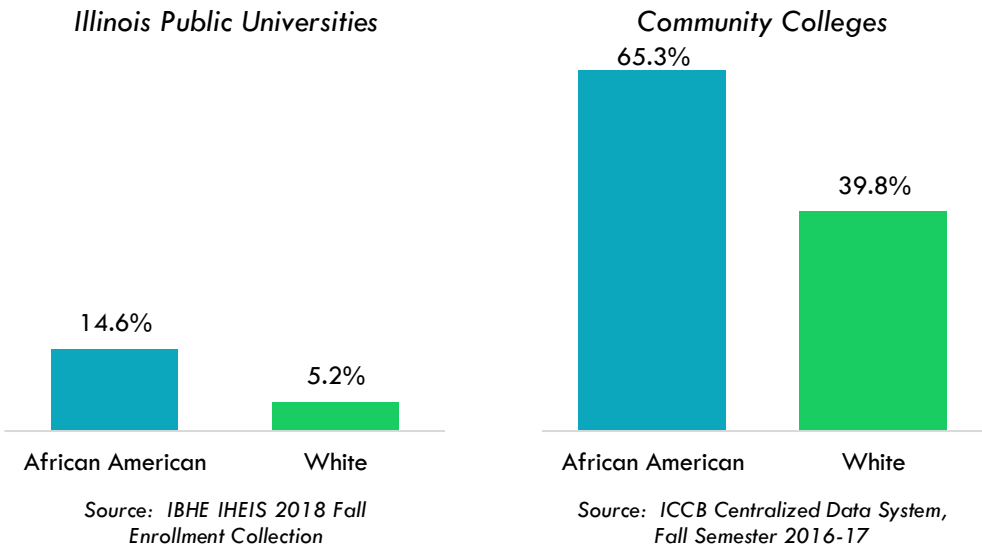


Source: ISBE Report Card

Institutions place African American first-year students in developmental education at higher rates

African Americans are more likely to be placed in developmental education when they initially enroll at Illinois public colleges, with nearly 15% of public university freshmen and nearly two-thirds (65.3%) of community college freshmen taking such coursework. Both placement rates are higher than the respective placement rates of their white counterparts within the same sector. When students are placed in traditional developmental education, they earn fewer credit hours, because such developmental education courses do not count towards degree requirements.

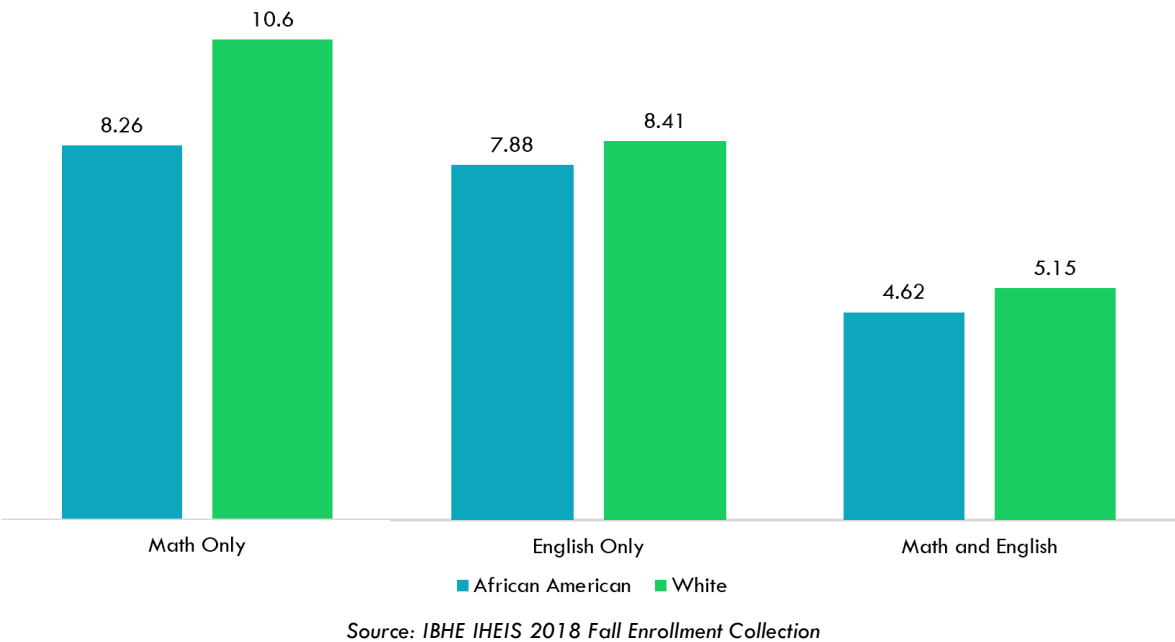
Figure 16: Placement rates in traditional developmental education coursework for Illinois Public Universities and Community Colleges



When placed in developmental ed, African Americans accumulate fewer credit hours

There is a gap between how many credit hours African American and White students accumulate, with the most significant gap for students who are placed in math developmental ed courses.

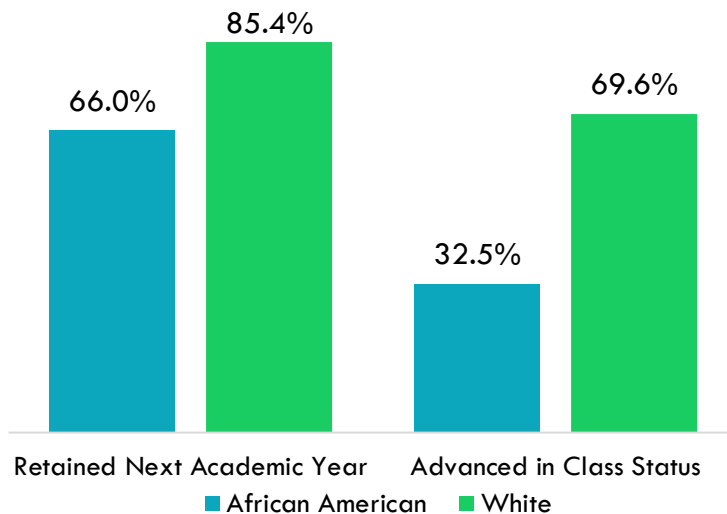
Figure 17: First Semester Credit Hour Accumulation by First-Time/Full-Time Students at Illinois Public Universities



Public Universities retain and advance significantly smaller proportions of African American freshmen

IBHE recently developed new measures on retention and class advancement from one fall to the next for first-time, full-time undergraduate students, who in nearly all instances are freshmen. As illustrated in Figure 18, the retention rate for African American freshmen at Illinois public universities was 66% overall compared to 85.4% for their white peers. A larger gap was evident with class advancement, as less than a third of African American freshmen advanced in class status (32.5%) the following fall semester (e.g. to sophomore status), relative to nearly 70% of their white counterparts.

Figure 18: New First-Time Full-Time Students at Illinois Public Universities: Fall AY 2018-19



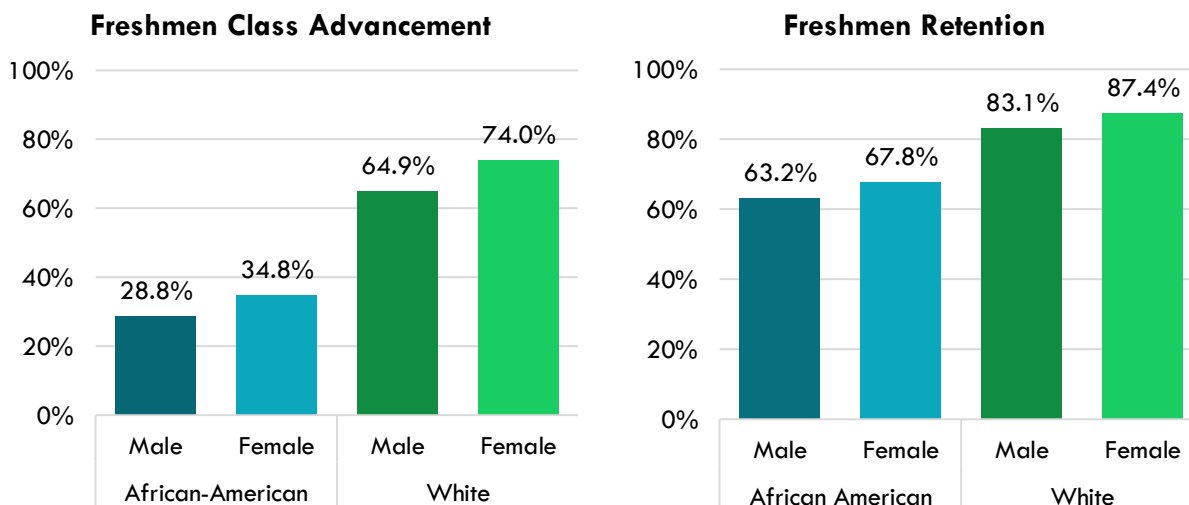
Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

Public Universities are also more likely to retain and advance freshmen females than males

Public universities are also more likely to retain and advance females than males of either race.

As shown in Figure 19, there is a significant drop off between retention and advancement, by race, and by gender within race. However, females are advanced at higher rates than males within the same race/ethnicity group. White females had the highest rates of retention (87.4%) and class advancement (74.0%) and African American males were retained and advanced at the lowest rates (63.2% and 28.8% respectively).

Figure 19: Retention and Advancement of New First-Time Full-Time Students at Illinois Public Universities: Fall AY 2018-19 by Race/Ethnicity and Gender

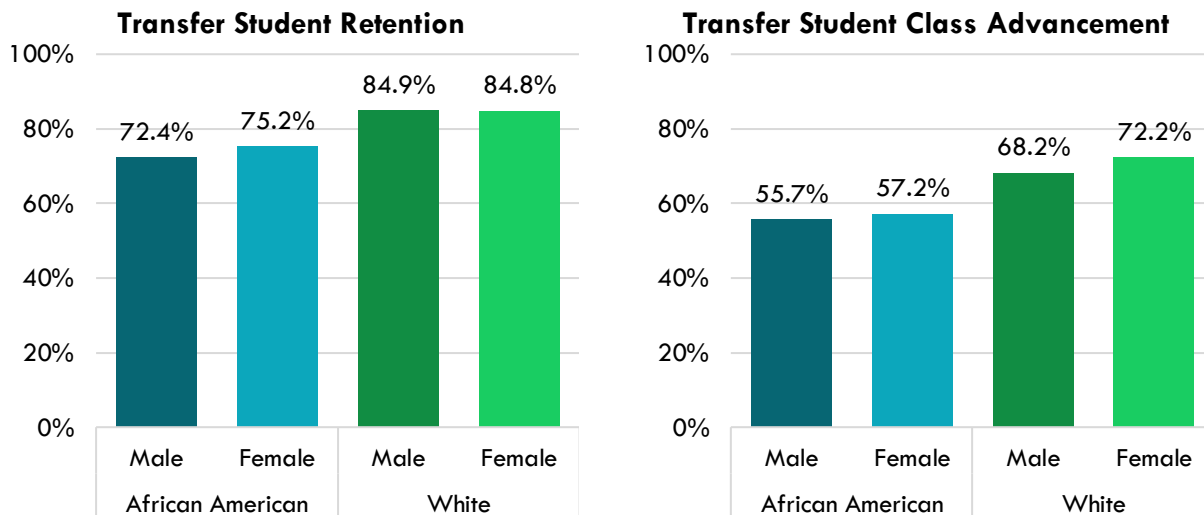


Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

Public universities do better in retaining and advancing transfer students, except White females. Gender gaps smaller

The experience of transfer students is a bit more complicated. Public universities do a better job in retaining transfer students than freshmen, except for White females. As illustrated in Figure 20, there were also gaps by gender, but they were much smaller for transfer students than for freshmen. Advancement rates were lower than retention rates, and females were more likely to be advanced than males. Overall, gender gaps were smaller within each race of transfer students at Illinois public universities.

Figure 20: Retention and Advancement of New Transfer Students at Illinois Public Universities: Fall AY 2018-19 by Race/Ethnicity and Gender

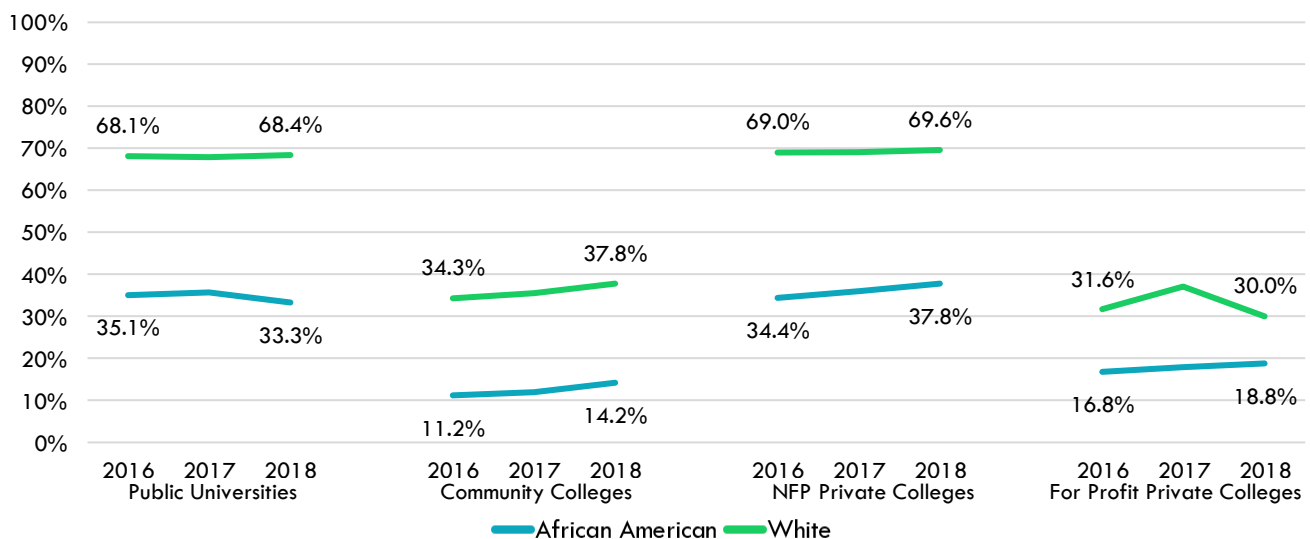


Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

Gaps in college completion rates are dramatic and persistent

Figure 21 depicts the percent of first-time full-time students who complete within 150% of expected time at the same institution. Looking at the rates for African American students relative to their white counterparts, there are significant gaps. This was true across all higher education sectors

Figure 21: Percent of First-Time Full-Time students graduating within 150% of expected time by sector



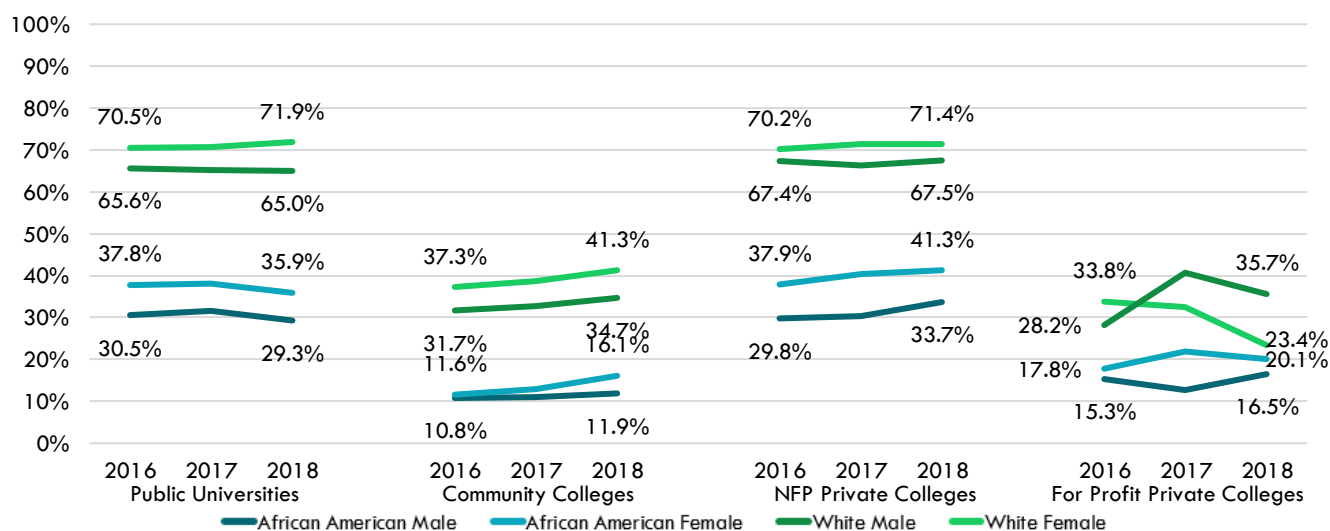
Source: 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

Female completion rates higher than male. Race still matters

Similar to most of the retention and class advancement outcomes, there is a clear pattern of females completing at higher rates than males. Figure 21 shows the percent of first-time, full-time students who completed their degree at the same institution within 150% of the expected time and it includes three cohorts of students.

There were clear gaps in completion rates by gender, with public universities completing White females at the highest rates, then White males, African American females and African American males. As illustrated in Figure 21, community colleges show differences by race, but smaller and growing differences between African American females and males. Not-for-profit private institutions show a similar pattern to public universities. This is while for-profit private institutions show a varying pattern.

Figure 22: Percent of First-Time Full-Time students graduating within 150% of expected time by sector: Gender with African American to White

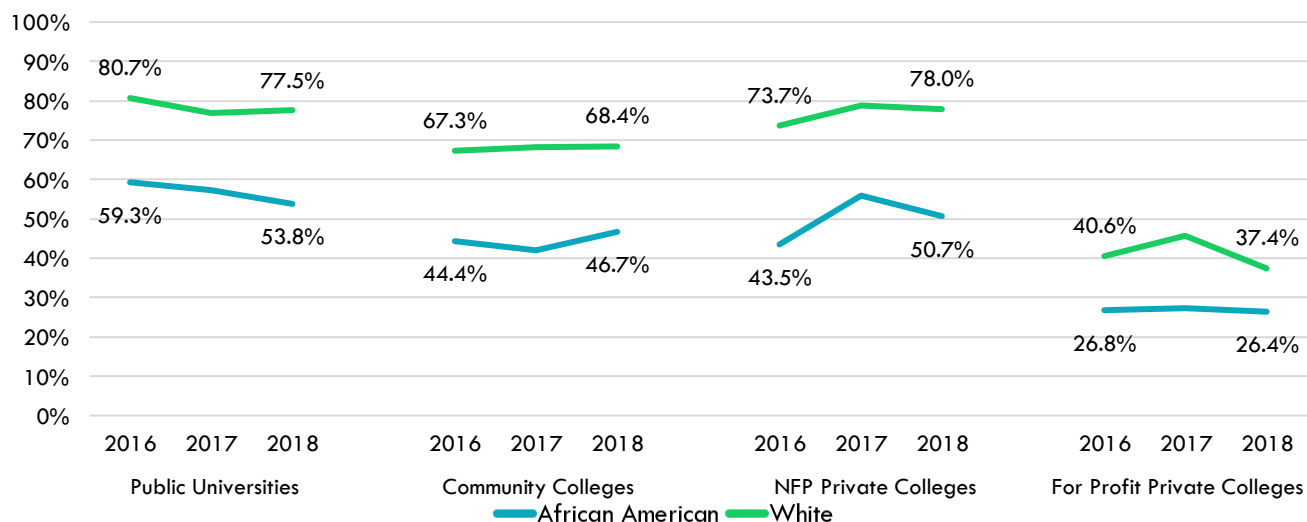


Source: 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

Gaps somewhat smaller, but still persist when transfer and continuing enrollment are considered

Even on a more generous measure, where students may not have completed at the same institution but have transferred or still in school, there are still persistent gaps that exist across all sectors (See Figure 23).

Figure 23: Percent of First-Time Full-Time students graduating within 150% of expected time, transferring to a different institution, or still enrolled by sector: African American to White



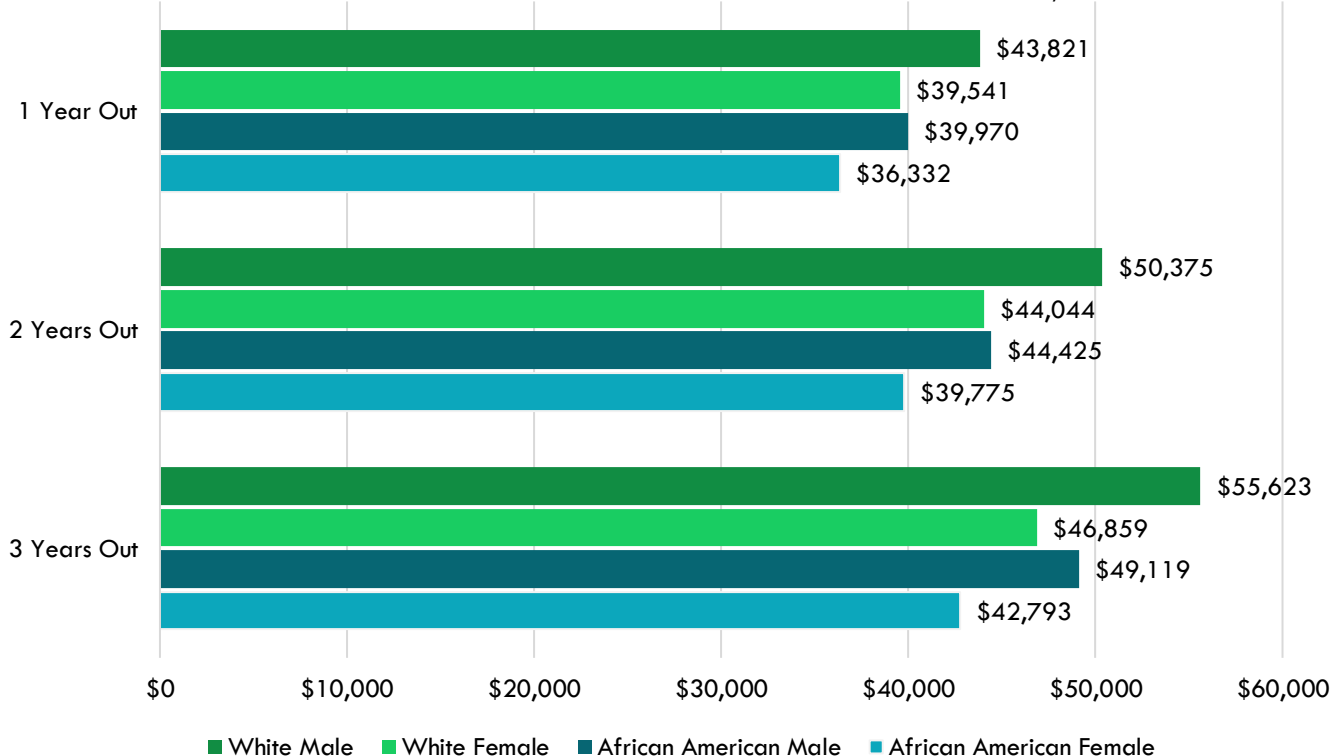
Source: 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

Males with same education out-earn females and race gaps in earnings persist

Finally, examining what happens when students graduate with their bachelor's degrees and enter the workforce in Illinois, there were gender gaps within race and across race specific to earnings.

However, in this case, the gender gaps switch. First, within race, females earn less than their male counterparts and the gap grows over time. Then, across race, males out-earn females, with African American males earning more than White and African American females and that gap grows between 1 and 3 years out (See Figure 24).

Figure 24: Annualized earnings in Illinois for bachelor's degree completion by race/ethnicity and gender



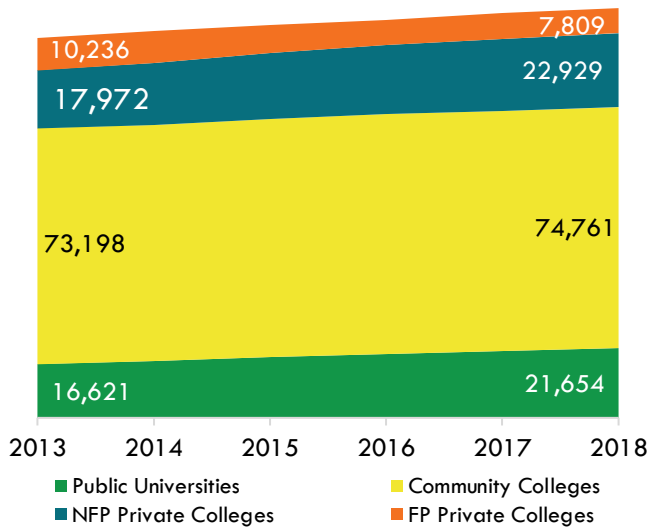
Source: Bachelor's Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool

EQUITY GAPS: LATINX UNDERGRADUATE STUDENTS

While enrollment overall decreased, enrollment for Latinx students increased

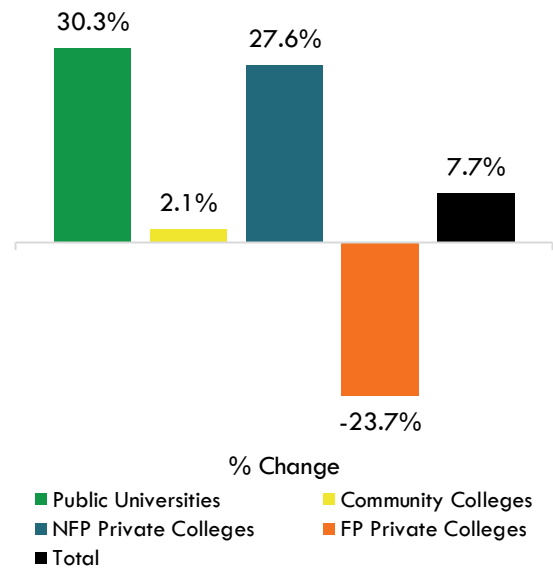
As shown in Figure 26, undergraduate enrollment for Latinx students has increased by nearly 8%, even though during the same timeframe, the Latinx population grew about half that, at 4.3%. All sectors experienced an increased in Latinx undergraduate enrollment with the exception of the for-profit private sector. Illinois public universities and not-for-profit private institutions experienced the largest increases in undergraduate Latinx enrollment at 30.3% and 27.6% respectively. The increase at Illinois community colleges was significantly smaller (2.1%).

Figure 25: Fall Enrollment Trends: Latinx



Source: IPEDS Fall Enrollment Survey: 2013 to 2018

Figure 26: Change in Enrollment 2013-2018



More Latinx females enrolled, and enrollment increasing faster than for Latinx males

There were 43% more Latinx females enrolled than males in 2018. Also, as shown in Figures 27 and 28, overall undergraduate enrollment has grown by 9% for females and 6% for males between 2013 and 2018.

Figure 27: Undergraduate Enrollment Patterns: Latinx Males

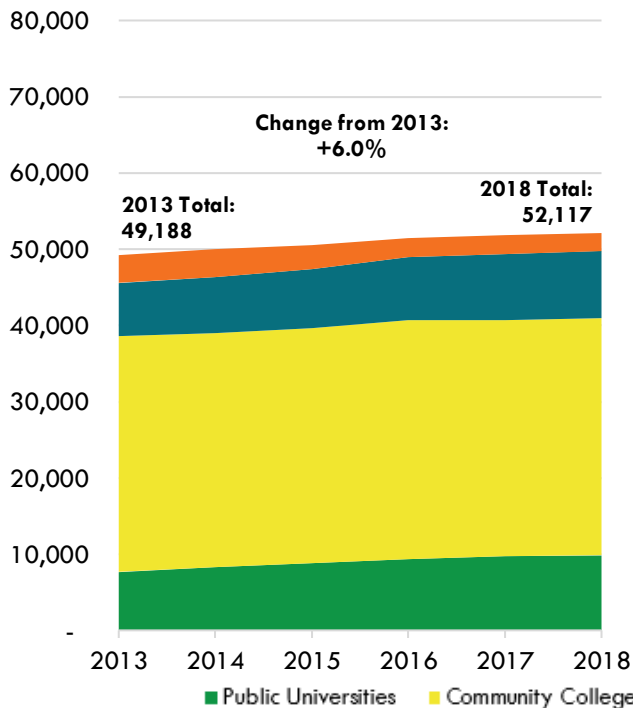
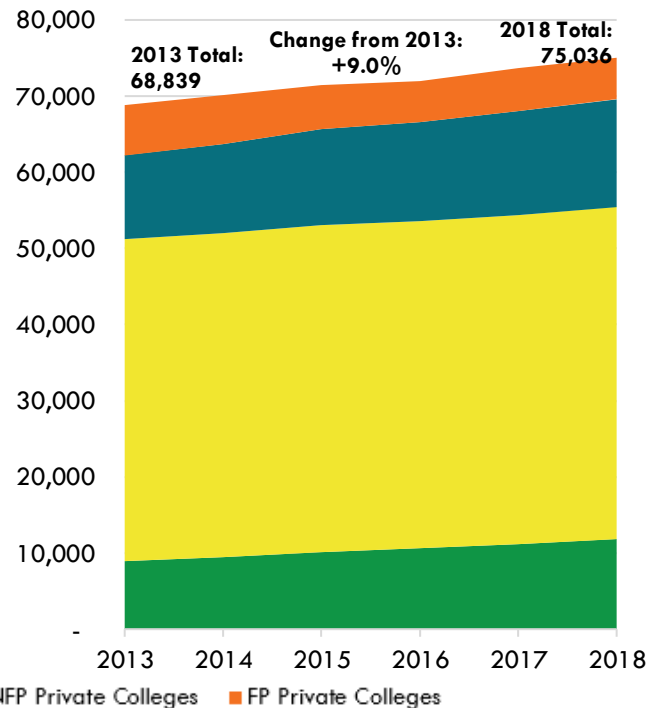


Figure 28: Undergraduate Enrollment Patterns: Latinx Females

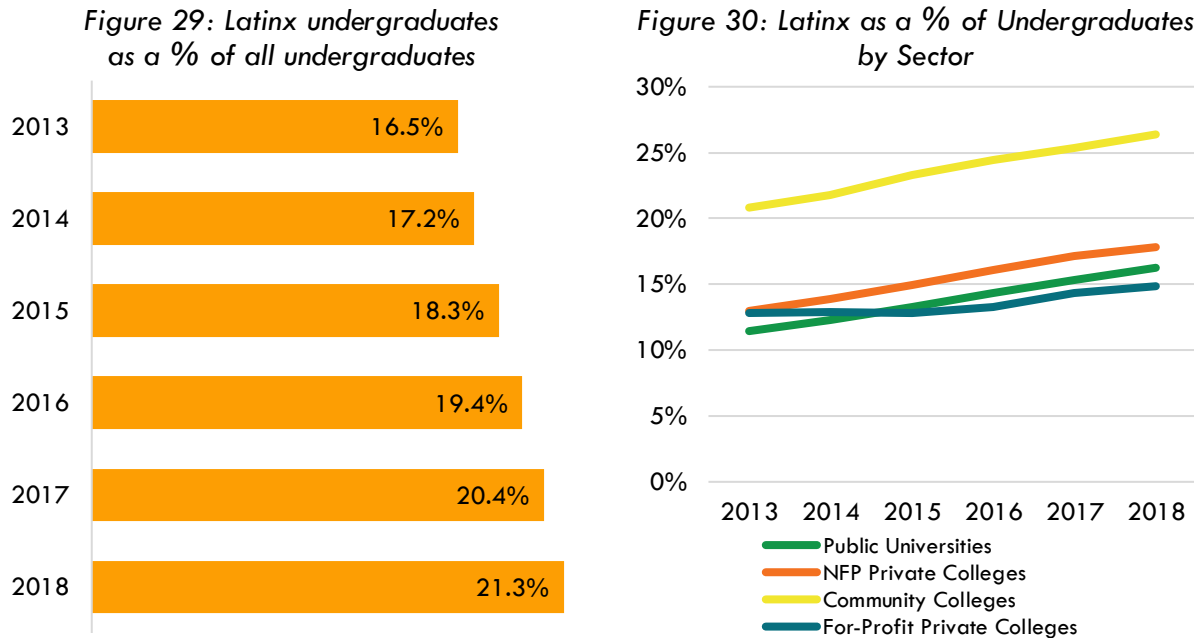


Source: IPEDS Fall Enrollment Survey: 2013 to 2018

Latinx students increasing as share of undergraduate enrollment

Given the declines in undergraduate enrollment for White and African American students, it is not surprising that Latinx proportion of the undergraduate enrollment has increased. As illustrated in Figure 29, in 2018 Latinx students comprised more than one out of every five undergraduates. The increase in proportionality occurred across

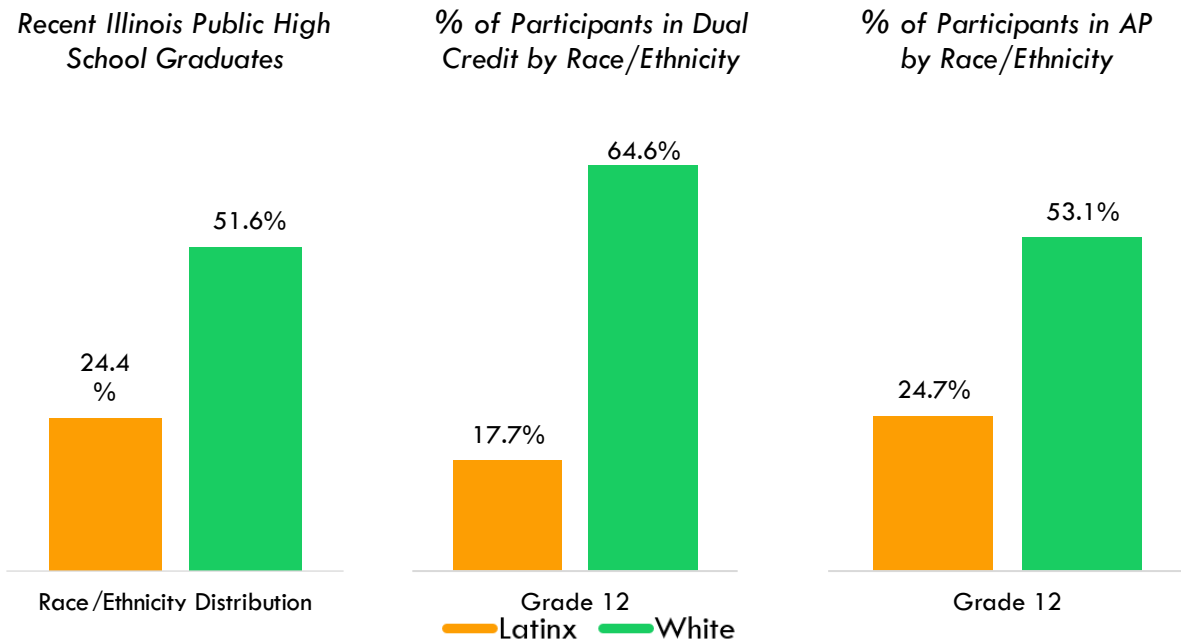
all sectors, so even as some of the sectors had declining or flat enrollment, their share of Latinx undergraduates grew (See Figure 30).



Source: IPEDS Fall Enrollment Survey from 2013 to 2018

As shown in Figure 31, Latinx students comprise 24% of recent Illinois public high school graduates, and have proportional access to AP courses in high school but were underrepresented in access to dual credit.

Figure 31: 2018 Illinois Public High School Graduates and Participation in Dual Credit and AP

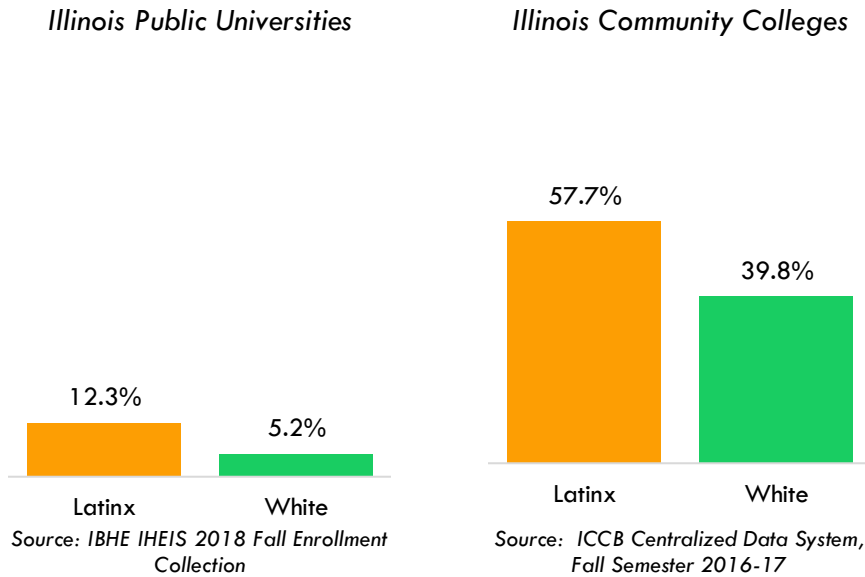


Source: ISBE Report Card

Latinx first-year students are placed in developmental education at higher rates

As depicted in Figure 32, Latinx freshmen are placed in developmental education at more than twice the rate of White freshmen at Illinois public universities and nearly 1.5 times the rate at Illinois community colleges.

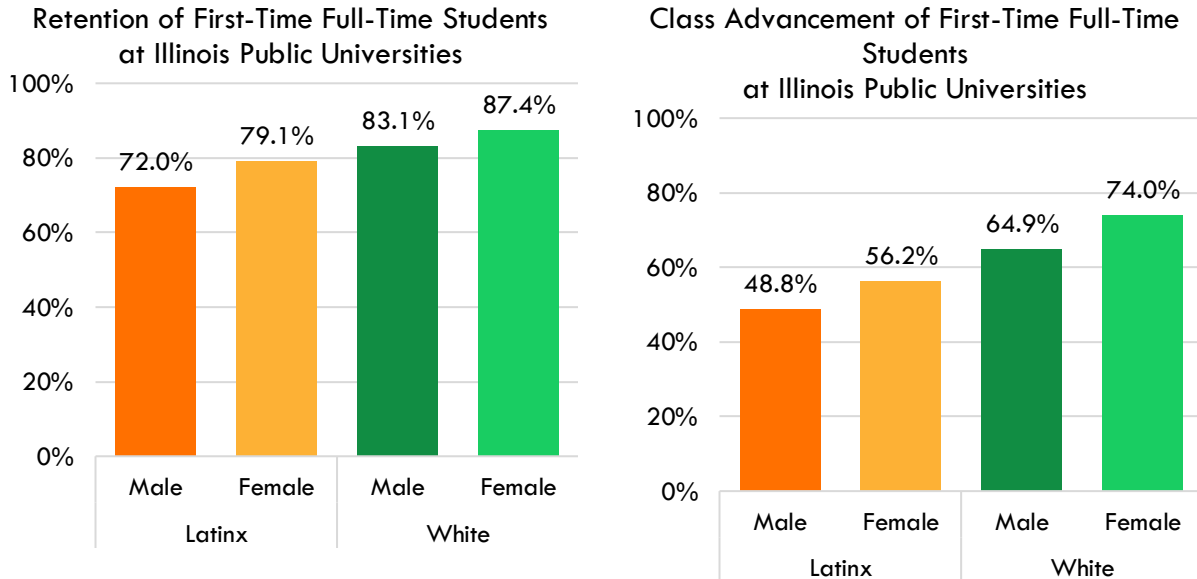
Figure 32: Placement rates in traditional developmental education coursework for Illinois Public Universities and Community Colleges



Illinois Public Universities retain and advance freshmen females more than males

As illustrated in Figure 33, Illinois public universities retain and advance females at higher rates than males, and Whites at rates higher than Latinx students.

Figure 33: Retention and Advancement of New First-Time Full-Time Students at Illinois Public Universities: Fall AY 2018-19 by Race/Ethnicity and Gender

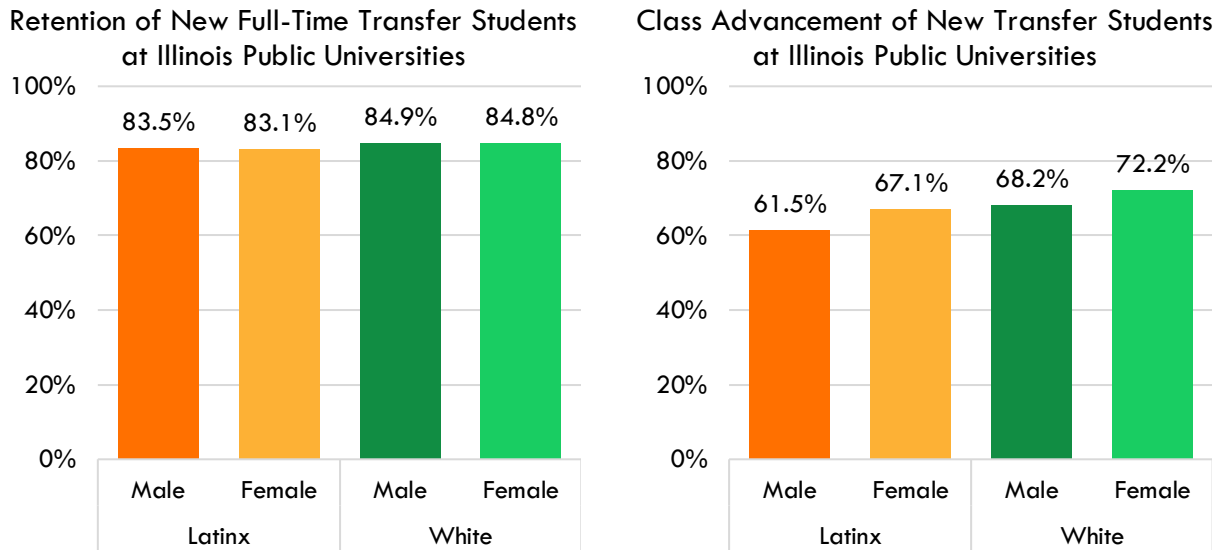


Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

Public universities more likely to retain transfer students but modest gaps in class advancement exist

Public universities retain transfer students at higher rates than freshmen and there are only minimal differences in rates of retention between males and females and White and Latinx transfer students. Regarding class advancement, there were more noticeable differences with female transfer students being advanced at rates higher than males and White transfer students with higher advancement rates than their Latinx peers.

Figure 34: Retention and Advancement of New Transfer Students at Illinois Public Universities:
Fall AY 2018-19 by Race/Ethnicity and Gender

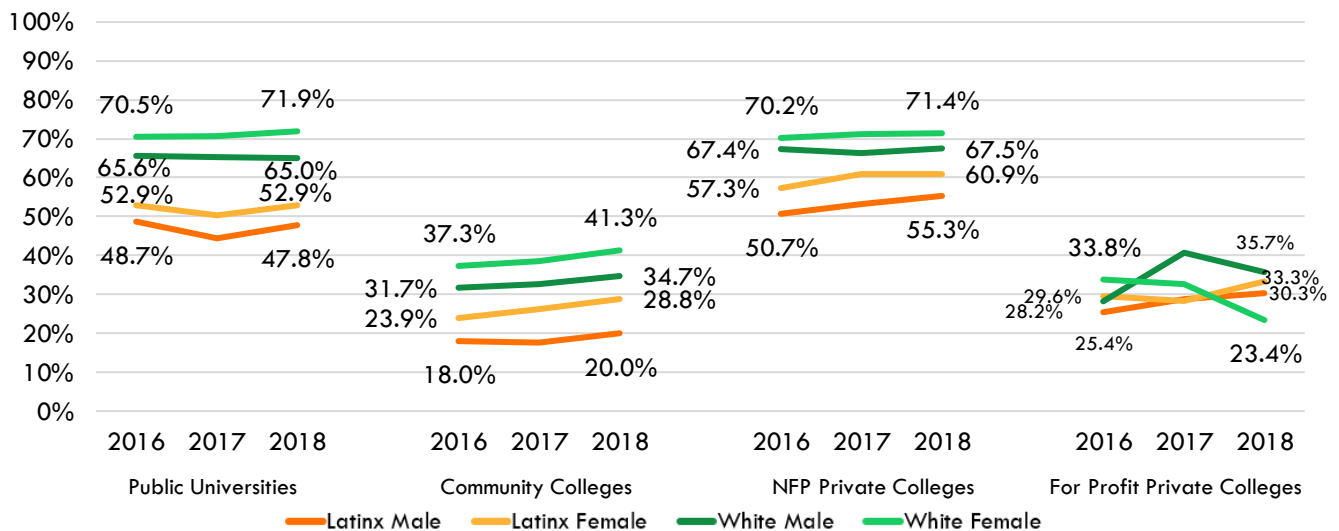


Source: IHEIS Fall Enrollment Collections from 2018-19 and 2019-20

Gender-based completion gaps for Latinx undergraduates persist

Figure 35 depicts the percent of first-time full-time students who complete within 150% of expected time at the same institution across the different higher education sectors in Illinois. Other than at for-profit institutions, females outperformed males, and White freshmen outperformed their Latinx counterparts.

Figure 35: Percent of First-Time Full-Time students graduating within 150% of expected time by sector:
Latinx to White

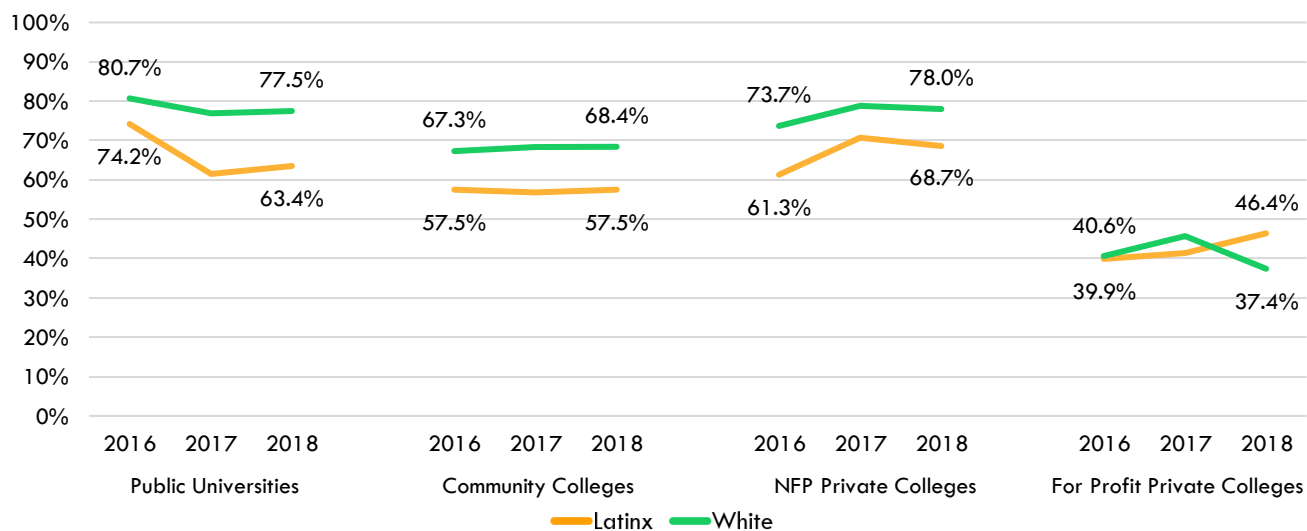


Source: 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

Gaps somewhat smaller, but still persist when transfer and continued enrollment are considered.

Even when those who remain enrolled or transfer to another institution are considered in addition to graduation, the gaps between Latinx freshmen and their White peers remain.

Figure 36: Percent of First-Time Full-Time students graduating within 150% of expected time, transferring to a different institution, or still enrolled by sector: Latinx to White

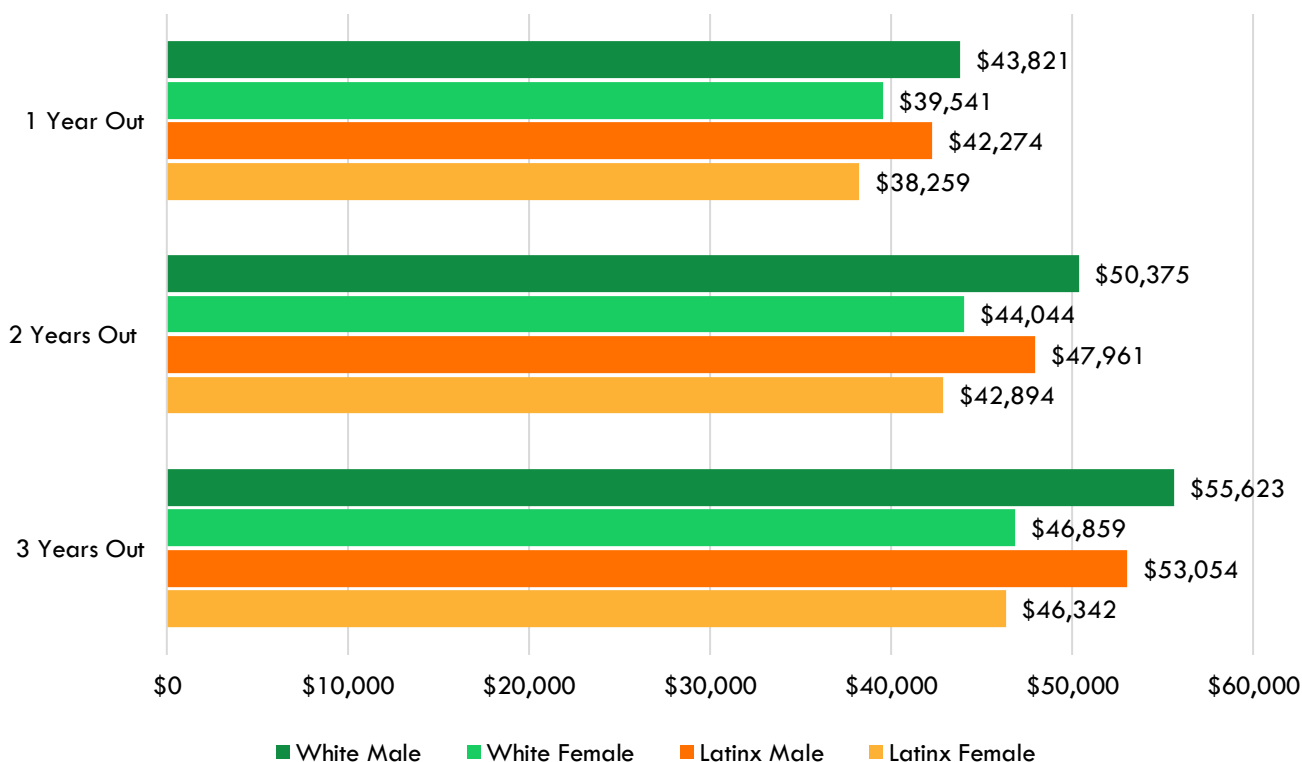


Source: 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time

Females with the same educational level earn less than males. Race/ethnicity gaps persist

As previously noted, the pattern of females outperforming males flips when it comes to earnings. As shown in Figure 37, males out-earn females with the same educational level, both within and across race/ethnicity, and the gap grows over time.

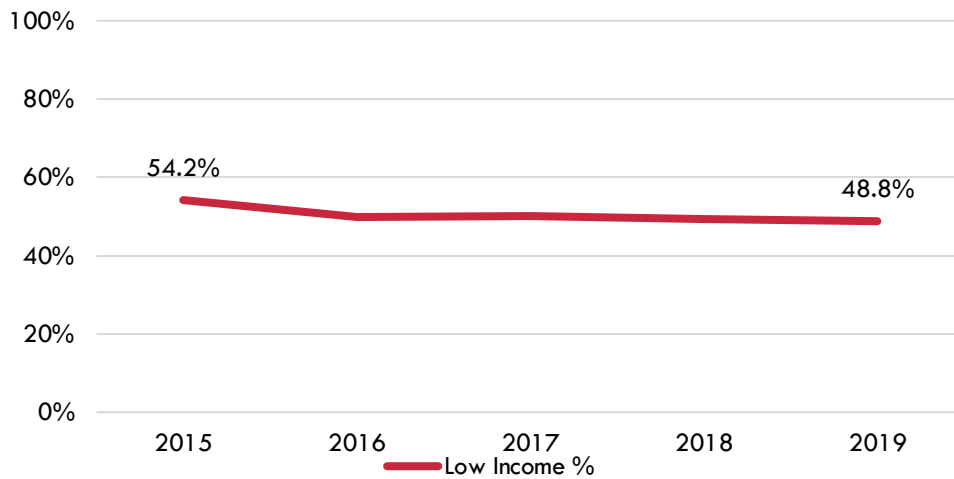
Figure 37: Annualized Wages in Illinois by Race and Gender



Source: Bachelor's Degree Completers from all MAP-eligible schools from AY 2013-14 and AY 2014-15 in the Illinois College2Career Tool

One out of two students at Illinois K-12 public schools are low-income

Figure 38: Low-income % at Illinois Public Schools (K-12)

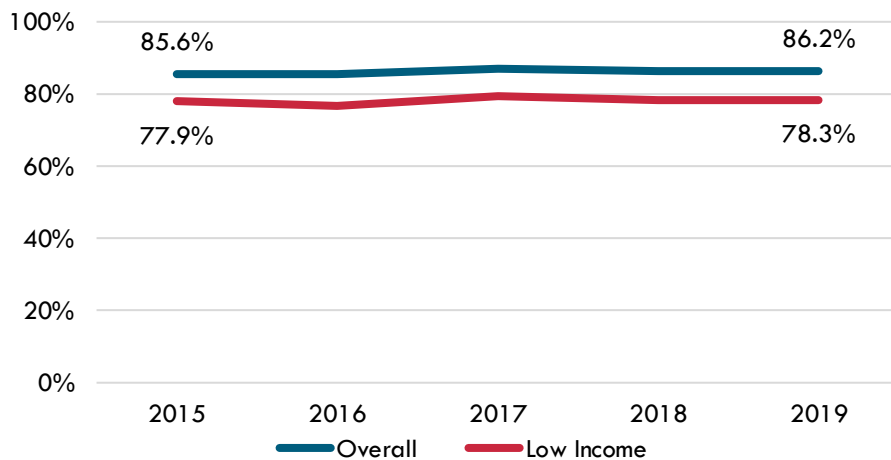


Source: Illinois State Board of Education Interactive Report Card

Low-income high school students have lower graduation rates than the overall state average

As shown in Figure 39, there has been a steady gap in graduation rates, with low-income students graduating high school at lower rates than non-low-income students. Also, 41% of the recent graduating class emanate from low-income families, while as noted in Figure 38, slightly less than half of all K-12 public school students come from low-income families.

Figure 39: Four-Year Illinois High School Graduation Rates



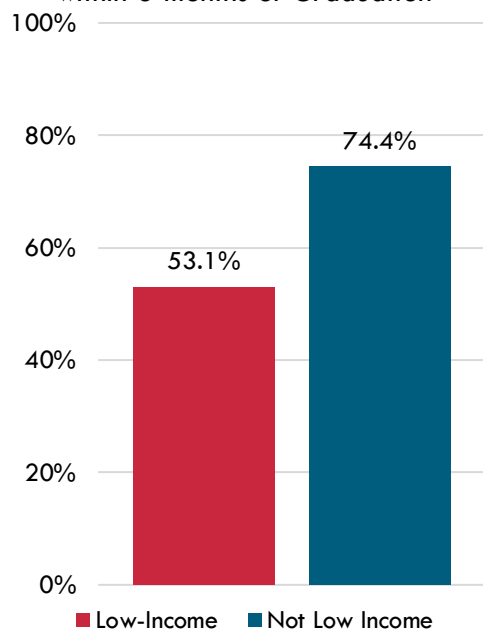
Source: Illinois State Board of Education Interactive Report Card

*ISBE Low-income Definition: students who are eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid.

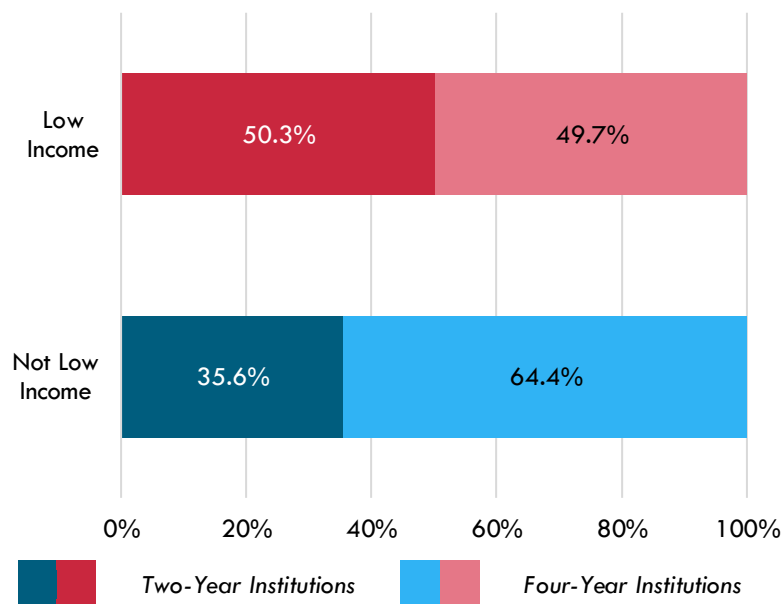
***Low-income high school graduates are less likely to go straight to college,
and if they go, more likely to go to community college***

Although over half (53.1%) of low-income students go to college within 6 months of graduating from high school, nearly 75% of non-low-income students do (See Figure 40). As shown in Figure 41, or the low-income students who do enroll, they are more likely to attend to a community college than non-low-income students, who are more likely to attend a four-year institution.

**Figure 40: College Going
within 6 months of Graduation**



**Figure 41: Enrollment at Two-Year
and Four-Year Institutions**



Source: Illinois State Board of Education

Illinois institutions lost nearly 75,000 low-income undergraduate students between 2013 and 2018

The remainder of the report uses Pell grant receipt as a proxy for low-income status and compares students receiving Pell grants to students who do not. Figures 42 and 43 depict the relative population of low-income versus non-low-income students over time. In 2018, just over 200,000 low-income students were enrolled in higher education institutions in Illinois, while over 400,000 non-low-income students were enrolled. And as enrollment has decreased overall, it has decreased disproportionately for low-income students, a 26% decrease compared to a 13% decrease for non-low-income students.

Figure 42: Pell Students by Sector

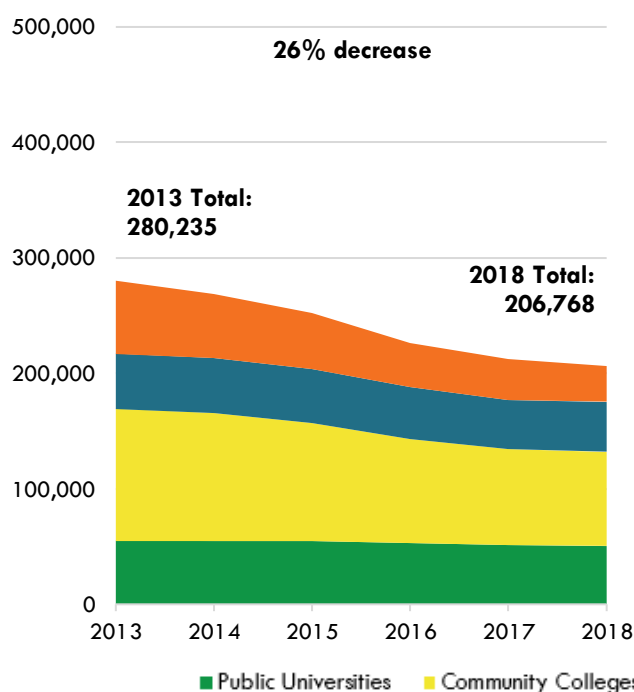
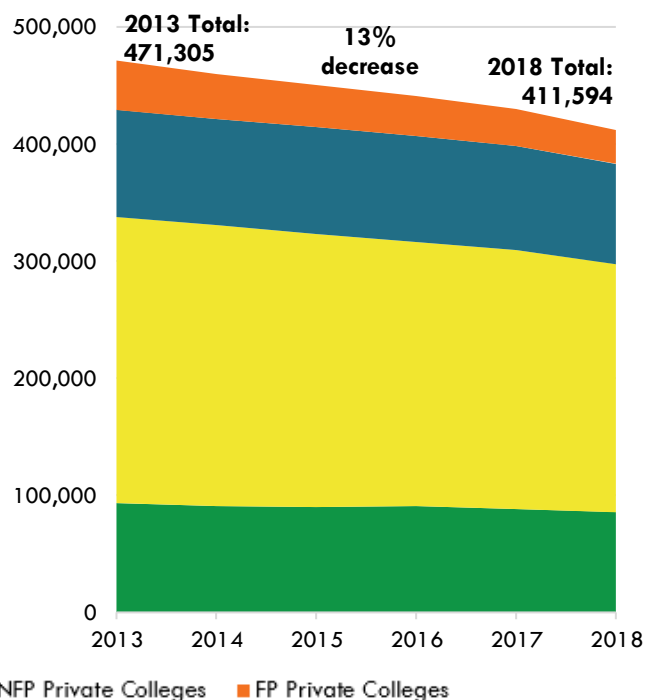


Figure 43: Non-Pell Students by Sector

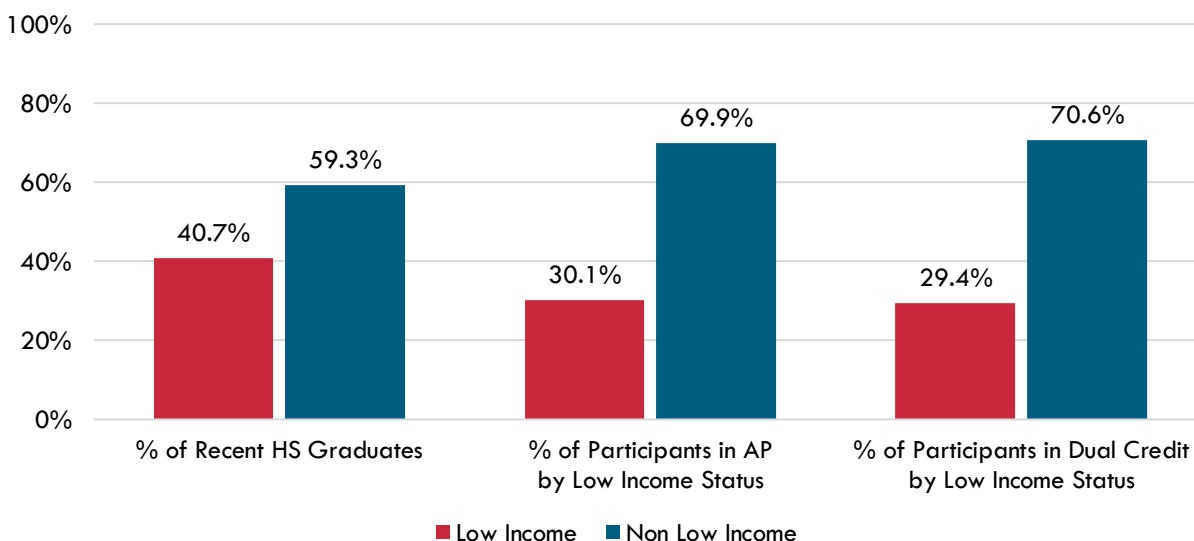


Source: IPEDS Fall Enrollment Survey: 2013 to 2018

Low-Income high school seniors have less access to Advanced Placement and Dual Credit

Low-income high school seniors are less likely to have access to early college experiences through Advanced Placement (AP) or Dual Credit. Research shows that AP and Dual Credit increase the likelihood of college enrollment and completion. According to Figure 44, low-income students were 41% of recent high school graduates, but only 30% of those enrolled in Advanced Placement and Dual Credit, demonstrating underrepresentation in those early college opportunities.

Figure 44: Early College by Low-income Status

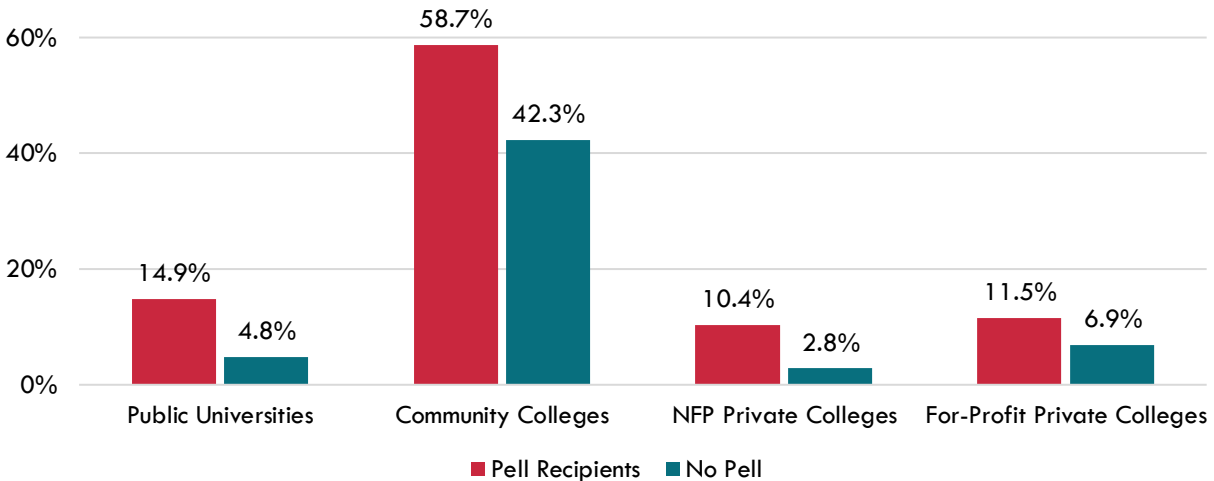


Source: Illinois State Board of Education Interactive Report Card

And once enrolled, low-income students more likely to be placed in developmental education

As illustrated in Figure 45, low-income students are more likely to be placed in developmental education, potentially slowing their progress toward degrees. This is true across sectors, although there are much higher rates of placement in developmental education at Illinois community colleges.

Figure 45: Developmental Education Placement Rates by Pell Status

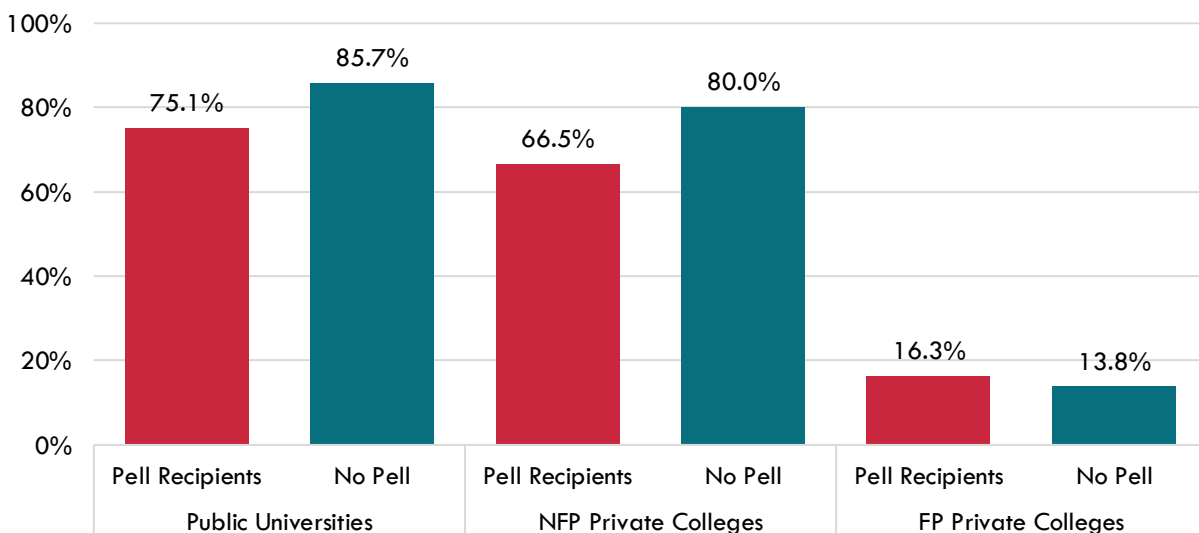


Source: IHEIS Enrollment Collection Fall of AY2018-19 & ICCB Centralized Data System 2014, 2015, and 2016 Tracking Cohorts

Low-income freshman are retained at lower rates

As shown in Figure 46, Illinois public universities and not-for-profit private colleges retain their low-income freshmen at lower rates than non-low-income students.

Figure 46: Retention Rates of First-Time Full-Time Students by Pell Status



Source: Fall 2018-2019 IHEIS Enrollment

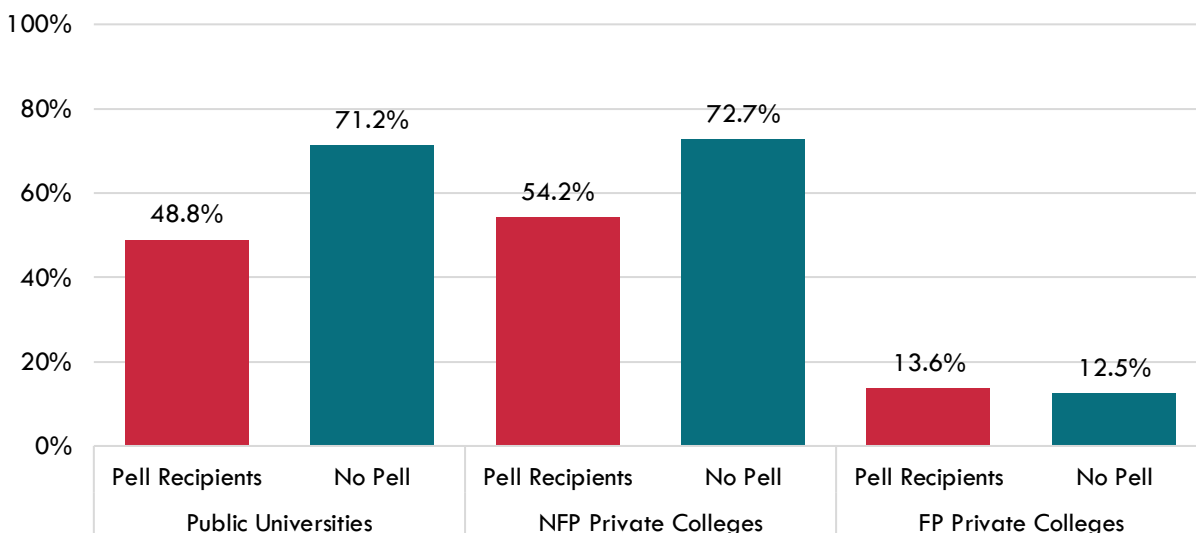
Low-income students are advanced in class status at lower rates than non-low-income students, except at For Profit Colleges, where retention and advancement rates are low

The proportion of freshmen advancing in class status is much lower than the proportion retained. As shown in Figure 47, the gaps widen for advancement between low-income and non-low-income students, more than doubling to a

22.4 percentage point gap at public universities and increasing from a 13.5% to an 18.5% gap at not-for-profit private institutions.

The retention rate and advancement rates at for profit colleges do not vary as much between low-income and non-low-income, likely because 78% of freshmen at for profit schools receive Pell. It is notable how comparatively low the retention and advancement rates within the for-profit sector for low-income and non-low-income students alike.

Figure 47: Advancement Rates of First-Time Full-Time Students

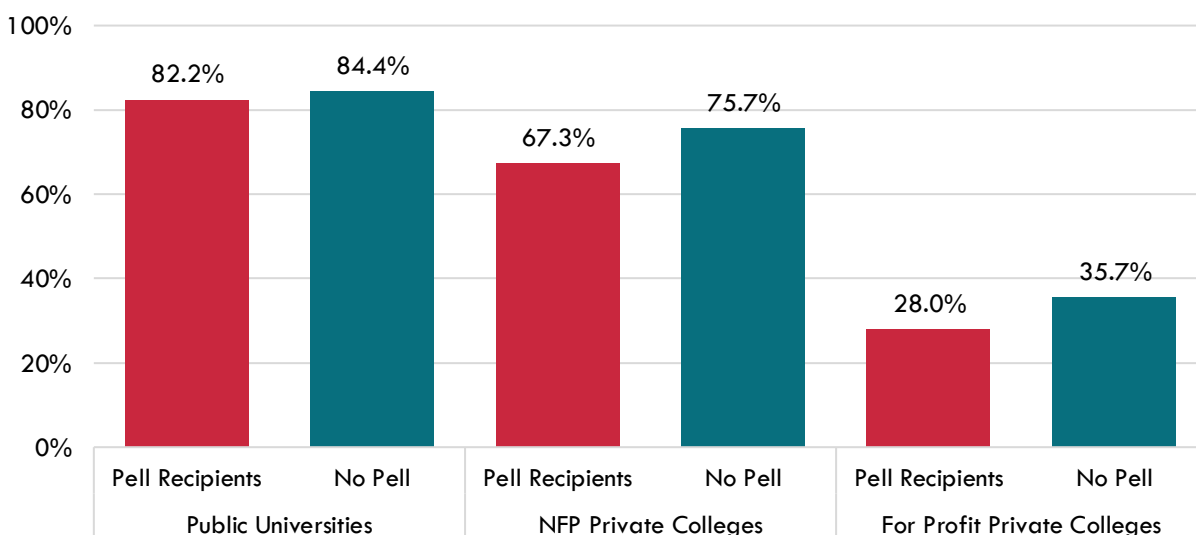


Source: Fall 2018-2019 IHEIS Enrollment

Smaller retention gaps for transfer students

Institutions are more successful in retaining transfer students than freshmen. Figure 48 depicts the notable small gap in the retention rate at public universities.

Figure 48: Retention Rates of New Full-Time Transfer Students by Pell Status

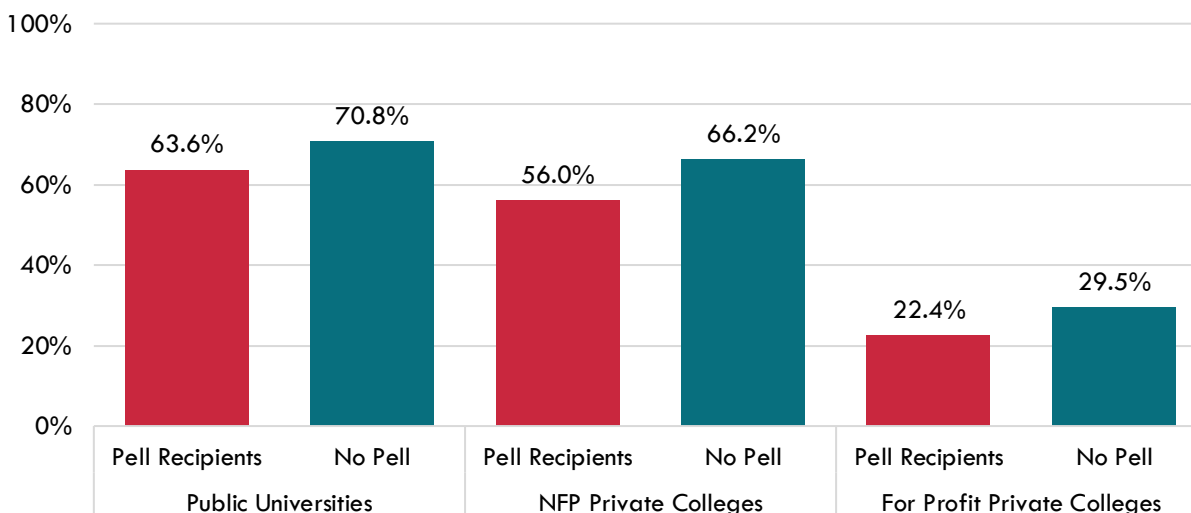


Source: Fall 2018-2019 IHEIS Enrollment

But the gap widens for advancing transfer students in class status

When class advancement for transfer students is examined (see Figure 49), the gaps between low-income and non-low-income students widen compared to the retention rates, again, except at for profit colleges, where it narrowed slightly.

Figure 49: Advancement Rates of New Full-Time Transfer Students by Pell Status

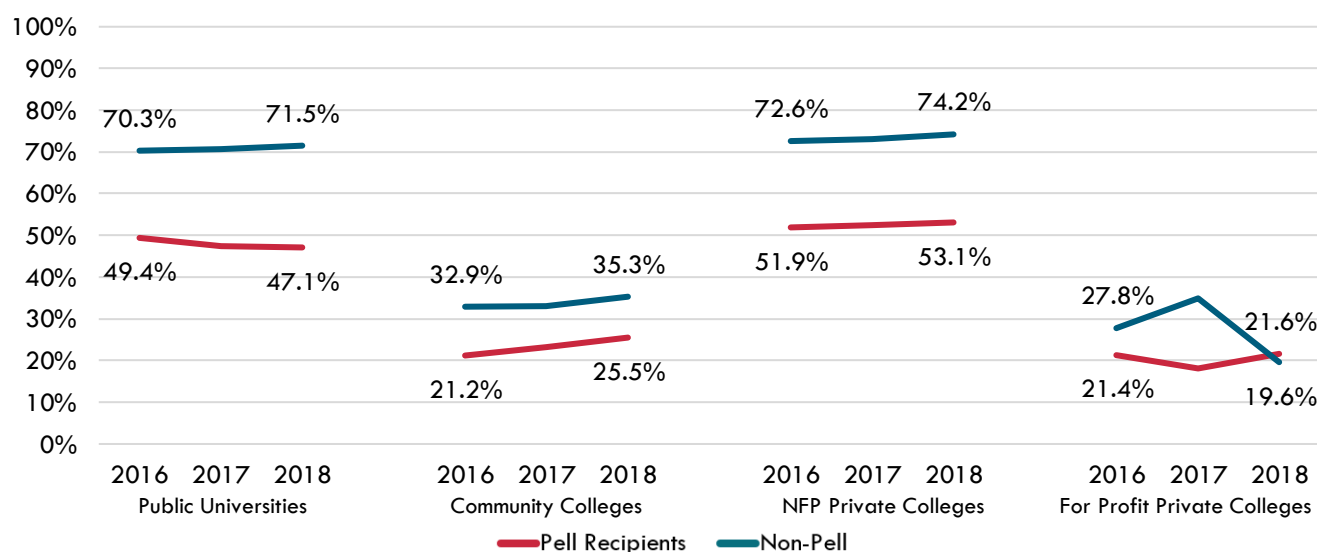


Source: Fall 2018-2019 IHEIS Enrollment

Completion gaps between low-income and non-low-income students persist over time

As shown in Figure 50, there were wide completion gaps between low-income and non-low-income students, with the exception of for-profit institutions in 2018.

Figure 50: Percent of First-Time Full-Time students graduating within 150% of expected time by sector: Pell to Non-Pell



Source: 2016, 2017, and 2018 IPEDS Graduation Rates at 150% of Normal Time for students who first enrolled full time.
The Non-Pell group also includes those not receiving Stafford loans.

Summary

Data show:

- Attainment gaps across the state and by race/ethnicity;
- Clear and persistent postsecondary educational equity gaps between African American and Latinx students and their White peers; and
- Postsecondary educational equity gaps between low-income and non-low-income students.

Therefore, to fulfill the vision of an equitable, accessible, innovative, nimble, and aligned higher education ecosystem that ensures individuals, families, and communities across the state thrive, we must:

- Increase postsecondary credential/degree attainment to develop the talent that drives Illinois's economy;
- Close equity gaps for those who have been left behind by the higher education system; and
- Improve affordability, increase access, and manage costs.

Illinois Community College Board

Illinois Community College Board. (November, 2020). *Fiscal Year 2019 Illinois Community College System Selected Programs and Services for Underrepresented Groups*. Springfield, IL. Retrieved from [Underrepresented Groups Report \(iccb.org\)](https://iccb.org/UnderrepresentedGroupsReport)

Illinois Public Institutions Underrepresented Groups Submission to IBHE for AY 2018-2019

[Chicago State University](#)
[Eastern Illinois University](#)
[Governors State University](#)
[Illinois State University](#)
[Northeastern Illinois University](#)
[Northern Illinois University](#)
[Southern Illinois University Carbondale](#)
[Southern Illinois University Edwardsville](#)
[University of Illinois Chicago](#)
[University of Illinois Springfield](#)
[University of Illinois Urbana-Champaign](#)
[Western Illinois University](#)
[Southern Illinois University School of Medicine](#)

Effective strategies used to improve completion outcomes for underrepresented groups

Chicago State University (CSU) provides numerous curricular and extracurricular initiatives designed to enhance first-year students' entry to the University, enhance student learning, promote increased retention to the second year, and support the campus-wide programs that increase student success and graduation rates. These initiatives include R.I.S.E. Academy, Summer Bridge Program, and First-Year Seminar Courses.

RISE Academy (*Retention Initiative for Student Engagement*)

The RISE Academy is a student success initiative redesigned to introduce new students to college life, both academically and socially. The RISE Academy has been piloted with first-time freshman who were admitted conditionally to the University under the SuccessU program. The objective of the program is to create a learning cohort that emphasizes success and provides an early introduction to the demands of college life.

Summer Bridge

The RISE Academy has a Summer Bridge component where Success U program students take their first level of English Composition (ENG 1230) while exploring their purpose and goals for attending college. This five-week program includes a college level class four days a week, with required tutoring following class, as well as individual coaching sessions and daily check-ins for the entire cohort. During the daily check-ins, the students continue to be introduced to numerous resources on campus, such as Student Activities, Financial Aid, and Counseling Services. Once a week the students receive an hour-and-a-half workshop focused on self-reflection and exploration; the topics include SMART Goals, Know Your Own Worth, Finding your Passion in Careers, Mentally Healthy and Time Management/Community Resources. Field Trips and social events are also included which were sponsored by Student Affairs. Table 1 shows the enrollment and outcomes of the first year of Success U. Ninety-seven percent of Success U students register and enroll in the Fall term.

Table 1a. Summer Bridge Enrollment

Students in Success U – Summer 2019	Summer 2019 Bridge Participants	Summer 2019 Bridge Non-Participants
60	35	25

Table 1b. RISE Academy Summer Bridge Pass Rate

Number of students attended	Number of students who passed	Pass Rate
35	34	97%

Table 1c. Fall 2019 Registration

Success U Registered for Fall 2019	58 (97% successfully matriculate)
------------------------------------	-----------------------------------

Freshman Seminar

First Year Experience has two freshman seminar courses designed to complement one another and to give students a full year of classroom instruction aimed at supporting their transition to college. The classes provide students with a sense of place at the University, ensure they receive guidance from an instruction team (class instructor and an academic advisor), and encourage cohort building. Freshman Seminar classes are small so that students can build relationships with both their professors and classmates. The courses are required for the University's conditional admit population. This group is primarily made up of students who fall within the underrepresented category, especially as it speaks to first-generation, low-income students. The pass rates of students in these classes are monitored as they correlate directly to student success in other courses. Students who fail, withdraw, or receive a grade below a "C" are less likely to do well in other courses. The courses are used to help track and monitor those students who are most "at-risk" for non-completion.

- **Freshman Seminar 1500 targets the Chicago State's University College students.** The course focuses on the following topics: critical thinking skills, study skills, learning styles, test preparation skills, research skills, oral presentation skills, and writing assessments. The course explores interdisciplinary topics through case studies, written assignments, discussions, guest speakers, group work, and technology. Essential to the course is the incorporation of discipline-related learning strategies, the University's

academic policies and procedures, and current campus issues. Library information literacy and technology literacy are also introduced. Table 2a shows the enrollment and pass rates for Freshman Seminar 1500.

- **Freshman Seminar 1510** incorporates self-esteem building, understanding the role of self-esteem in college, risk taking behaviors, stereotypes, familial relationships, and academic support systems. The course also investigates majors and career outlooks for those majors. Table 2b shows the enrollment and pass rates for Freshman Seminar 1510.

Table 2a. FRSE 1500 Pass Rates

Table 2a. FRSE 1500 Pass Rates						
Year	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
FRSE 1500 Enrollment	79	15	115	13	116	10
Pass rate	82%	60%	81%	85%	72%	67%
Withdrawals	6	1	2	1	1	0
Failures	8	5	20	1	32	4

Table 2b. FRSE 1510 Pass Rates

Table 2b. FRSE 1510 Pass Rates						
Year	Fall 2016	Spring 2017	Fall 2017*	Spring 2018	Fall 2018	Spring 2019
FRSE 1510 Enrollment	10	18	--	23	7	32
Pass rate	70%	89%	--	78%	58%	69%
Withdrawals	1	1	--	0	0	0
Failures	2	2	--	5	3	10

**Fall 2017 class was cancelled due to low enrollment.*

Data documenting effectiveness

CSU's measurements of success indicators include the following:

- The Graduation rate for FY2019 is 18%--a 33% increase from the previous year's (2018) rate of 12%.
- CSU Athletes continue to increase the NCAA – GSR (Graduate Success Rate); the GSR in 2018 was 79% and now stands at 80%.
- 11% of all African Americans in Illinois who graduated with a bachelor's degree from a public university received that degree from CSU. (Source IBHE Degrees Awarded Statistics)
- 11% of all African Americans in Illinois who graduated with a bachelor's degree in a STEM from a public university received that degree from CSU. (Source IBHE Degrees Awarded Statistics)
- Excluding Engineering majors, CSU graduates more students with a STEM bachelor's degree in the state of Illinois from a public university.
- Ranked #2 in the nation and #1 among Illinois Public Universities in achieving black student access and success in educating Black students by Harper, S. R., & Simmons, I. (2019). Black students at public colleges and universities: A 50-state report card. Los Angeles: University of Southern California, Race and Equity Center.

Identifying and measuring college success for first-generation students

Success of first-generation students is measured by their persistence rate from one academic year to the next academic year, academic standing on campus and their graduation rate. The Office of First Year Experience is the point of contact for first generation students and provides them with information on campus resources that support persistence and graduation. In addition, the office works with campus partners such as GEAR UP to support students through their transition to college. First-generation students are serviced through a variety of offerings including tutoring, workshops, advising, financial literacy, mentorship, career readiness, etc. The Office of the Dean, First Year Experience, Learning Assistance Center, Career Development Office, African American Male Resource Center, Latino Resource Center, the Counseling Center and all offices of Student Affairs provide services to support all students, including first-generation.

Identifying and measuring college success for students with disabilities

The Chicago State University Abilities Office is committed to ensuring educational access for students with disabilities. Our indicators for success for our disabled students are the graduation rates, access to student resources, campus community sensitivity training, persistence rates, and faculty and staff training. Self-advocacy skills were positively enforced and yielded a number of successful, measureable outcomes such as increased social engagement and academic self-advocacy. Additionally, the CSU Abilities Office has an evaluation of services tool which it provides to Abilities Office students each semester to gauge the effectiveness of services provided on campus to disabled students.

While some students with disabilities entering college are more at risk for poor adaptation than their peers, we know that students with mental health disabilities are particularly at risk, as they struggle more with transition into college life. There is also an issue present which may not allow a disabled student to self-identify due to fear of stigma and being ostracized. The CSU Office of Disabled Services addresses this issue by providing resources (such as an Abilities Lab, test proctoring services, Counseling Center referrals, Community referrals) and a series of programs that are intentionally created to attract disabled students. Some of the programs include Disabilities Awareness Week and the Federal Government's Workforce Recruitment Program. Program participation can lead to internships and permanent employment for our disabled student population.

In the 2018-2019 academic year, the Abilities Office registered 96 total students with disabilities, representing both undergraduate (64%) and graduate (36%) students. One hundred percent of registered students used available services (64% undergraduate and 36% graduate students). In the 2018-2019 academic year CSU awarded a total of 346 bachelor's degrees, 160 master's degrees, 12 post-baccalaureate certificates, and 89 doctoral degrees, of which slightly less than 0.5% were awarded to students with disabilities (a total of 3 degrees: 2 bachelor's and 1 master's).

[Back to Illinois Public University List](#)

Retaining and Graduating Under-Represented Students at Eastern Illinois University

1. Retention and Graduation Rates

Eastern offers many of the best practices associated with good retention rates: mandatory advising, a freshman seminar course, tutoring and support services for at-risk and academically struggling students, a small faculty-to-student ratio, few large lecture classes, on-campus housing, many opportunities for student involvement, scholarships and grants to supplement federal financial aid, and on-campus employment for students. As a result, it historically has retained and graduated students at higher-than-average rates. In fall 2018, for example, EIU's overall freshman-to sophomore retention rate of 73% was higher than the national average of approximately 60%. Though they are lower than for the overall student body, retention and graduation rates for underrepresented students remain consistent. The university consistently reviews best practices and maintains a commitment to remain steadfast in providing resources to assist our students in being successful.

Table 1: Retention and Graduation Rates

	2016	2017	2018
Freshman to Sophomore Retention Rate (Overall)	75%	70%	73%
Freshman to Sophomore Retention Rate (Minority)	67%	69%	64%
Graduation Rate Cohort*	2010	2011	2012
Six-Year Graduation Rate (Overall)	57%	56%	58%
Six Year Graduation Rate (Minority)	46%	45%	45%

2. Retention and Graduation Services for Under-represented Students

Ensuring that under-represented students are retained through graduation requires a commitment to providing them with appropriate support services. Eastern has made that commitment, as this summary of key programs shows:

- **Access Granted.** Through the Access Granted program, EIU brings approximately 60-70 students of color to campus for a three-day event during their senior year. Programming includes academic and social events designed to help them understand what it takes to be successful in college; make connections with their peers and upperclassmen who previously participated in the program; and learn about the support staff and services available to them. On average, the program has yielded between 49%-69% of those who attend this program since its inception 14 years ago, and they maintain a GPA of 2.6. Their average six-year graduation rate is 48%, about two percentage points higher than the average for minority students overall.
- **Gateway Program:** The Gateway Program is a provisional admission program for incoming freshmen who do not meet regular admission requirements. Admission is considered for beginning freshmen for the Fall Semester of each academic year. The University will consider applications from candidates who have an ACT composite standard score of at least 16 and who have a high school cumulative GPA of at least "C" (2.00 on a 4.00 scale) based on six or more semesters. Students may be considered for admission to the Gateway Program if they are first-generation student, a member of an underrepresented ethnic group, and/or receive free or reduced lunch programs. Since its inception (1990), Gateway students have a 40% -48% graduation rate.

- **TRIO.** The federally funded TRIO Student Support Services program is designed to increase the college retention and graduation rates, foster an institutional climate supportive of college students' success, and to improve the financial and economic literacy of eligible students and assist them in applying for admission to graduate and professional degree programs. TRIO SSS services are provided to students who are low-income, are first-generation, or have a documented disability. TRIO offers free tutoring, assistance with course selection, scholarships, counseling, leadership development, career and motivational workshops, graduate school visits, internship assistance, faculty mentors, cultural enrichment activities, leadership conferences, and a private computer lab with limited free printing. The program can serve up to 175 students, who are selected on a first-come, first-served basis. On average, 80% of TRIO participants are retained; their average six-year graduation rate of 50% -55%.
- **STRONG (Successful Teaching Relative to Overcoming Negative Generalities) Mentoring Program.** This program works to improve the retention and graduation rate of men of color; provide mentorship opportunities, develop their leadership skills; increase the number of minority males in graduate programs; and foster long-term relationships between students, faculty, staff, and alumni. STRONG Mentoring offers programming aimed at academic, professional, and personal development for men of color led by staff and faculty members who also are men of color. Students receive one-on-one mentoring, access to programs on test-taking, conflict resolution, self-efficacy, financial literacy, career/internship opportunities, etc. as well as weekly updates on available resources, scholarships, jobs, and leadership opportunities. In Fall 2018, 31 men attended at least one program, with twenty-two of those participating in multiple events. In Spring 2019, 24 men attended at least one program, with sixteen of those participating in multiple events. Collectively, the average term and cumulative GPA of those STRONG participants who consistently attended meetings exceeded that of the average GPA of men of color at the institution. Over 40% of the STRONG MEN graduated, which is slightly over the graduation rate for African American men. Many other support services at EIU assist but are not limited to under-represented students:
- **Disability Services (OSDS).** The OSDS is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. In FY 2019, the OSDS served 324 students and had one or more contacts with an additional 108 prospective students. OSDS had 62 students to graduate during the 2018-2019 academic year.
- **Early Alert.** Eastern's Early Alert System (EAS) identifies at-risk students early in their academic careers and directs them to needed support services. Built by Eastern's Information Technology Service (ITS) unit, the EAS is connected to faculty course rosters in Banner. Faculty members whose students are performing poorly on tests or assignments or failing to attend class can submit the students' name to the EAS, which triggers automated emails that let students know of their faculty's concerns and result in follow-up emails, phone calls, or visits from EIU staff members. The EAS reinforces the fact that faculty members are concerned about students' academic performance and provides opportunities for students to learn about resources to aid in their success. On average, about 29% of students submitted to the EAS earn a D or F, while the remainder earn an A, B, or C for the course or decide to take the course at another time.
- **IU 2919.** Using Title III grant funds, Eastern launched a course for students who go on academic warning for the first time. EIU 2919, **Strategies for Success**, was initially offered in Fall 2007. Prior to its existence, only 34% of students who went on warning regained good academic standing. Now, two semesters after taking EIU 2919, 83–87% of students are in good standing.
- **New Student and Family Programs (NSFP).** Committed to helping new students, both freshman and transfer, and their families connect and engage with the campus community, NSFP helps students develop a solid foundation for subsequent academic and personal success. In addition to Orientation, NSFP also hosts Prowl, a program offered during the week prior to the start of the fall semester through the first six weeks, which focuses on helping students make a smooth transition to their new lives as Eastern students.

Panther Athletic Support Services (PASS). PASS provides specialized support to student-athletes in light of the unique time demands, responsibilities, and rules governing participation in intercollegiate athletics. Services are provided in a safe, personal environment where academic growth is a priority, personal development and

independence are enhanced, and long-term success is nurtured by a staff which models these same commitments. PASS services include academic study hours, academic monitoring, tutoring services, priority registration, study hall, counseling, mentoring, and travel notification.

- **Writing Center.** The Writing Center provides individual consultations as well as hands-on workshops. Online and off-campus students are also able to access the support services provided by the Writing Center via Skype. The Writing Center provided 700 individual student sessions during AY2019. Feedback from these sessions was strong, with 98% of surveyed students describing their consulting session as either “very helpful” or “helpful.”

- **Retention Predictor.** In 2016 a new retention model was created with data from the 2012, 2013, and 2014 freshman cohorts. The top risk factors were a financial need gap of \$7000 or more; meeting the financial need at 60% or less; financial aid verification; the lower two levels of the academic index, a high school gpa of 2.9 or lower; students admitted after March for the following fall semester; ethnicity—Hispanic, African-American, international, and multiple ethnicity students. New strategies were put into place at orientation to aid with the financial risk factors, and CORE shared information with advisors and University Foundations instructors on their students with these risk factors.

- **Student Success Center (SSC).** The SSC was made possible by a five-year \$1.825 million Title III Institutional Development Grant from the U.S. Department of Education. The SSC focuses on improving the performance of at-risk students by offering programs and services to aid in student success and retention. More than 12,000 students have received services from the SSC since fall 2007, including more than 250 workshops and classroom presentations.

- **Military Student Assistance Center.** Assists all student veterans, reservists, active duty personnel, spouses of veterans, and dependents of veterans at Eastern Illinois University. The Center acts as a point of contact for student veterans and dependents of veterans during their time at EIU. There is a Student Veterans Lounge located in the student union that allows student veterans to connect with one another. In the fall semester, a Welcome Social for new student veterans is held so they can meet current student veterans. The Center also serves as the lead planners in the 9/11 Ceremony and the Veterans Day Ceremony held on campus.

3. Conclusion

Eastern’s under-represented students persist and graduate at rates that have remained stable and typically higher than national averages. However, the university seeks to improve both rates and has worked diligently to implement new initiatives and to enhance current initiatives to help struggling students persist and to identify those students earlier in their college careers. Increasingly, attrition has become intertwined with financial difficulties and students’ and families’ abilities to pay for college. Eastern has recognized this and has sought to keep costs as low as possible.

[Back to Illinois Public University List](#)

At Governors State University Goal One of the *Illinois Public Agenda for Career and College Success* to “Increase educational attainment to match best-performing states” is reflected in our University’s Strategic Plan. The core values that underpin this plan include:

- **Invest in Student Success** through a commitment to mentoring and a deliberate university focus on student achievement of academic, professional and personal goals.
- **Provide Opportunity and Access** to a first-class public education to residents of our surrounding communities and all of the traditionally underserved by higher education.
- **Serve as an Economic Catalyst** for the citizens of the State of Illinois and our larger Midwest region, so that our communities grow and flourish.
- **Prepare Stewards of our Future** to thrive in the global economy, to contribute to ongoing innovative research and to serve as stewards of the environment.
- **Demonstrate Inclusiveness and Diversity** to encourage acceptance of wide-ranging perspectives among students, staff, faculty and members of the broader community.
- **Promote Quality of Life**, which encompasses civic, personal, professional and cultural growth.

To address our core values, and ultimately meet the challenges set forth in the *Illinois Public Agenda for Career and College Success*, GSU has applied the strategies identified in Goal One to engage our students in activities that support student development of Underrepresented Groups. Goal One attempts to increase educational attainment to match best-performing states. Some of the recommendations to increase educational attainment are to increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability; increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential; and reduce geographic disparities in educational attainment.

GSU attempts to address this goal by providing services and activities to its underrepresented groups of students. Some of the ways in which underrepresented groups are addressed are by providing services and programs to support and promote successful outcomes. Services and programs implemented to increase the success of students by eliminating achievement gaps by race/ethnicity, gender and veteran, socioeconomic and disability status include: Center for Student Engagement and Intercultural Programs, Male Success Initiative, Men’s Leadership Summit, Women’s Leadership Conference, Academic Resource Center, Student Disability Services, Academic Recovery Program, Veterans Resource Center, Early Start Program, Dual Degree Program, Family Development Center and Preschool and the AIM HIGH grant. Services and programs implemented to increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential include: continuing education courses, testing center and tutoring services, FASFA workshops, CLEP/DSST exams, distance learning and online courses and programs. Services and programs implemented to reduce geographic disparities in education attainment include: the Dual Degree Program, Blackboard and Starfish (online learning platforms), continuing education courses, distance learning and online courses and programs.

GSU identifies underrepresented groups for its students and faculty through self-reporting measures. Student data is collected on the application form when students apply to Governors State University and through self-disclosure at the discretion of the student. GSU’s student population is 57.4% minority and 66.2% are female. Minority students consist of 38.7% Black/African American, 2.4% Asian, 13.5% Hispanic and 2.8% identifying as two or more races. GSU’s students are underrepresented by age at 37.0%, only 4.6% have military service and 8.8% are Pell grant eligible. Faculty data is collected in the university’s human resources department through self-disclosure at the discretion of the employee.

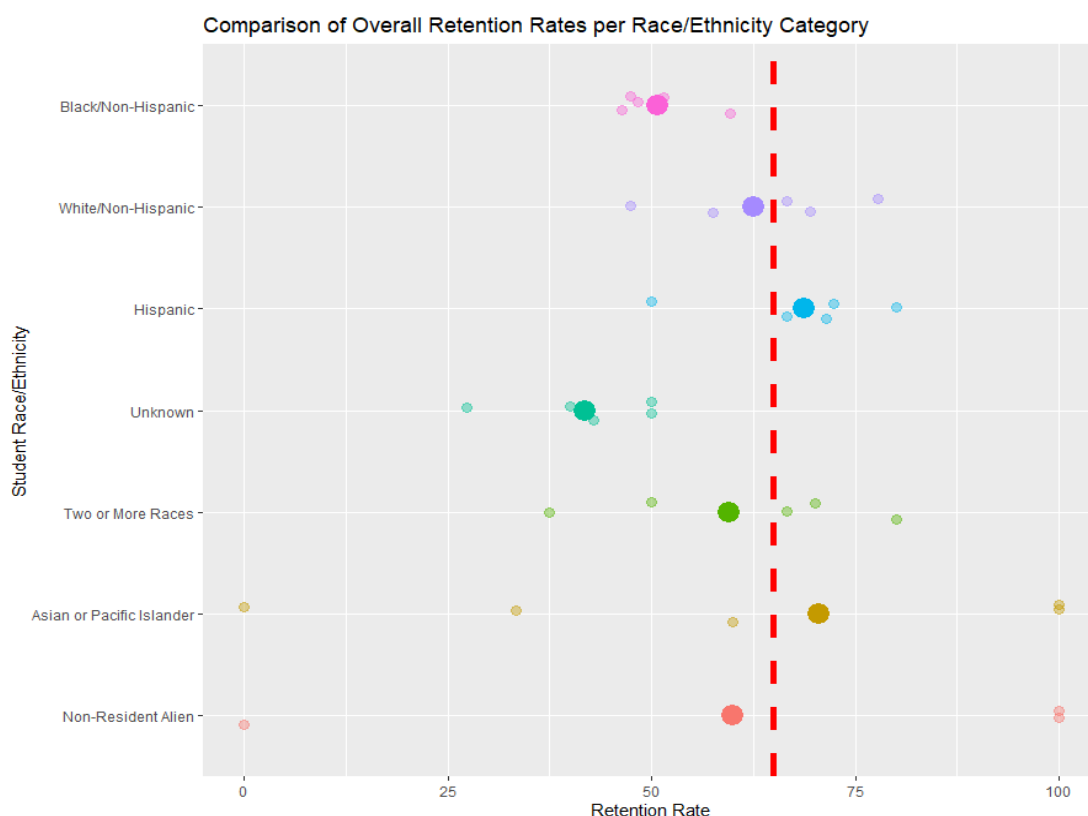
1. *Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability:*
 - a. Implemented a comprehensive undergraduate enrollment management strategy that focused on increasing the enrollment of a diverse freshmen, transfer, and international student body;

RESULT 1: In AY 18-19, 58.9% percent of GSU's undergraduate student population came from a racial or ethnic minority, an increase from the previous year and part of a longer trajectory for the institution at all degree levels.

RESULT 2: In AY 18-19, 80.8% of GSU's freshmen class came from a racial or ethnic minority.

RESULT 3: Analysis by race/ethnicity of retention rates has resulted in the identification of notable achievement gaps. In partnership with the Illinois Equity in Attainment, GSU has begun the use of equity scorecards that provide analysis on a variety of dynamics and success rates.

For example, Governors State University has taken steps to increase the retention rate among minority groups for our freshman class. As part of the Illinois Equity in Attainment (ILEA) GSU has set a target of 65% for first year retention. Currently, Average retention (across cohorts) for White and Hispanic Students is above 65%, but average retention for Black students has remained steady around 50%. The plot below gives the average retention rate for each ethnic/racial group – shown by the big dots, along with the retention rate for each cohort – shown by the small dots. The red dotted line is at 65%.



- b. Demonstrated through university sponsored initiatives and academic programs, a commitment to ethics, inclusiveness and diversity; we are focused on addressing diversity issues in GSU and in the communities we serve:

RESULT 1: In Fall 2019, 66.2% of our students are female, 75.1% were over the age of 22, 36.6% were first generation.

RESULT 2: 44.7% of all degrees conferred over a three year period were earned by minorities and 64.5% were earned by women. In the last year those totals are 48.6% and 67.5%, respectively.

RESULT 3: GSU's full-time faculty (Fall 2019) is 16% African American and 58% female. For staff members the percentages are 33% African American and 67% female.

RESULT 4: The mission of the Division of Student Affairs is to provide a seamless and supportive pathway from the

prospective student to alumni, focused on personal and academic success and ensure that students are career ready and positioned to be leaders and active citizens in the community. Within GSU's Division of Student Affairs and Support Services, the Office of Intercultural Student Affairs is another integral component. Some of the initiatives supported by intercultural Student Affairs are:

- Male Success Initiative
- Women's History Month
- I.D.E.A.S. Lab
- Unlearn, Relearn, Learn: Cultural Conversations
- Black History Month
- LGBT History Month
- SHERO: Women's Leadership Conference
- Pre-Kwanzaa Celebration
- Latino Heritage Month
- MLK Commemoration Program and Day of Service

2. *Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.*

- a. Implemented a comprehensive undergraduate and graduate enrollment strategy that focuses on increasing the enrollment of a diverse and well-prepared student body;

RESULT 1: Successful implementation of the Dual Degree Program (DDP) partnership with 17 regional community colleges which guarantees admission to GSU for qualifying students. Over the seven years of its existence more than 80% of the DDP students have either graduated or are on track to graduate with a bachelor's degree.

RESULT 2: Continue to offer scholarships and tuition waivers that target underrepresented groups such as, to name a few: the Latino Achievement Scholarship, which provides a tuition waiver for up to six semesters to students of Latino ancestry, and the Ralph and Delores Turner Scholarship, which targets returning African American Students at least 30 years of age seeking Elementary or Early Childhood Education degrees.

3. *Reduce geographic disparities in educational attainment.*

- a. GSU recognizes that students may face significant challenges when they begin to pursue their academic goals. To address those we have implemented a number of tutoring and mentoring initiatives to address the needs of our students.

RESULT 1: For freshman students who are identified as needing additional academic support, GSU offers Smart Start, free of charge to the student. Smart Start is a highly individualized program with personal attention of faculty and peer mentors in an intensive and nurturing environment that begins two weeks ahead of the fall semester. Smart Start students have the opportunity to strengthen their academic skills, develop a peer support network and familiarize themselves with GSU and its resources. Smart Start students are enrolled in an English course and/or a mathematics course and have access to tutoring and academic support networks. All freshmen students are buoyed by a Student Success Team which supports each student through their studies. This team includes individual peer mentors, tutors in writing and mathematics, liaisons for technology and the library, mental health advisors, and more.

RESULT 2: The English and mathematics programs are designed to provide essential academic preparation in support of coursework that will begin in the first year at GSU. All freshmen are assigned an academic advisor who will serve as their permanent guide during their first year at GSU providing direction on course selection, academic success, and progress toward college goals. Supplemental Instruction is also provided to students throughout the academic year in English and mathematics.

RESULT 3: For all students who may need additional support to succeed academically, the Academic Resource Center and the Health and Student Counseling Center provide tutoring, mental health counseling, and student success workshops. The Writing Center provides support to all students, undergraduate and graduate. The Office of Disability Services provides academic and technical assistance to students and work closely with faculty to facilitate access in the learning environment in compliance with the Americans with Disabilities Act.

RESULT 4: Students who are veterans also have access to a strong support network on campus. The Veterans Resource Center, established in 2011, provides special services to veterans by certifying veterans' education benefits and by helping student veterans and dependents connect with available resources. This is done through peer to peer support both inside and outside of the classroom for all military personnel. Information on VA benefits, education support, employment opportunities and other resources are provided through the Veterans Resource Center. The Veterans Resource Center also provides on-campus employment for Veterans in the university testing center and across campus.

Undergraduate Student Completion Rates (four years after admission)*

	2017-18 Completion Rate	2018-19 Completion Rate*
Racial Minority	41.8%	41.8%
African-American	37.9%	38.1%
Hispanic	51.5%	54.3%
Asian**	61.5%	55.6%
Pell Recipient	48.2%	49.6%
Male	47.1%	45.6%
Female	48.5%	49.2%
Disability Reported**	60.0%	66.7%
Over 28 years old	44.0%	50.0%

Overall Undergraduate Completion Rate (2019-2020 is not yet available):

2017 – 18: 48.0% (60.2% for students that entered as full-time students, 32.9% for part-time entering students)

2018 – 19: 48.0% (51.6% for students that entered as full-time students, 41.7% for part-time entering students)

* Please note that these students include native and transfer-entry students. Governors State University began accepting lower division students in Fall 2014, but the majority of undergraduates enter as transfer students.

** The number of students identified in this category was no more than 30 out of more than 900 each academic year.

[Back to Illinois Public University List](#)

Illinois State University

Illinois State University continues to be committed to supporting the ***Illinois Public Agenda for College and Career Success***. The University puts forth consistent efforts to reduce the achievement gaps noted among underrepresented groups. The University's approach focuses on aggressive recruitment and outreach while providing strong support to those students who choose to matriculate in order to ensure a quality experience at the institution. The data included in this report suggests that the institution's efforts are successful. Those efforts are outlined below.

Recruitment and Outreach

Office of Admissions

Illinois State continues its partnership with City Colleges of Chicago on their Chicago STAR program. STAR students who graduate with an Associate degree from City Colleges with a GPA of 3.0 or higher are eligible to follow a pathway to admission and scholarship at Illinois State. Thirty-one other universities, many of which are in the Chicago area, participate in this program to bring high-achieving, underrepresented students to their campuses. As a STAR Scholar partner school, Illinois State offered guaranteed admission as well as up to twenty \$5,000 renewable scholarships to qualified applicants.

During FY20, staff from the Office of Admissions will complete application workshops at 27 high schools with large numbers of low-income and racially diverse student populations. Our Slate application format has enabled most students to complete the application without assistance therefore we have found more appropriate ways to reach and assist students through text messaging, personal notes, emails and phone calls. The Office of Admissions remains committed to serving traditionally underrepresented students and will continue to help with application completion as needed. Participants in application workshops as well as all Chicago Public School students receive application fee waivers. Admitted students who are socioeconomically disadvantaged may also request a waiver for their enrollment deposit based on financial need (FAFSA EFC). Approved waivers allow first time in college students to progress in the enrollment process by removing the financial burden of the \$150 enrollment deposit.

The Office of Admissions works collaboratively with the College of Education's Chicago Teacher Education Pipeline Programs and Partnerships (CTEPPP) and participates in CTEPPP's on-campus visits. Information related to student applications, admissions, and enrollment is shared on a regular basis. Illinois State University Office of Admissions sponsored special tours, coordinated high school visits with their staff, and provided follow-up to incomplete applicants, etc. Recruitment staff met with CTEPP to discuss additional opportunities to partner. CTEPP hosted parent programs with affiliated high schools in the spring. The Office of Admissions also continued collaboration with Peoria and Decatur Teacher Pipeline Programs by hosting on campus visits and tours for their high schools.

Illinois State University and the Katie School of Insurance recently enhanced our College Greenlight contract with Cappex, a platform that connects first-generation and traditionally underrepresented students to colleges of potential interest. This year Cappex made a few changes to Greenlight in removing their admission application and adding participation from Community Based Organizations to the platform. College Greenlight allows staff to follow up with students who inquire, adding a personal touch to our outreach. With an increased investment in Greenlight, we were able to serve more messages to college-bound underrepresented students on the platform in FY20.

The Office of Admissions continues to build relationships with community-based organizations (CBOs) and campus partners who specialize in preparing first generation/low-income students for college. This year we altered our CBO question on the admission application to better capture participation in our partner CBO's, which include College Possible Chicago, Bottom Line, OneGoal and Phoenix Pact. Staff has strengthened existing partnerships with CBOs to ensure students are receiving the necessary information to support the application, visit, and enrollment processes at Illinois State. Staff from University College, Financial Aid, Dean of Students, University Housing, and Admissions have traveled to off-site meetings and conferences to discuss institutional supports for

these CBOs' students. In addition, University College Student Support Services also collaborates with various statewide student support services (SSS) program directors and high school Upward Bound coordinators to assist in making program participants' transition to campus as seamless as possible.

The Office of Admissions and University College collaborate with OneGoal, a community-based organization in Chicago and other locations across the United States. OneGoal serves hundreds of first-generation and low-income college-bound students from public and charter schools, providing support to these students through the first day of their second year of college. Specifically, the Office of Admissions works with OneGoal to assist their students with the college application and selection process. This past year we added 169 OneGoal participant to Slate. University College meets regularly with OneGoal staff to provide updates on current students as permissible, share campus information, and assist in directing students to appropriate campus resources.

The Office of Admissions also maintains its partnership with Bottom Line, an organization that helps low-income and first-generation students apply to, enroll in, and persist through college. They provide individual support and guidance to assist students with their college decision and transition.

Continuing its partnership with Chicago Scholars, the Office of Admissions held an On-Site Admissions Event in October. Our Admissions Counselors interviewed over 90 students who were First Generation, Under Resourced students. In the most recent year, Illinois State's partnership with Chicago Scholars produced 85 admission applications.

The Office of Admissions continues to partner with North Lawndale College Preparatory Schools (NLCP) to support the Phoenix Pact. The Pact serves to match high-achieving NLCP students with "success colleges" and to eliminate financial barriers to their enrollment. Through the Pact, students receive financial and other types of support to increase the likelihood of their success at Illinois State. University College staff regularly meets with Phoenix Pact staff and students to facilitate student retention needs. In summer 2019, representatives from the Office of Admissions, University College, and Financial Aid attended a celebration for NLCP graduates enrolling at Phoenix Pact partner schools. Maintaining a strong relationship with the Pact has assisted in creating positive outcomes for these students at Illinois State.

The Office of Admissions continues to host special tours of campus each week for student groups from targeted high schools and other organizations/agencies that specialize in preparing low-income students for college. Thanks to continued funding from Student Affairs, student groups from low-income high schools were once again eligible for a free lunch in the dining commons during their visits. Group tours, scheduled through the Office of Admissions, are held three days a week, with an admissions presentation at 11:00 a.m. on Tuesday, Wednesday, and Thursday.

Redbird Ready is an annual program serving admitted students from populations traditionally underrepresented on college campuses. In April 2019, 207 admitted students and 320 guests visited campus for a one-day experience that included lunch with faculty and staff, seminars regarding campus involvement, financial aid and student services, a campus tour, and a social event. The University offered free busing for a limited number of students and their guests, making campus more accessible than it would have otherwise been. Redbird Ready added Diversity Advocacy to the main program where topics such as building community, belongingness, cultural and diversity programing, and graduate recognition ceremonies were discussed. The resource fair included Diversity Advocacy Organizations (DAOs), multicultural Greek organizations, and academic departments like African American Studies and Latin American and Latino Studies.

You Can Do ISU (YCDISU) is an open house-style program bringing high school students and family members from both traditionally underrepresented groups and first-generation families to the campus to learn about making college an affordable reality. Attendees receive a tour of campus, participate in various breakout sessions, eat lunch in a campus dining center, attend an application workshop, and have an opportunity to ask questions of current students. In recent years, students have been encouraged to bring family members with them to experience the many ways Illinois State ensures student success. To make this easier for families, we have provided buses from

convenient locations in the Chicagoland area. YCDISU has included an application workshop for the last three years with this year yielding 42 applicants, our highest total in the history of the program. Our staff also worked with our contacts at College Greenlight to spread the word across CBOs in Chicago about You Can Do ISU. Advisors and counselors at CBOs encouraged qualified students to register for and attend this important event.

During each Open House, we offer a session called *Your Redbird Community*, formerly known as *A Focus on Diversity*, for prospective students and parents. Participants learn more about our campus community, diversity related initiatives, and student engagement opportunities. A staff member from the Dean of Students Office facilitates the discussion and is able to share more with the audience regarding the various opportunities available at Illinois State.

The Office of Admissions continues to partner with Alumni Services and the Black Colleagues Association to facilitate meet & greet programs for admitted African-American freshman students residing in the Chicago area.

The Committee Assisting Undocumented Student Achievement (CAUSA), consisting of faculty, staff, and students from across campus, continues its work to support undocumented students on the Illinois State campus. We recently removed the requirement that the in-state tuition affidavit be notarized to make the application less confusing. The Office of Admissions provides support for various programming and educational initiatives, and members of the Admissions team are active in CAUSA's work. The Office of Admissions maintains and periodically enhances its website for undocumented students containing admissions information, scholarship resources, and student support points of contact within our campus community.

Two staff members from the Office of Admissions will attend the National Hispanic College Fair in suburban Chicago in spring 2020. This annual program connects us with approximately 200 prospective students and their families.

Currently enrolled Illinois State students continue to assist with follow-up recruitment efforts. These students, from a variety of student organizations, volunteer their time to make phone calls, send emails, and serve as tour guides, panel members, and chaperones during the Redbird Ready and You Can Do ISU programs. The Office of Admissions remains committed to employing bilingual recruitment staff members. Currently, two Admissions Counselors and one Processor are able to converse fluently in Spanish with prospective students and parents.

The Family Guide to College, a comprehensive early outreach workbook, was completed to assist prospective students and families, especially first-generation, with understanding complex topics related to the college search and financial aid process.

Admissions Communications team created "A Focus on Diversity" handout featuring information on the percentage of underrepresented students on campus, academic support services such as TRIO and Success 101, and registered student organizations. This handout is available in the lobbies of both Hovey Hall and the Atrium and are also distributed at events like You Can Do ISU and Redbird Ready.

In FY20, the Office of Admissions continued its practice of printing a brochure in Spanish with information on cost, scholarship, applying, events, and points of institutional pride. In addition, in the spring, the Office of Admissions hosts an on-campus presentation in Spanish that is marketed to those students and their families who indicated on the application for admission an interest in Spanish-language information.

Illinois State further developed its relationship with Univision in FY20. Radio spots in Spanish continued to air in the Chicagoland area with a high Latino/a population, and a Spanish-speaking graduate student on campus created a series of videos that were then distributed with the help of Univision. Scripts were created with the help of a first-generation, Latino graduate assistant in the Office of Admissions to ensure our messaging was hitting the right notes for the audience. Messaging to this population focuses on the value of an Illinois State education, the caring community on campus, and the sense of belonging students develop as Illinois State students.

In FY20, Admissions entered into an agreement with Telemundo and NBC Universal on a digital marketing campaign for the Spanish-speaking population in the Chicagoland area. While much of the messaging was similar to that used in ads for Univision, this new contract allowed Admissions to reach another large audience not captured by Univision alone.

The Office of Admissions has collaborated with Strive for College, a non-profit that aims to eliminate inequality in access to higher education. Because of this partnership, the University shares a forum with like-minded peers from across the country, sharing best practices in serving low-income and first-generation students. The University also receives exposure in a national publication distributed by Strive that lists institutions striving for equality. This platform affords the University greater exposure with this important population of students.

Planned and executed for the eleventh year the Successful Student Seminar for high school students in the Stay 4 Project through the Great Plains Life Foundation. The foundation works with low-income high school students annually who demonstrate the ability to succeed yet are at risk for dropping out. More than 400 students have been a part of the Stay 4 Project, and 97% of them have graduated from high school. The majority of these graduates are the first in their families to do so, and nearly all are first generation college students. Stay 4 schools include central Illinois schools and all of Rockford's Public High Schools

A representative from the Office of Admissions presented this summer to Illinois State University's First Star Academy, a college preparation program for students in foster care. Illinois State is one of only two participating schools in Illinois.

The Office of Admissions collaborated with District 87 to host a program targeted at college preparation for local Latinx high school students. In April 2019, the office hosted a Spanish speaking Daily Campus Visit program for rising seniors, and the office plans to provide the same opportunity this spring.

The Office of Admissions Appeals Committee continues to formally process requests for consideration of additional merit-based aid. This can be a helpful resource for students who do not meet Redbird Academic Scholarship eligibility requirements and need additional financial assistance to attend Illinois State. For fall 2019, we reviewed 1,573 appeals and enhanced financial packages for 1,362 students.

In FY20, the Office of Admissions has continued the practice of interviewing students for the University Scholarship during an on-campus event specifically designed for high achieving underrepresented and first-generation candidates. In FY20 we received approximately 506 applications from qualified students for this prestigious award.

The Office of Admissions has continued with the International Baccalaureate (IB) Scholarship for new freshmen who complete either the IB Diploma Programme or IB Career-Related Certificate Program. Awards are valued at \$1,000. In fall 2019, 45 awards were offered.

The Office of Admissions also offered the Achievement Scholarship which is a one-time award of \$2,000 for National Merit Finalists. We continued the Scholarship Adjustment Committee, which includes staff from Enrollment Management, the Office of Admissions, and Financial Aid. For fall 2019, we reviewed 1,618 appeals and enhanced financial packages for 1,437 students.

Financial Aid Office

The Financial Aid Office serves on the Minority Teacher Recruitment Project Committee. The Committee's membership is comprised of members from local schools. It was established in response to the shortage of minorities entering the teaching profession within our local public school systems.

In collaboration with the Admissions Office, the Financial Aid Office participated in several admissions events serving underrepresented students. These events included Chicago Scholars and Redbird Ready.

The Graduate School

Graduate student Diversity Tuition Waivers are used in an effort to provide support to individuals from traditionally underrepresented groups who have been admitted to an Illinois State graduate degree program. Waivers for all or part of a student's tuition are awarded competitively on a case-by-case basis to U.S. citizens. Awards are not based solely on membership in one or more traditionally underrepresented groups, but rather on a holistic evaluation that includes financial need and the students' articulation of how their experiences and perspectives as a member of an underrepresented group has resulted in and/or is expected to result in unique contributions to their respective graduate program, academic discipline, and overall campus community.

Programming Efforts for Continuing Students-Division of Academic Affairs

University College

Underrepresented, first-generation students and students from low socioeconomic brackets overlap considerably given campus demographics. Illinois State serves as a model of collaboration among units in developing and continuing programming for students from all of these student populations with the goal of improving academic and personal success of our students from underrepresented populations. Collaborative efforts exist between units in organizational divisions across divisional lines. Examples of those collaborative efforts are as follows:

University Scholars are students from underrepresented groups, first-generation, low-income and other groups who are awarded a minimum of \$6,000 per year for four years. Many University Scholars will be awarded more than \$6,000 in merit funding annually which is evidence of Illinois State's increasing commitment to these students. University Scholars participate in a comprehensive mentoring and enrichment program with a dedicated staff coordinator. As of FY16, University Scholars are automatically granted admission into the Honors Program should they desire it. In FY19, the Office of Admissions, University College and the Honors Program collaborated on a successful scholarship interview day for potential University Scholars resulting in a much higher yield of University Scholars than in past years.

The Mentoring, Academics, Scholarship, and Achievement Initiative (MASAI), is a peer-to-peer program for underrepresented groups and is jointly funded by University College and the Dean of Students Office. In FY17, University College assumed full administration of the MASAI program but continues to collaborate closely with the Dean of Students Office for programming and outreach efforts. In FY19, MASAI mentoring focused on students at Illinois State who participated in one of the select high school-to-college transition networks, including Chicago Noble Charter Schools, Bottom Line, One Goal, and Phoenix Pact. The retention rate of these students is significantly lower than comparable students and the transition from Noble Charter schools to Illinois State presents some additional challenges. As these students come from a network of schools that provides highly structured mentoring, University College felt they could benefit from comparable college-level mentoring which also strengthens the ongoing efforts of the Noble Committee. During the fall semester, University College hired 18 peer mentors to connect first-year students with campus resources that will assist them in creating an optimal academic and social experience at Illinois State. MASAI participants received a variety of additional support services including:

- MASAI students receive an earlier move-in date and have a tailored day-and-a-half pre-orientation led by Illinois State staff and MASAI mentors.
- First-year students were monitored and had grade checks at various checkpoints during the fall and spring semester. Academic encouragement emails were sent to students who had more than one grade of D or F. Recommendations on how to improve their grades were provided in the email.

- Social and academic programming including movie nights, finals preparation, and an end-of-the-semester celebration banquet.
- Collaboration and coordination with the high school-to-college transition partners including the facilitation and scheduling campus visits for the partners to meet with students. As of fall 2019, all students from the Noble Network of charter schools are assigned to a specific advisor in University College who is familiar with the unique nature of this school system.

University College continues to lead the campus effort in the deployment of predictive analytics in an effort to improve the first-to-second-year retention rate. The Office of Enterprise Data Analytics (EDA) continues to refine the model to predict the likelihood of fall-to-spring, as well as, fall-to-fall retention of First-Time-in-College (FTIC) students. In addition, EDA is working to develop a model to predict first semester GPA for FTIC students. Continued outreach by University College includes:

- Merged analytics data with midterm grades data and called students who were considered to be in the high/highest risk categories. These students were also targeted for tutoring.
- Called/contacted students in the high/highest risk categories who had registration blocks.
- Merged analytics data with information from Appointment Manager to determine who had not been in to see a University College advisor. An advisor contacted these students.
- Merged data with the Success 101 recruitment list and contacted those students regarding spring options. Success 101 is a support program for first-year students that revolves around a first-year seminar and two “linked” courses, which are typically a General Education Science and Communication & Critical Inquiry. Predictive analytics are also used to determine whether a different first year seminar is a better fit.
- Notified University Housing staff of all students in the high/highest risk categories who resided in residence halls and who had received Fs at midterms. Housing staff contacted these students as well.
- Data collected will continue to be used in Preview presentations to outline what successful students do.

University College continues to steward the \$250,000 investment made by President Dietz in FY17. Programming and outreach funded through this commitment continues to serve the same populations as the TRIO/SSS program: first-generation, low-income, an educationally disadvantaged students. University College funds two full-time staff members to serve the needs of students from underrepresented populations through this investment, as well as, through continued case-management style support from a Coordinator. Since the investment of these funds, Illinois State has seen a halt in the decrease of the overall first year retention rates and a slight improvement in the retention rates of Black/African-American students.

Over the course of the last two years, University College has convened and spearheaded the work of the Persistence Committee as a component of the expanded support available because of the additional funding. The Persistence Committee consists of staff from the Dean of Students Office, the Director of Financial Aid, the Director of University Housing, as well as, additional representatives from Student Accounts, University College, Enterprise Data Analytics, and the Graduate School. The Committee takes a case management approach to address issues affecting the ability of students to persist at the University. In particular, the Persistence Committee has been focusing on awarding micro-grants to students in an effort to aid their ability to persist. The Committee uses predictive analytics, as well as other reports to attempt to get ahead of financial issues that students may face. The new Case Manager/Coordinator leads the follow-up efforts of the Persistence Committee.

University College has also utilized an increased portion of the new funding to provide one-on-one Peer Academic Success Coaching for students who need a more intrusive style of academic support in order to be successful. Students are referred to Peer Academic Coaches through the work of the Persistence Committee, through referrals from advisors, or through students seeking out assistance on their own. In FY20, University College hired and trained over a dozen Peer Academic Coaches and plans to continue to expand this program significantly.

University College supports a number of programs aimed at first generation students. University College TRIO staff organized and hosted TRIO Day Central at Illinois State. Over 250 students and TRIO professionals from around the state participated in a day of workshops and educational sessions. University College TRIO staff also organized and implemented a First Generation Celebration this past fall which consisted of an evening gala and a day of educational sessions. University College contributed approximately \$2,000 to the celebration with matching grant funds contributed from the Dean of Students. University College also contributes \$3,000 in matching funds to provide direct financial support to students participating in the TRiO/Student Support Services program.

In summer 2019, University College piloted a new effort called “Preview Partners.” Preview is the required summer orientation program for all new FTICs. Incoming FTICs who received an Admission fee waiver and indicated they would not be bringing a parent or guest with them to Preview were paired with a trained ISU faculty/staff member who met with them during Preview to provide guidance and answer questions. Initial feedback from students was positive and University College will continue to expand this program in summer 2020.

Project Success, a program required 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. Project Rebound specifically targets those students on repeat probation. Through Project Success, first-time probation students reflect on the behaviors that lead to their probation status, develop a plan to return to good academic standing, identify services that could benefit them in improving their grades, and learn about academic policies related to academic probation and dismissal. Building upon Project Success, Project Rebound participants meet bi-weekly in a small group with a success facilitator. The facilitator tailors meetings to address the unique needs of the group. Topics typically include developing and refining academic goals, major options for undeclared students, and strategies to overcome common challenges faced by students.

The Louis Stokes Alliance for Minority Participation (LS-AMP), funded by the National Science Foundation, provided resources for students from underrepresented groups who are pursuing careers in the fields of mathematics, science, engineering, technology, and teacher education in these fields. University College provides programming for these students including faculty mentoring, support for research, and travel to conferences. In FY19, University College and CeMAST collaborated to propose a new LS-AMP alliance with a number of schools in Illinois and beyond. While the grant proposal was not successful, University College and CeMAST are committed, through the use of general revenue funds, to continue the support and enrichment programs established through LS-AMP which was renamed by student vote to STEMAlliance.

University College continues to support the Mennonite College of Nursing’s PROUD grant program to support the development of diversity in the nursing workforce. University College provides grade tracking, workshop and tutoring support to PROUD.

Financial Aid Office

The Financial Aid Office continues to work closely with organizations such as Bottom Line and Phoenix Pact to provide assistance with the financial aid process for prospective, as well as, returning students. These organizations help low-income and first-generation students get to, and through, college.

The Financial Aid Office provides money management/financial presentations to TRIO/SSS students and other groups of first-generation students, including those participating in Success 101 and Thrive classes.

High School junior and senior minority students from all over the United States attend the Mathematics Department Minority High School Scholars Actuarial Academy for Mathematical-Actuarial Science Careers. The Financial Aid Office worked with the math department to provide information about the financial aid programs and application process.

The Financial Aid office is committed to employing bilingual financial aid counselors and currently have staff available to converse fluently in Spanish with students and parents.

The America Reads/America Counts (ARAC) program employs over 100 undergraduate and graduate Illinois State students each semester to tutor a diverse population of local students. From fall 2015 to the fall 2019, the number of tutors employed each semester has increased by 766%. The program has grown from employing an average of 12-15 tutors to an average of 115 tutors who provide support in approximately 63 classrooms in the area.

Approximately one-third of the tutors are bilingual (fluent in Spanish, or have strong Spanish-speaking and comprehension skills). The number of Spanish-speaking tutors increased from an average of eight in fall 2015 to an average of 30 in the fall 2019.

The ARAC program provides academic support up to nine bilingual classrooms in the Bloomington-Normal community, and serves diverse after-school programs, including children whose primary language is either French or Spanish. From 2015 to 2019, the number of bilingual classrooms served increased from zero to nine.

The ISU ARAC program provides support at five supervised after-school programs in the community:

1. The Boys and Girls Club of Bloomington-Normal (3 locations). 1) The Clubhouse is the main location with over 100 Kindergarten through 5th grade students, 2) The Teens Club accommodates Junior High School students mostly from the Unit 5 School District and all area High Schools; and, 3) the Junior High School location at Bloomington Junior High School.
2. The Jule Foundation, that serves junior and senior high school students. ISU ARAC tutors provide homework help with a concentration in math. In addition, tutors are engaged in preparing junior high school students for college by assisting with writing skills.
3. Thomas Metcalf School Wildcat After School program. This program includes a homework center and accommodates students from Pre-Kindergarten through 8th grade.
4. The Unity Community Center, a University of Illinois-Champaign Extension Program that serves Kindergarten through 12th graders.
5. Western Avenue Community Center's After School Program, hosted by Eastview Community Church – Bloomington Campus, serving Kindergarten through 8th grade students.

The Illinois State ARAC After-School program places tutors who provide individual attention (30- to 45-minute sessions) at local libraries for students entering Kindergarten (age five by September 1) through the 9th grade. The number of families enrolled in the ISU ARAC After-School program varies each semester, however it has increased from 43 students in fall 2015, to 104 students in fall 2019, or 41%. This program has experienced a growing demand for bilingual (Spanish-speaking) tutors. From 2015 to 2019, the number of families requesting a bilingual tutor remains at a steady increase. There are also increasing requests for French speaking tutors.

The Illinois State ARAC Program is year-round, offering support during the ISU Summer Session in the following ways:

1. Providing tutors for Summer Academies at area elementary schools
2. Providing support at supervised summer day camps, including the Boys and Girls Club of Bloomington-Normal
3. Providing tutors for one-on-one support at the public libraries

The Graduate School

The goal of the McNair Scholars Program is to increase graduate degree awards for McNair Scholars from underrepresented populations. This scholarship provides aid for the purchase of books that are necessary to successfully complete graduate classes. Illinois State does not have a McNair Program, but is committed to helping those scholars with these expenses.

The Ada Belle Clark Welsh Scholarship provides a one-time award of \$2,500 to women admitted for graduate study who have prior involvement in community or civic activities and who plan to pursue a career in liberal arts, humanities, teaching, or the improvement of teaching. Awards are based on financial need, career goals, and academic excellence.

Programming Efforts for Continuing Students-Division of Student Affairs

Division of Student Affairs

The Division of Student Affairs has a strong commitment to the professional development of staff, as it is vital to the success of its mission. Staff members are provided with numerous opportunities to participate in various Division-wide programs each year from webinars and workshops to team-building exercises and nationally recognized speakers. Professional development programs fall within the newly revised knowledge areas:

1. student advising & support;
2. teamwork, mentorship & interpersonal skills;
3. leadership competencies;
4. personal & career development;
5. productivity & problem solving;
6. global perspective & worldviews; and
7. digital fluency & assessment.

Examples of workshops from FY19 included:

- **Responding with Care Part 1 – Trauma-Informed Survivor Support:** Responding with Care provided knowledge and insight that is vital for supporting survivors of sexual and intimate partner violence. Participants also learned about the impact of trauma on the mind and body, during and following traumatic experiences. This knowledge was translated into recommendations for interacting with those who have experienced or are experiencing trauma. This workshop broadened the perspective of the participants and raised awareness of the magnitude and impact of traumatic experiences.
- **Are Our Students Depressed or Lonely? The Role of Loneliness in Mental Health and How We Can Address it:** Loneliness has been increasing nationally and in college students and plays a pivotal role in college students' mental health. Data from a survey conducted in spring 2019 indicated that Illinois State University students reported more loneliness than they did five years ago. Loneliness is a significant factor in both depression and anxiety, but fortunately, you don't have to be a trained clinician to address college students' loneliness. All of us can work together to enhance students' connection. In this session, attendees learned more about the relationship between loneliness, anxiety and depression, how to differentiate between loneliness, social isolation, and introversion, and how to recognize different types of loneliness. Participants also brainstormed how their department and the division can increase students' connection.
- **Shhh.... Let's Talk About Religion Series:** Having respect and appreciation for all cultures, identities, and worldviews is the fabric of an inclusive and diverse environment. Religion is often talked about the least but is a very important identity to many staff, faculty, and students on this campus. Building our knowledge and understanding of different beliefs can increase our compassion and consideration for others. For this reason, it is important for us to understand the roots of varying faiths, their traditions, and how faith can be used as a resource when supporting students and colleagues. This was a three-part series where participants attended face-to-face (included lunch) or by Zoom video.

- **Special Guest - Odell A Bizzell II - Diversity & Inclusion Training Doesn't Work-- Do This Instead:** Diversity and inclusion are important, but so are eating vegetables and exercise. All things that are important are not practiced as they should be. In this presentation, Odell covered uncomfortable topics such as race, religion, politics, and sexuality in a way like few others can. Within this training, Odell conveyed how to maximize diversity & inclusion training with individuals who may not think it's very important.
- **Stop the Hate Training:** Stop the Hate is a national program that educates on the impact that hate and bias can have on college campuses. With recent events on campuses across the country around the areas of inclusion and intolerance, educating faculty, staff, and students on how to spot and confront instances of hate and bias is needed more than ever. In this session, participants learned how hate and bias can appear on our campus and how we can be allies to continue making Illinois State an inclusive and safe place.
- **International Student Panel:** Participants heard international students discuss their experiences at Illinois State University and received an opportunity to ask for an international student perspective on ISU classroom teaching or services provided to ISU students.
- **Let's talk: How You Can Be a Trans Advocate:** This training helped participants increase their transgender-related knowledge and provided opportunities to practice the key skills needed to be effective advocates for the trans community. This included guided conversations about what it's like being transgender, reviewed basic terminology, and deep dive activities to help put knowledge to practice.
- **Domestic Violence and Trauma: Reflections of a Child Welfare Caseworker:** This presentation highlighted the effects of trauma on a child's brain, the prevalence of domestic violence and its characteristics, and some "no-hitting" parenting strategies through the lens of a former caseworker. This session educated participants in the areas of domestic violence, social welfare, and supporting and advocating for survivors of domestic violence. By having this dialogue about what domestic violence is, its effects, and how it is understood and addressed in the world of child welfare, we aimed to better serve those in our community who have been touched by it.
- **Choir, Ally, Oblivious, Resisters, and the Defiant - Who is in the Room?:** Diversity, equity, and inclusion work is never easy. We are forced to challenge systems and people simultaneously. As practitioners we spend a lot of time studying the systems but not as much time truly understanding the people we are working with. In this session, participants walked through a framework designed by Dr. J. Luke Wood that helped them understand the people in the room, what they can do to influence some, and when it is time to change their strategies.

The Division of Student Affairs included a cultural competency component to staff orientation. Newly hired Student Affairs staff attended a half-day orientation through the Division. One hour of the program included an introduction to cultural competency covering common terms, social identities, and competency expectations. The outcomes included the ability to: (1) demonstrate understanding of the importance of cultural competency in Student Affairs work; (2) apply acquired knowledge of diversity terms to create an inclusive environment; (3) apply knowledge of individual social identities to relate to individuals from diverse backgrounds; and (4) identify areas of personal cultural competency development and seek opportunities for further development.

The Inclusion Change Team within the Division of Student Affairs consisted of 18 Inclusion Practitioners from all 13 departments. The team functioned like a learning community and received extensive cultural competency training. Outcomes of the change team included: (1) department staff are more culturally competent due to Inclusion Practitioners supporting their development; (2) practitioners create inclusive environments by using an inclusion lens in various roles on campus such as during meetings, on committees, and as members of search committees; and (3)

Inclusion Practitioners and division leadership improve policies, programs, and services through consultation and collaboration. Examples of their work included:

- **Cultural Series with Special Guest Paul Artale - Maximum Ability: Understanding Disability to Create a High-Performance Campus for Staff, Faculty, and Students:** On college campuses we are seeing an increase in demands for services and accommodations. With this in mind, we must keep working to ensure that our organization creates an environment that is accepting of persons with (dis)abilities and that we have a working knowledge of what (dis)ability is and how to celebrate it. During this training, Paul Artale infused his life story of overcoming physical challenges both on and off the football field, emerging research and trends, as well as practical knowledge related to ability and inclusion.
- Inclusion Change Team members continued to work with their individual departments and completed their short- and long-term goals that were developed using anticipated trends, shifts in environment or student needs, areas of concern, and/or other data points.
- Inclusion Change Team completed an intense study of Brené Brown's *Dare to Lead* book reading series. *Dare to Lead* is a playbook for developing brave leaders and courageous cultures. Daring leadership is a collection of skills that help participants to learn and practice brave work, tough conversations, and showing up with your whole heart to every situation. This book helped participants learn how to support and respond to students and colleagues in challenging situations. The activities and discussion were framed around diversity, equity, and inclusion.

In order to provide more direct support for students who are low-income and first-generation, the Student Success and Excellence Fund supports students in their ability to thrive and excel in their academic and co-curricular experiences. Scholarships are provided to aid participation in co-curricular experiences that offer them a competitive advantage in achieving their goals and aspirations. The spirit of the award embodies Illinois State's commitment to diversity. The following categories are options for students to seek support in achieving their academic and personal educational goals:

- **Textbooks:** Students who are involved on-campus in opportunities offered by Illinois State can apply for a book scholarship to support their academic goals of graduation. The scholarship is \$300 per year, with a lifetime limit of \$600.
- **Co-Curricular Scholarship:** Individual students may receive support to attend or participate in co-curricular and curricular experiences provided by Illinois State such as study abroad, Alternative Breaks, or professional conferences. The maximum award is \$1,000 per student.
- **Susan T. Kern Special Opportunity Scholarship Fund:** The vision for the Susan T. Kern Special Opportunity Scholarship Fund is to provide financial support to Illinois State women students in support of one-time special academic or co-curricular opportunities. It is Dr. Kern's wish to provide financial assistance, approximately \$2,000, to students for an opportunity they otherwise would be unable to fund. The Selection Committee consists of representatives from the offices of the Provost, Women's and Gender Studies, Dean of Students, and Development.

Campus Recreation

Campus Recreation welcomed back its student team members in August with an all-team training which included a presentation by the Office of Equal Opportunity and Access. The presentation educated our student team members on the University's anti-harassment and non-discrimination policies as well as Title IX. Student team members were given definitions and guidelines for understanding and provided resources for responding to concerns, reporting, and seeking help.

As a part of New Team Member Orientation, all Campus Recreation student team members complete a condensed *OUCH! That Stereotype Hurts* and *OUCH! Your Silence Hurts* training curriculum including both experiential activities and group discussion. This training helps to better understand the impact of language and silence while providing techniques and methods on how to address this behavior and language in a positive and productive manner to promote respect in both Campus Recreation and the Illinois State Community as a whole.

Campus Recreation and the School of Kinesiology and Recreation collaborated during Therapeutic Recreation Month to host Adaptapalooza. This event gives all participants the opportunity to learn and practice inclusive sports such as sitting volleyball, wheelchair basketball, and adaptive climbing. It provides awareness and opportunities for local organizations and registered student organizations to get involved as either participants or volunteers. Finally, an educational component highlights not only inclusive sports, but also the stories of athletes who have overcome challenges to redefine athletic success.

Campus Recreation hosts an Adaptive Climbing Event each semester at the Student Fitness Center Climbing Wall. The intent of the event was to make climbing more accessible to students with disabilities and therefore provide a more inclusive environment at the climbing wall. During this event, students with disabilities utilized adaptive equipment and assistive devices.

Career Center

The Career Center is committed to and supportive of the University's Core Values, which include providing a welcoming and inclusive environment to assist students to thrive and accomplish their academic and professional goals. During the 2018-19 academic year, the Career Center provided career development, career readiness and/or career resources to 53.54% of Illinois State's underrepresented students. In addition, the Career Center welcomes employers with diversity initiatives that support the recruitment of candidates from diverse backgrounds.

The Cultural Career Network Program (CCNP) serves to prepare students for the workplace in areas of networking and career awareness. CCNP encourages students of diverse backgrounds to participate in a variety of events designed to assist their career development and career readiness, to connect students with employers, and to provide resources about available internship and career opportunities.

CCNP events are open to all Illinois State majors at all college levels. CCNP embraces all Career Center services and programming and works collaboratively with other campus units. Local and statewide employers play an important and effective role as they participate and co-sponsor Cultural Career Network activities and events. Unique career networking connections and opportunities for students in today's global society are the program goals.

The increase in dollars spent on Cultural Career Network Programs during the 2018-19 academic year reflect quality enhancements to the Program.

Career Center sponsored or co-sponsored Cultural Career Network programs/events during the 2018-19 academic year included:

- ***Diverse Reverse: Networking and Desserts***

The Career Center's Cultural Career Network Program hosted its first-ever Diverse Reverse: Networking and Desserts to allow students the opportunity to connect with employers and learn about their internship and full-time positions. Diverse Reverse differed from a typical networking event in that employers approached the tables of registered student organizations from diverse populations to introduce their organizations and share about their diversity hiring initiatives. Over 40 students and seven organizations attended the event.

- ***LGBTQ Advocacy***

Through the collaborative efforts of the Career Center, Diversity Advocacy, and the Office of the Vice President for Student Affairs, Illinois State hosted guest speaker Ben Demers to provide professional development for campus staff on how to support LGBTQ students as they prepare for internships and career opportunities. Demers serves as the university senior associate for Out & Equal Workplace Advocates, an advocacy organization that provides education around LGBTQ workplace inclusion to universities, companies, and government agencies.

- ***Diversity Employer Expo***

Diverse student populations were provided an opportunity to connect and network with employers to specifically learn about the diversity initiatives that exist within their organizations. Over 60 students and seven employers participated in the event. The expo was generously sponsored by Career Center Employer Partners: Enterprise Holdings and Target.

- ***International Student Series***

Partnered with the Office of International Studies and Programs to host the International Student Series in which students learned about developing a résumé, job-search strategies, and life after Optional Practical Training and sponsorship and more. Over 120 students participated.

- ***Student and Alumni Diversity Meet Up***

Coordinated the Student and Alumni Diversity Meet-up in the spring semester to connect students from diverse backgrounds with diverse alumni to discuss how to effectively transition from college to career. Over 30 students participated.

- ***Veteran Student Series***

Hosted a networking dinner in the fall semester for ROTC, veteran, and military-connected students sponsored by Career Center Employer Partner Enterprise Holdings. Over 50 students participated.

Center for Community Engagement and Service Learning

Alternative Breaks, with the financial support from the Division of Student Affairs, changed its fee structure for students participating in winter, spring, or summer service trips to allow for greater participation from low-SES students. Previously all students paid a flat rate. In the new structure, a student's fees for a trip are based on the Expected Family Contribution (EFC) as determined through the Free Application for Federal Student Aid (FAFSA) process. Lower EFCs decrease a student's cost. All students regardless of EFC are also able to apply for a partial fee waiver to further reduce costs. Waivers are funded by private donations to the Alternative Breaks Support Fund.

Dean of Students Office

The Diversity Advocacy unit of the Dean of Students Office plans and presents educational experiences focused on intersecting identities, cultural competency, equity, anti-racism and social justice. Programs are delivered through a variety of methods to provide students with more engaging learning opportunities, to connect with different learning styles and to complement the classroom experience. Many of these programs are delivered by students, for students, with the Diversity Advocacy Organizations planning and delivering the programs specifically for the populations they represent. Staff time is invested in advising this student programming, as well as investing in the identity development of the student planners. Programs offered each year include lectures/speakers, visual and performing arts, master classes, workshops, small group discussions, retreats, and conferences.

The Dean of Students Office facilitates the LGBTQIA Support Fund, which provides funding to students when they have lost family financial support due to their sexual orientation and/or gender identity. The Dean of Students Office cultivates donors to this Fund and responds quickly through care, support and/or funding to student applicants.

Student Counseling Services

The Multicultural Outreach Team (MCOT) facilitates the Voices of Discovery (VOD) program, a cross-cultural dialogue program that engages diverse groups of students in conversations regarding various aspects of identity over a seven-week period.

The Student Counseling Services' Multicultural Outreach Team works collaboratively with the Diversity Advocacy Unit to meet with students, understand the needs of culturally diverse students on campus, and develop appropriate programming.

In the spring 2019 semester, MCOT began the Inclusion Project, which entails collaboration and programming focused on promoting inclusion at Illinois State. Two film and discussion events were hosted, *White Like Me* and *I Am Not Your Negro*. Various Illinois State faculty were invited and led discussions. A cultural event is being planned for the spring 2020 semester, focusing on the needs of Native American students at Illinois State. Further, MCOT has formed an inter-departmental work group with individuals across campus to address the issues of recruitment, retention, and support for Native American students at Illinois State.

MCOT/SCS is one of four programs on campus that was asked by the Office of the Provost to coordinate and implement programming for faculty addressing racial micro aggressions on campus.

Student Health Services

Student Health Services (SHS) works closely with the International Studies Office as well as the INTO leaders to facilitate the new students' transition to campus in regards to their medical care. SHS and Student Insurance offices schedule a day during the International Student Orientations in the fall and spring, before classes begin, to have the International/INTO students come through Health Services to meet with staff. SHS staff work with each of the students individually and review their immunization/health records and administer any vaccines needed. During that same time frame, Administrative staff from both SHS and Student Insurance give these students a presentation and discuss what Student Health Services and Student Insurance has to offer. This is an excellent time for the students to ask any questions. SHS saw approximately 225 students in August 2019 and 125 in January 2020 during these clinics.

University Housing Services

Staff from University Housing Services participated in the following trainings:

- **Interfaith Youth Core (IFYC):** Equips students and educators with skills for interfaith cooperation. Exploring personal religious, spiritual and secular biases.
- **The Ceceilyn Miller Institute for Leadership & Diversity in America:** Provided training and facilitated sessions on the topic of Implicit Bias. The training curriculum provided participants with the necessary awareness, content knowledge, and skills to help foster staff development and mutual respect when exploring issues of diversity. Participants engaged in activities and discussions that enhanced their own understanding of identity and diversity and, in turn, helped them work more effectively with a diverse population.

University Housing also participated in the following projects/initiatives:

- **Reflection Rooms:** Three reflection rooms for those who want a private place to pray or meditate were added to Watterson, Hewett-Manchester, and Tri-Tower residence halls.
- **Sponsor of the Minority and Friends Network:** The Minority and Friends Network offers scholarships to new professionals seeking careers in University Housing programs while attending the Oshkosh Placement exchange.

- **Cultural Dinner Series:** Each year, approximately three cultural dinner opportunities are provided for students, staff, faculty, and community members to learn about a new culture and enjoy authentic food during the event. This series provides diversity knowledge for the campus community as a whole.
- **Diversity Coalitions:** Diversity Coalitions focus on serving the needs of the underrepresented students in the residence halls, promoting cultural awareness and diversity through programming, and encourage unity among students and organizations on campus. Each diversity group elects an executive board to hold meetings, plan programs around diversity-related topics, and to serve as liaisons to the areas that they govern. There are three Diversity Coalition organizations on campus. These groups are advised by at least one Residence Hall Coordinator in the area. Meeting times and location are determined by the students.

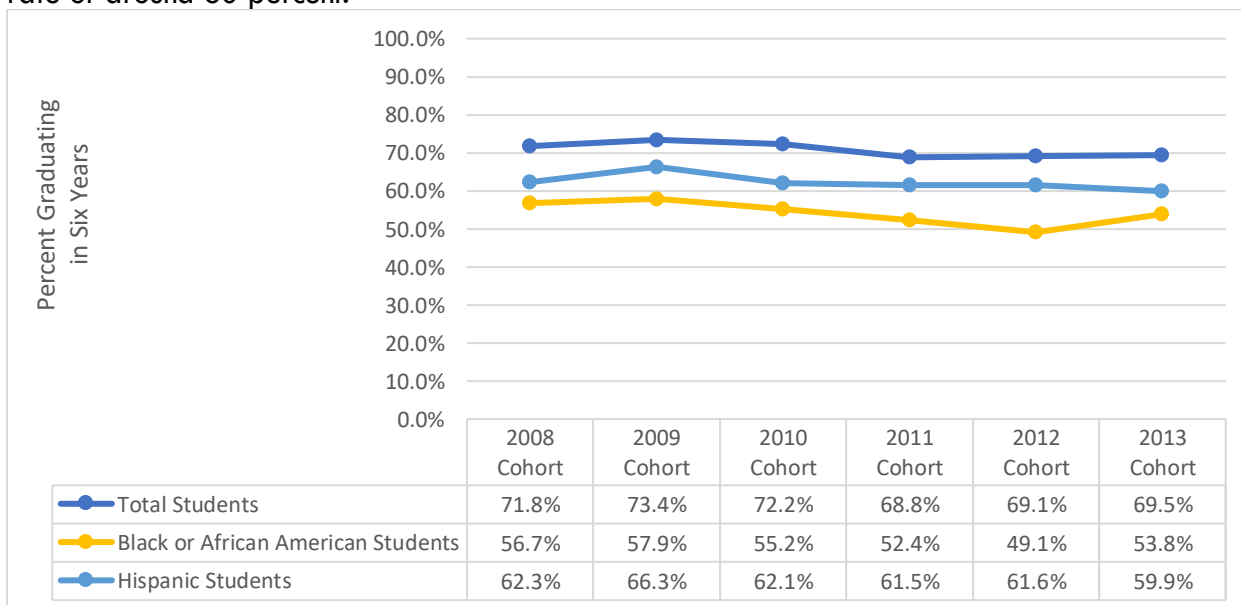
The Diversity Coalitions are funded by allocated dollars from University Housing Services. Each organization receives about \$2 per student that lives in its area of campus. Tri-Towers Diversity Coalition received \$2,328.00. Watterson Diversity Coalition received \$4,360.00. Hewett/Manchester Diversity Coalition received \$3,120. This year the total budgeted amount for Diversity Coalition budgeting is \$9,808.

Activities and services conducted by Illinois State University to address Goal I of the Illinois Public Agenda for Career and College Success.

Illinois Public Agenda Goal I: Increase educational attainment to match best performing U.S. states and world countries.

Key Indicators:

Graduation Rate: Illinois State University's six-year graduation rate stands at 69.5% and exceeds the national rate of around 60 percent.



Diversity: The overall total enrollment became more diverse in fall 2019 with non-white enrollment now at 26.4%.

Illinois Public Agenda Goal 1, Recommendation 1: Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.

Student Access and Accommodation Services provides accommodations, modifications or auxiliary aids as appropriate. Students are introduced to new technologies (apps) that may benefit their educational experience. The office also provides advice to faculty and staff on how best to communicate with people with disabilities and/or medical/mental health conditions.

Graduates Identified with Disabilities and/or Medical/Mental Health Conditions		
	FY18	FY19
Graduates-Undergraduate Degrees	142	129
Graduates-Graduate Degrees	7	8

Strategy: Strengthen teacher and school leader quality through upgraded standards and professional development.

Faculty members in Special Education redesigned core courses through the *Innovative Network of Urban Special Educators* (INFUSE) sequence to critically examine social issues surrounding disability. Redesigned courses address disproportionality in special education and disciplinary practices, cultural views of disability, culturally and linguistically appropriate pedagogy, evidence- and research-based pedagogical practices, and meaningful inclusion of families and communities in the education of children in urban settings.

In the Department of Special Education, as a co-curricular experience, students involved in courses redesigned through the *Innovative Network of Urban Special Educators* (INFUSE) program take part in meaningfully layered immersion experiences in Chicago. Students observe classroom instruction, interact with students and staff, engage in meaningful dialogue with local community organizations, take part in service-learning activities, and experience the linkage between strong community partnerships in successful urban schools.

The Department of Special Education also encourages faculty members to increase their teaching skills through its GROWTH (Goal setting and Reflection On Who you are and what you want to accomplish in Teaching and research in Higher education) program. Through that program, faculty members learn about culturally responsive teaching practices and issues of equity. Activities in the last year include “Accessibility of Instructional Materials,” “Communication that Enhances Teaching and Learning,” and “Engaging in Culturally Responsive Practices,” among others. This programming helps instructors in the department reconsider and develop their teaching practices for a wide variety of learners, including those from minoritized backgrounds.

Educational Administration and Foundation curriculum design and procedures meet all Illinois General Assembly-legislated requirements for the Illinois Superintendent Endorsement.

In 2019, Illinois State University's graduate programs climbed dramatically in *U.S. News and World Report's* national rankings from the rank of 108 during 2018, to crack the top 100 at 88. Educational Administration and Foundations maintains active membership in the University Council for Educational Administration and, since 2010, operates as a tier-two institution of the Carnegie Project on the Education Doctorate (CPED). An early adopter of the CPED curriculum focusing on PK–12 educational practitioners, EAF joins and leads within a prestigious consortium of Ed.D.-granting institutions committed to "advancing the preparation and practice of educational leaders for the benefit of schools and children."

The Leadership, Equity, and Inquiry sequence (Ph.D.) in Educational Administration and Foundations focuses on preparing critical leaders and researchers committed to the principles and ideals of social justice who will take their place in society across a wide variety of professional roles. This sequence's curriculum is centered in deep-dive courses in equity issues in education and research, paying careful attention to preparing not just critical consumers of research, but producers of research. This content-rich Ph.D. is designed to prepare graduates for many potential career paths, within schools and beyond schools: from think-tank work to work in the public sphere, and from community advocacy to social justice-committed and focused leadership.

Recruitment efforts to the Higher Education Administration doctoral sequence have focused on those peoples typically underrepresented in university administrative roles. Recruitment of underrepresented students has been aided by curricular change designed not only to add additional equity-and-inclusion-focused Social Foundations of Education courses to this sequence, but also to expand program faculty's use of materials and resources on diversity, equity, and inclusion that help students recognize, understand, and address systematic oppression such as rampant, systemic institutional racism, in U.S. higher education.

The Borg Center offered multiple professional development sessions focused on literacy practices for local school districts.

The Early Childhood Education program added the ESL endorsement to their program as an elective track. Now approximately 60% of elementary and early childhood education students choose to earn an ESL endorsement. This better prepares students to work with early childhood-8 English learners.

Illinois State University houses one of two National Board Resource Centers (NBRC), providing professional development for teachers who seek to achieve the gold standard in professional accomplishment, certification by the National Board of Professional Teaching Standards (NBPTS). The NBRC continues efforts to increase the number of candidates pursuing National Board certification and provides a school-wide ethos of accomplished teaching with its Professional Development School model, in which schools must commit to a cohort of at least ten candidates and a local instructional leader. IL has been recognized for the value of this effort by invitation to participate in NBPTS' Network to Transform Teaching.

The College of Education administers the English Scholars program. Funded by Dr. Robert and Mary English, English Scholars are education majors selected from a pool of economically disadvantaged applicants. English Scholars are provided with a laptop computer and printer as well as training and technical support. Through this program, English Scholars are encouraged to develop their understanding and use of technology in the classroom and in their teaching.

Several elementary education faculty members participated in the urban course redesign process offered through the National Center for Urban Education.

Faculty and school administration in Teaching and Learning took the following steps to increase student diversity within the program:

- Working with Future Teachers Clubs in Grow-Your-Own initiatives targeting schools in Bloomington, Decatur, Normal, Peoria, and Champaign-Urbana
- Working with the director of enrollment services for the College of Education to support community colleges that work with diverse student populations to ease the admissions process
- Working with the National Council for Urban Education (NCUE) to support clinical experiences in Chicago, Decatur, and Peoria
- Providing on-campus visits for diverse middle school populations

School of Teaching and Learning administration took the following steps to support diversity within the program:

- Creating strategic clinical partnerships in Champaign-Urbana, Decatur, Peoria, and other local districts where the curricula provide teacher candidates with hands-on opportunities in diverse education environments, and teacher candidates learn to design instruction that supports neighborhoods and communities
- Engaging in planning, attending, and presenting at the annual Culturally Responsive Campus Community conference
- Participating in planning and attending Restorative Practices seminars
- Intentionally infusing courses with content related to issues of equity and diversity and culturally responsive teaching

- Constructing surveys and planning programmatic changes based on responses to students' surveys
- Working with registered student organizations that target diverse student populations.
- Supporting a faculty member in securing a Spencer grant towards research related to issues of diversity, equity, and/or culturally responsive teaching
- Providing additional support for urban clinical experiences by allowing unique scheduling to enable students' participation
- Providing additional support for unique programming of courses to allow for co-teaching opportunities in urban settings

Elementary education faculty developed and implemented clinical courses that focused on urban education, issues of diversity, equity, and culturally responsive teaching. These clinical experiences occurred in urban settings, and the clinical placement coordinator continues to identify and use clinical placements in increasingly diverse environments. With the implementation of the ESL endorsement track, there is a requirement for more diverse classroom populations for those experiences, and the placement coordinator has been identifying and using those classrooms in the clinical experience placement process as well.

Faculty in the School of Teaching and Learning require teacher candidates to complete assignments from an asset-based viewpoint—a viewpoint that respects the ethnicity, cultural heritage, prior experience, prior knowledge, and community of each child. Teacher candidates engage in a range of experiences that support culturally responsive teaching:

- Teacher candidates align lessons to standards that promote equity, diversity, and culturally responsive teaching
- Teacher candidates are prepared to push back against deficit views and deficit ways of thinking about their clinical students and future students
- Teacher candidates read texts that are representative of seminal work related to issues of equity, diversity, and culturally responsive teaching
- Teacher candidates are prepared to create equitable assessment and instructional strategies
- Teacher candidates are guided in implementing social-emotional standards, Response to Intervention (RTI) strategies, and Multi-Tiered Systems of Support (MTSS) strategies
- Teacher candidates are guided in cultivating a core set of values that evidence a commitment to social justice
- Teacher candidates are guided in identifying the strengths of a diverse student population, and a dedication to equity and excellence for all students.
- Making the ESL methods and materials course primarily about issues of diversity, including children's literature, funds of knowledge, working with language learners, and critical pedagogy
- Focusing on issues of bio-diversity in the required science-inquiry course (explicitly linking biodiversity with cultural and economic diversity)
- Leading bus trips to urban schools for additional clinical experiences
- Conducting study abroad experiences and coursework in those experiences making issues of diversity a vital component of the experience
- Infusing discussions related to the intersection of race, socioeconomic status (SES) and gender with almost every topic and requiring students to consider culture as part of their required lesson plans
- Providing direct instruction related to institutional discourses and how they privilege and marginalize individuals and groups
- Engaging teacher candidates in the critically examining children's literature and relevant curriculum programs through the lens of institutional discourses that marginalize individuals and groups
- Discussing how teachers can (and should) mediate the inequality and injustice they see in schools (getting to know students' knowledge and drawing on that knowledge in planning and implementing instruction, developing diverse classroom libraries and using diverse literature to meet instructional goals, posing questions to colleagues and administration upon identifying an institutional discourse that marginalizes)

Illinois State University again met the rigorous standard for program completion and licensure with a pass rate of 99.7% on the edTPA.

Strategy: Build success for students with disabilities through assistive technologies, improved transitions from high school to college, and Perkins Programs of Study.

Early Childhood faculty members work with Special Education faculty to address the principles of Universal Design for Learning (UDL) in course instruction.

Department of Special Education personnel prepare teacher candidates to use assistive technology throughout their coursework, particularly in Special Education Assistive Technology (SEAT) space overseen by the Department. In their coursework, teacher candidates learn about how to enhance the experiences of people with disabilities in their academic, working, and daily lives with specific tools that range from low-tech to high-tech. These tools, which may be a physical tool or digital app, help students access the curriculum and have a better educational experience. These Special Education courses with assistive technology embedded in the curriculum are also taken by teacher candidates of other content areas, such as physical education and elementary education.

[Back to Illinois Public University List](#)

Northeastern Illinois University

Founded in 1867, Northeastern Illinois University (“Northeastern” or the “University”) has a rich tradition of educational innovation and prides itself on its diverse student population. Northeastern is consistently ranked by *U.S. News and World Report* as one of the most diverse universities in the Midwest, and the University is a federally designated Hispanic serving institution. *Diverse: Issues in Higher Education’s* annual “Top Degree Producers” demonstrates that Northeastern is a leader among American universities for the number of bachelor’s and master’s degrees earned by students of diverse ethnic backgrounds. In 2012, the Hispanic Association of Colleges and Universities (HACU) elected Northeastern President Sharon Hahs to the HACU governing board. Diversity is embedded in the core mission of the University in practice and policy over the past decades. In June 2018, Northeastern proudly hired its first African-American female President, Dr. Gloria J. Gibson. Under President Gibson, Northeastern continues its diverse and inclusive approach to building and maintaining a broad spectrum of students, staff and faculty in the life of the University.

The retention and completion of our students is our highest priority at Northeastern, as evidenced by our recruitment, enrollment, and student-centered preparation programs. The diversity of students continues to grow as we provide increasingly more opportunities for underrepresented groups. Specifically, Northeastern continues to develop, implement and evaluate admission recruitment plans, outreach initiatives and programmatic strategies that build on our growing ethnically diverse student population. That is merely the starting point for the University. Our efforts are then redoubled to ensure that students have every opportunity to succeed and earn a degree from Northeastern. The following report responds to the Illinois Board of Higher Education’s request to “describe activities and services conducted to address Goal One of the Illinois Public for Career and College Success for underrepresented student groups.” Specifically, Goal One is “[i]ncrease educational attainment to match best-performing states.”¹

UNDERREPRESENTED STUDENTS

Outreach and Enrollment

Northeastern’s commitment to provide a high-quality education to underrepresented students is demonstrated by the significant diversity of our enrolled students. Our efforts begin early though extensive outreach by the Admissions Office and various University entities described in greater detail below. Notably, in January 2020, Northeastern appointed Dr. Francisco Gaytán to the position of Associate Provost for Student Success and Retention. Dr. Gaytán was appointed to this critical job for his expertise in student success and retention, and he is expected to lead successful efforts on behalf of Northeastern. Dr. Gaytán previously served as Interim Associate Provost since December 2018, prior to which time he was the Provost’s Fellow for Student Success and Retention. During his time overseeing Student Success and Retention, the first-time full-time freshmen retention rate at Northeastern has increased from 46.4% to 58.8%. Dr. Gaytán will work with various offices and personnel at Northeastern on additional steps to enroll and promote the success of underrepresented students.

In addition to a regular high school and community college visits, Northeastern’s Admissions Office incorporates a variety of outreach initiatives that serve underrepresented student populations. These outreaches include presentations, workshops, and fairs. Outreach strategies that serve underrepresented students at Northeastern involve collaborative and coordinated planning and participation from a wide variety of University offices. These

¹ Goal One of the Illinois Public for Career and College Success provides three recommendations:

- 1) Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability;
- 2) Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential; and
- 3) Reduce geographic disparities in educational attainment.

https://www.ibhe.org/assets/files/070109_PublicAgenda.pdf

efforts are fruitful; Northeastern enrolls, retains and graduates an extremely diverse student body. This diversity is reflected by the underrepresented race, ethnicity, socioeconomic status, gender, and disability status of a substantial amount of Northeastern students.

Northeastern's statistics speak for themselves in highlighting the diversity of our student pool. The attached appendices provide a detailed description of the underrepresented groups of students at Northeastern. Appendix A includes Northeastern's Enrollment Fact Sheet for Fall 2018 and 2019. The Student Profile Data breaks down enrollment data by gender, race and ethnicity.

Appendix B includes "Enrollment and Persistence" data for 2018 and 2019. It includes enrollment data by gender, race, ethnicity and nonresident alien by degree-seeking categories. These appendices highlight the significant number of underrepresented students who continue to regularly enroll at Northeastern.

Retention

Retention of diverse students is an essential objective for Northeastern. The Office of Student Success and Retention is charged with the mission of comprehensively approaching the processes of student transition, integration, and persistence through programs, initiatives, and research. Primary programmatic functions of this office include the First-Year Experience Program, research and analysis of student and institutional retention data in conjunction with the Office of Institutional Research and Assessment, and the University Undergraduate Retention and Intervention Team. In addition to these initiatives, the Office of Student Success and Retention oversees general academic advising, the federally funded TRIO program, the Learning Success Center, and the Title V Hispanic Serving Institution grant which focuses on supporting retention initiatives, which is described below. The Office also collaborates with departments, units, and individuals across the University to identify and implement strategies designed to contribute to student success.

Northeastern received a \$2.6 million grant for the 2017-2021 period for the "Comprehensive System of Support to Increase Retention into the Third Year For First Time Full Time Freshman Cohorts," initiative. This grant was funded by the U.S. Department of Education, the Developing Hispanic Serving Institutions (HSI) Program (Title V of the Higher Education Act) to help HSIs to build their capacity to serve Latino and low-income students. The Northeastern Title V project has advanced the University's strategy for addressing critical barriers to its mission as an urban university of excellence and access. Specifically, the grant has enabled Northeastern to (1) make the three-credit First-Year Experience course mandatory for all new students in their first semester while supporting the use of peer mentors in those courses; (2) increase enrollment in our Summer Bridge Programs that aim to increase the number of students that place into college level English and Math (3) support math and English faculty to lead the development of stretched courses in order to give credits in math and English during the first year as an alternative to non-credit developmental courses; (4) increase referrals to the Learning Support Center through an Early Alert System and advisor referrals; and (5) support programming to ensure that enrolled students complete registration for the coming semester and financial aid application for the coming year.

Appendix D includes the "Retention Rates of First-time Full-time Undergraduates Students, Fall Terms 2008-2017." Appendix E includes the "Program Retention Report for Fall 2017 to Fall 2018." This data show decreased momentum in Northeastern's retention of students from several underrepresented groups. In light of ongoing retention challenges, Northeastern will continue to utilize the approaches that are successful and devise new programs and initiatives to improve retention of our diverse student population. Notable is the recent hiring of key personnel with expertise in improving retention.

Transfer Students

Northeastern makes substantive efforts to encourage the enrollment of transfer students. Through various initiatives, the Admissions Office seeks to increase the number of underrepresented students who transfer from Illinois community colleges and/or public or private colleges and universities. Northeastern has dual admissions

agreements with various community colleges, including all City Colleges of Chicago. These agreements help to ensure a smooth transition to Northeastern for transfer students. Notably, nearly 50 percent of students at Northeastern are transfer students. Many of these students are adults reentering education and completing a postsecondary credential.

Northeastern's Transfer Center plays a pivotal role in the transfer process. The Transfer Center offers potential transfer students the chance to experience Northeastern first-hand by meeting with Admissions Counselors for Credit Evaluation Meetings, Transfer Transition Sessions, Open Houses and attending Admission Information Meetings, and other transfer events. Transfer fairs, table visits, 1 on 1 appointments and NEIU Days at community colleges provide open access to all students interested in continuing their education with Northeastern. The University holds Next Steps for Admitted Student Events and Transfer Transitions Sessions to onboard new transfer students. Furthermore, Northeastern has a Peer Mentor program for transfer and veteran students to help orient students to Northeastern and ensure their successful transition. The Transfer and Veteran Peer Mentors Program provide important support and information. In addition, scholarship guidance is provided by the Transfer Center, and transfer students are automatically considered for certain scholarships.

Northeastern provides the opportunity for transfer students in the Lake County region to complete their Bachelor's or Master's degree at the University Center. Twenty colleges and universities are members of University Center, which offers six current degree programs to transfer students. Northeastern offers four degree programs at the Center, which include Psychology, Social Work, and Human Resource Development on the undergraduate level; and a master's degree in Educational Leadership on the Graduate Level. Many of Northeastern's University Center students are underrepresented students from Lake County.

Completion

Completion is the ultimate goal for Northeastern's students. Appendix F includes the degrees conferred to Northeastern students in Summer 2017, Fall 2017 and Spring 2018. The charts in Appendix E break down degree data by gender, race, ethnicity, and non-resident alien status. Northeastern is attuned to the special difficulties faced by students from underrepresented groups in completing their degrees at the undergraduate and graduate levels. The programs described below highlight the considerable efforts made by the University to help students succeed at Northeastern.

PROGRAMS

Northeastern's institutional diversity accomplishments are based on a dedicated history of outreach and implementation of creative recruitment enrollment strategies. Northeastern is committed to serving underrepresented students once they enroll and providing them with an array of targeted educational opportunities. Many of the programs described below are dedicated in part to reducing geographic disparities in educational success as a component of underrepresentation. The following highlights programs at Northeastern that assist and support underrepresented students:

Angelina Pedrosa Center for Diversity and Intercultural Affairs

The Angelina Pedrosa Center for Diversity and Intercultural Affairs (APCDIA) develops and provides programming and initiatives in a welcoming environment designed to educate, empower, and retain students from socially and culturally diverse backgrounds. The Pedrosa Center, as it is generally known, aims to create an environment that honors all differences, supports the holistic needs of students, and empowers them to be agents of social change. This is achieved by adhering to the values to which the Pedrosa Center ascribes:

- **Student Success** Foster a learning environment by providing support, thought-provoking educational experiences, and interactive learning opportunities that increase student engagement, retention and graduation.
- **Social Justice** Promote intercultural awareness, equity and inclusivity through educational and co-curricular initiatives that empower students to be agents of social change.

- **Advocacy** Represent the needs and concerns of historically underserved student identities in order to ensure access to opportunity throughout all aspects of campus life while eradicating structural barriers.
- **Leadership Development** Engage students in the development of critical thinking and cultural competence to encourage life-long learning and global citizenship.

Carruthers Center for Inner City Studies

The Jacob H. Carruthers Center for Inner City Studies, located on the south side in Chicago's historic Bronzeville neighborhood, has been a leading center of scholarship and activism in Chicago and in the country, supporting the forward progression of African-American culture and life. For over fifty years, the Carruthers Center has been home to the Inner City Studies Programs (BA, MA), which have focused on the intersection of the social, political, and cultural aspects of inner city life, and specifically the African American experience, within it. One of Northeastern Illinois University's campuses, the Carruthers Center offers an array of courses in other programs and hosts a variety of community and cultural events for students and for the surrounding Bronzeville community. Beginning in Fall 2019, the Carruthers Center will host its first freshman cohort, along with additional degree programs in social work, community health, gerontology, school leadership, and a certificate in couple and family counseling.

In addition, the Carruthers Center houses the Department of Educational Inquiry and Curriculum Studies (EICS) Inner City Studies Education program, an academic program within the College of Education. Through its interdisciplinary curricula, Inner City Studies Education examines the major social, political, economic, and cultural forces that impact inner city communities in Chicago, in the United States, and throughout the world. The program is committed to training and retraining persons who desire to live and/or work in the inner city. CCICS also makes its facilities available to not-for-profit organizations that promote the growth and development of the individual, community and services, including The Great Black Music Project. CCICS's degrees and programs have prepared thousands of students to work as professionals in a multiplicity of inner city agencies, institutions, and organizations, both public and private.

Center for College Access and Success

The Center for College Access and Success (CCAS) is the largest school improvement organization in Chicago and in 2019-2020 will assist over 14,000 students, 97% of whom are from underrepresented groups, into college and careers. Founded in 1978 as the Chicago Teachers' Center, CCAS develops collaborative partnerships that engage the entire community to help students succeed academically and socially. CCAS is dedicated to an educational mission that empowers and supports students, families, educators and the community. The impactful work at CCAS is funded by State of Illinois appropriation, federal, state and private grants and contracts. The following is a list of Initiatives and Programs at the Center.

Northeastern Illinois University Initiatives and Programs

Initiatives

Adventure / Challenge
Education
After School Programs
Arts in Education
College Access and Readiness
Curriculum Development
Family and Community
Engagement
Language and Culture
Motivational Interviewing
STEM Programs for Students
and Teachers

Programs

21st Century Community of Learners
GEAR UP (Gaining Early Awareness and Readiness for
Undergraduate Programs)
Spaces for Possibility
Talent Search
Upward Bound
Upward Bound Math and Science

Among the initiatives and programs at the Center that assist students from underrepresented groups, the Center's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is the largest. GEAR UP improves students' chances at high retention and successful degree completion. Over the last 20 years, CCAS in partnership with Chicago Public Schools District 299, has been awarded \$232.3 million in six GEAR UP grants by the U.S. Department of Education to help at-risk students prepare for success in postsecondary education. Nearly all GEAR UP students are from underrepresented groups.

El Centro

El Centro is one of Northeastern Illinois University's locations. It is a focal point for the Latino community and provides educational opportunities within a culturally comfortable and easily accessible setting. El Centro offers the general education program of the University to students who are interested in taking classes primarily during the evening hours and/or weekends. The El Centro location provides an important opportunity to expand the University's rich history as a center of learning, where our students become leaders in their fields and communities. Steeped in an important history of providing quality educational experiences for the Latino community, the El Centro remains connected to its past, while creating a new future of opportunities for all students. This new learning environment will become a hub for the acquisition of knowledge through its excellent academic programs and its community-based programming. El Centro represents the University's commitment to its students and to the broader community. In collaboration with community-based organizations, El Centro serves the community through outreach programs in the areas of citizenship, education, health, housing and technology. Additionally, non-credit workshops in English as a Second Language (ESL) are offered for community members at no cost. The El Centro Community Education Program seeks to improve the lives of people living in the Avondale, Hermosa and Logan Square communities and surrounding Chicago neighborhoods. El Centro is poised to continue to provide access and educational opportunities to diverse communities in the Chicago area and serve as a resource and a bridge for students and community members to develop their human capital, nurture self-esteem, and prepare for the professions in the multicultural world of the 21st century.

English Language Program

The English Language Program (ELP) provides Northeastern 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. The writing skills portion of ELP offers classes in basic academic writing for both native (ELP) and non-native (ESL) speakers of English. The reading skills part of the program is comprised of READ courses that have been designed to offer opportunities for the native and non-native English speaker to acquire the prerequisite reading skills and strategies necessary to comprehend college level material. The speaking skills part of the program consists of a single course in ESL speaking and listening. The majority of students who participate in ELP are from underrepresented groups. The ELP program serves a vital role at Northeastern.

ENLACE Fellowship

ENLACE in Spanish stands for ENgaging sLatina/o Communities for Education. ENLACE began in 2000 with an initial \$1.5 million grant from the W.K. Kellogg Foundation as part of the national ENLACE Initiative. The grants were awarded to increase opportunities for Latina/os to enter and complete college. The Northeastern Illinois University grant for ENLACE was one of thirteen sites selected across the United States and was the only one funded in the Midwest. Additional financial and in-kind support has supported the program's continued success along with the ongoing commitment of Northeastern Illinois University. The program was recognized in 2016 as a finalist for the national Examples of Excelencia award, which recognizes evidence-based practices that increase Latina/o student success in higher education.

The mission of the ENLACE Higher Education Master's Program is to invest in the preparation of leadership in higher education that will create change responsive to the educational needs of Latina/o students and an increasingly diverse college student population. The program aims to support promising students to work as culturally competent and critical staff and administrators at institutions of higher education immediately after they graduate, aiding first-generation college students, economically challenged students, immigrants, and students from underrepresented groups. The program emphasizes on the Latina/o experience and provides knowledge & skills related to the history and development of colleges, universities, and community colleges, and to effective administrative practices at that level. It stresses an understanding of administrative and supervisory skills for the development and support of instructional systems at the collegiate level. The program also prepares highly qualified students for further graduate study and research in doctoral programs so they may pursue a path to tenured faculty and senior administrator positions at colleges and universities across the nation.

The program also offers the ENLACE scholarship on a limited basis to students with a demonstrated commitment to careers working at Hispanic Serving Institutions, with Latina/o communities, first-generation college students, immigrant students, and/or other members of under-represented groups.

First-Year Experience Program

The First-Year Experience (FYE) Program is a university-wide initiative that engages students in activities designed to ensure their success in higher education and improve retention. The FYE Program is designed to help first-year students transition into the intellectual, cultural, and social community of Northeastern through FYE classes and co-curricular opportunities. Notably, the FYE Program places special emphasis on students' first year because research and experience demonstrates that building a strong foundation during students' first year is the key to their future success. Program staff, course faculty and peer mentors all help first-year students through this program.

Grow Your Own

Grow Your Own Teachers (GYO) is an innovative partnership of community organizations, higher education institutions, and school districts with the mission of building a more diverse teacher workforce. More specifically, this statewide initiative aims to improve teaching and learning in high-needs schools by recruiting and preparing community-based prospective teachers of color, and returning them to their neighborhood schools to teach. Through the GYO program, state appropriated funds are made available to cover students' tuition and fees, as well as to provide other wrap around services such as academic tutoring and Illinois state licensure test preparation (e.g. content exams). Beyond the financial and academic resources, GYO also provides a comprehensive network of social and emotional support as another mechanism for retaining students of color, and helping them successfully complete their degree. In other words, GYO aims to provide aspiring teachers of color (many of whom are parents, community leaders, and/or school paraprofessionals) a "no barrier" access to higher education and a career in teaching. The Daniel L. Goodwin College of Education at NEIU has been in partnership with GYO for over ten years, working to prepare a diverse, culturally responsive, stable, and effective teaching force for Chicago schools.

NEIU has graduated over 60 GYO graduates to date; the majority of whom are teaching in high-needs schools within Chicago and the surrounding area. Currently, there are 29 GYO teacher candidates in the pipeline at NEIU. Twenty-four have been accepted to an initial teacher licensure program within either the Daniel L. Goodwin College of Education (GCOE) or the College of Graduate Studies and Research. Four students are currently completing their student teaching and will graduate in May 2020. The average GPA of a GYO teacher candidate at NEIU over the last three semesters is 3.45. Moreover, among NEIU's GYO teacher candidates, 69% speak a second language.

GYO is currently in a 3-year contract with Chicago Public Schools to recruit, train, and retain diverse teachers. As a long-time partner to GYO, NEIU's GCOE will play a key role in addressing the current teacher shortage, and

helping to provide a pipeline of highly effective teachers of color ready to serve in Chicago Public Schools. The state of Illinois also recently passed legislation to allow state appropriated funds to be used to support dual credit high school programs for students interested in earning a degree in teaching. Again, as a key higher education partner to GYO, NEIU will play an important role in this expansion of the pipeline of future teachers of color.

Throughout the duration of this partnership, there has been much recognition of NEIU's collaborative efforts with GYO. The American Association of Colleges for Teacher Education (AACTE), which is among the nation's largest and oldest organizations dedicated to quality professional development of teachers and school leaders, recognized NEIU's Goodwin College of Education with its 2012 Best Practice Award in Support of Global Diversity. This honor was given in acknowledgement of a clear commitment to equity and diversity demonstrated through curricula, clinical placements, direct community involvement, and reflective evaluations. The GYO program at NEIU was also awarded the 2012 National Association of Multicultural Education (NAME) Program Award, and was a 2011 Excelencia Award finalist for Best Practices in Latino Student Success.

The Goodwin College of Education's ongoing collaboration with GYO is indicative of its enduring commitment to recruiting, retaining, and graduating teachers of color capable of making a difference in the lives of Chicago's youth.

Learning Success Center

The Learning Success Center provides peer-based tutoring to undergraduate students completing General Education courses, Math Development courses, and offers assistance with writing assignments for all disciplines. Promoting students to become active participants in the learning process and assisting them in understanding the skills, strategies and techniques needed to achieve academic success is the primary emphasis. The students are provided with informed cooperative assistance through collaboration with the other academic support offices. The Learning Success Center affords students the opportunity to interact with faculty, staff and tutors in a supportive environment, as they become active and independent learners. This program helps as a continuous resource with the success and retention of Northeastern's underrepresented students.

Math, Science and Technology for Quality Education

The Math, Science and Technology for Quality Education (MSTQE) program is a "Bridge" program with City Colleges of Chicago in which faculty and students from the City Colleges and Northeastern teach and study together. Students at each of the City Colleges of Chicago are eligible for the program. The goal of the Consortium is to reduce cost and speed time to graduation for City College students while creating a pipeline to increase the diversity of individuals who become effective teachers of math, science, and technology at the elementary and middle school level and/or in special education, and bilingual education. There is no formal application for the MSTQE program, which increases eligibility for underrepresented students.

McNair Scholars Program

The McNair Scholars Program (McNair Program) is a federal TRIO program funded by the U.S. Department of Education, Higher Education Programs. The goal of the McNair Program is to increase the attainment of doctoral degrees by students from underrepresented segments of society. It is designed to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities. Program participants are from underrepresented backgrounds and have demonstrated strong academic potential. Program staff and university faculty members work closely with McNair Scholars through completion of undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees. Important features of the program are as follows:

Every year the program serves 14 **new** students. In fifteen years, the **NEIU McNair has served a total of 226** students and it has been successful enrolling a high number of underrepresented statuses, low-income and underrepresented students in higher education.

NEIU McNair Scholars

Eligibility Requirements	Actual	Percentage	Required
Low-income status	177	78%	66%
First generation status	200	88%	66%
First generation and low-income	163	72%	66%
From underrepresented status	186	88%	33%

Source: NEIU McNair Program Internal Database 2020

Most of the NEIU McNair scholars are from Latino and African American background mostly coming from the field of social sciences and humanities. Currently, 25% of students belong to in Science Technology Engineering and Mathematics (STEM) fields.

NEIU Scholars by Race/Ethnicity

Latino	47%
African-American	38%
White	12%
Native American	1%
Asian	1%
Two or More	1%
Total	100%

Source: NEIU McNair Program Internal Database 2019

The McNair Program has been successful in training its scholars with research activities and enrolling them in graduate studies.

- Historically, **100%** of NEIU McNair Scholars has completed research and other scholarly activities, such as internal and external summer research programs, research seminar and classes, research conferences, graduate school visits, GRE preparation workshops and other activities conducive to their entrance to graduate programs.
- The average grade point average (**GPA**) of our graduating McNair Scholars are **3.6** on a 4.0 scale.
- Approximately **79%** of the students **enroll in graduate school** by the fall term of the academic year immediately following completion of that degree.
- Currently **46** NEIU McNair Scholars are **enrolled in masters programs** and **40 in doctoral. programs**
- As of today, **95** NEIU Scholars have **attained a master's degree** and **10 have attained a Doctoral Degree.**
- The scholars attained a doctoral degree well within the 10 years allotted by the department of education.

Project Success

Project Success is an academic support program that has historically and continues to serve African-American and first generation college students who demonstrate academic potential and may not meet general university admissions requirements. The program supports students during the first two years at Northeastern. Established in 1968 as an educational access and equity program, the main focus is to recruit and retain African American students. Today, Project Success remains dedicated to access and equity by serving students of all races, ethnicities, nationalities and backgrounds, making it one of the most diverse programs on campus. Project Success also

continues its tradition of creating innovative student support services that help retain students by providing support services that help students build a strong academic and social foundation while they are transitioning into the collegiate environment.

Project Success provides support services that help students build a strong academic and social foundation and transition into the collegiate environment. Each student receives attentive academic advising, enrollment in a three-credit skills building and transition seminar course, access to academic peer mentors and tutoring programs in the Learning Success Center and the Math Development Program, as well as academic skill building workshops and priority consideration for all Northeastern summer bridge programs.

Project Success offers:

- A merit-based scholarship
- Attentive academic advising
- A three-credit academic skills building and transition course
- Access to Academic Peer Mentors
- Access to exclusive tutoring programs in the Learning Success Center and the Math Development Program
- Access to academic skills building workshops
- Priority consideration for all Northeastern Summer Transition Programs
- Social and Northeastern school spirit programs and events
- Multicultural and performing arts activities for Project Success students
- Caring, supportive and enthusiastic staff members

Proyecto Pa'Lante

Proyecto Pa'Lante is an academic support program that has historically and continues to serve Latina/Latino/Latinx college students who demonstrate academic potential and may not meet general university admissions requirements. In September 1972, Proyecto Pa'Lante was established as an educational outreach program for the Latino community, providing academic support services on campus. The program was created by the Division of Student Affairs for Latino students with input from Puerto Rican and Chicano/Mexicano students who comprised the Union for Puerto Rican Students.

Proyecto Pa'Lante provides a holistic approach to enhance student learning, intercultural competencies, and leadership development through excellent programs and services that have traditionally and continue to create a strong University support network for Latino students transitioning to, and within, Northeastern. The program supports students during the first two years at Northeastern.

There were 89 freshmen in Proyecto Pa'Lante during the Fall 2019 semester, which is the highest in 5 years. Proyecto Pa'Lante's retention from last year's Fall to Fall academic year (2018-2019) was 62.2%. This was higher than the retention for freshmen overall, which was 58.8%.

Student Center for Science Engagement

The mission of the Student Center for Science Engagement (SCSE) is to foster an environment at Northeastern that increases recruitment, engagement, and advancement of all students, especially underrepresented students (minorities, first generation college students, and women) in the STEM disciplines. The SCSE provides students with a holistic professional development experience that includes analytical and research training as well as important skills that prepare for graduate and professional schools and career. Northeastern launched the SCSE in 2009 using funds from the College Cost Reduction and Access Act Title V "Science Engagement@NEIU" grant from the U.S. Department of Education.

The SCSE was institutionalized in 2011 and has become well-known for its strong programming, including one-on-one advising, highly successful workshops, student tours to outside partners, tutoring in upper division courses, free GRE preparation for the ever-increasing number of students considering graduate school, and a highly successful summer research program, now in its eighth year. Individual holistic professional and academic advising, focusing on proactive approaches, is the cornerstone of the SCSE's success in recruitment and retention.

The SCSE has designed, organized, and implemented a number of key signature workshops that focus on professional development including, among others, a CV/Resume Workshop, and Graduate School 101. In addition, the SCSE's summer research program is specifically designed to provide Northeastern students with opportunities for participating in undergraduate research. Supported through a variety of funding sources including a long-term partnership with the Louis Stokes Alliance for Minority Participation, in 2019 the SCSE provided research opportunities to 23 faculty mentors and 46 students working on 18 separate research projects. The SCSE also supports student attendance at national conferences to present the results of their research. In the fall of 2019, 41 students attended the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Diversity in STEM Conference in Honolulu, Hawaii to present their work on a national stage.

Over the years, the Center has intensified its off-campus outreach as well, initiating collaborations with government agencies, nonprofit organizations, and industry partners. The SCSE actively seeks external funding opportunities from a wide variety of sources to augment the services and opportunities it offers to students. The SCSE also maintains a strong social media presence through regular postings on the Center's Instagram and Facebook pages, and its announcements addressed to a student mailing list of approximately 1,000 students in order to highlight current SCSE events, new internships, scholarships, and volunteer opportunities.

Student Leadership Development

The Office of Student Leadership Development (SLD) strives to enhance students' college experience through student engagement. SLD is committed to providing meaningful opportunities that assist in challenging and fostering student development through co-curricular activities. SLD facilitates forums for nurturing leadership skills, student empowerment, civic engagement, and the development of the student as a whole. Commitment will be further expressed by cultivating opportunities for experiential learning, development of interpersonal relationships, appreciation for diversity and opportunities for community development. Ultimately, the SLD Office provides engaging opportunities that complement the University mission and enhance the Northeastern experience.

TRIO SSS Project Accomplishments (2010 to 2019)

Northeastern was awarded its first three TRIO Student Support Services (SSS) grants in 2010. In the four-year performance period, the project has demonstrated that comprehensive, structured student support has a profound impact on the outcomes of participating low-income, first-generation students, and students with disabilities. In 2015, the three TRIO SSS grants were awarded for another five year grant cycle.

TRIO SSS's mission is to help students earn a college degree by promoting their academic achievement. TRIO contributes in preparing a diverse group of students to lead and serve by nurturing and guiding them through graduation. TRIO SSS bridges the achievement gap by fostering a commitment to learning and promoting opportunities that ensure post-graduate success. This support aims to keep the promise to NEIU students that their investment in higher education will yield returns. It is the goal of the TRIO SSS programs to help students learn how to navigate the university structure along with the "soft skills" necessary for self-advocacy and effective networking. By providing students with the skills they need in their academic life and workforce, they will be better prepared to help others in their community.

The following tables summarize participant academic achievement levels of each TRIO program (Access, Achieve, and Teacher Prep) as reported by the U.S. Department of Education. The TRIO SSS programs received their first graduation rates at the end of the 2016 academic year.

TRIO SSS ACCESS (serves 100 students with disabilities only)

Percentage of participants who persisted from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.

Academic Year	Percentage
2010-2011	N/A – 1 st year start up
2011-2012	89%
2012-2013	87%
2013-2014	93%
2014-2015	76%
2015-2016	93%
2016-2017	83%
2017-2018	84%
2018-2019	86%

Percentage of enrolled participants served by the project who met the performance level required to stay in good academic standing at Northeastern.

Academic Year	Percentage
2010-2011	N/A – 1 st year start up
2011-2012	89%
2012-2013	87%
2013-2014	85%
2014-2015	85%
2015-2016	95%
2016-2017	85%
2017-2018	88%
2018-2019	93%

Percentage of participants in a cohort year who graduated with a bachelor's degree in 6-years. First Cohort grad

1 st Cohort (2010)	67%
2 nd Cohort (2011)	42%
3 rd Cohort (2012)	55%
4 th Cohort (2013)	64%

TRIO SSS ACHIEVE (serves 140 first generation and low-income students)

Percentage of participants who persisted from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.

Academic Year	Percentage
2010-2011	N/A – 1 st year start up
2011-2012	90%
2012-2013	88%
2013-2014	92%
2014-2015	89%
2015-2016	89%
2016-2017	84%
2017-2018	86%
2018-2019	84%

Percentage of enrolled participants served by the project who met the performance level required to stay in good academic standing at Northeastern.

Academic Year	Percentage
2010-2011	N/A – 1 st year start up
2011-2012	94%
2012-2013	97%
2013-2014	93%
2014-2015	94%
2015-2016	91%
2016-2017	89%
2017-2018	94%
2018-2019	88%

Percentage of participants in a cohort year who graduated with a bachelor's degree in 6-years.

1 st Cohort (2010)	63%
2 nd Cohort (2011)	58%
3 rd Cohort (2012)	65%
4 th Cohort (2013)	84%

TRIO SSS TEACHER PREP (serves 140 first generation and low-income students majoring or intending to major in Teacher Education)

Percentage of participants who persisted from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.

Academic Year	Percentage
2010-2011	N/A – 1 st year start up
2011-2012	93%
2012-2013	92%
2013-2014	93%
2014-2015	***
2015-2016	89%
2016-2017	86%
2017-2018	***
2018-2019	86%

Percentage of enrolled participants served by the project who met the performance level required to stay in good academic standing at Northeastern.

Academic Year	Percentage
2010-2011	N/A – 1 st year start up
2011-2012	93%
2012-2013	90%
2013-2014	90%
2014-2015	***
2015-2016	93%
2016-2017	89%
2017-2018	***
2018-2019	90%

Percentage of participants in a cohort year who graduated with a bachelor's degree in 6-years.

1 st Cohort (2010)	69%
2 nd Cohort (2011)	70%
3 rd Cohort (2012)	***
4 th Cohort (2013)	68%

*** Data unavailable. U.S. Department of Education failed to provide NEIU with data.

Undocumented Students Resources

Northeastern welcomes all students, regardless of immigration status. Undocumented students constitute a group the University strives to accommodate and provide educational opportunities.

Accordingly, the Division of Student Affairs at Northeastern has created the Undocumented Students Resources to ensure that Northeastern provides our undocumented students with the tools and resources they need to successfully pursue their education and to provide faculty and staff with information and resources to better assist undocumented students and their families.

Undocumented Students Resources addresses the concerns, needs and development of our undocumented students and the faculty and staff who work with them on a daily basis. Students are provided one-on-one life advising, students are connected with University and external resources, students are provided purposeful programming, students receive training by faculty and staff, students connect with community based organizations and immigration experts, the University students establishes connections with undocumented students at high schools and community colleges, and the University shares best practices with other institutions of higher education.

Goals of the Undocumented Students Resources include:

- Improving awareness of the issues and concerns of Northeastern's undocumented students;
- Gaining knowledge of Northeastern's policies and practices that affect undocumented students;
- Increasing understanding of immigration laws that impact undocumented families;
- Cultivating an open and supportive campus environment; and
- Increasing community awareness of Northeastern's open, supportive practices towards undocumented families.

These goals are implemented in various ways, including:

- Conducting regular Undocumented Student Ally trainings for faculty and staff;
- Open-door logos on display stickers, lapel pins and buttons around the University. Faculty and staff displaying the logo are allies who are informed and ready to address questions and concerns. Our message: "I am an Undocumented student Ally. You are always welcome here.";
- Providing a comprehensive resource guide for faculty and staff accessible on the University's website;
- Providing up-to-date information and materials available to students, families and community members via the University's website and via email communications;
- Working with community legal aid partners to provide legal advice, screening, and assessment;
- Investigating and reviewing Northeastern's policies and practices that negatively impact undocumented students;
- Developing recommendations to modify or improve upon Northeastern's policies and practices; and
- Offering extensive programming and support.

In addition, the University's Admissions Office offers an important resource for undocumented students – namely, a process to qualify for in-state tuition under the Acevedo Bill (Public Act 93-0007, HB 60). This resource recognizes and addresses the financial hurdles faced by undocumented students, many of whom want to attend college, but may not be able to afford to because of the unique immigration challenges they face.

Lastly, the University's Financial Aid Office offers another important resource for undocumented students - namely a process to qualify for state financial aid under the Retention of Illinois students Act (HB 2691). Promotion of this

new application in Illinois, as well as training of NEIU staff, and application workshops for students have been the first step taken to ensure qualifying undocumented students receive state financial aid.

USDA Agricultural Research Services and Northeastern Partnership

The USDA established a cooperative partnership with the University in August 2009 based on Northeastern's Hispanic Serving Institution status. The collaboration seeks to foster workplace diversity and increase opportunities for Latinos. Specifically, the USDA provides Northeastern with professional development opportunities for faculty and staff, engages in ongoing dialogue on the educational challenges of Latinos, and increases awareness of the current demands of the federal workplace. The AGriculture and Undergraduate Achievement (AGUA) project engages urban undergraduate students from underrepresented groups in research on topics of national and international significance with scientists who are experts in their fields. The AGUA program was funded through Fall 2019 (<https://reeis.usda.gov/web/crisprojectpages/1007149-agriculture-and-undergraduate-achievement.html>).

The Multicultural Scholars Program (MSP) at NEIU aims to develop the next generation of a highly-skilled workforce for the agricultural sciences by providing scholarships that support recruitment, engagement, retention, mentoring, and training of committed, eligible multicultural scholars, resulting in baccalaureate degrees. The project will achieve this goal by meeting four objectives: 1) recruiting and selecting five highly-qualified multicultural Scholars; 2) supporting Scholars in a rigorous program leading to B.S. degrees in Earth Science or Environmental Science, with a minor in another STEM field; 3) engaging the Scholars in Special Experiential Learning (SEL) opportunities at the USDA-Agricultural Research Service National Soil Erosion Research Laboratory (NSERL); and 4) assisting Scholars in advancing to graduate school or positions in USDA-related careers.

The MSP aligns with the USDA "strategic human capital approach" to increasing the number of LatinX employees in the workforce, addressing the need for well-trained, diverse scientists to replace retiring USDA workers. The program combines rigorous academics with Special Experiential Learning (SEL) activities to develop student STEM knowledge and skills, increase familiarity with USDA programs, and prepare Scholars for USDA careers. The basic methods to be employed include the recruitment and selection of five undergraduate students who will major in Earth Science or Environmental Science and will minor in another STEM field. Scholars receive intrusive advising from their disciplinary academic advisors, an Academic Coach, a Peer Mentor, and a consciously-constructed social networking community. They engage in summer enrollment activities, which have been shown to increase undergraduate retention rates. Each Scholar must complete a summer research experience at the USDA-ARS National Soil Erosion Research Laboratory, and present their research at a local, regional, or national scientific conference. Under the MSP, scholars develop resumes, personal statements, and professional portfolios of their work, and are supported and advised through application and acceptance to graduate education programs or employment that will lead them to USDA-related careers. The project start date was May 15, 2016 and end date is May 14, 2021.

STUDENTS WITH DISABILITIES

Northeastern's Student Disability Services Office (SDS) is committed to fostering inclusion and full participation of students with disabilities in all aspects of their University experience. SDS provides an array of services and support to students with disabilities. SDS provides academic and technical assistance to students and works closely with faculty to facilitate student access. SDS supports students by facilitating the provisions of reasonable accommodations as determined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

SDS goes beyond compliance through education, advocacy, and strong partnerships with NEIU faculty and staff. SDS services provided include alternative exam accommodations (i.e., extended time, readers, scribes), alternative text formats (i.e., Braille, electronic, enlarged), and note-taking assistance. SDS's services are 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 at Northeastern. As documented in the attached Table regarding students with disabilities (Table 2), the total number of students registered in SDS was 228. The number of students provided accommodations was 390. SDS will continue to provide services and expand its program as needed to give Northeastern's disabled students every chance to succeed.

CONCLUSION

Northeastern Illinois University makes every effort to enroll, retain and graduate students from underrepresented groups, including geographical diversity. The University provides substantial institutional support and resources to advance this mission. Efforts range from conducting outreach to diverse populations across the fifty states and Puerto Rico to producing support services at every step of the educational process. These efforts are intended to increase the success of students at each stage of the education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability. This report highlights many of these steps. Northeastern will gladly provide any additional information related to this report to the Illinois Board of Higher Education.

[Back to Illinois Public University List](#)

Northern Illinois University

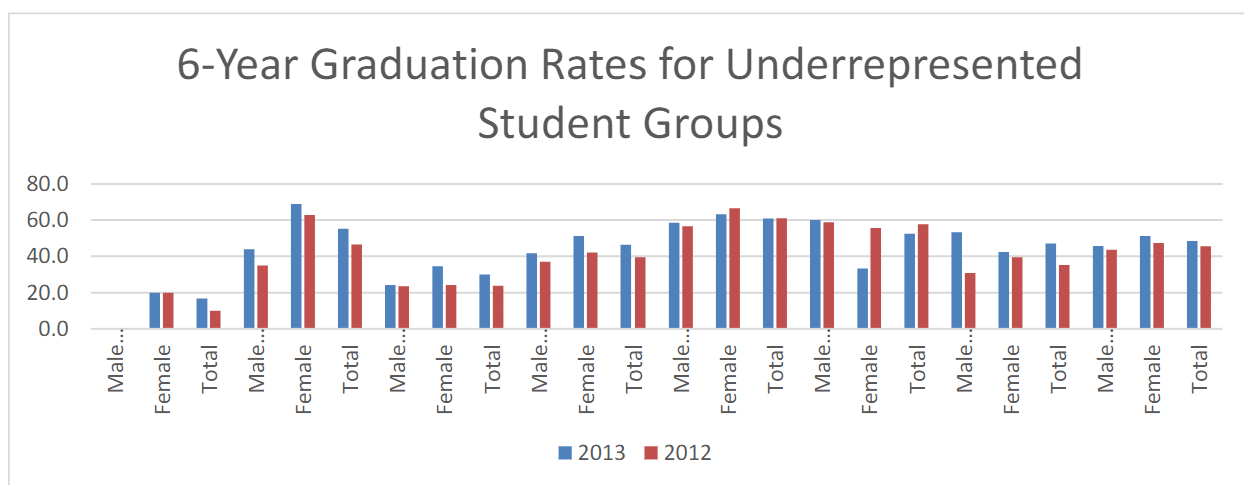
NIU, as a regional research institution, has a long and proud history of serving students from all backgrounds and providing broad educational and career opportunities. NIU also has a long legacy of providing access and educational opportunity for low-income, first-time generation students as well as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

Support for Racially Diverse Students

NIU has a long tradition of providing access and opportunity for students from underserved populations (Pell-eligible, students of color, first-generation) who come to college to achieve their personal and career goals, and also to make a difference in their families, communities, states, and nations. Collectively, students from underserved populations comprise of 77% NIU's student body which is an increase from the previous year. The data are disaggregated to show that the percentage of students of color and first-generation student considerably increased: 52% students of color, 45% low-income, and 53% first generation.

According to the NIU data table (Shown below), NIU's 6-year overall graduation rates for all groups in 2012 and 2013 academic years showed a slight increase. However, the disaggregated data by race suggest that white student graduation rates were flat. Conversely, Latinx/Hispanic student graduation rates significantly increased by close to 7%. Additionally, there was a substantial increase in the number of Black (23.9% compared to 30.0%) and Asian American (46.6% compared to 55.2%) students completing in 2012 and 2013. Overall, these increases are primarily because the retention and graduation rates for the initial cohort were atypically low. Consequently, these increases represent the numbers simply returning to more normal rates.

	American Indian or Alaskan			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2013	0.0	20.0	16.7	43.9	68.8	55.2	24.2	34.6	30.0	41.7	51.2	46.4	58.6	63.2	61.0	60.0	33.3	52.4	53.4	42.3	47.1	45.8	51.2	48.6
2012	0.0	20.0	10.0	35.0	62.8	46.6	23.5	24.2	23.9	37.0	42.2	39.5	56.7	66.5	61.1	58.8	55.6	57.7	30.9	39.5	35.4	43.6	47.4	45.5



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.

Support for Racially Diverse Students

NIU has a long tradition of providing access and opportunity for students from underserved populations (Pell-eligible, students of color, first-generation) who come to college to achieve their personal and career goals, and also to make a difference in their families, communities, states, and nations. Collectively, students from underserved populations comprise of 77% NIU's student body which is an increase from the previous year. The data are disaggregated to show that the percentage of students of color and first-generation student considerably increased: 52% students of color, 45% low-income, and 53% first generation.

According to the NIU data table (Shown below), NIU's 6-year overall graduation rates for all groups in 2012 and 2013 academic years showed a slight increase. However, the disaggregated data by race suggest that white student graduation rates were flat. Conversely, Latinx/Hispanic student graduation rates significantly increased by close to 7%. Additionally, there was a substantial increase in the number of Black (23.9% compared to 30.0%) and Asian American (46.6% compared to 55.2%) students completing in 2012 and 2013. Overall, these increases are primarily because the retention and graduation rates for the initial cohort were atypically low. Consequently, these increases represent the numbers simply returning to more normal rates.

Since 2017, NIU has developed an ongoing partnership with the Partnership for College Completion and the Illinois Equity Attainment. Spring of 2019, we began the project that examined Latino student success. The plan was developed and submitted, and it highlighted the academic equity gaps of, not just the Latino student population, but the Black student population as well. The diversity of our student body is one of NIU's greatest strengths and represents an indispensable dimension of academic and inclusive excellence. Today, ILEA Plan serves as a roadmap for the institution to close the gaps in degree attainment for low-income, first-generation, African American, and Latino/a students.

As we continue to do this work, NIU will develop and implement strategies to identify and eliminate the academic equity gaps amongst the at-risk populations. The SEM plan was published in 2019 and both documents are aligned. NIU continues to implement strategies that are designed to close academic equity gaps and are articulated in the ILEA plan and SEM plan. ILEA Report and the Strategic Enrollment Management (SEM) plan and include the following:

- Eliminating all non-college-level math courses and revising repeat policies
- Providing supplemental instruction in all gateway courses with high D/F/W and/or equity gaps
- Developing contextualized math pathways for meta majors and increasing access to adaptive learning math labs
- Invest in faculty professional development that will provide strategies for inclusive teaching and learning, culturally responsive classrooms and culturally competent faculty and staff
- Eliminate standardized testing as a criterion for admissions and the awarding of financial aid
- o Leverage alternative financial aid options

- o Invest in the new HUSKIE PLEDGE program
- o Explore income-sharing agreements
- o Develop a financial literacy program to provide information and education accessible to students, their families, faculty and staff.

As part of the ILEA Plan, the institution developed ways to operationalize and institutionalize equity at NIU. In 2019, the equity statement was developed in the Committee for Academic Equity and Inclusive Excellence. At the beginning of 2020, the proposed equity statement was presented to the various governing council, student organizations, and the campus community. The final statement was approved by the Senior Leadership of NIU in April 2020 and reads as follows:

Northern Illinois University strives to improve outcomes for all students by identifying and removing barriers that disproportionately hinder the academic achievement and student experience of historically and currently underserved populations.

COVID-19 has shown that the equity statement is a necessity and must be the purview used to support all students, especially our underserved students, during these troubling times.

1. Under Goal #3: Objective #1. All faculty and staff will complete training on compliance regulations and the needs of students with disabilities by fall 2023. For the past year, a committee has met to develop such a training. Our hope is to establish an online component for compliance as part one and an in-person opportunity for disability allyship for part two.

2. Objective #2. Increase the financial investment in resources necessary to ensure that requests for reasonable accommodations for students are met in a timely manner by fall 2020. To meet this objective, as of March 2020, the Disability Resource Center (DRC) has hired an additional direct service provider for students, a second full-time CART provider, and we are in the process of posting for an additional full-time ASL interpreter.

Support for Students with Disabilities

In FY 20, NIU will pursue initiatives supporting student development for underrepresented groups/students with disabilities: On an institutional level, NIU's Strategic Enrollment Management Plan (published in January 2019) outlines several goals toward this end.

Finally, at the end of 2019, the DRC was afforded the opportunity to move from the 4th floor of an elevator-dependent building into a newer, student-centered, accessible building on the first floor. This move will better serve students and has allowed us to double our testing center capacity. Between the closing of equity gaps to supporting students with disabilities, NIU continues to make student success one of its highest priorities.

[Back to Illinois Public University List](#)

Southern Illinois University of Carbondale

SIU Carbondale is committed to Goal One of the Illinois Public Agenda for Career and College Success: Increase educational attainment to match best-performing states. The university demonstrates this commitment by providing programs that serve as a bridge from high school to college. The pipeline programs are summarized below.

PIPELINE PROGRAMS

SMASH Academy

In FY 19, SIU Carbondale was invited to co-host a nationally-recognized summer program for high-achieving high schoolers who are interested in science and technology, but come from backgrounds where STEM (science, technology, engineering and mathematics) opportunities are scarce. The SMASH Academy is for minority students, students from low-income families, and students whose parents never went to college. The students attend a 5-week all-expenses-paid STEM summer camp each year for three years until they graduate high school, studying math, biology, chemistry, engineering, and other disciplines, plus college-readiness skills like SAT and ACT test prep.

Beginning in June of 2019, the Kapor Center, funded by tech mogul Mitchell Kapor, accepted 35 ninth graders from Chicago and 35 ninth graders from Southern Illinois for the first year of the Illinois SMASH Academy. The 70 Illinois students spent five weeks on the campus of the Illinois Institute of Technology, in Chicago, with a weekend visit to SIU Carbondale where they had academic and social activities. Seven Carbondale Community High School students were selected to participate in the inaugural SMASH Academy. Besides the summer activities, southern Illinois-based students will receive mentorship year-round from SIU Carbondale. The students will be engaged in STEM-related activities, visiting campus monthly for hands-on experiments, lectures and activities.

During the first three years, the program will grow as it welcomes a new class of students. By Year 3 of SMASH Illinois, there will be 210 participants: 70 rising sophomores, 70 juniors and 70 seniors.

The success of SMASH in California, Georgia, Pennsylvania and Michigan is impressive. All the students graduate high school, according to Kapor Center data, and 91 percent earn a college degree within five years, compared to the national rate of 60 percent of college enrollees.

Project Upward Bound

Upward Bound, funded by the U.S. Department of Education, emerged out of the Economic Opportunity Act of 1964 in response to President Johnson's War on Poverty. Over the years, the Upward Bound Program has expanded its enrollment to 88 in order to provide educational benefits to more students.

Rising 9th graders, freshman, and sophomore high school students from Alexander, Jackson and Pulaski Counties in Southern Illinois are eligible to apply for admission to the Upward Bound Program at SIU Carbondale. Target schools are located in the following communities: Cairo (Cairo High School), Carbondale (Carbondale Community High School), Mounds (Meridian High School), Murphysboro (Murphysboro High School), Tamms (Egyptian High School), and Ullin (Century High School).

Upward Bound is a special enrichment program for high school students. Participation is a privilege extended to eligible students who wish to participate and who wish to make a commitment to their education. Services are provided to participants during the regular school year (Academic Year Program) and during the summer, six-week residential program (Summer Program). Currently, there are five Upward Bound alums attending SIU Carbondale.

Saluki Summer Bridge Program

The Saluki Summer Bridge Program provides academic enrichment, articulates institutional and faculty expectations, and exposes students to behaviors and characteristics of successful students attending the university.

This two-week residential program is available to all full-time, first-year students who have been accepted for admission to the university for the upcoming fall. It provides students the opportunity to gain an early start on their undergraduate career and transition to campus life.

There were 27 students who attended the Saluki Summer Bridge Program in the summer of 2018. The racial/ethnic composition of the group included: 25.93% African American; 14.81% Asian; 37.04% White; 11.11% Hispanic; and 11.11% Two or More Races. The matriculation rate for those students was 100%.

Girls in Engineering & Science Day Camp

This program is offered to girls in Grades 6-8. The Day Camp is a three-day program designed for middle-school girls to explore science, technology, engineering, agriculture and math during the summer. Faculty and students from the College of Engineering, College of Science, and College of Agricultural Science lead students through hands-on experiments, teach about the natural environment, and conduct engaging demonstrations. The goal is to explore the world around us, to enhance confidence in problem solving, to meet new people, and to spark students' interest in important careers.

The Expanding Your Horizons Conference

This conference is held annually in October or November and is attended by approximately 125 young women in high/middle school. The goal is to motivate young women to consider careers in the STEM fields. Each student participates in three STEM-related workshops. Faculty and graduate students lead workshops during the program. The SIU Carbondale Mathematics Program has coordinated this event for more than fifteen years.

The Accounting Career Awareness Program

The Accounting Career Awareness Program (ACAP) at SIU Carbondale began in June of 2019. This innovative career development initiative is designed specifically for minority students who are entering their sophomore, junior or senior years in high school. ACAP's primary objective is to increase the number of high-school students from underrepresented ethnic groups to attend college and to major in accounting.

ACAP is a week-long summer camp that works with minority high-school students to prepare and inform them about the expectations of college life and opportunities in accounting, finance and business-related fields while providing the foundation of financial literacy and the development of interpersonal skills. In addition, the program serves as a motivational tool to inspire students to increase their fundamental competence in the skill sets related to employment in those fields, even while in high school.

Classroom topics are enhanced through team-building activities, professional office tours, field trips, as well as other activities. At the end of the week, students have a clear understanding of the career opportunities in the accounting profession, while developing a personalized, actionable college and career plan.

ACAP offers a unique bridge from high school to college that allows students to become prepared for and informed about the expectations of college life. The program is fully supervised and all expenses are paid. The inaugural program had 16 participants. Of those, 7 were going into their senior year or had just graduated from high school. Four of the seven students have been admitted to the SIU Carbondale School of Accountancy.

ACTIVITIES SUPPORTING UNDERREPRESENTED STUDENT DEVELOPMENT

TRiO Student Support Services (SSS) at SIU Carbondale assists a select group of students in adjusting to college life and successfully pursuing an undergraduate degree. SSS utilizes a holistic approach in providing support services for students by focusing on academic, social, and cultural aspects of the college experience.

The strategies used to improve retention and graduation rates include: academic counseling, course-selection advice, individualized tutoring, workshops, career exploration, and social and cultural activities. SSS helps students build a solid foundation for success and connects students to other university programs and support services that

expose students to educational opportunities, as well as cultural involvement, to promote a well-rounded college experience. Of the 160 students enrolled in SSS for FY 19, 65.63% were African American, 10% were Hispanic, 3.13% were Two or More Races, and 1.25% were Asian. Of the 160 students, 139 (86.88%) were classified as First-Generation, Low-Income and First-Generation AND Low-Income. The persistence rate for fall 18 to spring 19 was 98%. The freshmen to sophomore retention rate was 85.60%, with 89% being in good standing. The 6-year graduation rate was 73%.

Saluki Summer Bridge Program (First Year)

The Saluki Summer Bridge first-year program continues the work started in the summer. The Bridge students participate in academic support services that continue the process of academic and social adjustment and enhance skills that will build a solid foundation for future success. These support services include peer mentoring, academic counseling, and workshops. There were 27 students who attended the Saluki Summer Bridge Program in the summer of 2018. The racial/ethnic composition of the group included: 25.93% African American, 14.81% Asian, 37.04% White, 11.11% Hispanic, and 11.11% Two or More Races. First-semester to second-semester persistence was 80.84% and freshman-to-sophomore retention was 70.73%. Of those students, 82.14% were in good standing.

Disability Support Services and Achieve

A diversity of abilities is a source of excellence, enrichment, and strength which contributes to the overall diversity of the university community. SIU Carbondale has a rich history of providing access and support to students with disabilities. Disability Support Services continues to honor this tradition and is committed to assuring that students with disabilities receive equal, effective, and meaningful access to all campus programs, resources, and services. DSS insures compliance with the law while working to build a campus culture of inclusion and access through collaborative work with campus departments and programs. DSS staff provides accommodations and support services to students with disabilities, working closely with faculty and staff in an advisory capacity. Staff also provides disability education and awareness to ensure equal access within courses, physical structures, and the online environment.

DSS provides required services to students with permanent and temporary disabilities. These services include: proctoring academic exams; coordinating academic adjustments; coordinating petitions for course substitutions and waivers; providing peer notetakers; converting textbooks to alternate format; captioning video content; providing remote real-time (CART) captioning; providing sign language interpreting; and facilitating housing accommodations.

Below is a snapshot of the FY19 Student Accommodations and Services provided by DSS.

- 1,389 accommodated exams administered at DSS
- 169 textbooks converted to alternate format
- 104 peer notetakers provided
- 54 Smart pens loaned to students for notetaking
- 130 hours of video content captioned
- 103 students assessed for housing accommodation

DSS Graduation Rates

	ADMIT_TYPE	Headcount	Grad in 4 Years		Grad in 5 Years		Grad in 6 Years	
			Number	Grad Rate	Number	Grad Rate	Number	Grad Rate
DSS students Fall 2012	New Freshmen	63	25	39.68%	33	52.38%	37	58.73%
DSS students Fall 2012	Transfer	32	22	68.75%	23	71.88%	24	75.00%

Of the 63 new undergraduates in fall 2012, 58.73% graduated within 6 years. There were 32 DSS transfer students in Fall 2012. Their 4-year graduation rate was 68.75%.

SIU Carbondale was listed as one of the Top 10 Campuses for Students with Physical Disabilities by College Magazine in 2019 thanks to our Access Inclusive Recreation program, the Saluki Express for on- and off-campus travel, adapted services, buildings, programs and activities as well as available services such as classroom assistants and notetaking.

Achieve Program

The Achieve Program at SIU Carbondale is a recognized leader in fee-based comprehensive academic support programs at the college level. Achieve specializes in providing personalized academic assistance for neurodiverse learners and those with diagnosed learning disabilities. Neurodiverse learners often face significant and complex challenges requiring extensive individualized support. The Achieve Program's mission is to foster academic achievement and personal growth in neurodiverse college students with atypical learning processes by cultivating effective learning strategies and self-confidence as they pursue their educational and career goals.

Achieve provides individualized services to meet the varying, unique needs of each student. Achieve approaches every student holistically and implements customized plans that support strengths and address difficulties. The program builds personal relationships with every student and his or her family. Achieve provides a cohesive support system and develops a reciprocal partnership with the student that begins on the very first day. The primary services include, but are not limited to, case management, academic support, testing assistance, time and workload management, and on-going personalized consultation for degree progress.

Based on data compiled between the years of 2015 – 2019, Achieve served an average of 140 clients per semester. The overall retention rate of Achieve students at SIU Carbondale is 95.5%. An average of 97% of Achieve students complete each semester in Good Academic standing. Of these, an average of 25% attain Dean's List ranking. The probation/suspension rate is limited to about 3% yearly. Achieve does not receive a budget allocation from SIU Carbondale or any other funding source. The operational costs and expenditures are fully funded by service fees that are charged to the participating student on a semester basis.

McNair Scholars

The McNair Post-baccalaureate Achievement Program is administered by U.S. Department of Education with other educational opportunity programs collectively known as TRIO Programs. Authorized by the Higher Education Act of 1965, this program is funded in honor of Dr. Ronald E. McNair, one of several astronauts who died in the 1986 explosion of the space shuttle Challenger. The McNair Program prepares undergraduates for successful careers as graduate students, professors, and professional researchers. It provides enriching educational experiences for low-income, first-generation college students and members of underserved groups in higher education.

Beginning with a strong mentoring network, McNair scholars are fully supported and engaged in educational and professional development activities that lay the foundation for stellar research and academic skills. Academic support services provided for students in the McNair Scholars program includes: individualized academic and personal support, staff and faculty mentoring, preparation for GRE, academic coaching and tutoring, access to workshops focusing on graduate school.

Since 2003, SIU Carbondale's McNair Scholars Program has served 206 students representing more than 30 different majors. Program success to date includes: 15 students have received their Ph.D. degree with 9 more in the pipeline, 170 have earned a bachelor's degree, 101 students have completed their Master's degrees, and 16 students are currently enrolled in Master's programs. Of the participants, 75% have been first generation students; 69%, women.

The graduation rate for McNair Scholars is impressive. The six new freshmen in Fall 2012 had a 6-year graduation rate of 100%. The six new transfers had 4-year graduation rate of 100%.

Office of Associate Chancellor for Diversity

The Office of Associate Chancellor for Diversity provides retention scholarships to students who are financially unable to register for the next semester's classes due to the amount owed on their bursar bills or who are unable to purchase their textbooks. Students are referred by financial aid advisors, academic advisors, faculty and staff, and are required to complete an application so eligibility can be determined. In FY 19, the program paid out \$33,172 to 65 students who received either tuition scholarships or books. Of these students, 64.6% were retained in FY 20; 18.5% graduated in FY 19; and 16.9% did not return for Fall 2019.

Success in Engineering through Excellence and Diversity Program (SEED): Formerly the Minority Engineering Program (MEP), SEED is an academic support program in the College of Engineering designed to improve the enrollment, retention and graduation rate of our engineering students with a focus on students from underserved groups. Initiated in 1985, SEED emphasizes building a supportive community in our college and the university. The program assists students' success through a wide variety of activities including educational support, interaction with faculty, and support from peers who share a similar experience. The SEED office staff is safe-zone trained to ensure a safe space for students to work and study. The computer lab is open to all students and offers free printing to College of Engineering students. Program initiatives include: Freshmen Seminar Diversity Sessions, tutoring, and a Women in Leadership Retreat. The SEED office grants financial support to approximately 15 students a semester from underserved populations in the College of Engineering.

Diversifying Higher Education Faculty in Illinois

The Diversifying Higher Education Faculty in Illinois (DFI) program was developed by IBHE to increase the number of underrepresented faculty in Illinois colleges and universities to better represent the diversity of the student population. SIU Carbondale has participated actively in the program since 2004. In FY 18, SIU Carbondale received funds for four DFI fellows. In FY 19, we received funds for 1 new fellow and 2 renewals.

The College of Business provides programs and activities for underrepresented groups. These include: Peer-to-Peer Mentoring, LatinX Open House, Black Business Expo, Edward Jones Diversity Recruiting Event, and Registered Student Organizations such as National Association of Black Accountants.

The College of Education provides programs and initiatives for underrepresented groups. These include: Participation in SMASH Illinois; the Diversity and Inclusion Initiative; the Educational Administration and Higher Education Symposium; and Registered Student Organization – Promoting Respect Through Inclusiveness and Diversity Excellence (P.R.I.D.E.)

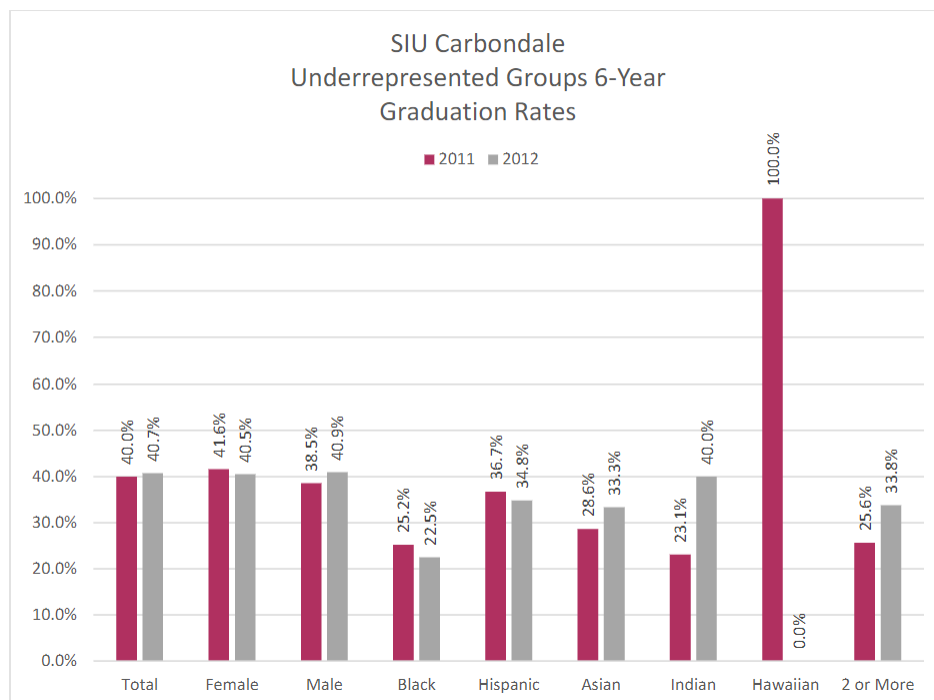
Student Multicultural Resource Center (SMRC)

The SMRC serves as a catalyst for inclusion, diversity and innovation. The SMRC fosters an environment where all campus members are respected and welcomed and provides services through the Black Resource Center, the Hispanic Resource Center, the LGBTQ Resource Center and the Women's Resource Center.

Listed below are **REGISTERED STUDENT ORGANIZATIONS FOR MINORITY AND UNDERREPRESENTED STUDENTS (2018-2019).**

- Minorities in Agriculture, Natural Resources and Related Sciences
- Latino Cultural Association
- Multicultural Greek Council
- Muslim Student Association
- International Student Council
- NAACP
- National Association of Black Journalists
- National Association of Black Accountants
- National Association of Colored Women Club
- National Gay Pilots Association
- National Society of Black Engineers
- Persian/Iranian Student Association

- Society of Women Engineers
- Society of Hispanic Professional Engineers
- The Association of Black Psychologists
- Women's Business Association
- Association for Women in Aviation Maintenance
- Black Women's Task Force
- National Association of Colored Women's Clubs, Inc.
- Organization for Women, Gender, and Sexuality Studies
- Women in Aviation
- Black Graduate Student Association
- Black Male Roundtable
- Black Togetherness Organization
- The Organization of Black Aerospace Professionals SIU
- Africana Theater Lab



Headcount of disabled graduates between July 1, 2018 and June 30, 2019
Type of Disability by Degree

	Learning Disability	ADHD	Psychological	Mobility	Blind or vision impaired	Deaf or hearing impaired	Chronic Health	All
Associate Degree	.	.	1	.	.	.	.	1
Baccalaureate Degree	22	16	40	5	1	5	5	94
Masters Degree	3	4	7	2	.	1	.	17
Doctoral Degree	1	.	.	2	.	.	.	3
First-Professional Degree	.	6	.	.	.	.	1	7
All	26	26	48	9	1	6	6	122

[Back to Illinois Public University List](#)

Highlights of Successful Programs and Events Focused on Under Represented Group Populations Southern Illinois University Edwardsville

Activities and Services

Campus Climate Survey

Every three years, SIU Edwardsville (SIUE) conducts a diversity climate survey for students, faculty, and staff. This year SIUE contracted Viewfinder Campus Climate Surveys (CCS) to administer the survey. CCS is a sister company to Potomac Publishing, Inc., publisher of *INSIGHT into Diversity*, the largest and most highly regarded diversity and inclusion magazine in higher education today. Understanding our campus climate is an important step toward ensuring our institution's future success, and the success of our students and employees.

The survey was online and made accessible for those who needed accommodations. The survey process ran through May 15, 2019. All responses remained anonymous. No personal identifying information was collected. The survey results will be used to identify strengths and opportunities related to diversity, equity and inclusion for students, faculty, staff, and administrators

Diversity and Inclusion Spring Summit: Implicit Bias and Institutional Change

Approximately 100 participants shared personal accounts of prejudices, frank conversations about injustice and inequality, and strategies on how to lessen the effects of biases at the annual Diversity and Inclusion Spring Summit. The event took place on March 22, 2019.

Unconscious Bias Training

The Center for Faculty Development and Innovation sponsored Wendy Todd, Manager of Education and Training, who is responsible for Diversity Awareness Partnership's training and consultation for a variety of organizations on topics regarding diversity, inclusion, and equity.

Participants in this training were exposed to current research on bias, as well as best practices for mitigating bias in ways that are specifically suited for their context. Real-world examples were provided throughout the session in order to demystify what can sometimes be an elusive topic. This event occurred on February 26, 2019 for department chairs.

SOAR

SOAR stands for Student Opportunities for Academic Results. The program serves incoming freshmen by providing additional support to help students succeed. Students are selected to participate in SOAR based on a variety of factors, including but not limited to first-generation college student, racial minority, incoming test scores, and high school GPA. In the fall of 2019, 144 current or former SOAR program participants earned Dean's List Honors.

Additionally, the SOAR program offers specific programs designed to support African American Students. Females of African-Descent Modeling Excellence (FAME) and Goal-Oriented African-American Males Excel (GAME) are six-credit, two-semester programs for entering freshmen. It is designed to assist African-American women and men in their success at SIUE through academic, social and co-curricular activities. Specific service provided through the FAME and GAME programs include:

- An academic advisor to assist participants in selecting and registering for courses required for their selected major.
- Tutorial support for most classes.
- Supplemental instruction for specified courses.
- Tickets and transportation to selected cultural events, free of charge.
- Assistance with personal issues or challenges that may impede academic progress.
- Requests for mid-term reports from participants' professors regarding their academic progress during the seventh week of the semester.
- Reports of participants' academic progress to their parents.

SIUE continues to observe a trend of increased retention rates among African American Students; most recently they moved from 67 percent to 68.6 percent.

ACCESS

Accessible Campus Community & Equitable Student Support (ACCESS), formerly Disability Support Services, is dedicated to providing reasonable curricular and co-curricular accommodations to diverse learners with major life impairments at SIUE. Each year, ACCESS assists hundreds of students with a variety of diagnoses as they pursue their academic disciplines. ACCESS also provides resources which students can use to increase skills in learning, time management, and test-taking. Both accommodations and resources are offered to students who have provided appropriate documentation and are approved through the application process.

During the most recent year, ACCESS has provided services for over 900 students. ACCESS has also partnered with the division of Diversity and Inclusion to develop the Bridging Universal Inclusion and Leadership Development (BUILD) mentoring program. BUILD is specifically designed to take diverse learners from admission to graduation and beyond with early outreach to discuss transition from high school to college-level accommodations, tailored guidance through higher education, and skills development exercises to prepare students for graduation and post-secondary employment. Student participants are paired with supportive mentors and take part in several engagement activities designed to heighten authentic and successful partnerships rooted in appreciative inquiry, empathy and active listening.

Mentoring Programs

In collaboration with ACCESS, the Faculty and Staff Mentoring Students with Disabilities Program was revamped into BUILD. The program seeks to enhance relationships, connect students to future occupational goals and promote self-advocacy. Additional mentoring programs include Men's Basketball, Women's Basketball and Softball. These programs provide networking opportunities, proactive support, and one-on-one interpersonal involvement.

IACAC College Camp Program

In 2019, the SIUE Office of Admissions hosted 50 high school students on campus through the Illinois Association for College Admission Counseling (IACAC) Camp College program.

Participants learned how to navigate a college fair, write an essay and identify which college they feel is the best fit. They also received information about financial aid and many other topics to help them navigate their college search. In addition, participants were paired with a counselor who acts as their mentor throughout the upcoming school year.

African-American Women's Empowerment Group

In 2013, SIUE counselor Karen Banks, M.Ed., LPC, began a weekly support group for black women. This group is a safe space to connect with like-minded women, talk about shared experiences free from judgement, and discover tools to help black women thrive at SIUE. Topics included mental health, sexual health, campus life as a woman of color, holistic wellness, and more.

Multicultural Volunteer Program (MVP)

The multicultural volunteer program was developed to assist the Office of Admissions with the strategic goal of increasing the number of underrepresented students recruited by the university. These ambassadors include but are not limited to first generation, low-income, LGBTQIA+, minority students currently on SIUE's campus. The MVP ambassadors are charged with sharing their experiences as successful SIUE students and mentoring admits through the college selection process.

BFSA Inaugural Scholarship Gala

For the purpose of supporting and retaining black students, the SIUE Black Faculty and Staff Association (BFSA) held its inaugural Scholarship Gala in the Morris University Center's Meridian Ballroom on March 4, 2019. The Gala raised more than \$4,000.

Inclusive Conversation Series

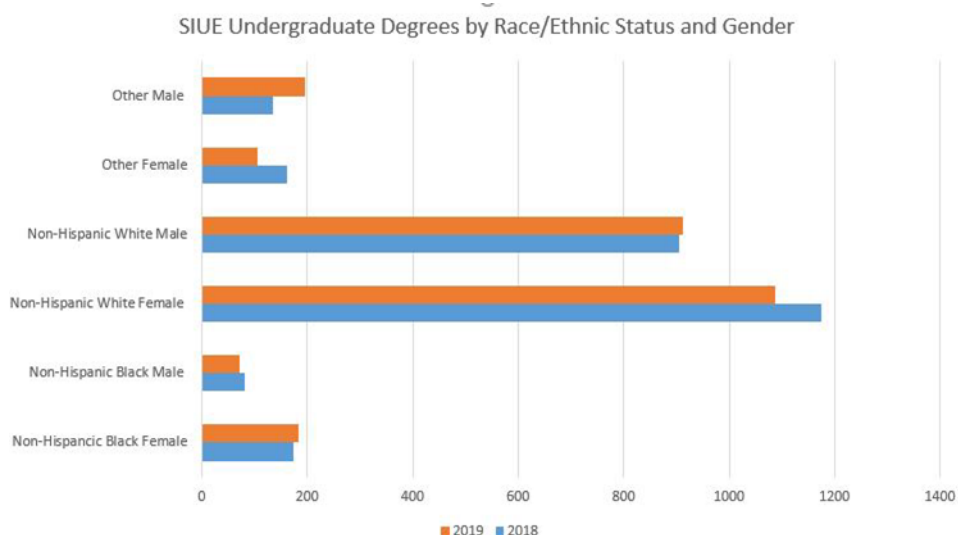
Previously known as Biweekly Dialogues, the Inclusive Conversations, sponsored by the Offices of the Provost and Student Affairs, are held to support critical conversations and understanding of campus climate issues for students, faculty and staff. Some of the topics discussed included social justice and the collective responsibility to build a sustainable campus environment, one which embodies citizenship, excellence, inclusion, integrity and wisdom.

Second Annual Diversity Day

SIUE Diversity Day occurred on October 15, 2019, and was a celebration of our institution's past, present and future as it relates to advances in cultural-responsiveness and inclusion. The day included a wide variety of educational activities focused on inter-cultural understanding and social justice and celebrations of the contributions of our diverse cultures to the richness of the SIUE community. Based on the success of this inaugural effort, Diversity Day is expected to be annual event. A third annual Diversity Day is planned for October 15, 2020.

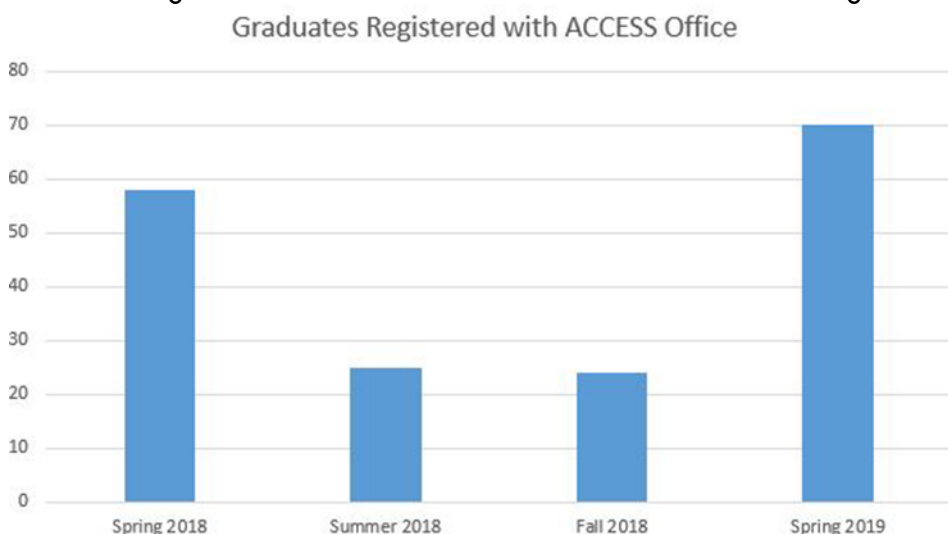
Graduation Information

Graduation by Under-represented Student Groups



Graduation of Students with Disabilities

In spring of 2018, 58 student who had been registered with the ACCESS office earned their SIUE degrees. For summer 2018, that number was 25, and in fall of 2018, that number was 24. For spring 2019, 70 students who had been registered with the ACCESS office earned their SIUE degrees.



[Back to Illinois Public University List](#)

Goal I. Increase educational attainment to match best-performing states by increasing the success of students at each state of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability, increasing the number of adults reentering education and completing a postsecondary credential, and reducing geographic disparities in educational attainment.

The University of Illinois at Chicago (UIC), a university for Chicago, was founded from the merger of the public institution, the University of Illinois at Chicago Circle, with the Medical Center campus just four decades ago. It has evolved into an exceptional global research university—a Carnegie Research I Institution—with sixteen colleges, a national and international reputation for outstanding research and scholarship, and expansive efforts to improve the student experience, prepare students for the 21st century, and train professionals to excel in the workforce. It is also one of the most diverse campuses in the United States and is Federally designated as a Minority Serving Institution with active Asian American Native American Pacific Islander(AANAPISI) and Hispanic Serving Institution (HSI) funded programs. This 2018-19 academic year report summarizes the continuing institutional efforts at UIC to recruit more underrepresented students and eliminate achievement gaps for underrepresented student groups while fostering greater academic success and achievement for all students, including those from underrepresented groups, and directly addressing Goal I.

Almost a decade ago, UIC articulated its fundamental commitment to diversity and inclusion. Diversity was defined as “the totality of the ways that people are similar and different, including race, ethnicity, class, gender expression, sexual orientation and identity, disability, national origin and citizenship status, age, language, culture, religion, and economic status, particularly when those similarities and differences are used as a basis for unfair advantage and inequity” (*Through the Lens of Diversity*, Diversity Strategic Thinking Report, 2012). In a parallel report, inclusion was defined as “the effort to ensure equitable access to opportunities at all levels of the university to groups who have been historically marginalized or underrepresented” (*A Mosaic for UIC Transformation*, Diversity Strategic Planning Report, 2012). UIC continues to recognize the importance of diversity, equity, and inclusion as the fundamental cornerstones of personal growth and intellectual achievement.

UIC continues to see a record annual increase in enrollment with a total of 20,783 undergraduate students for Fall 2018, up 6.9% from Fall 2017, and a total enrollment of 31,683 undergraduate, graduate, and professional students, up 3.7% from last year. Part of the appeal of UIC is affordability, by keeping the tuition constant for undergraduate students in the past four years, in addition to substantial Federal aid and MAP grants. More than one-third of the undergraduate students are first-generation students, and 38% of the entering students in Fall 2018 were first-generation students. 54% of all undergraduate students and 61% of the incoming first-year students were Pell recipients in the 2017-18 academic year, up from 52% and 59%, respectively, for 2016-17. UIC continued to see a large number of transfer students—more than 2,080—enrolled in addition to 4,159 freshmen. Some of the transfer students were recruited through the Chicago Star Scholarship program that funds 250 Star Scholars annually who transfer from Chicago City Colleges. UIC continued to see an increase in the diversity of its undergraduate student population with 72.2% of the undergraduate students identified as non-White students, and nearly 9% over the age of 24. The student population defined by these demographics demonstrates the commitment and strategic priority by UIC to strive for broad diversity and greater inclusion. As noted by Chancellor Michael D. Amiridis in his State of the Campus address “We welcome the opportunity to help these students dream big and to provide them with the skills needed to make their dreams a reality” (April 4, 2018).

This was also a year in which UIC initiated or expanded several new programs focused on student success and underrepresented students. These included student success initiatives to better integrate academic advising across campus units, recruit and mentor students through transition coaching, and develop high-impact best practices to improve retention, persistence, social belonging, and other non-cognitive factors related to student success.

Several units expanded efforts to help students apply to college and transition from high school to two-year or four-year colleges and universities. For Hispanic and Latinx students, the Office of the Vice Provost for Academic and Enrollment Services (VPAES) coordinated with the Latin American Recruitment and Educational Services (LARES) program (under the Office of the Vice Provost for Undergraduate Affairs and Academic Programs, VPUAAP), the Rafael Cintron Ortiz Latino Cultural Center (LCC, under the Office of the Associate Chancellor and Vice Provost for Diversity, ACVPD), and the Latin@s Gaining Access to Networks for Advancement in Science (L@s GANAS,

under the Office of the VPAAAP). For Black and African-American students, the Office of the VPAES coordinated with the African-American Academic Network (AAAN, under the Office of Vice Chancellor for Student Affairs), the UIC Counseling Help and Assistance Necessary for a 21st Century College Education program (CHANCE), and the African-American Cultural Center (AACC, under the Office of ACVPD). Each of these programs, including the Office of First-Year Initiatives (under the Office of the VPAAAP) provided outreach to specific high schools on a regular basis to help students complete college application forms, one-on-one professional coaching services to guide students in the selection of courses, a college major, or a career, and provided all of the necessary information to help a student create a study plan and successfully transition from high school to two- and four-year colleges. Many of these students are first-generation students so the information provided by and relationships formed from these college contacts was invaluable in fostering greater student success for first-year students. Transitioning students gained valuable connections with faculty, staff, and peer mentors to help them better navigate through their years at UIC.

In addition, UIC expanded a program called the College Outreach Representatives for Prospective Students (CORPS) through the recruitment of exemplary undergraduate student leaders who wish to serve as the university's official tour guides. Grounded upon the values of diversity, development, and dedication, CORPS members serve as the face of UIC and have the unique opportunity to interact with prospective students, parents, families, and guests and relate their own experiences with UIC courses and the UIC campus community. From campus tours to large-scale university events, CORPS members have the chance to positively impact future UIC student decisions. Working out of the Office of Recruitment and Outreach and the UIC Visitors Center, these students enhance their own leadership, public speaking, guest services, and team building skills that can be applicable to countless professions and give them valuable background experiences in community and public interaction.

UIC Summer College was also expanded to include a number of new enrichment programs in writing, reading, mathematics, chemistry, music theory, engineering, business, critical thinking, health science, and more. For example, in the College of Engineering Preparation for Majoring in Engineering (PREP-ME) workshop, students are exposed to mathematical problems and core engineering concepts that they will encounter in later engineering studies through an intensive personalized program that includes faculty, students, and industry partners. In the Latino Health Science Enrichment Program (LaHSEP), incoming first-year undergraduate students each create a plan and learn about the skills necessary to succeed in health sciences studies.

Other programs, like Federally-funded TRIO, are available to all students, and greatly benefits low-income individuals, first-generation students, or students with disabilities by helping them develop a pathway of courses to navigate from their high school to post-baccalaureate studies. They are enrolled in individualized practical workshops to learn how to apply for financial aid, manage money in college, and identify campus resources to better network with faculty and staff, thereby making them more productive and confident throughout their college experience. Additional programs like the Flames Leadership Network (FLN) identifies underrepresented first-year students who have good academic backgrounds, have demonstrated leadership potential, and need additional help in finding a part-time job on campus. FLN Fellows are eligible for an additional small stipend, are assigned a transition coach out of the Office of First-Year Initiatives, and have access to monthly workshops offered by the Academic Center for Excellence that supports the development of academic skills necessary for college success. In their senior year, FLN Fellows are offered one-on-one counseling from the Career Services Center to ensure that they obtain all of the skills and training necessary to find a desirable job upon graduation.

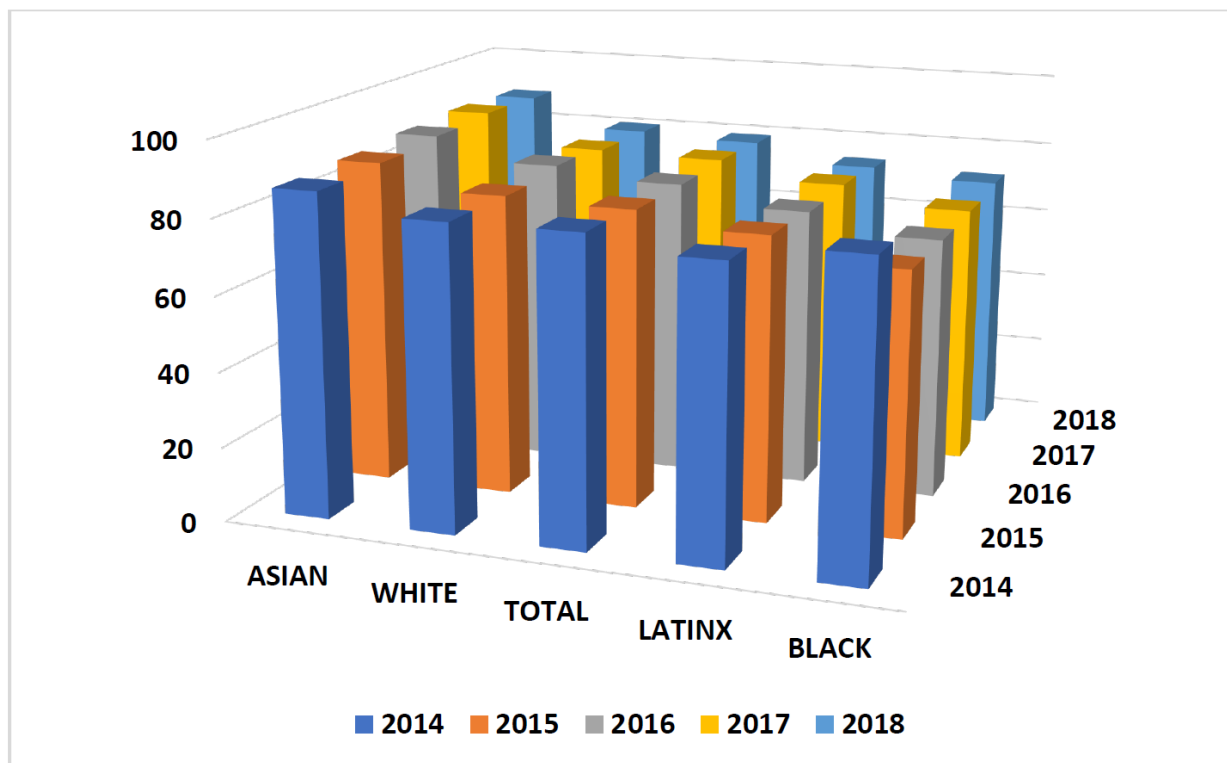
A number of student success initiatives were launched by the Office of the Vice Provost for Undergraduate Affairs and Academic Programs. The most notable was the implementation of an integrated planning and advising system for student success called iAdvise. iAdvise facilitates communication among advisors, integrates student success data, and incorporates Early Alerts to enhance advising and student success. This integrated data system enhances the opportunity for advisors, faculty, student resource centers, and students to work more closely together. It provides an opportunity for early intervention when students are struggling with coursework to provide more targeted guidance. It also provides predictive analytics to monitor student progress and success, help students complete their degrees in four years, and identify courses that may require curriculum restructuring to reduce failure rates.

L@s GANAS, a \$5.3M program for the support of Hispanic/Latinx students in STEM fields, funded by a grant from the U.S. Department of Education, expanded in 2018 to include outreach to more high schools and community colleges, greater participation in peer mentoring, greater tutoring support, more students placed in research

laboratories, and more student participation in local and national conferences than in previous years. In addition, L@s GANAS Fellows achieved higher GPAs and more credit hours in their first year compared to the control group. L@s GANAS includes a course to prepare students for their research experience and incorporate cultural dialogues to recognize the strength of their background experiences and reclaim the scientific history within their collective Latinx heritage. It also demonstrates the importance of developing programs that recognize the importance of student non-cognitive assets, social skills, and networking to achieve academic success. Other new programs were also developed through Federal funding, and include Women in Engineering Programs (WIEP), Women in Science and Engineering (WISE), and the “Monarchs and Milkweeds” project supported through a \$2.5M grant from the National Science Foundation to support and improve STEM education for first-generation and Latinx students in Biology and Chemistry. The project includes nine biologists and one chemist who incorporate elements of the project into their own courses, as well as collaborate with three area high schools and Malcolm X and Oakton Community Colleges. The project hopes to attract more Latinx students into STEM fields, support them towards graduation, and encourage their application to graduate school.

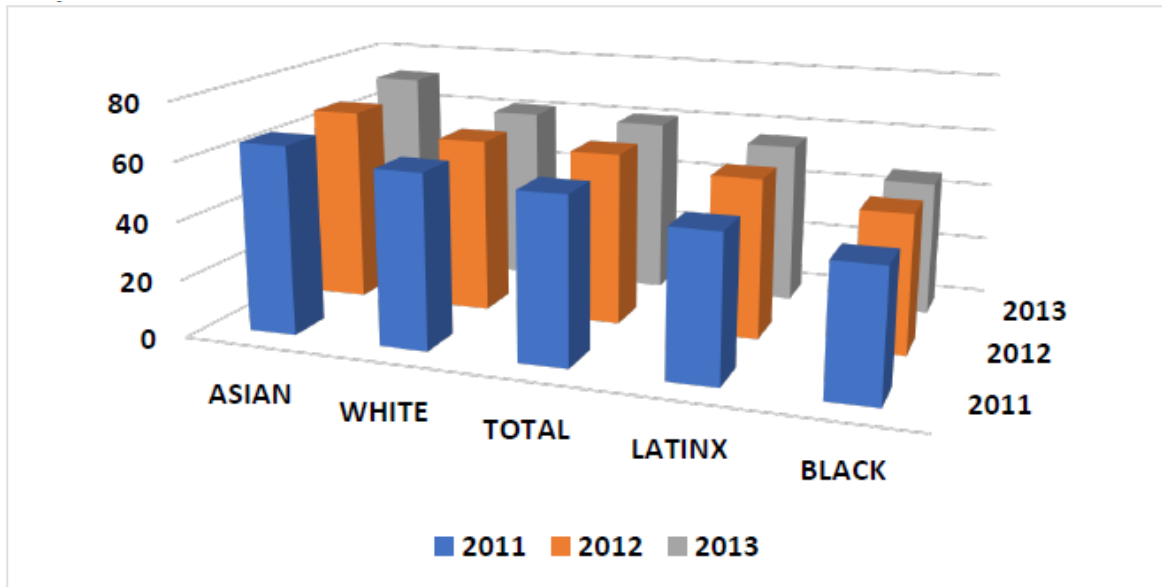
Thus, UIC supported an expanding network of resources for all students; underrepresented students significantly benefited from these expanded and new grant programs. The overall retention rates of all first-time, full-time undergraduate students who returned in Fall 2018 remained high, near 80%, with the rate near 75% for Latinx students and near 72% for Black students.

Freshman Retention Rates



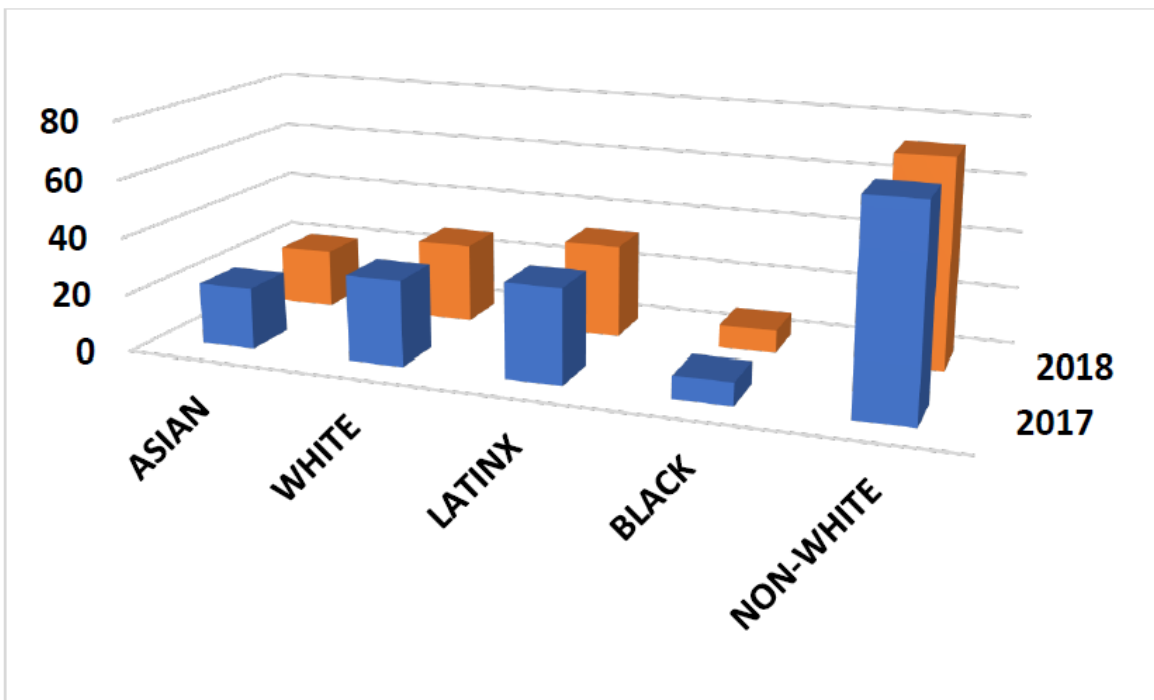
Overall there was an increase in persistence among all groups as reflected by the six-year graduation rates of undergraduate students over the past three years. As shown here, the improvement of the six-year graduation rate for Latinx and Black students since 2011 matches the improvement in the overall rate for all students, and the gap between the graduation rate between White and Non-White students continues to narrow.

Six-year Graduation Rates



Finally, as noted earlier, total enrollment increased substantially with greatest increases for non-White undergraduate students. Greater increases in enrollment and improved student success for underrepresented students over the next few years are expected to improve the graduation rates and increase admission rates to graduate and professional programs.

Fall Enrollment



As noted in last year's report, the Disability Cultural Center (DCC) was established under the Office of the Associate Chancellor and Vice Provost for Diversity in Spring 2018 as a new cultural center to develop cultural, social, and educational programming, and invoke community outreach, to advance the understanding of the disability experience as source of pride, knowledge, and artistic expression. With a Director appointed, the Center expanded development of programs to explore the intersectionality of disability with race, gender, ethnicity, and art. In collaboration with the DCC, the Disability Resource Center, reorganized under the Office of Access and Equity, sought to provide the resources and support necessary to ensure full access and engagement for students with disabilities in all aspects of college life including physical access to campus courses, ASL interpreters and

captionists, alternate textbooks and course materials, peer note takers, and assistance in course examinations. With these additional resources, UIC continues to see greater confidence in students and greater access and inclusion for students with disabilities.

Two new programs were launched out of the Office of Diversity this year to promote diversity, inclusion, and equity. The Inclusive Classroom Initiative was designed to support faculty in intentionally creating classroom environments that encourage the learning and overall well-being of all students at UIC, and especially underrepresented students. Several modules are in development and focus on building empathy, creating relevance, and providing strategies that faculty can use in their own classrooms regardless of discipline. An initial set of modules focus on the instruction of students with disabilities, international students, linguistic diversity (where English is possibly a second language for students), or racial, ethnicity, or gender diversity in a STEM classroom. The Office of Diversity also launched the STRIDE (STRategies for Inclusion, Diversity, and Equity) conference to foster greater communication across the campus units and programs to develop a network of faculty, staff, and students involved in grant-based and institutional pipelines programs coupled the academic support, student life, and cultural program centers.

This is an abbreviated list of resources, programs, and services offered to underrepresented students at UIC. However, UIC continues to expand, improve, and develop programs to foster greater student recruitment, cultural support, and academic success for underrepresented students. Many new programs sought to improve the support for underrepresented students in STEM, biomedical, and health science careers, and foster a greater number of students who wish to pursue graduate and professional education.

Illinois Public Agenda for College and Career Success

Goal 1: Increase educational attainment to match best-performing states

• **Recommendation 1:** Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.

UNIVERSITY OF ILLINOIS SPRINGFIELD

Living-Learning Communities

Improved Transitions from High School to College

National studies have emphasized the unique potential for Living-Learning Communities to positively impact students' educational success. It is believed that students in these communities not only perform better in class, but feel more connected to their peers, the faculty and staff, and the University. These unique communities bring academics into the residence halls through on-site curricular and co-curricular activities, advising and referral services, tutoring, and special opportunities for students to interact with faculty and staff outside the classroom. Two example of living-learning communities offered at UIS are Necessary Steps Mentoring Program and Students Transitioning for Academic Retention and Success (STARS).

Necessary Steps Mentoring Program

Description: The Necessary Steps Mentoring program is designed to help transition students to university life at UIS. This program is targeted at *first-generation* college students, defined as any student whose parent or guardian has not graduated with a baccalaureate degree from a four-year college or university. The Necessary Steps mentors help the students identify and overcome problems they may face throughout their first year in college. Students within Necessary Steps reside together on a single floor in campus housing and take a year-long educational sequence of courses as a cohort.

The Necessary Steps Mentoring Program exists to enhance students' skills and abilities in and outside the classroom. This program was first offered during AY 2009/2010. The Necessary Steps students are able to take full advantage of the career exploration and developmental opportunities the program coordinator and mentors offer throughout their matriculation process at UIS. The guidance of a mentor helps students to become more focused in their career goals and to develop skills they need as they begin their first year experience as a college student. Beyond the freshmen year, Necessary Steps students serve as Peer Mentors, working closely with at-risk students to support continued academic focus and success within the community. Peer Mentors also facilitate community and campus engagement in co-curricular clubs and organizations to positively impact retention and graduation rates for students in the program.

Outcomes Data: Necessary Steps is in its 10th academic year of operation. Since inception, the program has served 279 students. Slightly more than 80% self-reported as being a race/ethnicity minority (i.e., Black/Non-Hispanic, Hispanic, Multi-Race, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander). Females outnumbered males, 70% as compared to 30%, among program participants.

An analysis of the term-by-term retention patterns revealed that almost all of the students (i.e., 96.8%) were retained to their second semester. More than 80% were retained to their second year, and slightly less than two-thirds remained at UIS for the start of their 3rd year. Of students who participated in Necessary Steps during its first eight years of operation, 59.5% were retained to their fourth year. Since inception, 98 Necessary Steps participants have graduated from UIS. Among the first five cohorts, 52.1% of the participants either graduated or remain enrolled six years after matriculation.

In order to determine whether these results differed from what would typically be expected, a comparison group was selected from the population of first-time general education freshmen. To the extent possible, students who mirrored the Necessary Steps students with respect to race/ethnicity, gender, first-generation status and maximum ACT scores were selected. The final comparison group included only first-time, non-honors freshmen, with an average maximum ACT similar to the treatment group. However, the group included more male students and white students than did the group of Necessary Steps students. Care was taken to ensure that none of the students in the comparison group participated in other UIS Living-Learning Communities (i.e., STARS and Capital Scholar Honors Program).

An analysis of the term-by-term retention patterns of the comparison group students revealed lower percentages of students retained (see Table 1) as compared to students in Necessary Steps. These data indicate that the program has been successful in achieving its goal of assisting students transitioning into university life.

Table 1: Term-to-Term Retention Rates

<i>Time Period</i>	<i>Necessary Steps Group¹</i>	<i>Comparison Group</i>	<i>Necessary Steps Group Gain or Loss</i>
Retained to 2 nd Semester or Graduated	96.7% (265 of 274)	83.8% (223 of 266)	+12.9%
Retained to 3 rd Semester or Graduated	82.0% (209 of 255)	66.0% (159 of 241)	+16.0%
Retained to 4 th Semester or Graduated	72.1% (168 of 233)	53.8% (121 of 225)	+18.3%
Retained to 5 th Semester or Graduated	62.7% (146 of 233)	46.7% (105 of 225)	+16.0%
Retained to 6 th Semester or Graduated	60.0% (129 of 215)	48.8% (100 of 205)	+11.2%
Retained to 7 th Semester or Graduated	59.1% (127 of 215)	47.3% (97 of 205)	+11.8%
Retained to 8 th Semester or Graduated	57.5% (111 of 193)	45.9% (85 of 185)	+11.6%
Retained to 9 th Semester or Graduated	52.8% (102 of 193)	43.2% (80 of 185)	+ 9.6%
Retained to 10 th Semester or Graduated	52.9% (90 of 170)	40.4% (68 of 168)	+12.5%
Retained to 11 th Semester or Graduated	54.1% (92 of 170)	38.1% (64 of 168)	+16.0%
Retained to 12 th Semester or Graduated	51.9% (70 of 135)	39.4% (54 of 137)	+12.5%

1 Five students in the fall 2009 Necessary Steps cohort also were part of the Capital Scholars Honors Living-Learning Community. These students are removed from this analysis. Four of these five students graduated from UIS with a bachelor's degree, with one not graduating until their seventh year of enrollment).

Students Transitioning for Academic Retention and Success (STARS)

Description: STARS is a selective, voluntary program intended to provide enhanced academic support services for students who may enter college underprepared for college-level coursework. Students are invited into the STARS program based on careful evaluation of their academic profiles. Students who meet the criteria for “academically underprepared,” including those with lower ACT scores, are supported through an intricate network of UIS staff including student peer mentors, professional advising staff specifically assigned to work closely with STARS students, and faculty members who are involved in a variety of purposefully crafted educational programs intended to help students improve study skills. 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. STARS students also meet with an Academic Success Coach multiple times each week to track progress and review success strategies. STARS students are enrolled in a unique section of First Year Seminar, specially tailored to their individual academic needs. While all UIS students have access to free tutoring services as well as social and educational programming, STARS students receive individualized and targeted support intended to enhance critical thinking, reading comprehension, communication, time management, test taking, note taking, and self-advocacy skills. These students benefit from a living-learning community in campus housing, where they experience a strong sense of community with other STARS students and learn to maximize the resources available through the program. Residence in the living-learning community is mandatory for the freshman year, but not for subsequent years. This program became operational in fall 2011. In the summer of 2012, UIS began offering STARS students the opportunity to participate in a Summer Bridge program. The Summer Bridge program is intended to better prepare incoming STARS students for the transition to college and to succeed academically at UIS. The program offers incoming STARS students an extended summer experience at UIS. Students and their families arrive on campus for an intensive one-day orientation, which is co-implemented by the Office of New Student Orientation and the STARS Coordinator. Following the completion of the one-day orientation, STARS students remain on campus for two weeks of preparatory work including placement testing, supplemental instruction in math, English, writing, and study skills, and a host of social and educational programs designed to help prepare students for a successful year at UIS. The Summer Bridge program involves the collaborative contributions of eleven offices across campus as well as speakers from outside the university and contributing faculty members.

In the 2015/2016 academic year, the STARS program added a Peer Mentoring component. This program enlists and trains sophomore, junior, and senior students to serve as Peer Mentors for freshmen STARS. These mentors are highly trained and are recruited and screened based on academic achievement and campus engagement. They

work closely with freshmen STARS students, collaborating on academic programming, study hours, and social programming focusing on community and leadership.

New STARS program components for the 2017-2018 year included a Leadership Team to help facilitate collaborative programming with other campus living-learning groups and a unified Code of Conduct pledge, shared between all living-learning groups on campus, including Capital Scholars Honors. Students review and sign this pledge at the beginning of each academic year to renew their commitment to the program, their personal and academic goals, and the institution. Additionally, living-learning communities across campus include pre-nursing and honors collaborate with STARS and other cohorts to include a shared curriculum piece in the first year seminar. This includes a shared programming event, volunteer project, and assignment across all LLC groups on campus implemented and evaluated by LLC leaders and FYS faculty.

Outcomes Data: Since fall 2011, 280 students have participated in the STARS program. Approximately three-fourths of the participants were female (74.3%), and approximately 90% self-reported as being a race/ethnic minority (i.e., Black, Hispanic, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or Multi-Race). The average ACT composite score for these participants was 18.2 and the average SAT (new) for the fall 2019 entering STARS class was 953.

An analysis of the term-by-term retention patterns revealed that 88% of these students were retained to their second semester (see Table 2). Approximately three-fourths (72.8%) were retained to their second year. Although the numbers are quite small, more than half (50.3%) of the STARS participants from the first seven STARS cohorts remained at UIS for the start of their junior year (100 of 199). Among the first six entering cohorts, 43.4% were retained to their senior year. Six-year graduation rates of the first three cohorts of STARS participants are available. Although the percentage is low (40.6%), given the increased programming implemented since program inception, it is expected that the graduation rates will increase. As an example, even though the fall 2014 has yet to reach the six-year milestone, 46.4% of that class has either graduated or continues to be enrolled.

Table 2: STARS Term Retention/Graduation Rates, by Class

	<i>HC</i>	<i>Returned 2nd Semester</i>	<i>Returned Sophomore Year (3rd semester)</i>	<i>Returned Junior Year (5th semester)</i>	<i>Returned Senior Year/Graduated (7th semester)</i>	<i>Still Enrolled or Graduated Within Six Years</i>
Fall 2011	12	83.3%	66.7%	41.7%	25.0%	25.0%
Fall 2012	26	96.2%	73.1%	61.5%	61.5%	57.7%
Fall 2013	31	93.5%	74.2%	61.3%	45.2%	32.3%
Fall 2014	28	85.7%	78.6%	53.6%	46.4%	--
Fall 2015	38	89.5%	63.2%	39.5%	31.6%	--
Fall 2016	31	77.4%	71.0%	45.2%	45.2%	--
Fall 2017	33	87.9%	72.7%	48.5%	--	--
Fall 2018	40	90.0%	80.0%	--	--	--
Fall 2019	41	85.4%	--	--	--	--
Total:	280	87.9%	72.8%	50.3%	43.4%	40.6%

In order to determine whether these results differed from what would typically be expected, a comparison group was selected from the population of first-time, general education freshmen. To the extent possible, students who mirrored the STARS students with respect to race/ethnicity, gender, and maximum ACT/SAT score were selected. The final comparison group included only first-time students. However, the group included more male students and race/ethnicity non-minority students than did the group of STARS students. The average ACT composite score was one point higher for the comparison group than that of the STARS participants.

When compared to a group of similarly “underprepared” students who did not participate in STARS, the data indicate the STARS participants initially are being retained at somewhat higher rates than their counterparts (see Table 3). However, this levels out in subsequent years. Within six years, the non-STARS participants graduated/remained enrolled at a higher rate than those in STARS.

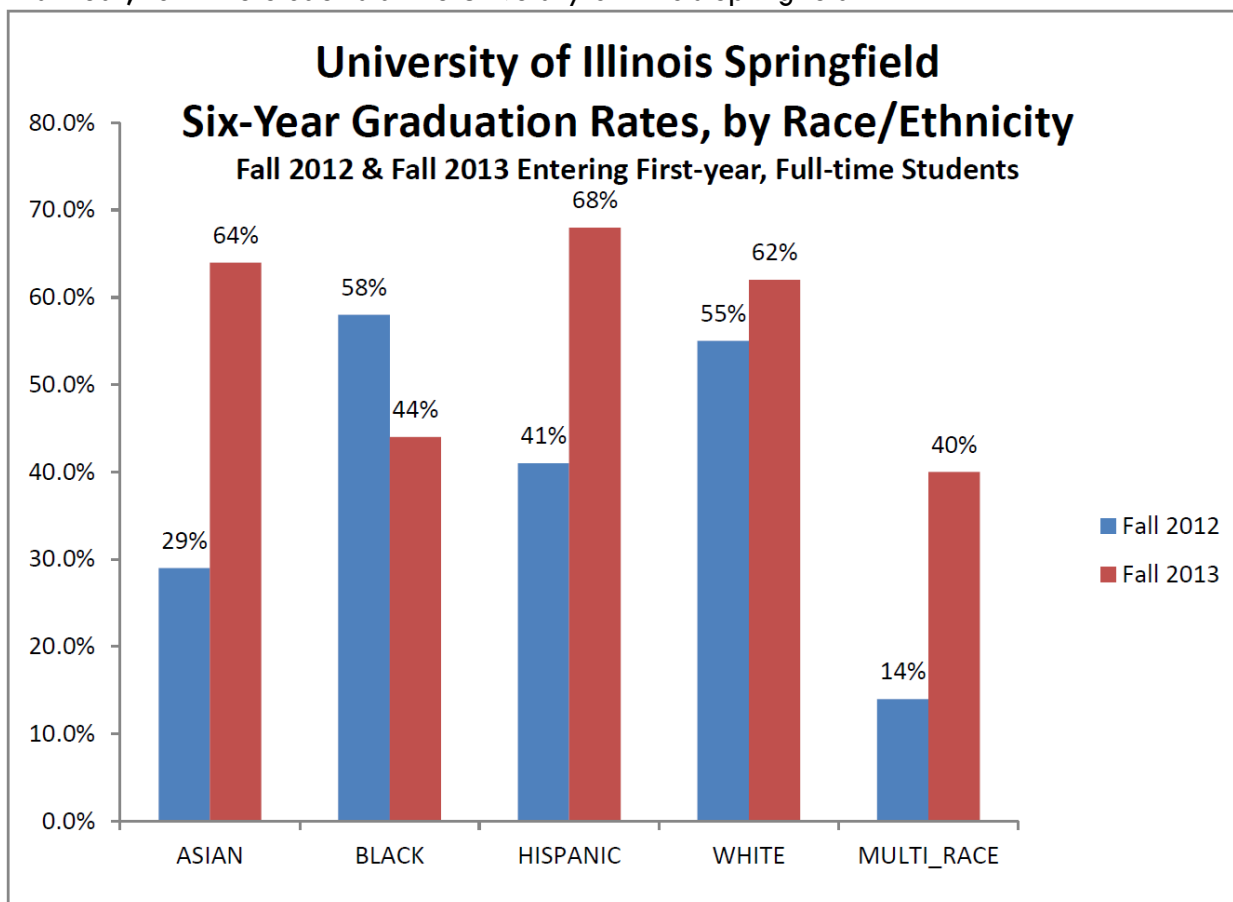
Table 3: Overall STARS & Comparison Group Retention Rates

	<i>HC</i>	<i>Returned 2nd Semester</i>	<i>Returned Sophomore Year</i>	<i>Returned Junior Year</i>	<i>Returned Senior Year/ Graduated</i>	<i>Still Enrolled or Graduated Within Six Years</i>
STARS	280	87.9%	72.8%	50.3%	43.4%	40.6%
Comparison	234	79.1%	65.7%	48.9%	43.7%	41.5%

In summary, it is believed that the increase in retention for the STARS group for the first few years (Table 3) may be attributed to the increased academic support and intense and ongoing contact with students to ensure continued enrollment and campus engagement. After the start of the junior year, programming is still available, although it tapers off. Because of limited staff, the focus is on the first four semesters of a student's enrollment. This program will continue to be reviewed in subsequent years.

2019 Underrepresented Groups Report:

Below is a graph of the six-year graduation rates, by race/ethnicity for the fall 2012 and fall 2013 First Time, First Year, Full-Time Students at the University of Illinois Springfield:



Note: Rates for students who self-identified as American Indian/Alaska Native and Native Hawaiian/Pacific Islander are not displayed due to small numbers.

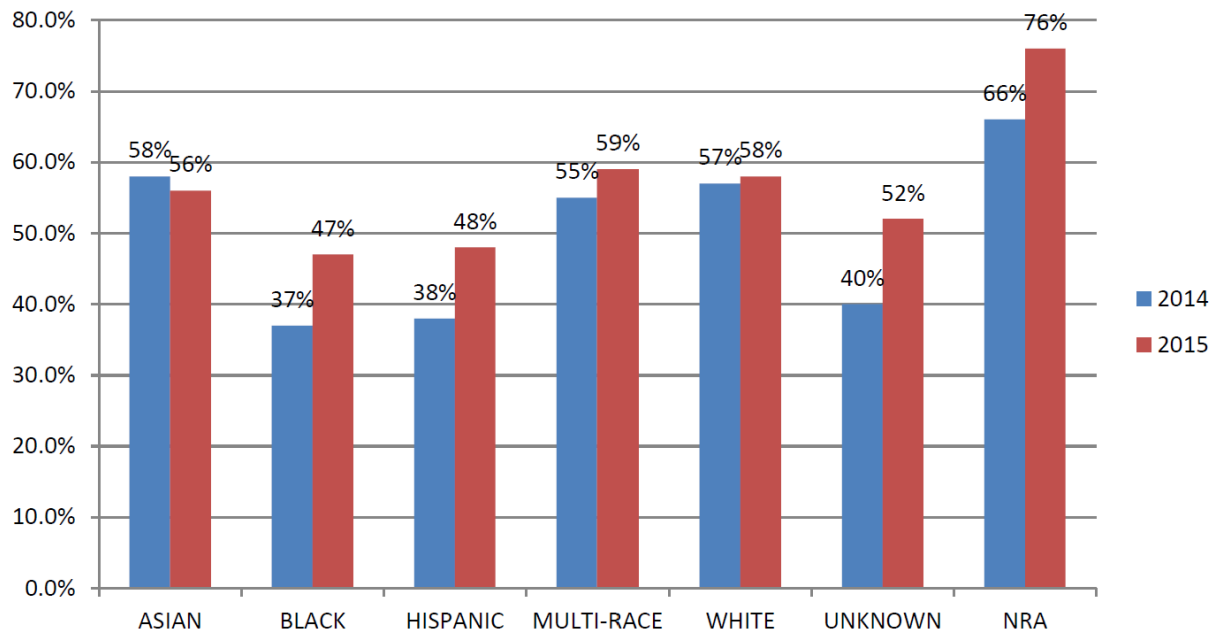
Note: Small counts in some categories can cause great fluctuation in the percentages displayed.

Below is a graph of four-year graduation rates, by race/ethnicity, for the fall 2013 and fall 2014 entering Transfer Students:

University of Illinois Springfield

Four-Year Graduation Rates, by Race Ethnicity

Fall 2013 & Fall 2014 Entering Transfer Students



Note: rates for students who self-identified as American Indian/Alaska Native and Native Hawaiian/Pacific Islander are not displayed due to small numbers.

Note: Small counts in some categories can cause great fluctuation in the percentages displayed.

GOAL 1. Illinois Public Agenda for College and Career Success

The goal requires that higher education institutions describe their efforts to increase educational attainment of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability, to match best-performing states.

A. Recruitment

The University of Illinois at Urbana-Champaign (Illinois) seeks to enroll a diverse student body in order to create an inclusive and pluralistic learning environment that respects the varied perspectives and lived experiences of a diverse community. The university executes a holistic approach and several factors are considered for admissions. The ability to recruit and enroll talented Illinois residents continues to be factored into the increased cost of higher education. The university is aware that competition for Illinois students continues to increase; however, its overall goal is to maintain the excellence and size of the undergraduate population. The university's current first priority is to enroll in-state resident students and then supplement enrollment with high-achieving non-residents and international students.

A diverse set of initiatives are in place to recruit Illinois residents as well as to attract students from other states and countries. Some of these initiatives include:

High School Visits and College Fairs Admissions staff attend high school visits and college fairs that allow us to speak to prospective students directly. The university does not visit schools that only allow lunchroom visits. Approximately 80% of the overall recruitment travel is focused on the in-state recruitment.

Summer Youth Program The Summer Youth Program is a seven week employment and training program designed to introduce youth to campus professionals who will positively impact their program. For 2018, 34 high school students from Rantoul, Champaign Unit 4, and Urbana High Schools completed the summer employment program.

The Principal's Scholars Program

This program is a statewide mathematics and science initiative created by University of Illinois at Urbana-Champaign that works in conjunction with parents and teachers to prepare disadvantaged students for college preparatory pathways. Programmatic operations focus on the development of higher-order thinking skills, computational literacy, and character-based education methodology as a collaborative systemic education reform strategy. The Principal's Scholars Program operates in 66 elementary, middle, and high schools in the state of Illinois.

Peer Recruitment Program

Operating throughout the academic school year, the Peer Recruitment Program provides current students the opportunity to join our efforts in recruiting African American, Hispanic, and Native American students. Peer Recruiters volunteer for campus visits such as Orange and Blue Days, Illini Days, and Experience Illinois. Additionally, they visit high schools in the Chicagoland area over winter break with admissions staff. At all of these events, Peer Recruiters answer questions about their student experience and interact with prospective students in a manner that encourages the pursuit of higher education and celebrates Illinois.

Experience Illinois

The university partners with four Chicago Public Schools each year to invite high-achieving, low-income ninth and tenth grade underrepresented students to experience a day on campus. The program aims to build a long-term relationship with student participants, creating a pipeline to Illinois from the selected high schools. Discover Illinois African American sophomores and juniors from the Chicago area are invited to campus to talk to staff and current students, tour a residence hall, and tour the Bruce D. Nesbitt African American Cultural Center. Bus transportation is provided from Chicago to campus.

Multicultural Academic Achievement Receptions

High school seniors from the city of Chicago and other targeted high schools in the Chicagoland area are invited to a Multicultural Academic Achievement Reception to be recognized for their academic achievements. The university provides them with information about the college search process and encourages them to consider applying to Illinois. Alumni and current Illinois students are invited to participate, and one of the receptions offered

is bilingual in nature (English and Spanish). New this year, the university also hosted a Multicultural Academic Achievement Reception in Champaign for local students and their families.

Días de Visita en Español

New this year, the university is hosting specific visit days for Hispanic prospective students and their families. The visit days include an overview of Illinois, a student panel, and a campus tour. These programs will be entirely in Spanish.

StartSTRONG

This day-long campus program for admitted African American residents includes an overview of Illinois and admitted next steps, meetings with colleges, conversations with current students, a tour of the Bruce D. Nesbitt African American Cultural Center, and productions by our performing arts groups. Bus transportation is provided from Chicago to campus.

Next-Up Receptions

Admitted students from EOP schools in the Chicago area and their families are invited to attend one of the Next-Up receptions. Attendees learn about the dynamic opportunities offered at Illinois through presentations and dinner conversations with staff, current students, and alumni. One of the receptions is bilingual in nature (English and Spanish).

CPS Illini Day

Admitted students from Chicago Public Schools and their families are invited to a special Illini Day program. This includes a campus resources fair and an overview of student life at Illinois and admitted next steps such as housing, new student registration, and financial aid. Families have the opportunity to interact with current students, attend a meeting with the college to which they've been admitted, meet one-on-one with Financial Aid, and tour campus. Optional activities are also available for families to explore residence halls, cultural centers, campus recreation centers, and more. Bus transportation is provided.

Chicago Illini Day

Admitted students from Chicago Public Schools and their families are invited to campus for a Chicago Illini Day each year. Bus transportation is provided. During the program, families receive information about housing, summer registration, next steps, and more. The day also includes lunch in a university dining hall, a campus tour, and a visit to our Illini Union Bookstore.

President's Award Program Illini Day

This day-long campus program is for our President's Award Program Scholarship recipients and their families. It includes a reception, meetings with colleges, a current student panel, informational sessions on student resources, and a residence hall lunch and tour. Transportation is provided from Chicago.

President's Award Program Honors Dinner

This dinner is for the President's Award Program Honors Scholarship recipients and their families. During the evening, admissions and college representatives share the many opportunities available at Illinois and answer any questions students might have.

Chicago Public Schools

Illinois has a long and proud history with Chicago Public Schools (CPS). Our Enrollment Management units conduct a wide range of outreach, recruitment, and yield activities in CPS with noteworthy success. While one may assume that our goal should be to visit all CPS schools, it is important to remember that CPS schools are very purposefully divided into categories (e.g., selective, magnet, neighborhood schools, etc.). Our commitment to recruit CPS students is evidenced by the fact that 34% of our recruiting activities are conducted in CPS high schools even though they comprise only 25% of high schools in the state of Illinois. Since 2009, applications from CPS students have increased 78%, and the number of CPS applicants who are admitted has increased 94% (Figure 1). While yield has decreased slightly over this period primarily due to affordability issues and increased competition, the number of CPS students enrolling at Illinois continues to be strong (Figure 2).

Figure 1. CPS Admission Counts, 2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
Applicants	1,757	1,814	2,084	1,927	2,229	3,075	2,772	3,133
Admits	1,086	1,174	1,277	1,291	1,570	1,717	1,930	2,110
Enrollees	499	502	564	548	669	651	777	882

Figure 2. New Freshman Yield Rates, 2009-2016

	2009	2010	2011	2012	2013	2014	2015	2016
CPS	45.9%	42.8%	44.2%	42.4%	42.6%	37.9%	40.3%	41.8%
Campus	41.7%	38.2%	37.8%	35.3%	35.4%	32.8%	33.7%	33.2%

When comparing Illinois enrollment data to the 2015 Chicago Public Schools District Enrollment Summary, a number of promising trends highlight our success and commitment to being accessible to CPS students. A key finding in the report shows that University of Illinois at Urbana-Champaign matriculated 766 students from the CPS graduating class of 2015, or 3.3%. While this earned us fourth on the list of colleges attended by this cohort, two of the top three destination schools were Chicago city colleges. The only public four-year university ranked above Illinois was our sister school, University of Illinois at Chicago, with 1,135 students.

Only 8.3% of 2015 African American CPS graduates enrolled in “most competitive” or “highly competitive” institutions. It is worth noting that 200 of those graduates enrolled at Illinois, which is more than 47% of total African American graduates enrolled at institutions with such admissions standards. Similarly, 300 students who identified as Hispanic enrolled at Illinois— 49% of the total number who enrolled at institutions with “most competitive” or “highly competitive” admissions standards.

In terms of competitors, Illinois compares favorably against other institutions within several peer groups. Of the five institutions where admissions selectivity is rated “most competitive” or “highly competitive,” Illinois enrolls more CPS students than the total number of the other four schools combined. Of the 11 public state universities, Illinois ranks second in the largest enrollment of CPS students.

Experience Illinois (now called Future Illini)

The university partners with four Chicago Public High Schools each year to invite high-achieving, low-income ninth and tenth grade underrepresented students to experience a day on campus. The program aims to build a long-term relationship with student participants, creating a pipeline to Illinois from the selected high schools.

Figure 3. Class 2023_Most Diverse Class

MEET THE CLASS OF 2023

Total applications	43,509
Total class enrollment	7,665
Average SAT score	1348
Average ACT score	29
From underrepresented backgrounds	23.2%
First-generation students	24.7%
Total Illinois residents	5,698
Illinois counties represented	92 out of 102
States represented	43
Total international students	949
Countries represented	40

B. Retention

As the university's current Strategic Plan indicates, its most powerful asset is its diverse community, and in order to continue impacting the state, the nation, and the world, the university must strive to retain its outstanding students. The University of Illinois at Urbana-Champaign has recently set a goal to close the achievement gap for students from diverse backgrounds. In order to do so, all units and departments are committed to providing leadership and working in collaboration and partnership to successfully graduate every individual who chooses to enroll at the university.

Figure 4.

University of Illinois at Urbana-Champaign
Retention- Fall 2018 First-Time Freshmen in Fall 2019
By Fall 2018 Enrollment Status, Race, and Gender
Source: Kris Smith, Planning & Budgeting

Full Time									
Race/Ethnicity	Gender						All		
	Female			Male					
	Fall 2018 Cohort	Returned Fall 2019	%	Fall 2018 Cohort	Returned Fall 2019	%	Fall 2018 Cohort	Returned Fall 2019	%
AIAN	1	1	100	2	2	100	3	3	100
Asian	643	611	95	938	877	93.5	1,581	1,488	94.1
Black/African American	297	264	88.9	176	149	84.7	473	413	87.3
Hispanic	568	530	93.5	519	441	85	1,087	971	89.4
International	329	316	96	607	549	90.4	936	865	92.4
Multi-Race	130	126	96.9	155	139	89.7	285	265	93
NHPI	2	2	100	6	6	100	8	8	100
Unknown	26	26	100	50	45	91.8	76	71	94.7
White	1,517	1,453	95.8	1,634	1,519	93	3,151	2,972	94.3
All	3,513	3,329	94.8	4,087	3,727	91.2	7,600	7,056	92.9

ACADEMIC AFFAIRS (selected units & departments)

a. Division of General Studies

The Division of General Studies (DGS) Enrichment Experience Program (EEP) is an intensive support program for undeclared undergraduates who are exploring academic majors and career opportunities at Illinois. Participants benefit from a variety of curricular and co-curricular opportunities that position them well for success at Illinois and for transition into their major of choosing.

Intentional Advising: As participants select classes and prepare for entry into an intended major, they work closely with academic advisors familiar who provide guidance and support during their time in DGS.

Mentorship: Participating students in the EEP are matched with an Office of Minority Student Affairs (OMSA) mentor who works specifically with undeclared students on-site in the Division of General Studies. Mentors encourage personal growth and campus involvement and serve as an additional sounding board as students acclimate to life on campus. The OMSA mentor is an invaluable complement to the services provided by DGS Academic Advising.

GS 101: At summer registration, the Enrichment Experience advising team assists participants with registering for an Enrichment Experience section of GS 101, the required first-year experience course for all DGS students, where they have the chance to be in a classroom setting together with their peers. The curriculum for this section will include traditional components of the DGS first-year experience course but will also offer opportunities for participants to strengthen their relationship with their OMSA mentor and connect with other academic services provided by OMSA.

Unique Course Offering: Participants have access to Enrichment Experience sections of select classes so they may complete requirements and learn about topics of interest together with students from similar backgrounds. In the fall, there are Enrichment Experience Merit discussion sections for popular Math and Chemistry courses.

b. College of Liberal Arts and Sciences

Access and Achievement Program (AAP): Established in 1968, the Access and Achievement Program (AAP) is the flagship student academic service program within the College of Liberal Arts and Sciences (LAS) Student Academic Affairs. Only students admitted to U of I through either the Educational Opportunities Program or the President's Award Program are eligible for AAP.

LAS houses the Access and Achievement Program whose mission is centered 1) on providing access to low-income and underrepresented ethnic and racial minorities, and 2) mentoring those students to academic success through a high-touch point advising model. AAP's current retention rate for students is 90%.

c. College of Applied Health Sciences

The Mannie L. Jackson Illinois Academic Enrichment and Leadership Program (I-LEAP) provides academic support services, professional development, and community service opportunities for students from underrepresented populations, including minority, first generation students, student athletes, and students from recognized **Educational Opportunities Program** schools who are enrolled in declared Applied Health Sciences (AHS) majors.

The college tracked eight cohorts of I-LEAP students with a comparison group to assess graduation rates. While the report provides more detail (with graphical summaries), below are some key findings from the report:

- There was a retention gap of **85% versus 73%** (I-LEAP vs. comparison group) specifically in AHS degree attainment. (NOTE: The AHS college-wide student population had an AHS retention rate of 76%.) This suggests that I-LEAP students are more likely to remain in the College of AHS to complete their degree.
- The overall graduation rate for I-LEAP underrepresented minorities was **86%**. The 6-year campus graduation rate for underrepresented minorities is approximately 76%. For all students, the 6-year campus graduation rate is approximately 84%. I-LEAP exceeds both of these campus benchmarks.
- The graduation rate for first generation I-LEAP students was **90%**, and **91%** for I-LEAP PAP/EOP students.
- Substantial graduation rate gaps existed between first-generation, African American I-LEAP students and the comparison group, **86% versus 67%**, respectively. Similar gaps occurred between African American, PAP/EOP I-LEAP students and the comparison group, **88% and 67%**, respectively.
- The graduation rate gap widened further between first-generation, Latino/a I-LEAP students and the comparison group, **88% versus 64%**, respectively.

Grainger College of Engineering

The Morrill Engineering Program (MEP) is to empower African American, Hispanic, and Native American engineering students, support their success as scholars, and leverage a community of students, staff, and alumni to achieve excellence in engineering. MEP hosts a variety of activities throughout the year to enhance the student experience. These activities reinforce MEP's mission and enable students to build lasting relationships, develop professionally and academically, achieve excellence, and celebrate accomplishments.

MEP also advises and mentors student organizations with national affiliations. Those focused on African-American students include:

- National Society of Black Engineers (NSBE)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)

e. Gies College of Business (programs providing general support for underrepresented groups.

Emerging Business Leaders Program (target audience high school juniors, high ability students of color): The Emerging Business Leaders program at the Gies College of Business is a two-week summer program designed for high-achieving Black, African-American, Hispanic, Latina/o, and Native American students entering their senior year of high school. Participants live on campus and learn from world-renowned faculty, work on a capstone group project with other students, and connect with corporate executives to expand their knowledge on business-related careers.

Business Diversity Exchange (target audience-current students)

<https://business.illinois.edu/news/college/2010/11/what-is-diversity/>

Enrichment Academy (targets at risks students of any demographic in the business school)

<https://business.illinois.edu/undergraduate-affairs/current-students/enrichment-academy/>

The Enrichment Academy was formed in 2012 to connect incoming and current College of Business students with the wide array of resources and opportunities available through the Gies College of Business and the University of Illinois at Urbana-Champaign.

Enrichment Academy students participate in the PwC Enrichment Academy Challenge Competition, which gives students the opportunity to hone in on core problem-solving skill sets, presentation skills, and communications skills, and also provides professional exposure with incoming and full-time PwC Staff. Students will conduct an industry analysis, client interviews, current state assessments, and present final recommendations to a panel of PwC partners and directors.

Student Organizations

NABA-National Association of Black Accountants

ALPFA-Association of Latino Professional for America

MBSA-Minority Business Students Association

Society of Women in Business

STUDENT AFFAIRS DIVISION (selected units)

Office of Inclusion and Intercultural Relations (OIIR)

a. Bruce D. Nesbitt African American Cultural Center

The mission of the Bruce D. Nesbitt African American Cultural Center is to provide a network of programs and support services promoting the individual, social, cultural and academic well-being of Illinois' African American students.

The 100 STRONG Program was initiated with the belief that students who engage in activities that support their personal and organizational growth in a culturally relevant way are more likely to persist and graduate. The program is designed to connect first year students to leadership opportunities, peer-to-peer programmatic outlets, campus resources, and more.

Black Geek Week: the Bruce D. Nesbitt African American Cultural Center launched its inaugural “Black Geek Week” as part of Black History Month festivities in 2013. The week’s events highlighted the achievements of Africans Americans in academia, STEM (science, technology, engineering and mathematics) and arts that have pushed the boundaries of thought and technology. Moreover, the programs seek to expose the Illinois community to a demographic of “nerds” and “geeks” who are rarely highlighted in pop-culture and contemporary discussions on geek culture (e.g. comics, gadgets, science fiction, computers, etc.).

b. La Casa Cultural Latina (selected programs)

Conéctate is an early move-in program designed for first generation Latino/a students to experience the fast-paced campus life that awaits at Illinois. This program is intended to create opportunities for Latinos/as to understand college life based on non-traditional narratives rather than framing one’s story on the experiences of the dominant group.

This two-day program provides opportunities to Latino/a college students in a predominantly white institution (PWI) to embrace the concept of Latino/a—by empowering their sense of belonging and identity—to learn about academic rigor from current faculty; and to understand the importance of balancing all sorts of responsibilities. The program consists of three different modules: Sense of belonging, Developing student-faculty relationships, and Balancing responsibilities.

The Black and Latino Male Summit: The summit has been part of the University of Illinois at Urbana-Champaign since 2010. The summit is concentrated in the decolonization of concepts that have impacted and continue to negatively impact Black and Latino men. Our purpose is to deconstruct narratives, build consciousness as to who we are as men of color, and to continue our drive to serve as an agent of positive change in our communities. BLMS strives to provide a forum for Black and Latino men to discuss the role of history in today’s Black and Latino experience. The summit aims to create an experience that sparks reflection and ignites action from its participants. Furthermore, the organizers and sponsors of this summit seek to promote camaraderie, coalition building, and community between Black and Latino men.

Black and Latina Womxn Summit: the purpose of the Summit is to provide an opportunity for Black and Latina Womxn in the campus community to build coalitions as well as discuss issues of womxnhood. The summit also provides a space to develop strategies to achieve academic success, professional development, and wellness. The

goal is to provide an environment for undergraduates, graduates, and staff to connect and develop a network. Furthermore, the summit aims to provide a safe space to have deep conversations as well as provide knowledge of the resources that campus provides.

The Resilience Network provides support for Latinx students on campus, increases mental health wellness and awareness, and works as a space for students to share their campus climate experiences to build resilience.

Latinx Resilience Network:

- Educates students and faculty about mental health awareness and resources
- Trains students to be peer coordinators, facilitators, and listeners
- Fosters Latinx success on campus

The La Casa META Program is designed for all undergraduate students to forge paths and create networks to achieve academic success and personal growth. Through the META Program, La Casa Cultural Latina promotes retention, service, and achievement to turn today's students into tomorrow's leaders, professionals, and community organizers. The program encourages students to define and set goals and work together, develop strategies and timelines to achieve those goals, and direct students to campus resources.

c. Native American House

Native American House (NAH) serves as a support and resource center for Native American students, including all students and the campus. Specifically, Native American House provides events and programs throughout the year that provide students with the opportunity to enrich their cultural and academic experiences at the University of Illinois. While fostering a university community that values and actively supports inclusiveness and diversity, the support provided for students ensures a rewarding educational experience.

d. Women Resource Center

Women's Resources Center is a fun, active center on campus where students of all genders can come to learn a new skill, hear a great workshop, enjoy tasty food treats (including vegan options), explore an arts and crafts talent, or participate in a stimulating discussion on a variety of "hot" topics! Women's Resources Center provides students with CONFIDENTIAL support and advocacy services when they are faced with difficult or emotionally traumatic incidents such as harassment, stalking, sexual assault or abuse within a relationship. Women's Resources Center is responsible for the First Year Campus Acquaintance Rape (FYCARE) program to ensure that all students are aware of issues related to sexual assault and other interpersonal crimes and the resources available to them. The Women Resources Center also expanded its services to provide advocacy and support to survivors of sexual harassment.

- Creation of 3 New Positions o Advocacy and Wellness Coordinators (2)
o Associate Director (1)
- Professional Development for Confidential Advisors o Required by state law.
- Sexual Misconduct Programming/Events/Services

e. Asian American Cultural Center

The University of Illinois at Urbana-Champaign has one of the largest and most vibrant Asian American university communities in the Midwest, where 37% of students are of Asian descent. Opened in Fall 2005, the Asian American Cultural Center provides the University of Illinois community with space to gather and share experiences of our diverse and rich cultures. As a unit of the Office of Inclusion & Intercultural Relations, the AACC promotes cross-cultural understanding that supports the academic and personal growth of students, along with learning experiences that help shape a lifetime commitment to ethical and engaged citizenship.

Global Leaders: Orange and Blue Engagement (GLOBE)

GLOBE connects Blue members (experienced domestic and international students) with Orange members (new international students) and teams them up in small groups to participate in various activities and events. The goal

of GLOBE is provide opportunities for domestic and international students to network and develop leadership skills, and “help all students develop global awareness and cultural competency.”

Diversity & Social Justice Education

Provides a variety of workshops, trainings, and courses designed to create a transformative experience at the University of Illinois at Urbana-Champaign. Explore our website to learn more about the exciting programs with DiversityEd!

I-Connect Diversity & Inclusion Workshop is an experiential training designed to help incoming students embrace differences and recognize shared experiences in order to build a welcoming and engaged campus community. Facilitated by fellow students, I-Connect uses collaborative exercises and engaging discussion to build participants’ communication skills and their ability to collaborate, learn, and work in diverse environments. All of us—regardless of our experiences or social group membership—must understand both our similarities and our differences in order to work and live with one another. I-Connect workshops provide students with an opportunity to begin these important discussions and learn from each other.

g. Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center

The LGBT Resource Center fosters an environment that is open, safe, and inclusive for people of all sexualities and gender identities. The Center is a resource not only for the LGBT community but for the entire University of Illinois community. The LGBT Resource Center seeks to help in the efforts to address homophobia, biphobia, transphobia, and heterosexist attitudes and beliefs on the campus, and to work to make the environment safe and affirming for all students, faculty, staff, and LGBT students, faculty, and staff at Illinois in particular

Housing Division

Men of Impact is a student organization that is dedicated to serving the needs of Black men. The organization address the needs and concerns facing Black men in the Illinois community, via education and service activities. The primary goal is to equip Black men with the necessary tools to overcome the social stigmas facing them in society today.

Central Black Student Union is to support African-American students in the residence halls, serve and assist Black Student Unions in the residence halls, and meet the needs of supporting organizations and the campus-wide community.

Social Justice and Leadership Education team coordinates student groups, leadership opportunities, and social justice initiatives in the residence halls. Every hall has a multicultural advocate (MA) who promotes the advancement of multiculturalism and social justice within the residence halls through community and staff development, education, celebration, and dialogue.

Office of Minority Student Affairs (OMSA)

Description of Services

Poised at the crossroads of academic and student affairs, the Office of Minority Student Affairs (OMSA) is one of the oldest and most comprehensive student support programs in the nation. The OMSA has embodied Illinois’ land-grant mission by championing access for all students and providing a comprehensive array of college preparatory and support services to bolster students’ success since its inception. Currently, OMSA administers four Federal TRiO programs including a classic Upward Bound program, a Student Support Service program, a McNair Post-Baccalaureate Scholar program, and a Talent Search program. Altogether, the TRiO grants provide more than one million dollars annually to serve approximately 900 low-income, first-generation, and underrepresented middle school, high school, and college-aged youth on the campus and in the community. The OMSA also works with partners across the campus to offer advocacy, mentoring, tutoring and academic enrichment service for nearly 3000 first-generation, low-income, and historically underrepresented students at Illinois each year.

Departmental Overview

The Office of Minority Student Affairs (OMSA) sits at the crossroads of Academic and Student Affairs providing advocacy, mentoring, and academic support service to first-generation, low-income, and other underrepresented students at Illinois. OMSA currently houses six departments. A brief summary of each program is included below.

TRiO Upward Bound (UB). UB is the oldest Federal TRiO program and funded to serve 102 pre-college students in Champaign, Urbana and Rantoul, Illinois. UB was created in 1964 by the Economic Opportunities Act to increase secondary graduation rates and prepare first generation, low-income students for college success and graduation.

The University has successfully administered the UB federal award for more than 50 consecutive years. The program has been a part of OMSA since OMSA's inception.

TRiO Talent Search (TS). TS is a Federal TRiO program funded to serve 500 pre-college students in Champaign, Urbana and Decatur, Illinois. TS was created in 1965 by the Higher Education Act to increase the number of disadvantaged youth completing secondary education, and enrolling in and completing post-secondary degrees.

TRiO Student Support Services (SSS). SSS is a Federal TRiO program funded to serve 250 undergraduate students at UIUC. SSS was created in 1968 by an amendment to the Higher Education Act to increase college retention and graduation rates for first generation and low-income students.

TRiO Ronald E. McNair Post-baccalaureate Achievement Program (McNair). McNair is OMSA's fourth and final Federal TRiO program funded to serve 36 undergraduates at UIUC. McNair was created in 1986 by an amendment to the Higher Education Act to encourage underrepresented students to pursue doctoral studies and increase their attainment of a Ph.D.

Tutoring and Instructional Services (Tutoring). OMSA's Academic Services Center, assists students in developing the confidence, independence, and active learning skills necessary to meet the University's academic standards and students' individual educational goals. This skill development is facilitated via tutoring, review sessions, supplemental instruction, study skills workshops, academic enrichment activities, and by helping students navigate the network of college and departmentally based academic resources on the campus. OMSA's commitment to universal student success requires it to serve every student that requests its assistance. Unfortunately, limited resources sometimes confines assistance to referral and advice for students not targeted for OMSA's services.

Students who are Targeted for OMSA's Academic Resources and Services (STARS) include approximately 2,900 incoming students annually who are:

- 1st time freshmen
- 1st Generation
- Low-income
- Historically underrepresented U.S. minorities (i.e., African American, Latino/a, Native American, and Native Hawaiian/Pacific Islander)
- Multi-racial (with, at least, one historically underrepresented racial identity)
- A student with one of the following banner attributes: Educational Opportunities Program (EOP), President's Awards Program (PAP), DGS Enrichment students, and LAS's AAP students (declared only), AHS's I-LEAP students, I-Promise students, and Chez Scholars.

OMSA's STARS are proactively encouraged to utilize the academic services offered in OMSA East and the excellent student support services offered by colleagues in the Division of Student Affairs to build success at UIUC from the start.

Academic Mentoring, Programs, and Services (AMPS). Illinois students at all grade levels can take advantage of OMSA's **general** mentoring services by making an appointment or by simply walking-in. Staff members help with a range of personal, career, financial, and academic issues and refer students to valuable resources throughout the campus and community. OMSA reserves its **proactive**, mentoring services for a smaller subset of STARS students identified above. **The proactive mentoring service is called the Graduate Mentor (GM) program.** The GM program in AMPS provides intensive academic coaching and mentoring to approximately 1,300 of the most vulnerable STARS students who **meet the first** criteria **and either** the second **or** the third criteria below:

1. The student cannot qualify for duplicative mentoring services from other campus units (e.g., LAS's Access and Achievement Program; AHS's Mannie L. Jackson Academic Enrichment and Leadership Program, OMSA's Student Support Services program, or the Chez Family Scholars program, etc.).
2. The student must be a 1st time freshman AND from a historically underrepresented US minority group (multi-racial students are included).
3. The student must be a 1st time freshman from a non-US minority group who is a) 1st generation, b) an EOP or PAP student, and c) earned a composite ACT score between 17 and 24, inclusive.

STARS students who qualify for a mentor are assigned to a professional Academic Support Specialist or a trained Graduate Mentor before classes begin, and are encouraged to meet with the mentor regularly throughout their first year at Illinois.

OFFICE OF DIVERSITY, EQUITY AND INCLUSION

Illinois Scholars Program

The mission of the Illinois Scholars Program (ISP) is to provide opportunity and access for economically disadvantaged and other underserved students who possess potential to succeed in college. The ISP program combines access, academic support and financial assistance in a way that makes higher education possible for underserved groups. The second cohort of 18 students participated in the 2019 summer.

Learning about Diversity

Academic Inclusive Excellence announced the completion of the first Campus Diversity Video, which plays a central role in the eText Learning Module that all first year students are required to watch. The purpose of this module is to provide general information about the campus diversity and inclusion issues that might arise while students participate in curricular and co-curricular activities on campus. It is a comprehensive set of six short videos with interviews, stories, and critical information on issues of diversity, equity, inclusion, and access. The six videos are:

Campus Diversity

Part 1: Welcome and Introduction (feat. Chancellor Jones & Lauren Kirby)

Part 2: Foundations of Diversity & Inclusion (feat. Avani Bhatnagar)

Part 3: Self Awareness and Reflection (feat. Dr. Kamau Grantham, Elena Cannova, Derrius Carter, and Dr. Joe Minarik)

Part 4: Cross Cultural Skills (feat. Bianca Perez, Samit Sinha, Phillip Park, and Dr. Ruby Mendenhall,

Part 5: Solving Real-World Problems (feat. Elena Cannova, Bianca Perez, Dr. Ruby Mendenhall, and Sarah Locke)

Part 6: Connecting with Campus Resources (feat. Samit Sinha, Avani Bhatnagar, and Sarah Locke)

Prepared by the Office of Diversity, Equity, and Inclusion

3/26/2020

A Commitment to Diversity

1. In keeping with the spirit of Higher Values in Higher Education, and our institutional values and mission, diversity is a priority at Western Illinois University. WIU's mission is to provide a community of individuals dedicated to learning that will have a profound and positive impact on our changing world through the unique interaction of instruction, research, and public service as we educate and prepare a diverse student population to thrive in and make positive contributions to our global society. The University celebrates, recognizes, values, and would like to further enhance the diversity of its campus community. As a public institution, our students, faculty, and staff should reflect the broad diversity of a global society. WIU's Equal Opportunity and Affirmative Action Policy Statement articulates the University's position with regard to equal opportunity and affirmative action.
2. The University has hired an Assistant to the President for Diversity and Inclusion. This position is responsible for assisting the President, Provost and senior leadership with the administration, management, and planning of the university's diversity and inclusion policies, programs and initiatives. The position will work with partners across the university and in the surrounding communities to develop programs and initiatives that promote a thriving diverse, multicultural, equitable, ethical, and inclusive university community focusing on student success, the advancement of knowledge and community engagement.
3. The President has designated funds to promote additional programming for faculty and staff to learn about inclusion on campus. These funds have covered a book club, where participants read books such as *How to be an Antiracist* by Ibram Kendi. Faculty and staff on both of our campuses participated in roundtable workshops discussing ideas for increasing awareness of the need for inclusion on campus.
4. The University Diversity Council fosters the progression and sustainability of Diversity, Equity and Inclusion to embrace a culture of understanding, acceptance, and a sense of belonging. Objectives of the Group:

A. The UDC is a working group and serves in an advisory capacity to the president of Western Illinois University on issues regarding diversity, equity and inclusion.

B. Working with Equal Opportunity and Access, Academic Personnel, Human Resources, Student Services and Admissions, the UDC ensures the University attracts and retains diverse faculty, staff, and students.

C. The UDC ensures diversity, equity and inclusion best practices are upheld in a transparent manner and enhance University strategies, policies, guidelines, initiatives and programs.

D. The UDC identifies barriers to, and solutions for, a diverse and inclusive University.

E. Working across the University, the UDC provides resources, support and programs to ensure a diverse and inclusive University.

F. The UDC increases cultural awareness, knowledge, and skills throughout the University.

G. The UDC partners with the surrounding communities to promote a positive campus climate for all.

5. The Veterans Resource Center is committed to assisting those who have served or are currently serving in the U.S. military, and their family members. In collaboration with an array of university departments and community organizations, the center provides coordinated services and resources in a one-stop location to ensure that all veterans and service members are afforded the greatest opportunities for success.
6. The Office of Equal Opportunity and Access has begun rebranding its image and goals. The goals are to increase employment and educational opportunities for women, minorities and persons with disabilities. Strategies to achieve this goal include targeted recruitment designed to increase the diversity of the applicant pools for vacant positions, and professional development programs that provide training and experience to increase the participation and achievement of underrepresented groups.
7. Our new Student Development and Success Center has streamlined services for students with various needs. The role of Disability Resources in the SD&SC is to facilitate equal access to University classes, programs, and activities for students with disabilities. Because access is a shared University responsibility, the SD&SC serves as a resource for faculty, staff and administrators on creating accessible and inclusive environments. While WIU is committed to access and inclusion, it is not possible to anticipate all barriers that might exist for individuals with disabilities. Therefore, the SD&SC is the campus department designated by the

University to work with students through an interactive process to determine disability and hear requests for reasonable accommodations. The SD&SC's core beliefs are as follows:

- A. Human variation is natural and vital in the development of dynamic communities.
 - B. Disability is a social/political category that includes people with a variety of conditions who are bound together by common experiences.
 - C. Inclusion and full participation are a matter of social justice.
 - D. Design is powerful and profoundly influences our daily lives.
 - E. Good design is essential for achieving inclusion and full participation.
 - F. Creating usable, equitable, sustainable, and inclusive environments is a shared responsibility.
-
- 8. The Casa Latina Cultural Center is passionate about social justice, intersectionality and developing students through education, engagement and leadership. Casa provides a unique and empowering space for students to experience college life. Casa is a space on campus that offers a holistic learning experience through programs and initiatives that facilitate the exploration of ethnic identity development, social justice, community outreach, cultural expression, and social and professional networking so students can become the best version of themselves.
 - 9. Gwendolyn Brooks Cultural Center is committed to helping the campus community adjust to a multicultural and multiracial society regardless of race, age or economic status. There is a variety of options for student groups under GBCC: African Student Association, Black Man Achievement Network, Black Student Association, Black Student Summit, Cultural Expressions, Christian Faith Campus Ministries, GBCC Dance Troupe, and National Association for the Advancement of Colored People.
 - 10. The LGBT*QA Resource Center was established in the Fall semester of 2011. Since its first year, the LGBT*QA Resource Center has made substantial progress in creating an inclusive environment for LGBT*QA individuals on the Western Illinois campus. Since its inception the LGBT*QA Resource Center has provided campus-wide programming, Safe Space Training, a cozy LGBT*QA Lounge, and spaces to engaging the Western Illinois University community in dialogue about LGBT*QA topics. Throughout the academic year, the LGBT*QA Resource Center will be sponsoring and co-sponsoring a variety of programs such as Trans* Week, Camp OUT, Pride Week, Lavender Graduation, and many more!
 - 11. The Western Illinois University Women's Center supports a welcoming and gender-inclusive campus community. Student development is at the core of our work. We advocate for gender equity through examinations of feminism, sexism, patriarchy, and misogyny. We lead the campus community in explorations of how gender is a social construction that influences power dynamics, and intersects with all other identities, such as, but not limited to: ability, age, citizenship status, ethnicity, race, religion, sex, sexual orientation, and socioeconomic class. We promote opportunities to celebrate women, collaborate in programming and outreach, and seek unity and understanding.
 - 12. Our Men's Outreach Program is designed to get more men involved in the life of the Women's Center, to encourage men to take responsibility for stopping violence against women, and to educate men about gender equity and human issues in general. Men's Outreach is not just about sexual assault and violence against women; it is about involving and educating more men about "women's issues" (which are really human issues.) By supporting anti-violence organizations, women's sporting events, and gender-equity programs and activities, you are promoting gender equality and helping to eliminate sexism and intolerance in our society. We encourage all men who feel strongly about issues of inequality for women and/or violence against women to get involved with the Women's Center. Not sure how to do that? Here are some suggestions: Volunteer to be involved in the planning and implementation of events like Take Back the Night and the Vagina Monologues, join the Feminist Action Alliance student organization, work with staff to create discussion groups, or just come hang out in the Center. Everyone is welcome here!
 - 13. The purpose of the President's Annual Excellence in Diversity Awards is to celebrate diversity efforts during the preceding year that have advanced our goals of Higher Values in Higher Education, increased diversity and created a campus climate that welcomes and supports all individuals. We wish to honor members of the university, Macomb and Quad Cities communities who have demonstrated excellence in diversity. The categories are leadership, service, education and other. The leadership award will be given to individuals

in leadership roles that develop initiatives that enhance and further diversity goals. The service award will be given to individuals who have participated in or initiated diversity related committee work, community involvement, and/or community outreach. The education award will be given to those who offer teaching, programming or activities designed to foster or enhance diversity. The other award will be given to those who have promoted diversity in general.

14. The IACD has been part of Western Illinois University's Expanding Cultural Diversity Project and was founded in 1991 to further awareness and understanding of the value of cultural diversity, particularly among educators and students, through:

- A. Networking and professional development opportunities
- B. Research and scholarship in cultural diversity
- C. Curriculum and instructional development
- D. Leadership in cultural diversity, social justice, and equity initiatives
- E. Help students, educators, and community members acquire the consciousness and competencies they need to communicate and interact effectively within a culturally diverse world and to work toward social justice and equity.

15. University Committee on Sexual Orientation Gender Identity and Expression (UCOSOGIE) UCOSOGIE is comprised of a diverse group of faculty, staff, and administrators, who are located on both the Macomb and Quad Cities Campus of Western Illinois University. Some members are appointed to represent their "constituency" in order to ensure that various parts of the WIU community are represented. While students are not formal members of the committee, they can attend meetings and serve in an informal capacity. UCOSOGIE's mission is to design policies that promote the fair treatment and acceptance of all sexual orientations and gender identities and that reduce or eliminate acts of homophobia and heterosexism at WIU, to ensure that those policies are being implemented, and to assist the LGBTQ*A Resource Center and Unity in enhancing the WIU community's understanding of sexual identity and gender identity/expression.

The SIU School of Medicine (SIUSOM) has addressed Goal One of the Illinois Public Agenda for Career and College Success by focusing on retention and completion of its medical students.

There are no statistically significant “achievement gaps by race, ethnicity, socioeconomic status, gender and disability” (Illinois Public Agenda for College and Career Success) for students educated at the SIUSOM. Most students who enter the medical school graduate with an MD degree. In 2015, there was 100 percent (9 out of 9) retention of our underrepresented first-year learners. The prior year, there was 86 percent (6 out of 7) retention of our students who were underrepresented in medicine. In the 2015-cohort of medical students who graduated four years later, 95 percent of them finished on time. Our rigorous curriculum has systems in place to support a student who needs to remediate cognitive and/or non-cognitive issues.

The SIUSOM’s success at retaining students through to completion of educational programs is impressive and on par with outcomes in U.S. medical education. A recent analysis of retention and completion rates for medical schools undertaken by the Association of American Medical Colleges (AAMC) in its Analysis in Brief (April 2007, Volume 7, Number 2) revealed a “96 percent 10-year completion rate for medical school students.” The 10-year completion rate for the SIUSOM is 97 percent. Looking more specifically at underrepresented groups and their completion rates at the SIUSOM, again focusing on 10-year data, the national numbers for African Americans and Hispanics are 89 percent and 94 percent, respectively. At the SIUSOM, retention rates are 92 percent and 100 percent for those two groups. These groups comprise 18 percent (52 out of 287) of our medical student body. Our first-year class of medical students presently has 20 percent (15 out of 75) students who are from groups underrepresented in medicine.

This Analysis in Brief summary pointed out that academic attrition is low in medical schools in general. However, when African American and Hispanic students did leave medical school, the most common reason was academic difficulty. This was not true for Asian and White students. For these latter two groups the most common reasons for leaving medical schools were in non-academic categories. African American and Hispanic medical students face double jeopardy because “students from low SES [socioeconomic status] backgrounds, even those with higher MCAT scores, are more likely to withdraw or be dismissed in the first two years of medical school” (see AAMC Analysis in Brief, December 2010, Volume 9, Number 11).

Like most institutions of higher learning, SIUSOM’s goal is to graduate all students who enter the program, so dismissal from the School is a last resort when other interventions have failed. SIUSOM approaches every student who struggles as an individual, conducting a detailed assessment of the student’s problems and jointly designing a remediation strategy narrowly tailored to his or her needs. Specially-structured team activities are utilized when students show a need that can be best addressed in a small-group setting. In 2019 SIUSOM moved to a programmatic assessment model, which provides increased monitoring of students’ development and strategic supportive intervention. Programmatic assessment identifies students at risk, mentors them early, and provides support for them to succeed academically.

While academic issues are most often the final pathway for students who must leave the SIUSOM, various social, economic, medical, and/or psychological factors may influence that result. Therefore, a holistic approach is utilized when supporting such students. A multidisciplinary team assesses and assists in implementing remediation strategies. The school’s departments of Medical Education and Student Affairs usually lead the way when a medical student is in trouble. The Student Progress Committee serves as a monitoring body to ensure student’s adherence to established standards of academic conduct. The Office of Equity, Diversity, and Inclusion provides additional support where needed. An academic strategist meets regularly and separately with students who proactively seek guidance through the curriculum, and with those who have displayed some deficit in academic performance or progress.

The student-friendly, supportive environment of the SIUSOM and its commitment to bringing its students to graduation, whenever possible, help keep our completion/retention rates high, thereby delivering quality physicians who will address the health-care needs of central and southern Illinois.

In this context, the School of Medicine has supported the development of its underrepresented students primarily through two major initiatives – its MEDPREP program and its Office of Equity, Diversity, and Inclusion.

Medical/Dental Education Preparatory Program (MEDPREP)

The Medical/Dental Education Preparatory Program (MEDPREP) was established in 1972 by the SIUSOM and has helped over 1100 students successfully matriculate into medical or dental school nationally. MEDPREP graduates have played a critical role in creating diversity at the school of medicine. MEDPREP provides assistance to educationally and/or economically disadvantaged students in particular. The program operates on a year-round basis, beginning in June of each year. Students complete the program in five semesters (summer, fall and spring in their first year; fall and spring in their second year). MEDPREP is located on the campus of SIU Carbondale.

The program currently accepts up to 36 students per year for each two-year cohort, providing an environment in which students can hone their test-taking skills and enhance their academic record. With the assistance of their academic advisor, students tailor their academic program to maximize their profile for the medical/dental school application process. Most students enroll in MCAT/DAT preparation courses during the first academic year and in upper-level science enrichment courses during the second year.

Office of Equity, Diversity and Inclusion

The staff of the Office of Equity, Diversity and Inclusion (EDI) is also committed to devising strategies and overseeing initiatives within the School of Medicine that will foster an inclusive environment for all students to thrive. The goal of the Office of EDI is to assure diversity in the students, faculty and staff that mirrors the census demographics for central and southern Illinois. Several initiatives provide support to the diverse faculty and staff who make up our workforce. Initiatives that incorporate cultural competency into the curriculum have also been implemented. In addition, several members of the SIU School of Medicine's administration, faculty and students have attended trainings sponsored by the organization Crossroads, which address implicit bias and systemic racism.

This year we have focused on cultivating a more inclusive climate on the campus by developing departmental Equity Ambassadors. Furthermore, an Equity Response Team was created to provide services to those impacted by bias and create a supportive, safe space. Diversity and inclusion are necessary strategies for the continuing success of the SIU School of Medicine in meeting its mission.

The Associate Dean for Equity, Diversity and Inclusion advises the School of Medicine's Student National Medical Association (SNMA). SNMA is the oldest and largest medical student organization dedicated to people of color and underserved communities. Community service is a pillar of the SNMA, and eliminating disparities in health-care delivery, disease morbidity, and disease mortality are among its highest priorities. The SIUSOM SNMA chapter is composed of underrepresented, minority students committed to their education and the local community. Goals include medical education, health screenings, school tutorials, liberal arts competitions and participation in community programs that reinforce self-awareness and self-empowerment.

The Latino Medical Student Association (LMSA) was developed on the campus two years ago. The LMSA unites and empowers medical students through service, mentorship and education to advocate for the health of the Latin community. This organization provides a voice for underrepresented medical students and actively promotes recruitment and retention of LatinX students.

Physician Pipeline Program or P4

This year the medical school graduated its eleventh year of students from the Physician Pipeline Program (P4). P4 gives 9th through 12th graders a head-start in medical careers and provides them with early mentors within the Springfield medical community. The afterschool program is sponsored by SIU School of Medicine in partnership with Springfield Public Schools. Students enter P4 when they are high school freshmen and continue through their senior year. This four-year experience familiarizes them with medical school coursework, admissions processes, test-taking skills, critical thinking and special training. The curriculum, developed by faculty and staff from the School of Medicine and Springfield Public Schools District 186 includes: special lectures, physical-skills training, problem-based learning (PBL), laboratory aptitude, research, college-planning seminars, supplemental instruction in college-level science, technology, engineering and math courses, and mentoring activities modeled after medical school educational programs. Some P4 students who have graduated are presently matriculating at SIUSOM and other health allied schools.

Students with Disabilities

The SIU School of Medicine does not discriminate against any current or potential student on the basis of physical or mental disability. Students may self-identify with the school as having a disability. All students self-identifying will have reasonable accommodations made available to them based on the nature of their disability. Since self-identifying is strictly voluntary, the actual number of students with disabilities attending the school could potentially

be higher than what has been reported in the tables. The AAMC report on Accessibility, Inclusion, and Action in Medical Education (March 2018) is being utilized as a guide at the SIUSOM.

[Back to Illinois Public University List](#)