

BOARD OF HIGHER EDUCATION

UNDERREPRESENTED GROUPS IN ILLINOIS HIGHER EDUCATION

2019 Annual Report



EXECUTIVE SUMMARY

The 2019 Underrepresented Groups (URG) Report presents information on postsecondary students traditionally identified as underrepresented at Illinois public universities. The report seeks to track recent changes in representation among these groups and highlight efforts to improve participation of minorities and individuals with disabilities. The Illinois public universities have provided data and explanations of their strategies, methods and ongoing plans to increase positive outcomes among these student groups.

The report includes detailed activities collected by IBHE staff from the public universities and community colleges.

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

- Conduct periodic review to determine compliance with identified policy consisting of methods and strategies to increase student participation;
- Work with institutions to encourage URG student recruitment, retention, and completion in higher education;

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

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

This Report highlights the following:

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

INTRODUCTION:

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

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

Table 1
Alphabetical Listing of
Ethnicity & Race Categories

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

About the Categories

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

- Hispanic or Latino or
- Not Hispanic or Latino

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

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

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

Overview of 2019 URG Report

As previously noted, the Underrepresented Groups (URG) Report provides an overview of data and other relevant information surrounding trends in enrollment, retention, and completion rates of postsecondary student populations identified as underrepresented in Illinois' public colleges and universities. Last year, new, comparative population data was included in the report that sought to introduce the growing significance of "equity" as a key factor in the pace of URG groups' progress in postsecondary attainment. The report noted that the principle of equity required that, "the proportion of students *enrolled* in postsecondary education, and the proportion of students *earning* degrees and certificates should be equal across racial and ethnic groups.

The resulting Educational Pipeline Context (EPC) began to look more closely at demographic factors that could inherently impact equity by highlighting race and ethnicity data on high school graduation rates, regional demographic distributions, and educational attainment by using state data from the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE), and national data from the United States Census Bureau's American Community Survey (ACS). According to the Census Bureau's website (census.gov), the ACS is a yearly survey that gathers information from Illinois residents each month and compiles information on residents each year. It is the largest household survey administered by the Census Bureau, and includes such vital demographic information as ancestry, educational attainment, and income.

Continued examination of the Educational Pipeline Context is presented in this report to assist in identifying when and where the pipeline demonstrates issues of equity to be addressed... For example, high school graduation rates of URG students in general, and African American and Latino students, remain an ongoing area of concern for Illinois administrators, educators, stakeholders, and the students themselves. When assessed, predominately, by numbers, these two major URG demographics and especially African American students appear to be in further need of added support in degree attainment. It is important to support graduation rates for all students through subsequent measurements of postsecondary success such as enrollment, retention, persistence, and resiliency.

Additionally, the underrepresented distribution of traditionally college-aged students statewide remains consistent with last year's findings. Most of Illinois' mainstream, traditionally college-aged population continue to be from the collar counties, suburban Cook county, and all remaining counties besides urban Cook county, or the city of Chicago. College-aged Latinos also have a strong concentration in the collar counties. Chicago remains the central residence of traditionally college-aged African Americans and Latinos who, together, comprise approximately 65 percent of the city's postsecondary potential. The Asian/Pacific Islander population is also highest in Chicago, but only slightly, as this URG student group has a similarly distributed presence across collar and suburban Cook counties.

Lastly, but significantly, the Educational Pipeline Context observes educational attainment levels across race and ethnicity for the state's traditionally college aged populations, and its working adult populations. This critical piece of data plainly illustrates whether Illinois' efforts toward a more credentialed citizenry that eradicates its vast disparity between the two states of Illinois as identified by the Illinois Public Agenda. While attainment levels for all populations are to remain strong, Work must be encouraged to accomplish outcomes in all areas of the pipeline. This is not to say that these major URG populations are not approaching those sought-after credentials, it is essential to highlight efforts and services needed to bring about those outcomes that must be increased with thorough knowledge of what is necessary for constructing environments and producing resources that make postsecondary attainment equitable for them.



EDUCATIONAL PIPELINE CONTEXT

Figure 1
Recent Illinois Public High School Graduates

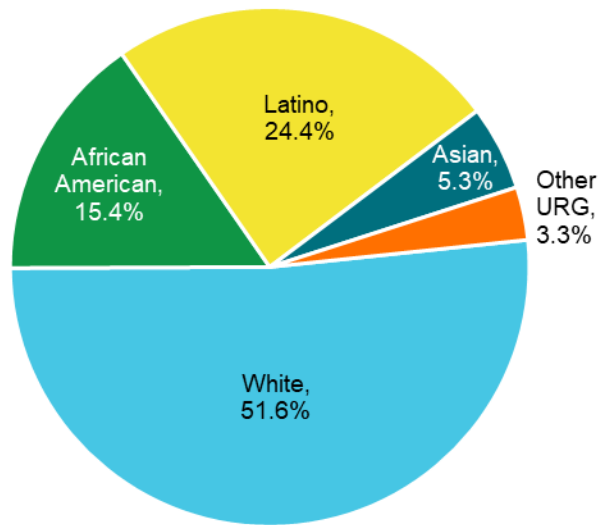
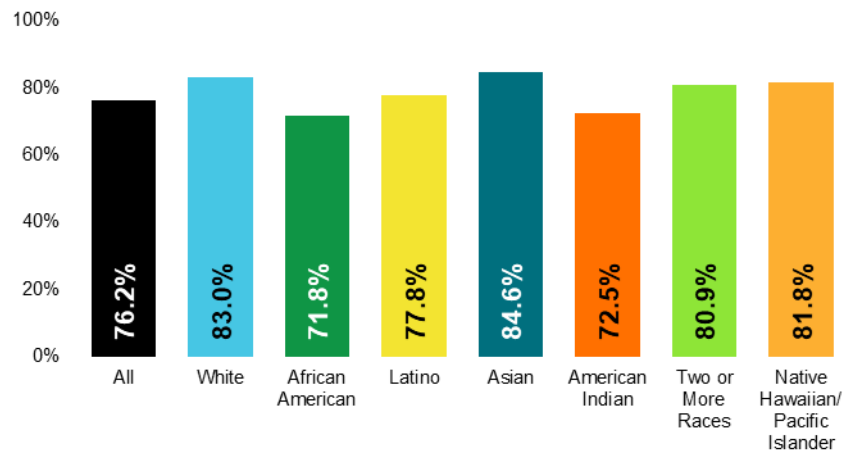


Figure 2
2019 High School Graduate Rates by Race/Ethnicity



(Source: ISBE Student Information System and ISBE: School Report Card, 2020)

What the Charts Demonstrate

The graduation data at left gives an overview of the race/ethnicity distribution of recent graduates at Illinois' public high schools as well as the graduation rates. As shown in *Figure 1*, underrepresented students make up **48%** – nearly half – of the state's high school graduating class with Latinos comprising the largest underrepresented group (24.4%), followed by African Americans (15.4%).

Figure 2 illustrates the variation in high school graduation rates across the different race/ethnicity groups. Asian and White students had the highest graduation rates (both above 80%), while the rates for other traditionally underrepresented groups were generally lower.

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

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

Figure 3

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

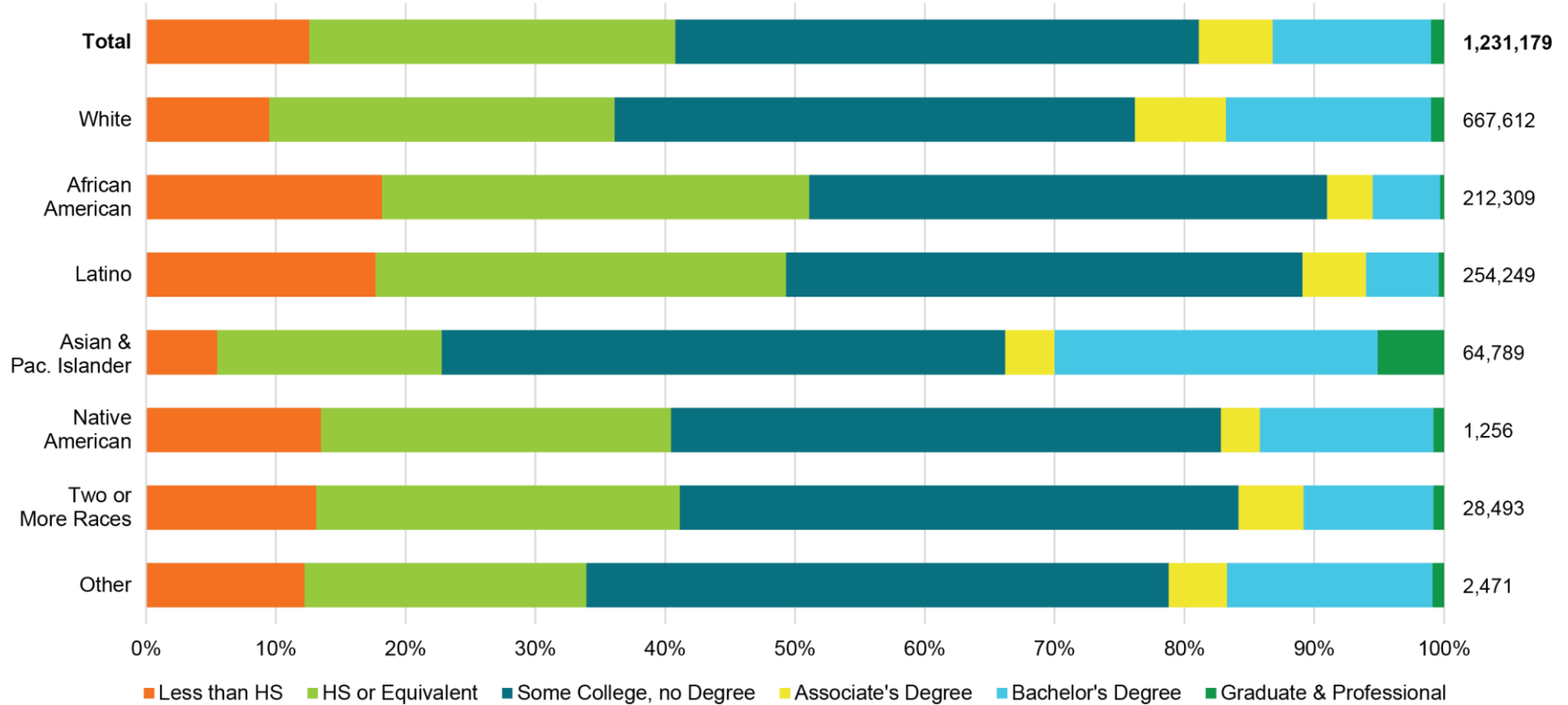


(Source: American Community Survey 2017 – 5-Year)

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

Figure 4

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

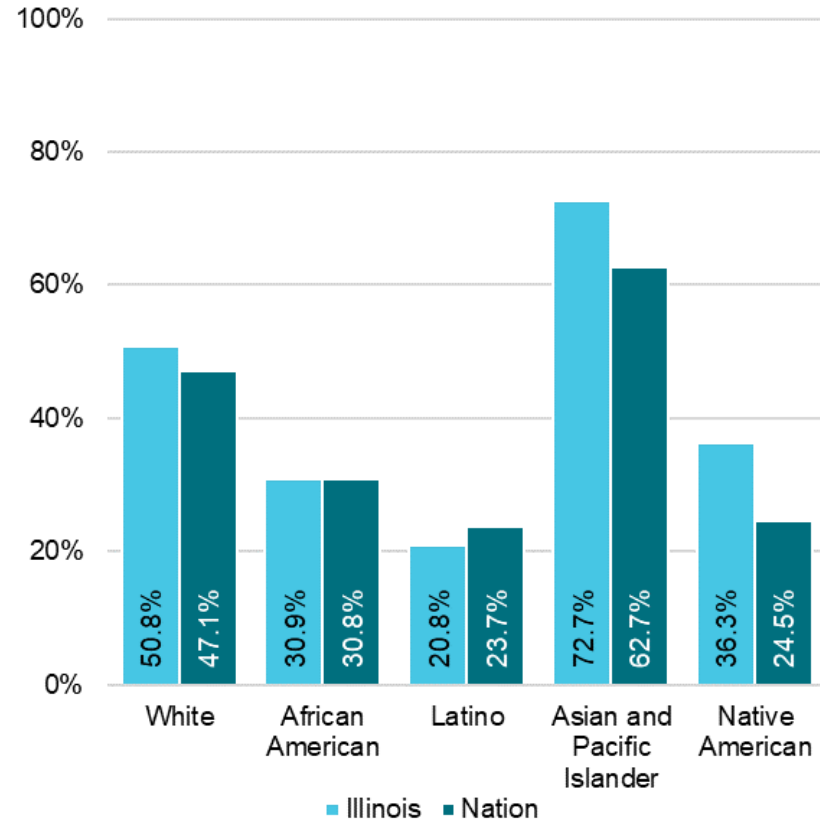


(Source: American Community Survey 2017 – 5-Year)

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

Figure 5, on the right, illustrates the proportion of working age adults in Illinois with an Associate's degree or higher and disaggregates the information by the five largest race/ethnicity categories. It also provides national information for comparison purposes. Slightly more than half of working age Whites in Illinois had completed at least an Associate's degree and this was somewhat higher than the national rate of 47.1%. African Americans and Latinos in Illinois roughly parallel the national rates but significantly lag behind their White and Asian counterparts. Asians in Illinois significantly outpace the national average for degree completion, as well as their Illinois peers in all other race/ethnicity categories.

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



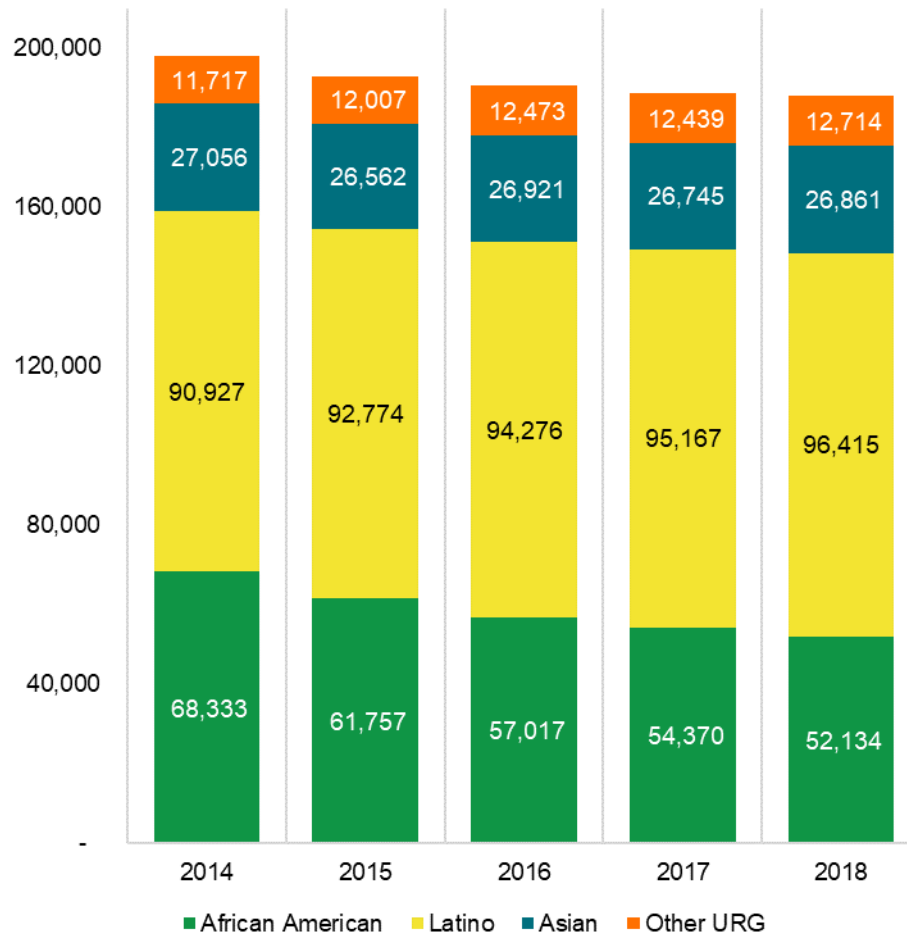
**Percent with at least an associate's degree*

(Source: Lumina Foundation, 2019, Stronger Nation)



ENROLLMENTS

Figure 6
Underrepresented Student Enrollment:
Fall, 2014-2018



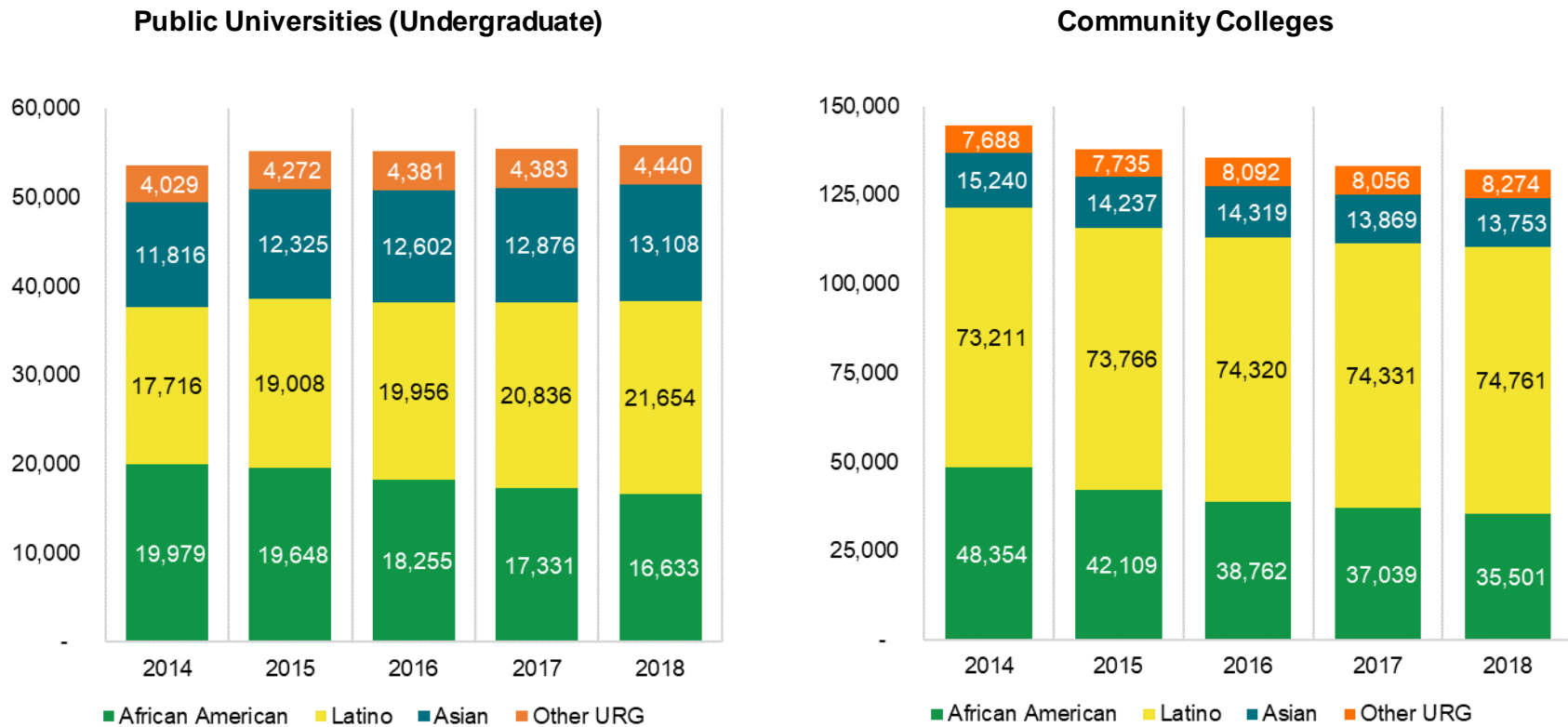
Enrollment of Underrepresented Students

Enrollment trends at Illinois public institutions continue to indicate varying results. The fall enrollment numbers for undergraduate students are provided in *Figure 6*. When comparing 2014 to 2018, the data show:

- Hispanic student enrollment increased by about 6.0%.
- African American student enrollment decreased by around 23.7%.
- Asian student enrollment decreased by 0.7%.
- Enrollment of all other underrepresented groups not identified as either Hispanic, Asian, or African American increased overall by about 8.5%.

(Source: IPEDS & IBHE Data)

Figure 7
Underrepresented Student Enrollment by Sector: Fall 2014-2018, Public Institutions

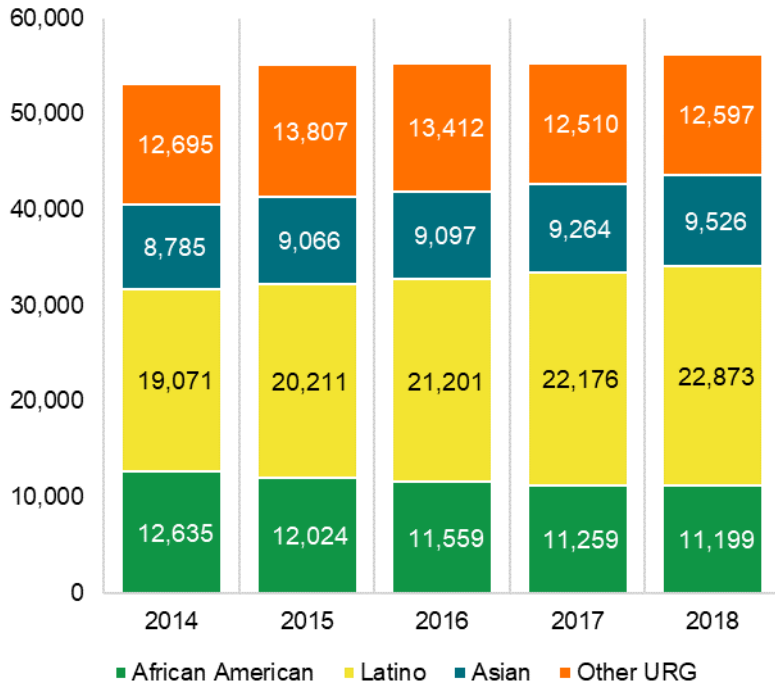


(Source: IPEDS & IBHE Data)

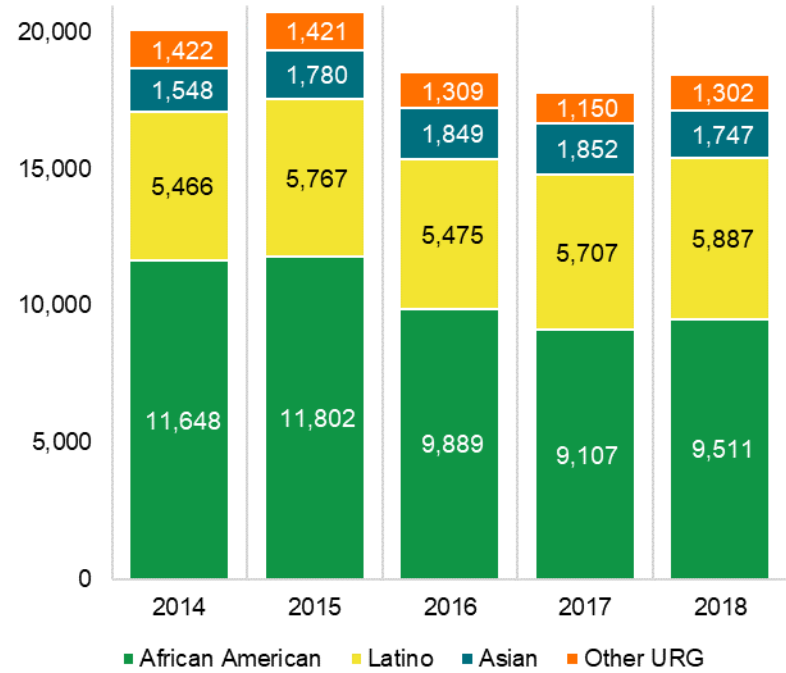
Figure 7 illustrates the potential variation in enrollment trends of underrepresented students across Illinois public universities and community colleges. Although enrollment of African American undergraduates at Illinois public universities continued to decline in 2018 and was down -16.7% since 2014, the enrollment decline of African Americans at Illinois community colleges was more acute (-26.6% since 2014). Illinois public universities continued to enroll greater numbers of Latinos at the undergraduate level (+22.2% since 2014), while the enrollment of Latinos at Illinois community colleges increased slightly at about 0.6% from 2017 to 2018. Enrollment of Asian undergraduate students at Illinois public universities has also increased since 2014 (+10.9%), while enrollment of Asians at Illinois community colleges continues to decline (-9.8%).

Figure 8
Underrepresented Student Enrollment by Sector: Fall 2014-2018, Private Institutions

Not-for-Profit Institutions (Undergraduate)



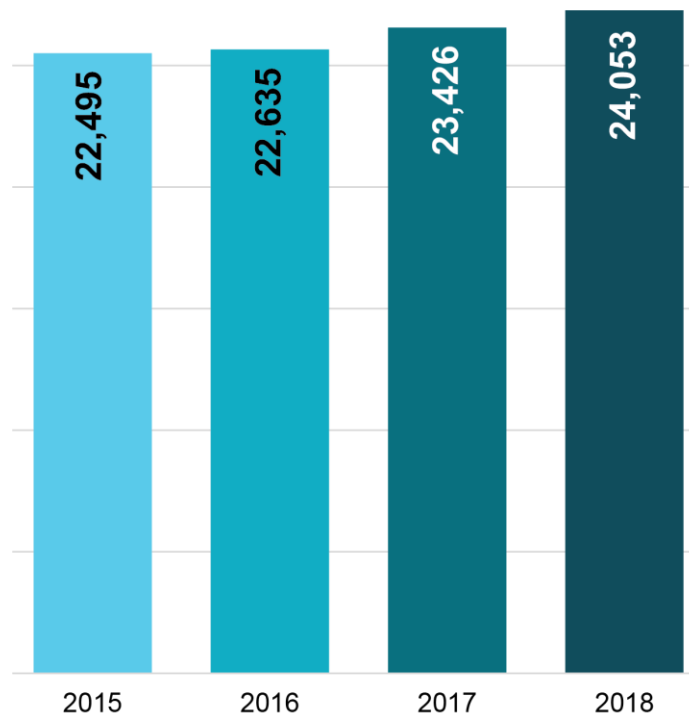
For Profit Institutions (Undergraduate)



(Source: IPEDS & IBHE Data)

Enrollment of Students with Disabilities Steadily Increasing

Figure 9
Student with Disabilities, Undergraduate Enrollment
2015-2018



(Source: 2018 URG & IBHE Data)

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

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

A primary goal of these services is to improve and produce successful outcomes for students with disabilities across all institutions of higher education.

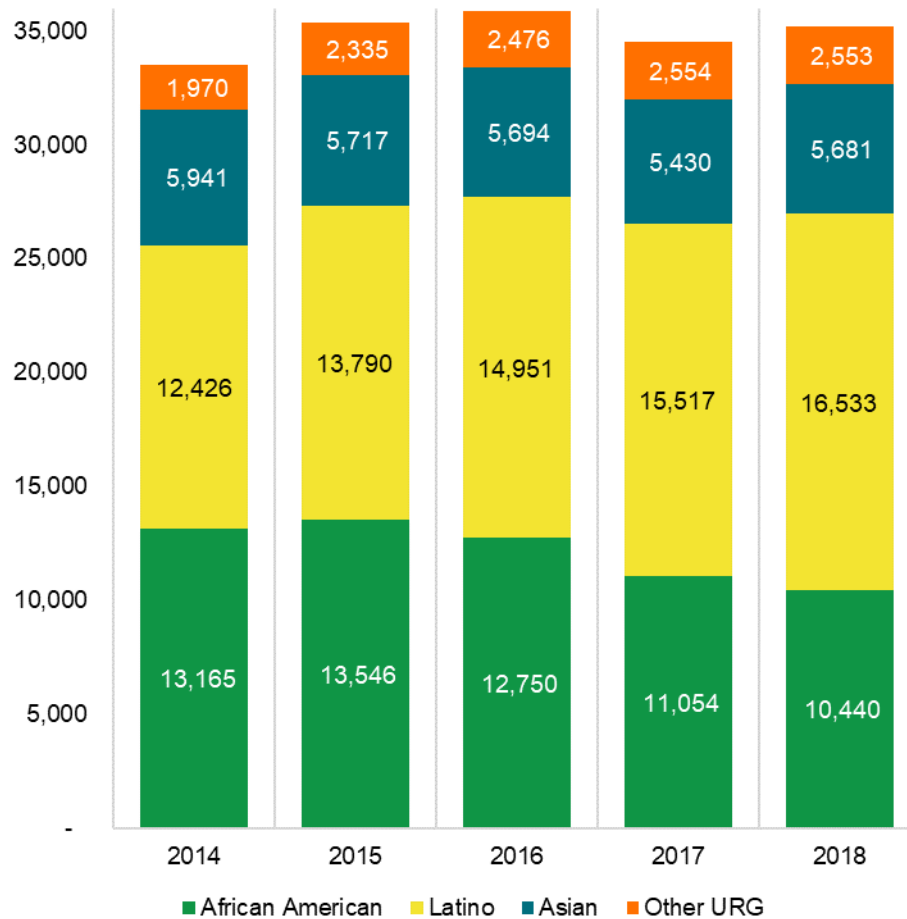
As *Figure 9* demonstrates, the enrollment numbers indicate a continued upward trend in participation at Illinois public universities and community colleges.



COMPLETIONS

Figure 10

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



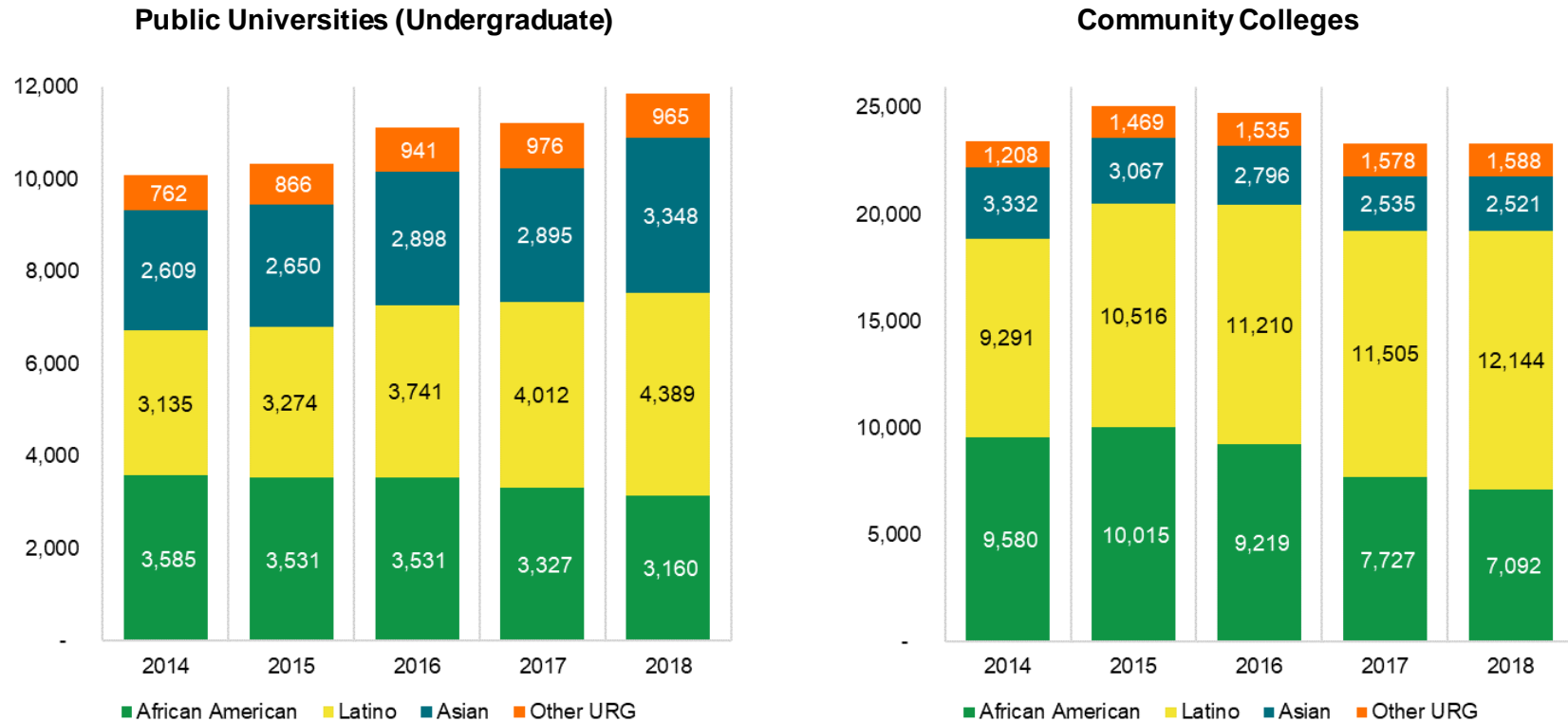
(Source: IPEDS & IBHE Data)

Completions by Underrepresented Students

The overall number of completions by underrepresented students, as a whole, at public colleges in Illinois increased somewhat from 2017 to 2018. The information in *Figure 10* indicates that when comparing 2014 to 2018:

- The number of completions by Hispanic students increased by 33.1%.
- African American completions decreased by around 20.7%.
- Completions by underrepresented students not identified as either Hispanic, African American, or Asian increased by about 29.6%.
- Overall completions by underrepresented students increased by approximately 5.1%.

Figure 11
Undergraduate Completions among Underrepresented Students by Sector: Public Institutions

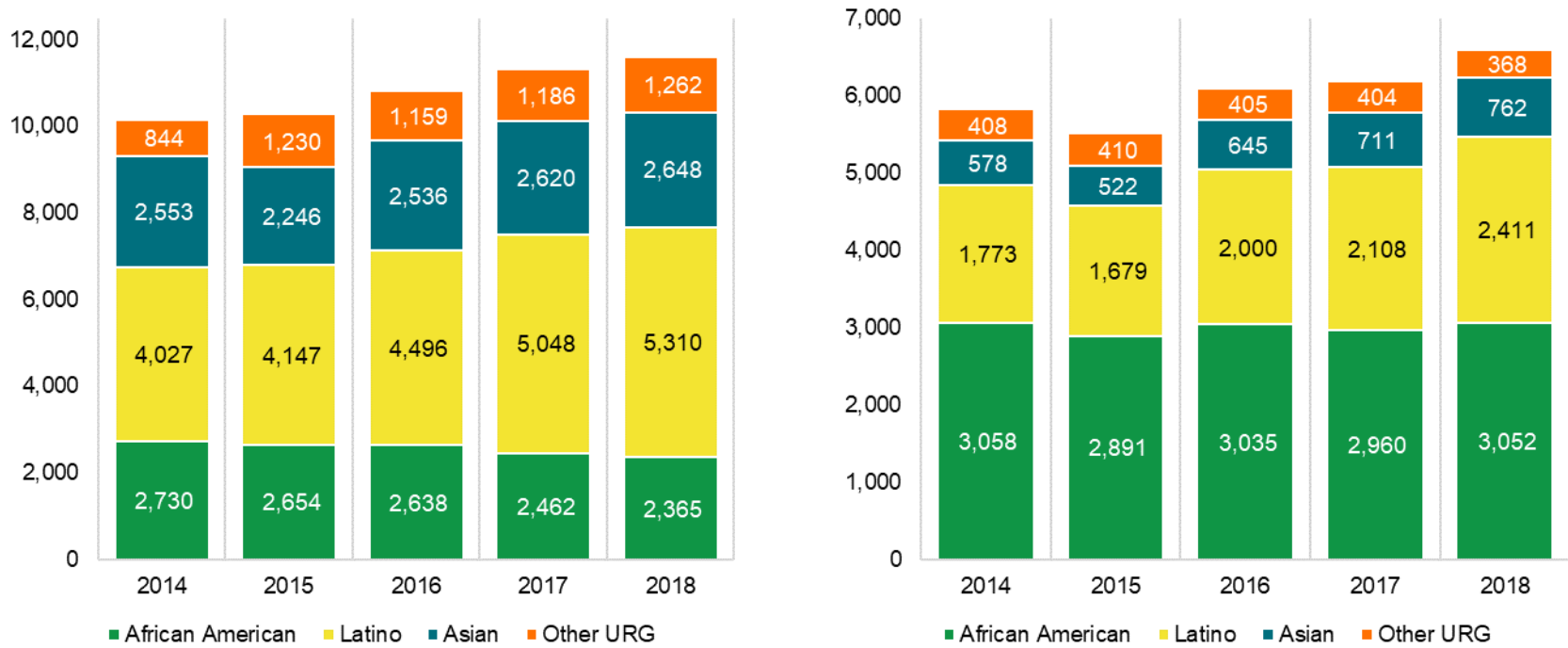


(Source: IPEDS & IBHE Data)

Completions among African American undergraduates at Illinois Public Universities were down -11.9% since 2014 and -10.5% since 2015. After peaking at over 10,000 in 2015, completions among African American Illinois community college students were down -26.0%. Completions among Latinos at Illinois community colleges continued to increase in 2018 and are up +30.7% since 2014. At Illinois public universities, Latinos continued to experience fairly robust year over year increases in undergraduate completions and the overall increase from 2014 to 2018 was +40.0%. Completions among Asians at Illinois community colleges peaked in 2014 at 3,332 and declined in 2016, 2017, and again in 2018. By contrast, the number of completions among Asian undergraduate students at Illinois public universities was +28.3% from 2014 to 2018.

Individuals in the other URG category – Native Americans, Native Hawaiians and other Pacific Islanders, and those identifying as two or more races – experienced incremental variation from 2014 to 2018.

Figure 12
Undergraduate Completions among Underrepresented Students by Sector: Private Institutions
Not-for-Profit Institutions (Undergraduate) **For Profit Institutions (Undergraduate)***

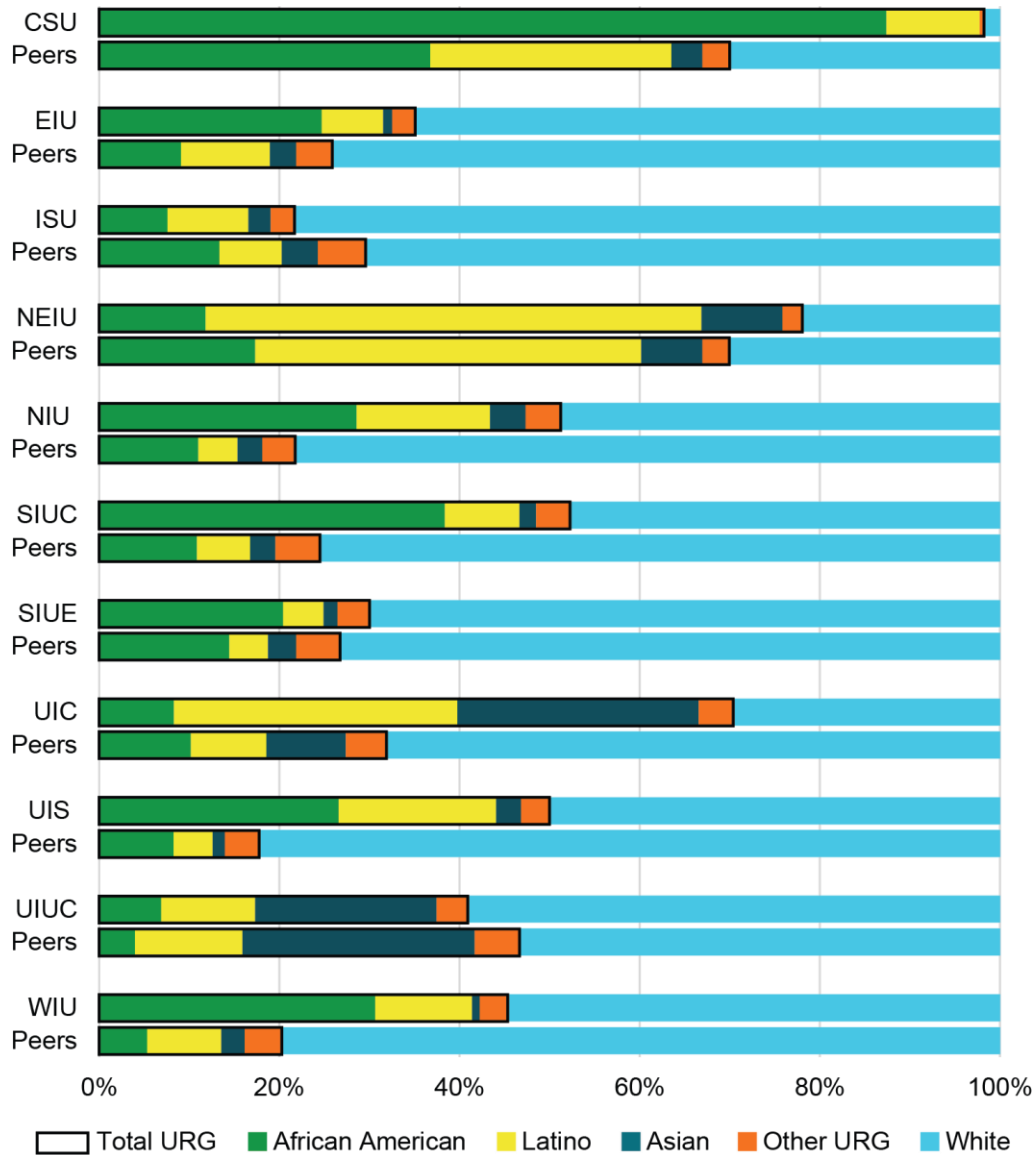


(Source: IPEDS & IBHE Data)

**Among For Profit institutions open in 2018*

Figure 13

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



As illustrated in *Figure 13*, most of the Illinois public universities were notably more diverse than their out-of-state peer institutions. This was determined by establishing the racial distribution of the most recently available graduation cohort, which is comprised of first-time, full-time students that started college in 2011. It should be noted that non-resident aliens and individuals without a reported race were excluded from these calculations.

For example, it should be noted and positively regarded that individuals in the graduation cohort at UIC were from underrepresented groups, outpacing its peer cohort. Illinois State University and the University of Illinois at Urbana Champaign were the only two Illinois public universities that were not as racially/ ethnically diverse as their respective peers.

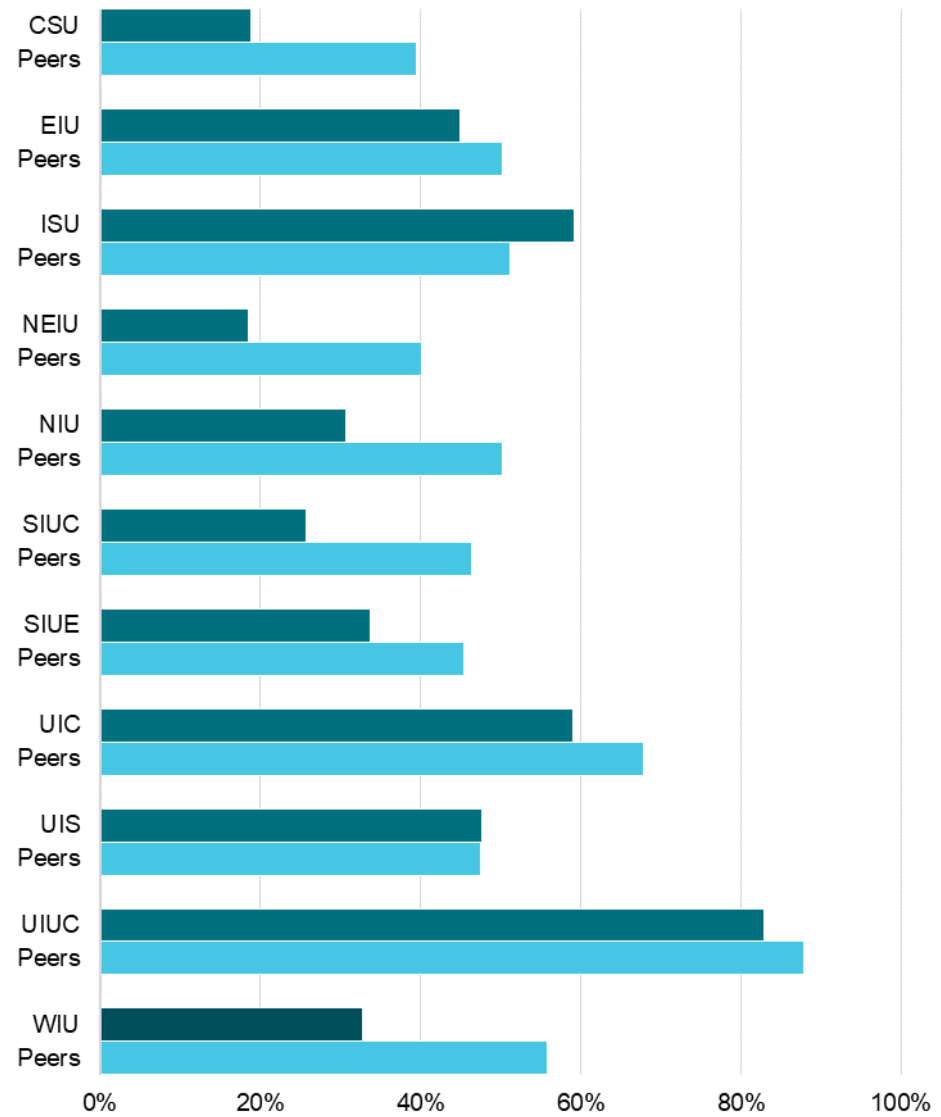
(Source: IPEDS)

Figure 14
Six-Year Completion Rates of Underrepresented Students – Illinois Public Universities and Peer Institutions

As show in *Figure 14*, only one of the Illinois public universities—Illinois State University — had noticeably higher graduation rates for underrepresented students than their respective out-of-state peer institutions. As previously noted, the race and ethnicity distribution of the out-of-state peer institutions generally indicated that Illinois public colleges were identified more racially/ethnically diverse. Nonetheless, Illinois public universities must continue their efforts to retain these student populations and move them toward successful degree completion in order to compete with their peer institutions.

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

(Source: IPEDS)





RECOMMENDATIONS

RECOMMENDED STRATEGIES FOR SUCCESS

The success of Underrepresented student groups in postsecondary education in Illinois remains a significant concern. It is important for all Illinois students to demonstrate successful academic participation and completion as part of statewide educational outcomes.

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

- Continue network of support services as outlined in the institutional summaries.
 - First generation programs, which help students adjust to college life.
 - Bridge Programs, that help students transition from high school to college.
 - Academic retention and success programs where students meet regularly with advisors and are a part of group support activities and mentorship.
- Provide training in academic pathways: understanding the FAFSA, federal financial aid opportunities, and various additional forms of assistance provided for students.
 - Ensure students are aware of programs and forums offered on campus to assist with these services.
- Develop systems of academic advisement and early interaction that promotes positive college involvement and structure for students.
 - This would include course selection consistent with student interests at a full-time 15-credit-per-semester pathway for completion within a four-year timeframe.
- Encourage students to develop appropriate study and learning habits through advisement, faculty involvement, and peer group networks and programs.

APPENDIX A
INSTITUTIONAL SUMMARIES

CHICAGO STATE UNIVERSITY

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 3,101 | 2,964 |
| • Undergraduate Population | 2,029 | 2,027 |
| • Disability Students (self-reporting) | 3% | 3% |
| • Student/Faculty Ratio | 10 to 1 | 7 to 1 |
| • Male | 30% | 31% |
| • Female | 70% | 69% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 0% | 0% |
| • Black/African American | 75% | 74% |
| • Hispanic/Latino | 8% | 7% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 4% | 3% |
| • Two or more Races | 0% | 0% |
| • Race/Ethnicity Unknown | 11% | 11% |
| • Non-Resident Alien | 2% | 3% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **60%**

2019 Excerpt from URG information reported to IBHE

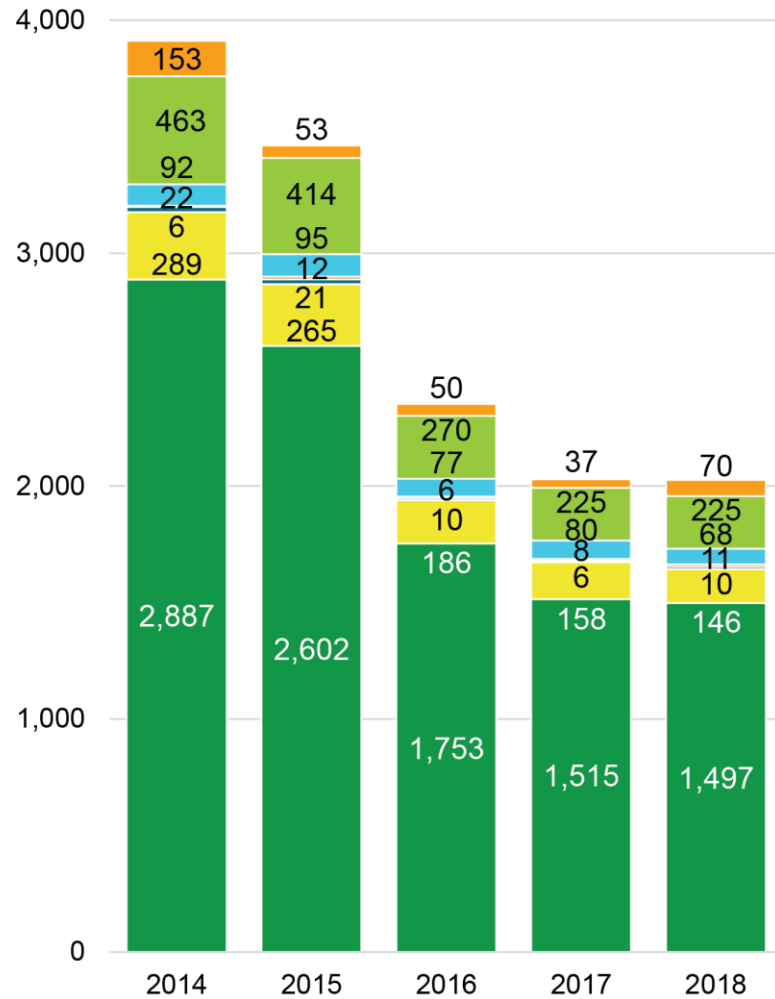
“Chicago State continues to employ various strategies to improve completion outcomes for underrepresented groups.”

List of Primarily URG-based Student Support Services

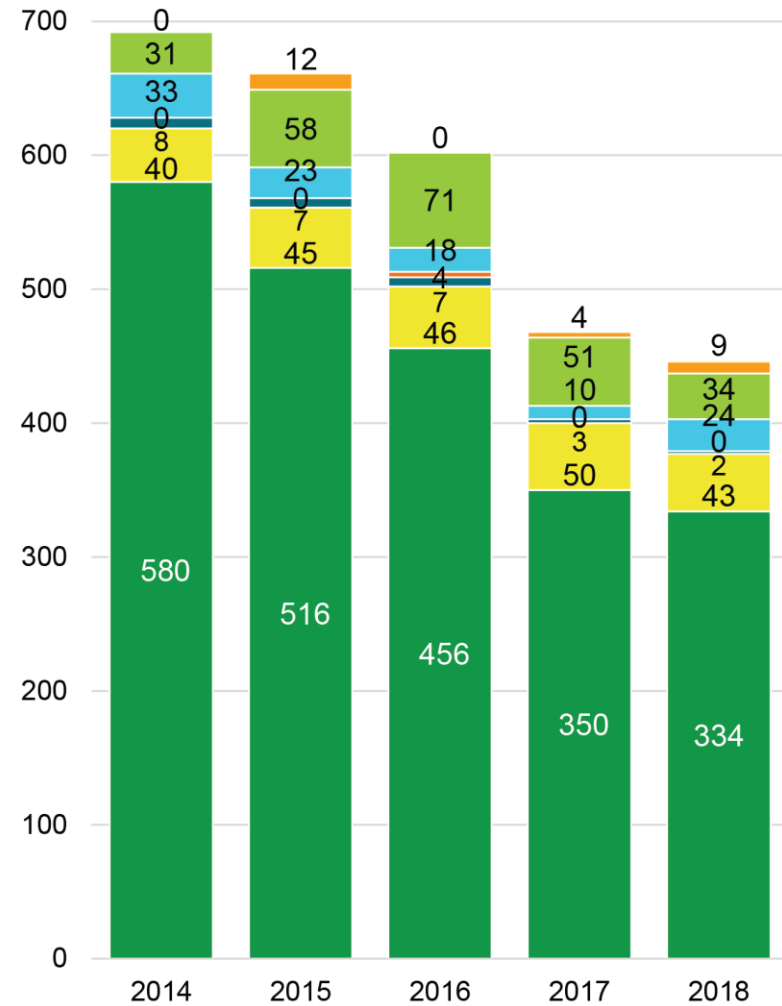
(Source: URG information reported to IBHE 2019)

- **Abilities Office of Disabled Student Services**
Primary service area: Student support. Provides services for students with learning and/or physical disabilities.
- **African American Male Resource Center**
Primary service areas: Student support. Free academic printing, copying, textbook rental and internet access; training in professional development, youth mentoring.
- **Counseling Services**
Primary service area: One-on-one counseling in all aspects of student support.
- **Latino Resource Center**
Primary service area: Comprehensive student support.
- **RISE Academy – Retention Initiative for Student Engagement**
Primary service area: Study skills and group support.
- **Summer Bridge**
Primary service area: Instruction. Six-week, college-level instruction in English, Math and reading.
- **TRiO – Student Support Services**
Primary service areas: Comprehensive academic Support. Academic, career and personal counseling; tutoring, mentoring, leadership seminars; financial aid research and application assistance; computer lab, and textbook lending library.
- **Freshman Seminars**
Primary service area: Remediation/Prep. Incoming freshmen receive remedial/preparatory assistance where needed.

CSU Five-Year Undergraduate Enrollment Trends



CSU Five-Year Undergraduate Completion Trends



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

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

Source: IPEDS

EASTERN ILLINOIS UNIVERSITY

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 7,030 | 7,526 |
| • Undergraduate Population | 5,568 | 6,012 |
| • Disability Students (self-reporting) | 4% | 3% |
| • Student/Faculty Ratio | 14 to 1 | 13 to 1 |
| • Male | 40% | 43% |
| • Female | 60% | 57% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 2% | 2% |
| • Black/African American | 18% | 17% |
| • Hispanic/Latino | 10% | 12% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 63% | 61% |
| • Two or more Races | 2% | 2% |
| • Race/Ethnicity Unknown | 3% | 3% |
| • Non-Resident Alien | 2% | 2% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **70%**

2019 Excerpt from URG Supplemental Report to IBHE

“In FY 2018, the Office of Student Disability Services (OSDS) served 288 students and had one or more contacts with an additional 112 prospective students. OSDS had 72 students to graduate during the 2017-2018 academic year.”

List of Primarily URG-based Student Support Services

(Source: URG information reported to IBHE 2019)

- **Access Granted**

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

- **Early Alert System (EAS)**

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

- **Gateway Program**

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

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

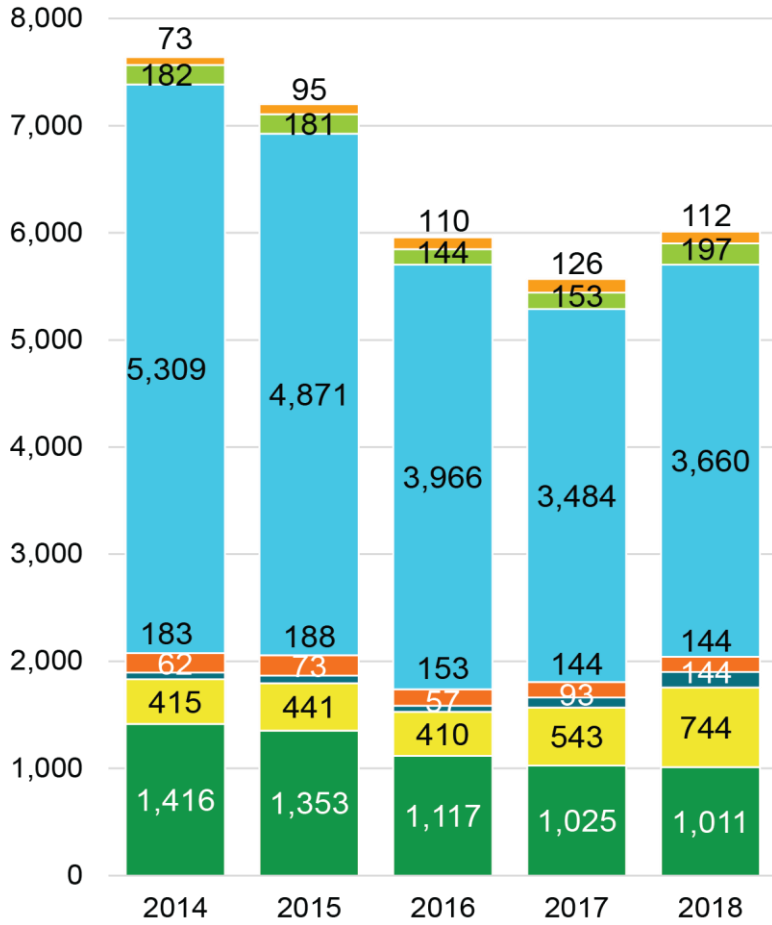
Primary service area: Comprehensive student support. Improve the retention and graduation rates of African American males, develop their leadership skills, increase their numbers in graduate programs, and foster long-term relationships between students, faculty, staff and alumni.

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

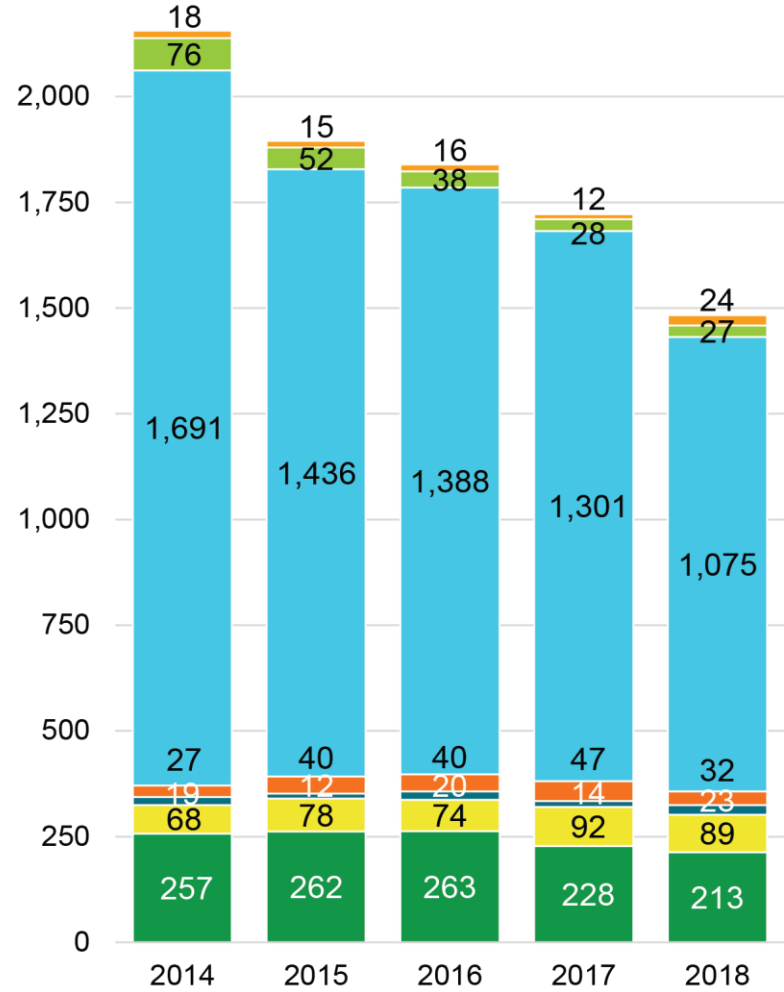
- **Panther Athletic Support Services (PASS)**

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

EIU Five-Year Undergraduate Enrollment Trends



EIU Five-Year Undergraduate Completion Trends



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

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

GOVERNORS STATE UNIVERSITY

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population: | 5,185 | 4,857 |
| • Undergraduate Population: | 3,326 | 3,262 |
| • Disability Students (self-reporting) | 3% | 3% |
| • Student/Faculty Ratio: | 10 to 1 | 10 to 1 |
| • Male: | 37% | 38% |
| • Female: | 63% | 62% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 2% | 2% |
| • Black/African American | 40% | 39% |
| • Hispanic/Latino | 13% | 15% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 32% | 30% |
| • Two or more Races | 3% | 3% |
| • Race/Ethnicity Unknown | 9% | 9% |
| • Non-Resident Alien | 1% | 1% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **53%**

2019 Excerpt from URG Supplemental Report to IBHE

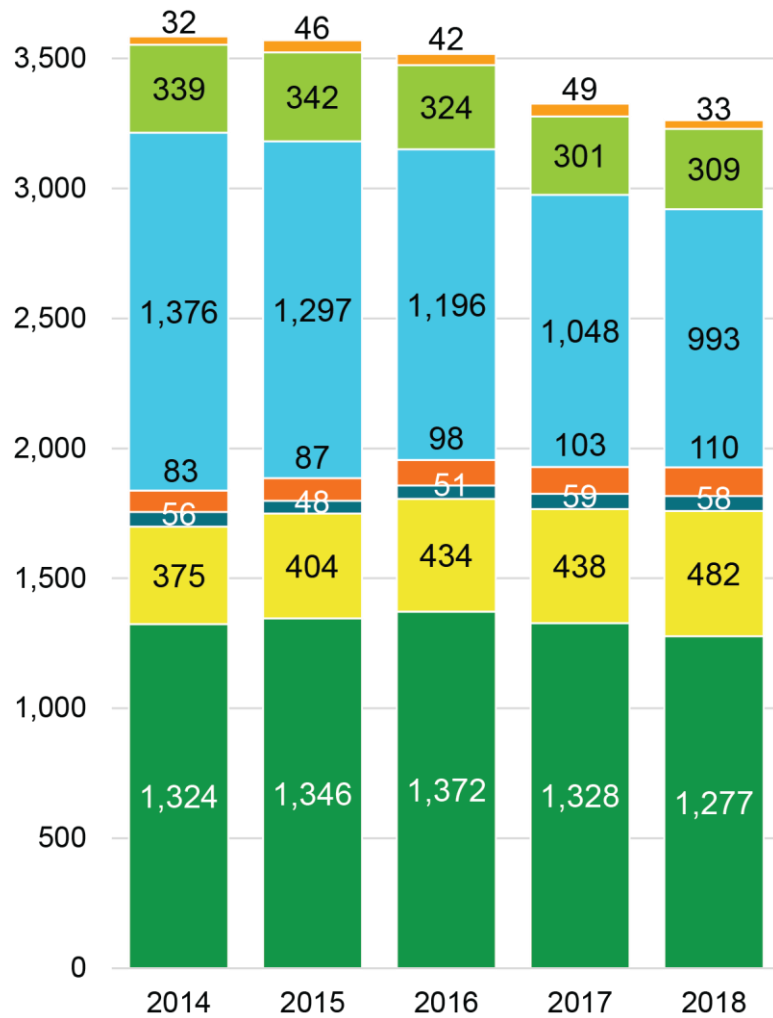
“GSU has applied the strategies identified in Goal One (of the *Illinois Public Agenda for College and Career Success*) to engage our students in activities that support student development of Underrepresented Groups.”

List of Primarily URG-based Student Support Services

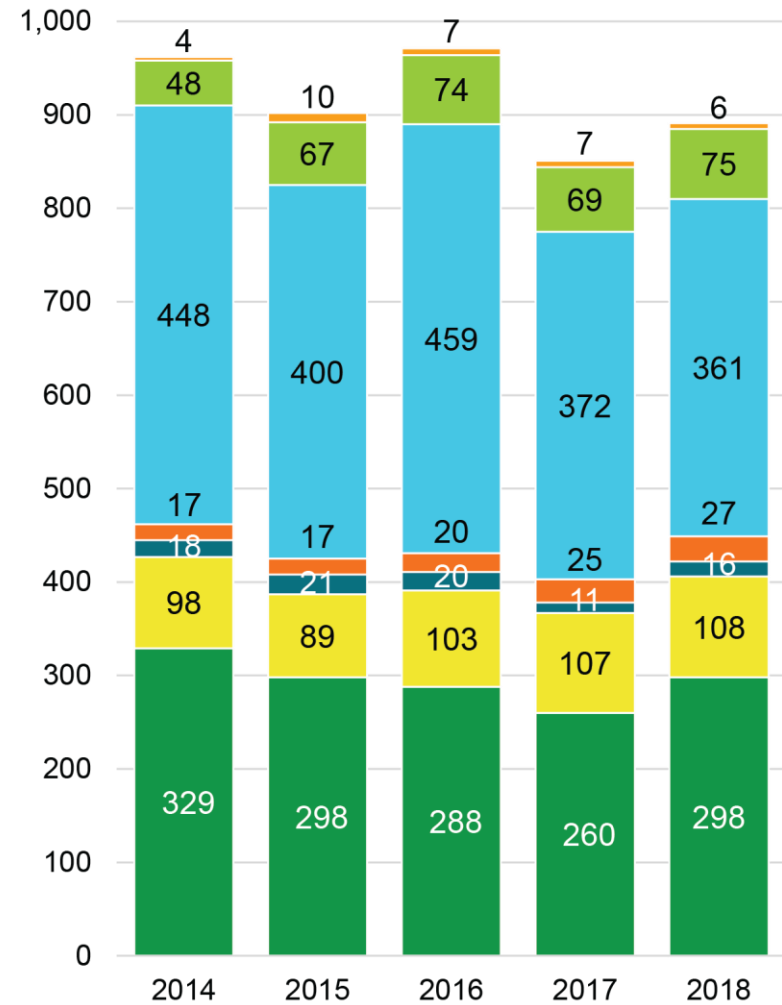
(Source: URG Supplemental Report to IBHE 2019)

- **Early/Smart Start Program**
Primary service area: Incoming freshmen.
Preparatory/remedial instruction prior to start of first semester.
- **Dual Degree Program/Scholarship**
Primary service area: Transfer credit and/or financial assistance. Applicable to qualifying students from 17 Chicago and South Chicago-land community colleges, who are attending full-time. While this is not a purely URG student support program, it does significantly assist in URG completion rates.
- **Mastering College**
Primary service area: Incoming freshmen transition support.
- **GSU Promise Scholarship**
Primary service area: Assists economically disadvantaged students with completion of a debt-free bachelor's degree.
- **Office of Intercultural Student Affairs**
Primary service area: Student services.
Located within the Division of Student Affairs. Support and promote multicultural programs such as the Male Success Initiative, Women's History Month, Latino Heritage Month, and LGBT History Month.
- **Latino Achievement Scholarship**
Primary service area: Financial assistance.
Tuition waiver of up to six semesters for students of Latino ancestry.

GSU Five-Year Undergraduate Enrollment Trends



GSU Five-Year Undergraduate Completion Trends



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

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

Source: IPEDS

ILLINOIS STATE UNIVERSITY

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 20,784 | 20,635 |
| • Undergraduate Population | 18,330 | 18,107 |
| • Disability Students (self-reporting) | 5% | 4% |
| • Student/Faculty Ratio | 18 to 1 | 20 to 1 |
| • Male | 45% | 45% |
| • Female | 55% | 55% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 2% | 2% |
| • Black/African American | 9% | 9% |
| • Hispanic/Latino | 10% | 11% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 75% | 73% |
| • Two or more Races | 3% | 3% |
| • Race/Ethnicity Unknown | 0% | 0% |
| • Non-Resident Alien | 1% | 1% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **79%**

2019 Excerpt from URG information reported to IBHE

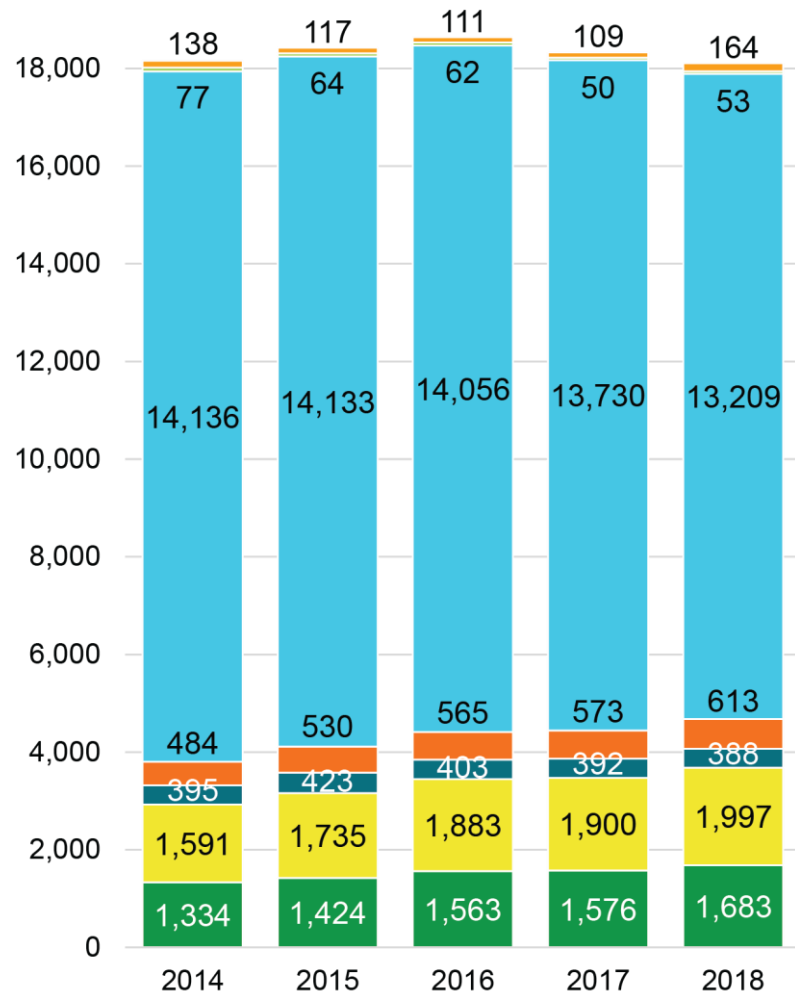
“Illinois State University is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community.”

List of Primarily URG-based Student Support Services

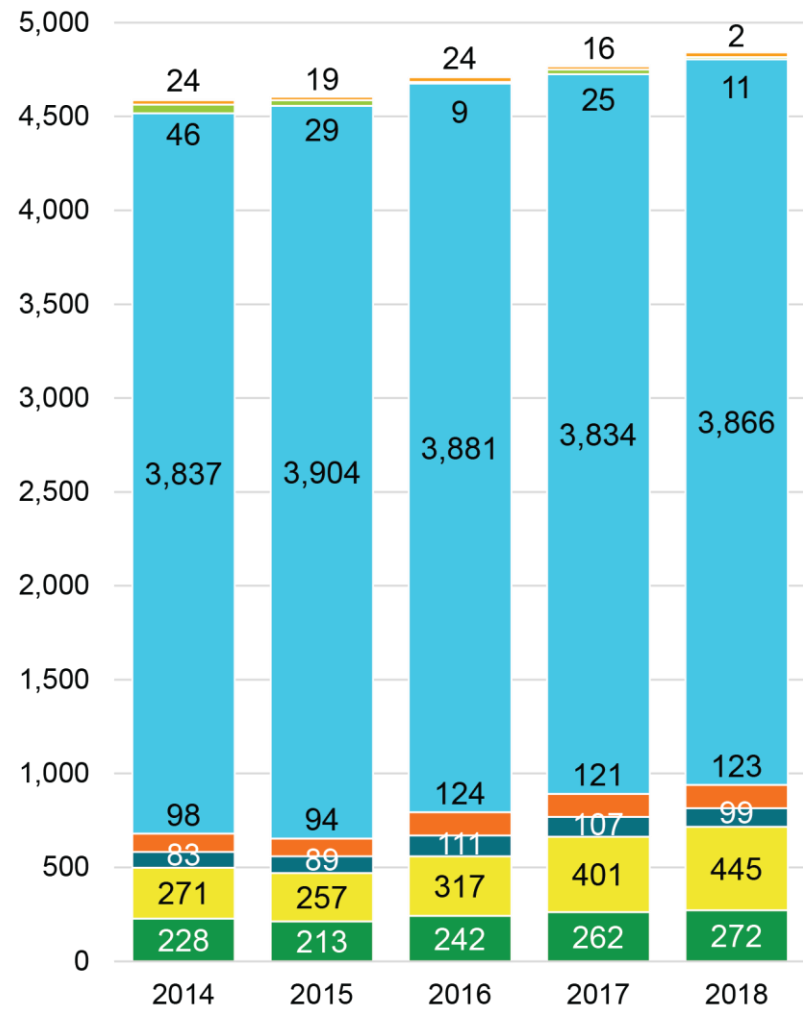
(Source: URG Supplemental Report to IBHE 2019)

- **Louis Stokes Alliance for Minority Participation (LS-AMP)**
Primary service area: STEM student support. Funded by the National Science Foundation, LS-AMP is a support program for minority students majoring in biology, chemistry, computer science, math, or any other STEM program.
- **Redbird Ready**
Primary service area: Student services. Serves traditionally underrepresented students. Introduces them to campus life and admissions processes.
- **Project Success**
Primary service area: Retention. A required program for all students on academic probation has demonstrated success in helping students turn their academic careers around and has increased retention.
- **Committee Assisting Undocumented Student Achievement (CAUSA)**
Primary service area: Student services. Provides undocumented student support in admissions and educational initiatives.
- **Bottom Line**
Primary service area: Recruitment/retention. Provided through the Financial Aid Office, the program assists low-income, first-generation students with admission and enrollment throughout college.

ISU Five-Year Undergraduate Enrollment Trends



ISU Five-Year Undergraduate Completion Trends



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

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

NORTHEASTERN ILLINOIS UNIVERSITY

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 8,984 | 8,103 |
| • Undergraduate Population | 7,113 | 6,390 |
| • Disability Students (self-reporting) | 3% | 5% |
| • Student/Faculty Ratio | 16 to 1 | 14 to 1 |
| • Male | 44% | 44% |
| • Female | 56% | 56% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 9% | 8% |
| • Black/African American | 12% | 11% |
| • Hispanic/Latino | 37% | 37% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 28% | 28% |
| • Two or more Races | 2% | 2% |
| • Race/Ethnicity Unknown | 9% | 10% |
| • Non-Resident Alien | 3% | 3% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **49%**

2019 Excerpt from URG information reported to IBHE

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

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2019)

• El Centro

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

• Angelina Pedroso Center for Diversity and Intercultural Affairs

Primary service area. Retainment. The Pedroso Center aims to create an environment that honors all differences, supports the holistic needs of students, and empowers them to be agents of social change.

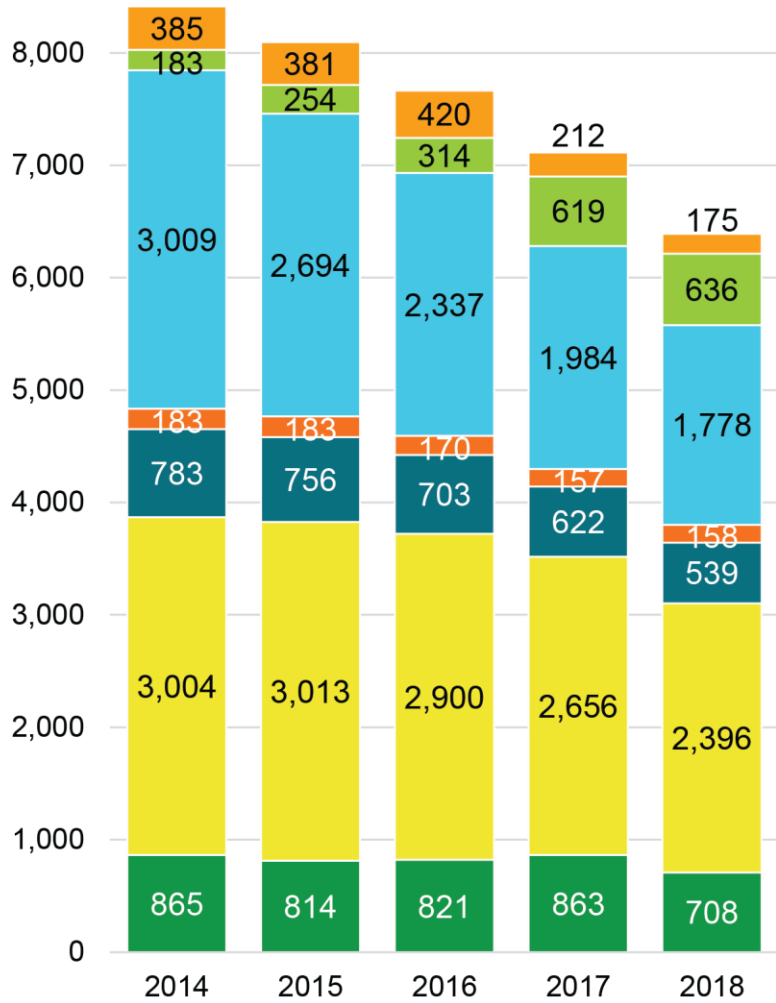
• First-Year Experience Program

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

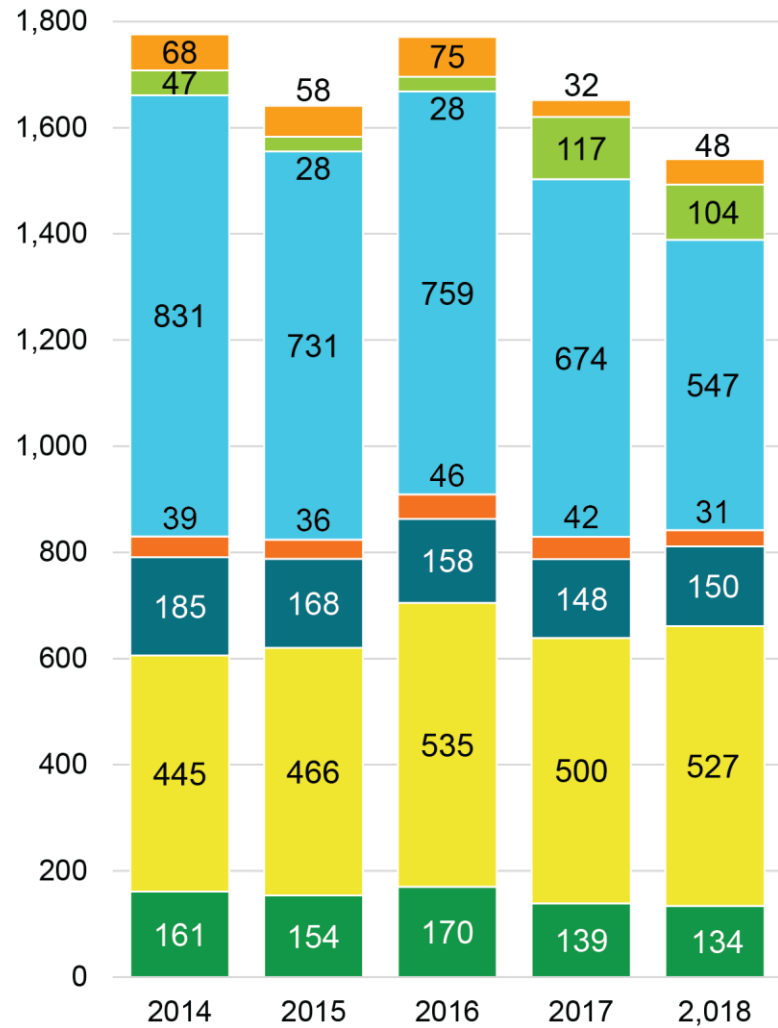
• Proyecto Pa'Lante

Primary service area: Student support. Educational outreach program for the Latino community. Provides academic support services on campus as Latino students transition to, and within, Northeastern for the first two years of their enrollment.

NEIU Five-Year Undergraduate Enrollment Trends



NEIU Five-Year Undergraduate Completion Trends



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

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

NORTHERN ILLINOIS UNIVERSITY

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 18,045 | 17,169 |
| • Undergraduate Population | 13,457 | 12,788 |
| • Disability Students (self-reporting) | 5% | 5% |
| • Student/Faculty Ratio | 16 to 1 | 13 to 1 |
| • Male | 50% | 50% |
| • Female | 50% | 50% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 5% | 6% |
| • Black/African American | 16% | 17% |
| • Hispanic/Latino | 18% | 19% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 55% | 53% |
| • Two or more Races | 4% | 4% |
| • Race/Ethnicity Unknown | 0% | 0% |
| • Non-Resident Alien | 2% | 2% |

*Comparison column requested by IBHE Board.

2016/2017 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **73%**

2019 Excerpt from URG information reported to IBHE

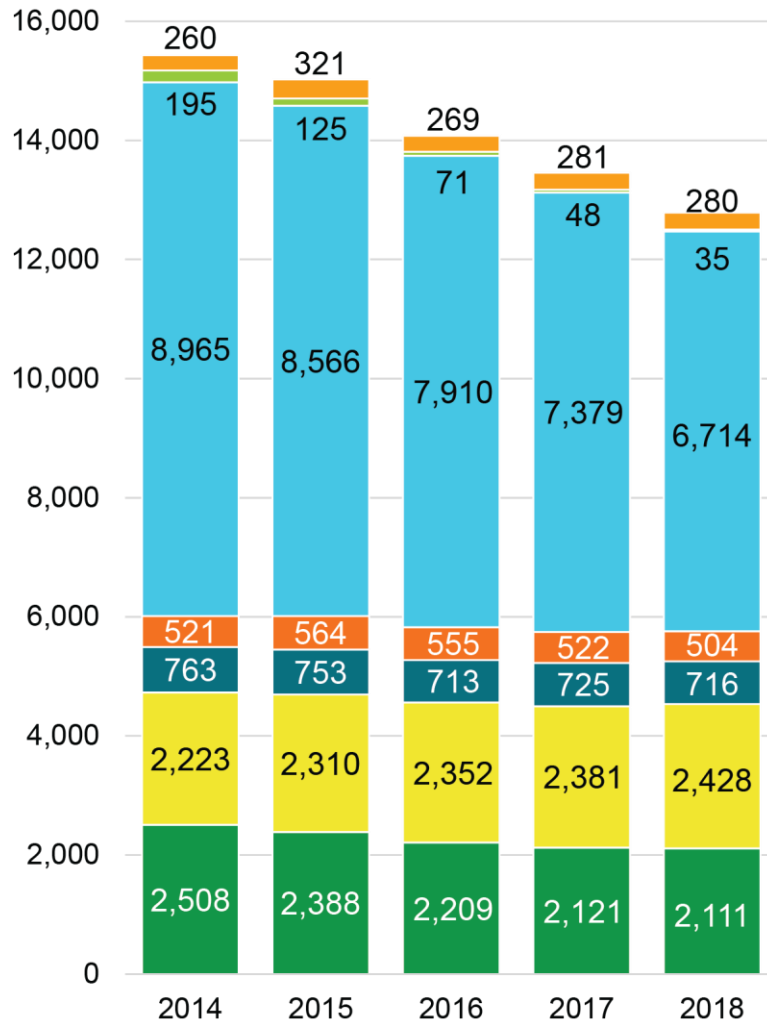
“NIU has a long tradition of providing access and opportunity for students from underserved populations (Pell-eligible, students of color, first-generation) who come to college to achieve their personal and career goals, and also to make a difference in their families, communities, states, and nations.”

List of Primarily URG-based Student Support Services

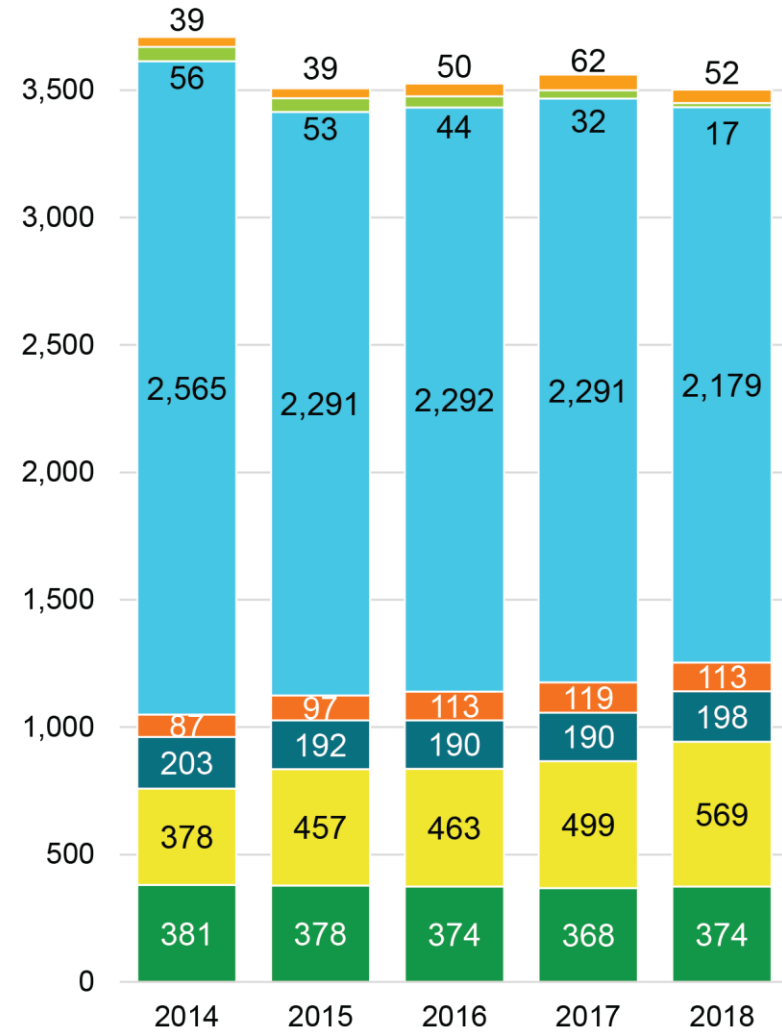
(Source: URG Supplemental Report to IBHE 2019)

- **Strategic Enrollment Management Plan (SEM)**
Primary service area: Recruitment, retention, retainment. Includes academic equity goals with accountability plans and senior stakeholders tasked with implementation. The plan aims to strengthen NIU’s distinctive identity as a public university by combining educational opportunity with student engagement, achieve student enrollment that respects NIU’s mission while sustaining fiscal viability, and support equitable access and success.
- **Black Male Initiative (BMI)**
Primary service area: Mentoring. BMI is a mentoring program that matches male upperclassmen with incoming students. In addition to academic achievement, BMI focuses on community service, mentoring, and leadership development. It also holds events such as motivational speakers and social outings.
- **CHANCE Program**
Primary service area: Comprehensive student support and counseling. Individual and group counseling and support services in all areas of academic, personal, and career needs including financial aid, tutoring, peer mentoring, academic, and study skill enhancement. CHANCE also includes student participation in four high-impact practices: 1) Themed Learning Communities; 2) Freshman Leadership Conference; 3) First-Year Seminar course; and 4) National Science Foundation’s PROMISE Scholars Program.

NIU Five-Year Undergraduate Enrollment Trends



NIU Five-Year Undergraduate Completion Trends



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

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

Source: IPEDS

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 14,554 | 12,817 |
| • Undergraduate Population | 10,987 | 9,552 |
| • Disability Students (self-reporting) | 3% | 4% |
| • Student/Faculty Ratio | 14 to 1 | 13 to 1 |
| • Male | 54% | 54% |
| • Female | 46% | 46% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 2% | 2% |
| • Black/African American | 16% | 15% |
| • Hispanic/Latino | 9% | 9% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 65% | 66% |
| • Two or more Races | 4% | 3% |
| • Race/Ethnicity Unknown | 0% | 0% |
| • Non-Resident Alien | 4% | 4% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **72%**

2019 Excerpt from URG information reported to IBHE

“Disability Support Services (DSS) at SIU Carbondale has a rich history of providing access and support to students with disabilities.”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2019)

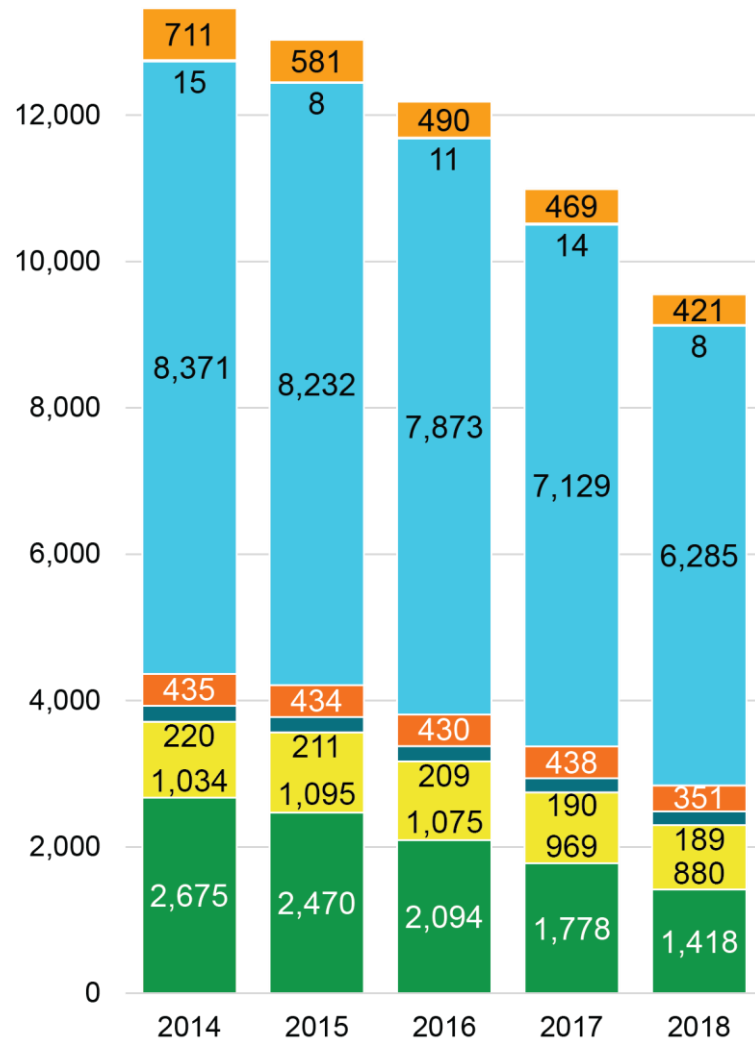
University College programs

- **Achieve Program Primary service area:** *Comprehensive student support.* The Achieve Program is a fee-based optional service program that provides comprehensive support to SIU students with special needs of learning differences.
- **Project Upward Bound Primary service area:** *Transition.* Special 6-week summer enrichment program for freshmen/sophomore high school students from Alexander, Jackson and Pulaski counties.
- **Saluki Summer Bridge Program Primary service area:** *Transition.* Program is available for full-time first-year students who have been accepted for admission to the university for the upcoming fall semester.
- **Minority Scholarship Program Primary service area:** *Comprehensive student support.* Students are referred by financial aid advisors, academic advisors, faculty and staff, and are required to complete an application to determine eligibility.
- **McNair Scholars Program (MSP) Primary service area:** *Comprehensive student support.* MSP has served 182 students representing more than 30 different majors. Of the participants, 75% have been first-generation students, and are 69% women.

Other URG-based strategies

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

SIUC Five-Year Undergraduate Enrollment Trends



SIUC Five-Year Undergraduate Completion Trends



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

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

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 13,796 | 13,281 |
| • Undergraduate Population | 11,402 | 10,833 |
| • Disability Students (self-reporting) | 5% | 3% |
| • Student/Faculty Ratio | 19 to 1 | 17 to 1 |
| • Male | 47% | 47% |
| • Female | 53% | 53% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 2% | 2% |
| • Black/African American | 14% | 13% |
| • Hispanic/Latino | 5% | 5% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 74% | 73% |
| • Two or more Races | 3% | 4% |
| • Race/Ethnicity Unknown | 1% | 1% |
| • Non-Resident Alien | 1% | 1% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **75%**

2019 Excerpt from URG information reported to IBHE

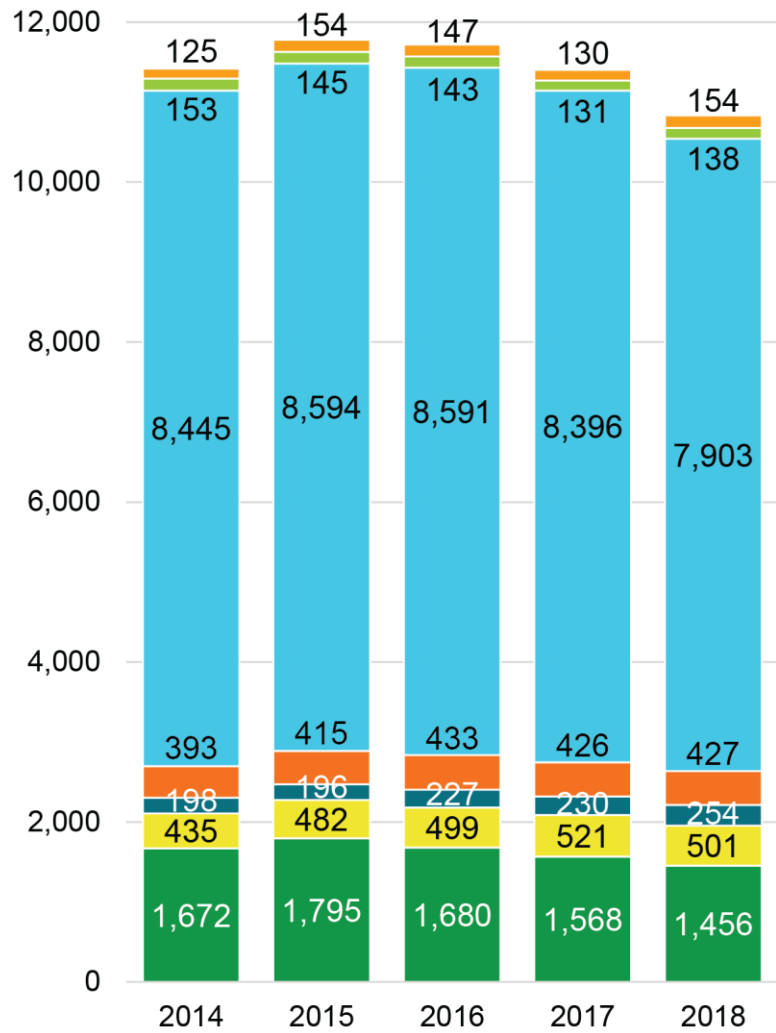
“The Center for Student Diversity and Inclusion (CSDI) is a place to celebrate the rich diversity and inclusion of the SIUE community.”

List of Primarily URG-based Student Support Services

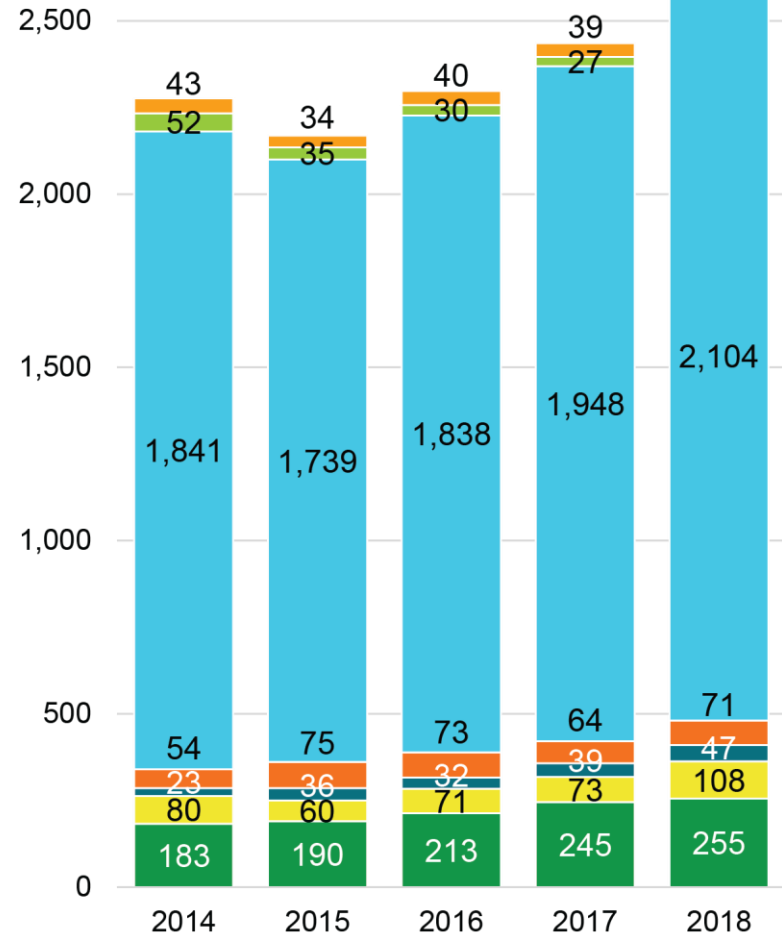
(Source: URG Supplemental Report to IBHE 2019)

- **Student Opportunities for Academic Results (SOAR)**
Primary service area: Student support Services/Retention. SOAR is a graduation and retention program committed to supporting the underrepresented students in development of skills and characteristics necessary for academic success at the university level. SOAR advises 600+ students throughout the academic year, providing students with access to mentoring, tutorial support, and study skills development.
- **ACCESS (Accessible Campus Community and Equitable Student Support)** *Primary service area: Student support Services.* Dedicated to providing reasonable curricular and co-curricular accommodations to diverse learners with major life impairments at SIUE.
- **First Annual Diversity Day**
Primary service area: Student support/Inclusion. Held on October 16, 2018, this event was a celebration of the institution’s past, present and future as it relates to advances in cultural-responsiveness and inclusion. This goal was encapsulated in the day’s theme, “From Awareness to Action, SIUE Shaping a Changing World.”
- **Multicultural Center** *Primary service area: Student support/Inclusion.* Celebrates heritage months and provides office space and a meeting place for student groups.
- **SIUE Veterans Center** *Primary service area: Student support services.* SIUE recently hired a full-time Director of Veteran Services to manage operations of the SIUE Veteran Center and develop various campus-based outreach initiatives.

SIUE Five-Year Undergraduate Enrollment Trends



SIUE Five-Year Undergraduate Completion Trends



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

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

UNIVERSITY OF ILLINOIS AT CHICAGO

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 30,539 | 31,683 |
| • Undergraduate Population | 19,448 | 20,783 |
| • Disability Students (self-reporting) | 3% | 3% |
| • Student/Faculty Ratio | 19 to 1 | 18 to 1 |
| • Male | 50% | 49% |
| • Female | 50% | 51% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 21% | 21% |
| • Black/African American | 8% | 8% |
| • Hispanic/Latino | 33% | 34% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 30% | 28% |
| • Two or more Races | 3% | 3% |
| • Race/Ethnicity Unknown | 1% | 1% |
| • Non-Resident Alien | 5% | 6% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **80%**

2019 Excerpt from URG information reported to IBHE

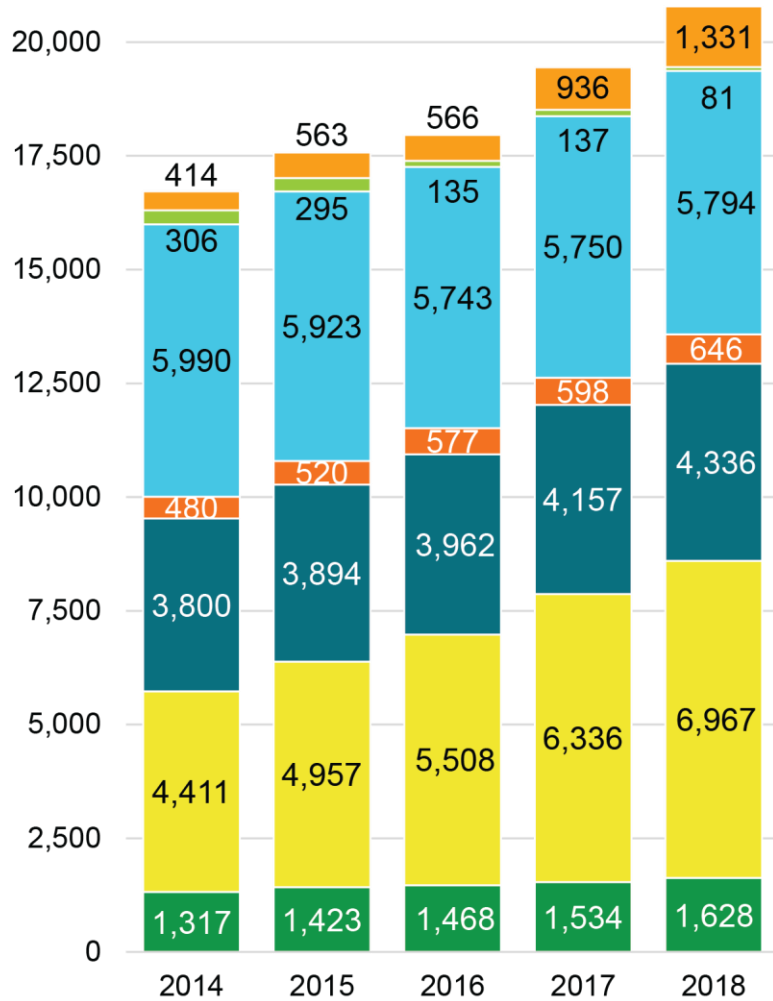
“As one of the nation’s most diverse universities, with over 45% of the undergraduates and over 37% of the total student body from underrepresented groups, the University of Illinois at Chicago is a national model in expanding access to high-quality post-secondary education for a wide variety of underrepresented students.”

List of Primarily URG-based Student Support Services*

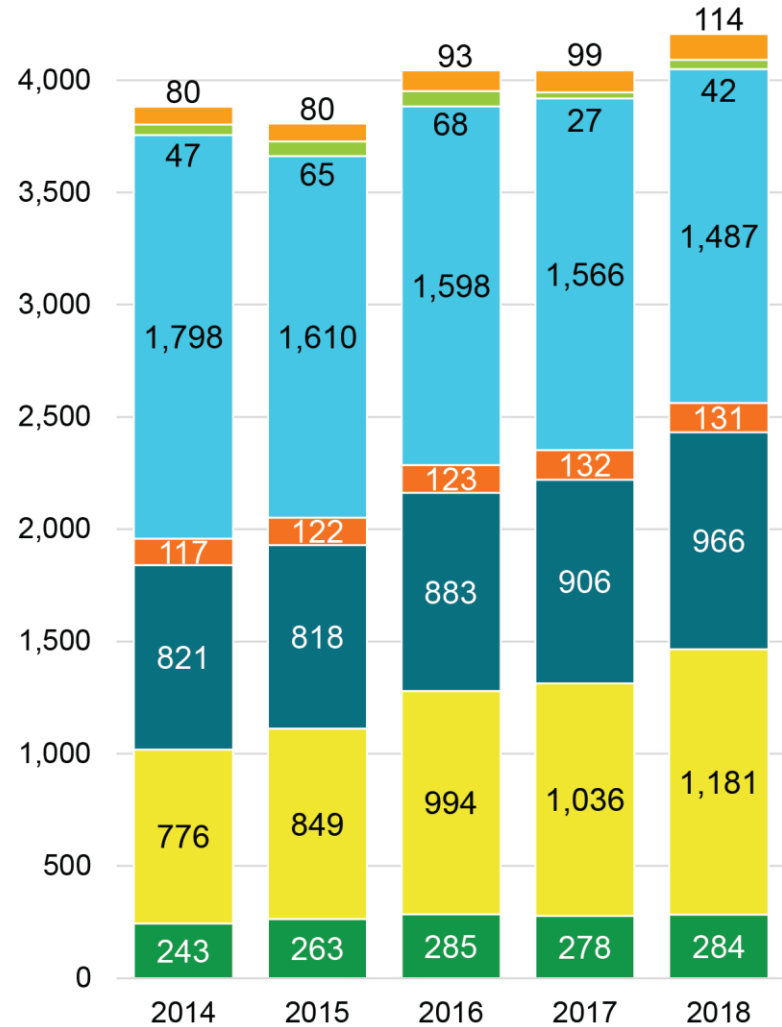
(Source: URG Supplemental Report to IBHE 2019)

- **African American Academic Network (AAAN)**
Primary service area: Activities for student engagement.
- **L@S GANAS Primary service area: STEM/Student support.**
Initiated in 2017 through a USDOE Hispanic-Serving Institutions – Science, Technology, Engineering, or Mathematics (HIS-STEM) and Articulation Program and aims to augment efforts to increase the number of Latino and low-income students attaining degrees in STEM fields.
- **UIC Heritage Garden**
Primary service area: Student support. Out of the Rafael Cintron Ortiz Latino Cultural Center, Office of Diversity, the Garden is a hands-on learning project that provides an opportunity to train student interns that work with faculty, staff and community members to connect horticulture with environmental sustainability, cultural diversity, and social justice.
- **Disability Cultural Center Primary service area: Student support and engagement.** The Center was established in early 2018 to continue engaging in cultural, social, and educational programming in community outreach, and recognizing that there was a need for more than just resources that support disabled students, faculty, and staff in their academic endeavors.
- **Native American Support Program Primary service area: Comprehensive student support from recruitment and enrollment to completion.**
- **President’s Award Program (PAP) Primary service area: Financial award/scholarship.**
- **Summer College Primary service area: Remedial and/or transitional bridge from high school to college.**

UIC Five-Year Undergraduate Enrollment Trends



UIC Five-Year Undergraduate Completion Trends



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

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

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 4,956 | 4,576 |
| • Undergraduate Population | 2,932 | 2,814 |
| • Disability Students (self-reporting) | 3% | 3% |
| • Student/Faculty Ratio | 13 to 1 | 12 to 1 |
| • Male | 49% | 50% |
| • Female | 51% | 50% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 3% | 3% |
| • Black/African American | 13% | 14% |
| • Hispanic/Latino | 9% | 9% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 66% | 66% |
| • Two or more Races | 3% | 3% |
| • Race/Ethnicity Unknown | 1% | 1% |
| • Non-Resident Alien | 4% | 3% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **77%**

2019 Excerpt from URG information reported to IBHE

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

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2019)

• Necessary Steps Mentoring Program

Primary service area: First-generation students. The Necessary Steps program is designed to help transition first-generation students to university life. NS mentors students and helps them identify and overcome problems they may face throughout their first year. NS students reside together on a single floor in campus housing and take a yearlong educational course as a cohort. This program is targeted at first-generation college students. Necessary Steps is in its 10th academic year of operation. Since inception, the program has served 260 students.

• Students Transitioning for Academic Retention and Success (STARS)

Primary service area: Academic/remedial and other comprehensive student support. STARS is a selective, voluntary program intended to implement enhanced academic support services for students who may enter college underprepared for college-level coursework. 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 Capitol Scholars Honors.

UIS Five-Year Undergraduate Enrollment Trends



UIS Five-Year Undergraduate Completion Trends



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

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

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 48,216 | 49,702 |
| • Undergraduate Population | 33,955 | 33,915 |
| • Disability Students (self-reporting) | 5% | 6% |
| • Student/Faculty Ratio | 20 to 1 | 20 to 1 |
| • Male | 55% | 54% |
| • Female | 45% | 46% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 18% | 19% |
| • Black/African American | 6% | 6% |
| • Hispanic/Latino | 11% | 12% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 45% | 44% |
| • Two or more Races | 3% | 3% |
| • Race/Ethnicity Unknown | 0% | 1% |
| • Non-Resident Alien | 16% | 16% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **93%**

2019 Excerpt from URG information reported to IBHE

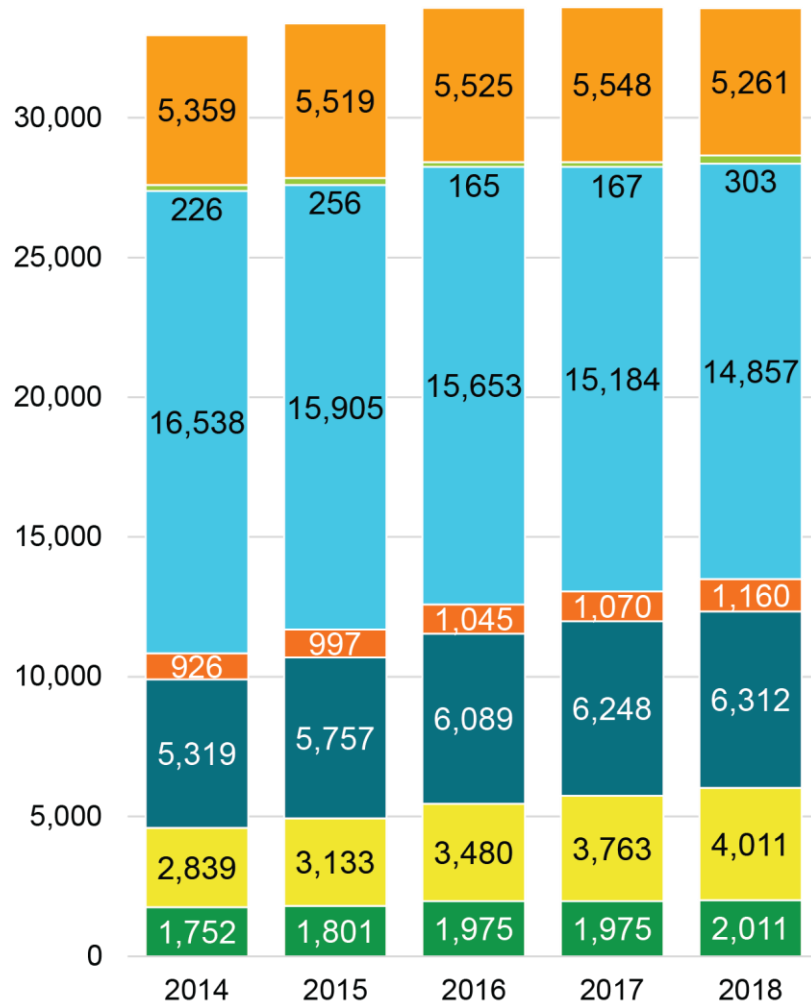
As Chancellor, Dr. Robert J. Jones, has said, “creating a diverse and inclusive university community is not a challenge with a fixed ending point. There is no finish line to cross and no breaking ribbons to indicate victory. Instead, there is a path that requires vision to find it and a quiet courage to walk it.”

List of Primarily URG-based Student Support Services

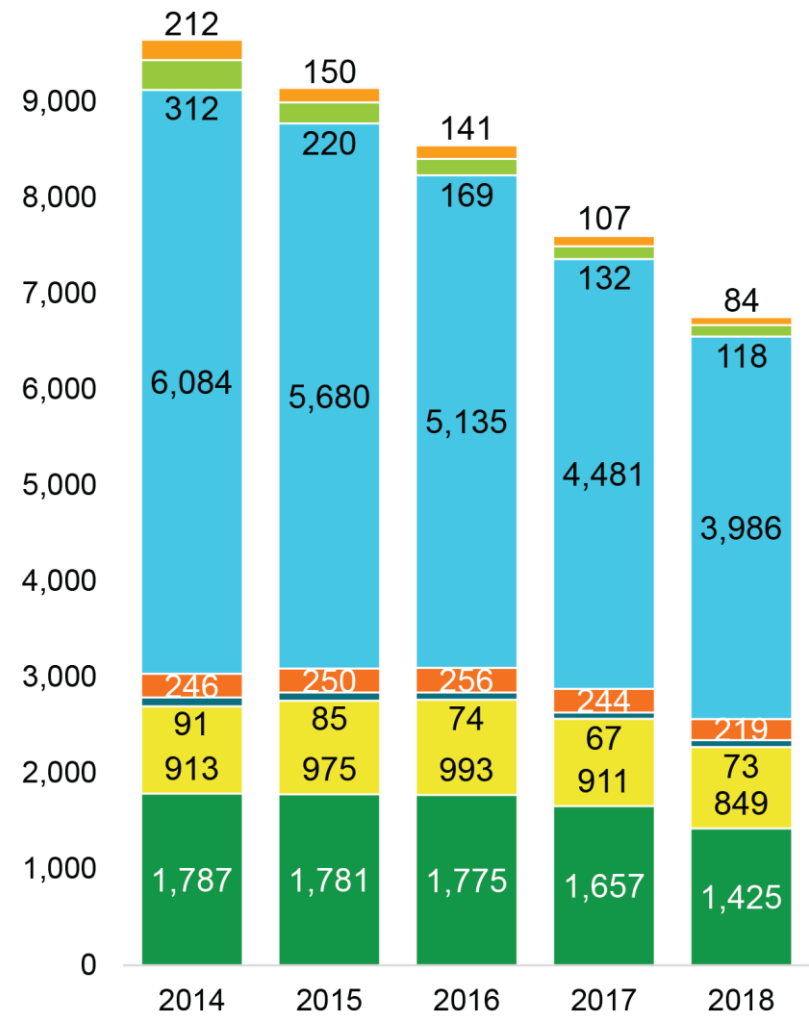
(Source: URG Supplemental Report to IBHE 2019)

- **Future Illini**
Primary service area: Recruitment. African American sophomores and juniors from Cook, Lake, Will, DuPage, and Kane counties are invited to campus to take tours and participate in cultural events, and speak with current students and staff.
- **Intentional Advising**
Primary service area: Retention. As participants select classes and prepare for entry into an intended major, they work closely with academic advisors who provide guidance and support during their time in the Division of General Studies (DGS).
- **Conectate**
Primary service area: Student services. An early move-in program designed for first-generation Latino/a students to experience the fast-paced campus life that awaits and Illinois.
- **TRiO Special Support Services**
Primary service area: Comprehensive academic support services. The program promotes retention and academic excellence, enhanced persistence and timely graduation. Includes customized advising, mentoring, leadership development and civic engagement.
- **Women’s Resource Center**
Primary service area: Student support. Provides outreach and resources for students of all genders, particularly aligned with creating a safe, uplifting environment where students can come and share their thoughts and feelings about their experiences on campus.
- **Central Black Student Union**
Primary service area: Student support/Inclusion. Supports African American students in residence halls, serves and assists Black Student Unions in the residence halls, and meets the needs of supporting organizations and the campus-wide community.

UIUC Five-Year Undergraduate Enrollment Trends



UIUC Five-Year Undergraduate Completion Trends



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

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

Source: IPEDS

WESTERN ILLINOIS UNIVERSITY

Fall 2017/Fall 2018 Demographic Snapshot

(Source: IPEDS College Navigator, Fall 2017/Fall 2018)

| | Fall 2017 | Fall 2018* |
|--|-----------|------------|
| • Student Population | 9,441 | 8,502 |
| • Undergraduate Population | 7,599 | 6,754 |
| • Disability Students (self-reporting) | 5% | 5% |
| • Student/Faculty Ratio | 14 to 1 | 13 to 1 |
| • Male | 49% | 48% |
| • Female | 51% | 52% |

Race/Ethnicity

| | Fall 2017 | Fall 2018* |
|------------------------------------|-----------|------------|
| • American Indian/Alaskan Native | 0% | 0% |
| • Asian | 1% | 1% |
| • Black/African American | 22% | 21% |
| • Hispanic/Latino | 12% | 13% |
| • Native Hawaiian/Pacific Islander | 0% | 0% |
| • White | 59% | 59% |
| • Two or more Races | 3% | 3% |
| • Race/Ethnicity Unknown | 2% | 2% |
| • Non-Resident Alien | 1% | 1% |

*Comparison column requested by IBHE Board.

2017/2018 Retention Percentage

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

2017 first-time, FT students who returned Fall 2018: **65%**

2019 Excerpt from URG information reported to IBHE

“Each new WIU freshmen class has become more diverse than the previous year, with the number of students identifying as being from historically underrepresented groups now representing more than half (53.2%) of the incoming class.”

List of Primarily URG-based Student Support Services

(Source: URG Supplemental Report to IBHE 2019)

• Building Connections Mentor Program

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

• First Year Experience (FYE) Program

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

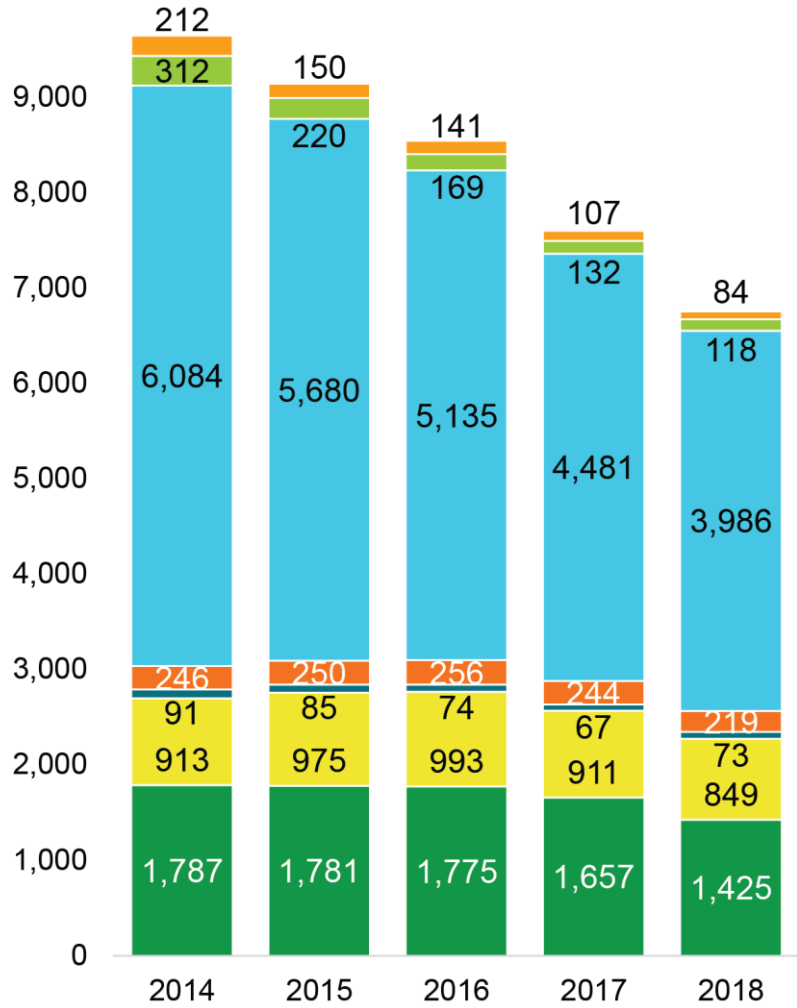
• Office of Academic Services (OAS)

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

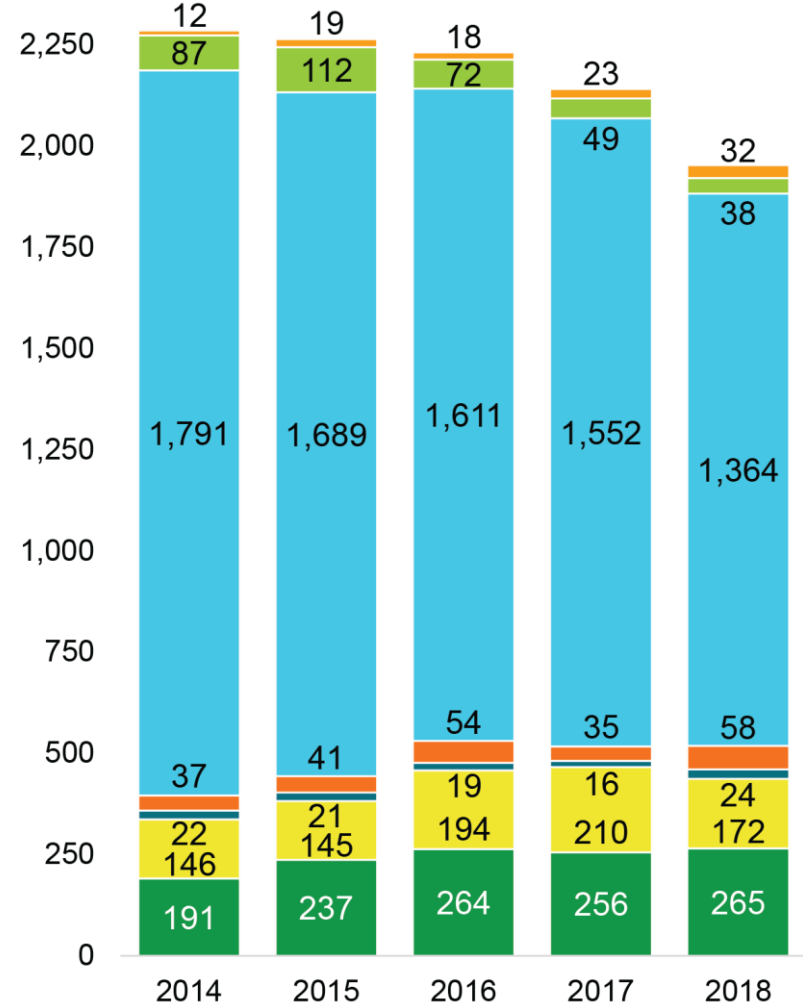
• To & Through Project

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

WIU Five-Year Undergraduate Enrollment Trends



WIU Five-Year Undergraduate Completion Trends



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

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

APPENDIX B
NATIONAL PEER COMPLETION COMPARISONS

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

Source: IPEDS GR2018 Cohort











| | Overall | URG | African American | Latino | Asian | Other URG | URG % of Cohort | Cohort Racial/Ethnic Distribution |
|--|--------------|--------------|------------------|--------------|--------------|--------------|-----------------|-----------------------------------|
| Chicago State University | 18.5% | 18.8% | 18.6% | 21.7% | 0.0% | 0.0% | 98.2% | |
| Peer Average | 42.3% | 39.5% | 34.3% | 46.6% | 51.7% | 45.3% | 70.0% | |
| Auburn University at Montgomery | 33.0% | 31.5% | 30.3% | 75.0% | 41.7% | 29.2% | 44.0% | |
| Bowie State University | 42.1% | 42.1% | 40.0% | 57.9% | 44.4% | 59.4% | 98.5% | |
| California State Uni.- Dominguez Hills | 45.3% | 45.3% | 44.2% | 45.1% | 51.7% | 42.1% | 96.1% | |
| Coppin State University | 23.9% | 23.2% | 22.8% | 44.4% | 100.0% | 15.0% | 97.3% | |
| CUNY Lehman College | 48.2% | 47.8% | 44.4% | 48.0% | 51.4% | 50.0% | 93.2% | |
| Fayetteville State University | 35.2% | 34.5% | 35.4% | 25.7% | 14.3% | 35.7% | 93.9% | |
| Georgia College & State University | 63.8% | 63.0% | 67.3% | 60.3% | 61.1% | 63.6% | 14.1% | |
| Jacksonville State University | 42.1% | 30.0% | 29.2% | 40.0% | 27.3% | 28.6% | 30.6% | |
| New Jersey City University | 39.2% | 38.1% | 32.0% | 41.5% | 43.1% | 29.4% | 77.5% | |
| Texas A & M International University | 45.8% | 45.7% | 0.0% | 45.6% | 100.0% | 100.0% | 99.1% | |
| University of North Alabama | 46.3% | 33.9% | 32.2% | 28.6% | 33.3% | 45.0% | 25.5% | |

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



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

Source: IPEDS GR2018 Cohort

| | Total | Total URG | African American | Latino | Asian | Other URG | URG % of Cohort | Cohort Racial/Ethnic Distribution |
|---|--------------|--------------|------------------|--------------|--------------|--------------|-----------------|---|
| Eastern Illinois University | 58.7% | 44.9% | 41.6% | 52.4% | 58.3% | 51.6% | 35.1% |  |
| Peer Average | 58.5% | 50.3% | 46.0% | 52.2% | 56.3% | 48.3% | 25.9% |  |
| Appalachian State University | 72.2% | 63.8% | 65.5% | 62.2% | 71.4% | 60.0% | 12.8% |  |
| College of Charleston | 71.4% | 69.1% | 73.3% | 65.3% | 75.9% | 64.7% | 16.5% |  |
| Eastern Washington University | 43.7% | 33.3% | 25.0% | 35.2% | 47.5% | 29.2% | 31.0% |  |
| Georgia Southern University | 50.6% | 49.4% | 51.3% | 52.5% | 40.4% | 37.9% | 34.7% |  |
| Kean University | 46.3% | 41.4% | 37.1% | 42.2% | 62.7% | 26.9% | 64.7% |  |
| Kutztown University of Pennsylvania | 54.2% | 40.5% | 40.0% | 37.9% | 40.7% | 48.9% | 20.2% |  |
| Murray State University | 55.3% | 44.3% | 39.7% | 60.0% | 81.8% | 35.9% | 13.2% |  |
| Saint Cloud State University | 43.6% | 31.2% | 32.4% | 24.6% | 32.4% | 33.0% | 20.7% |  |
| Sam Houston State University | 52.3% | 48.5% | 42.9% | 52.6% | 52.2% | 53.7% | 50.5% |  |
| University of North Carolina Wilmington | 72.9% | 67.5% | 61.7% | 73.2% | 71.1% | 59.7% | 17.3% |  |
| University of Northern Iowa | 65.7% | 54.6% | 45.7% | 58.0% | 45.5% | 62.2% | 9.3% |  |
| University of Wisconsin-La Crosse | 71.0% | 59.0% | 43.8% | 69.2% | 45.0% | 61.4% | 9.5% |  |
| University of Wisconsin-Whitewater | 57.9% | 37.7% | 33.3% | 36.7% | 51.2% | 39.4% | 16.7% |  |
| Western Washington University | 68.5% | 64.3% | 55.1% | 64.2% | 64.6% | 65.9% | 23.5% |  |
| William Paterson University of New Jersey | 52.6% | 49.4% | 42.7% | 49.5% | 62.0% | 45.5% | 47.5% |  |

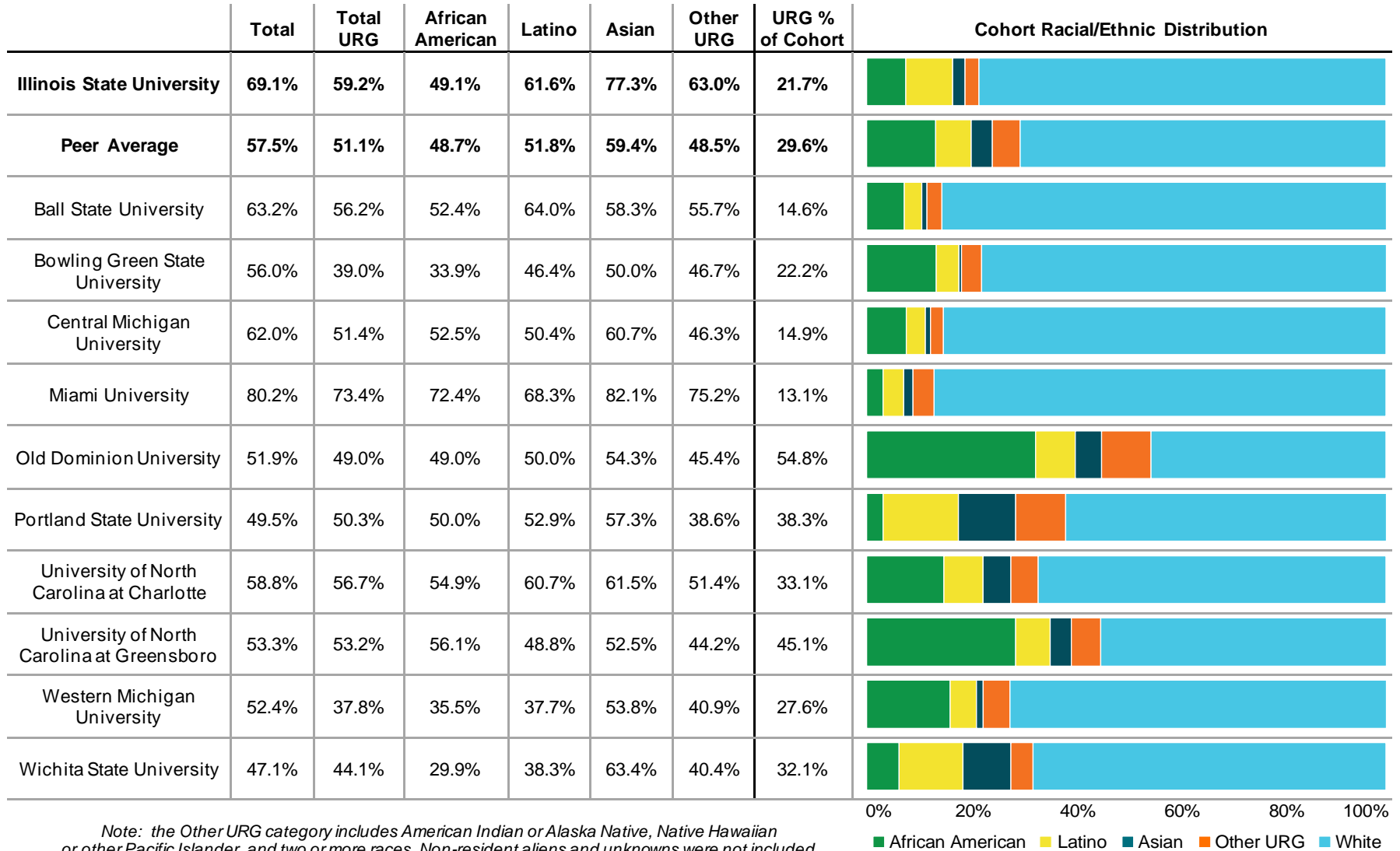
0% 20% 40% 60% 80% 100%

■ African American ■ Latino ■ Asian ■ Other URG ■ White

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

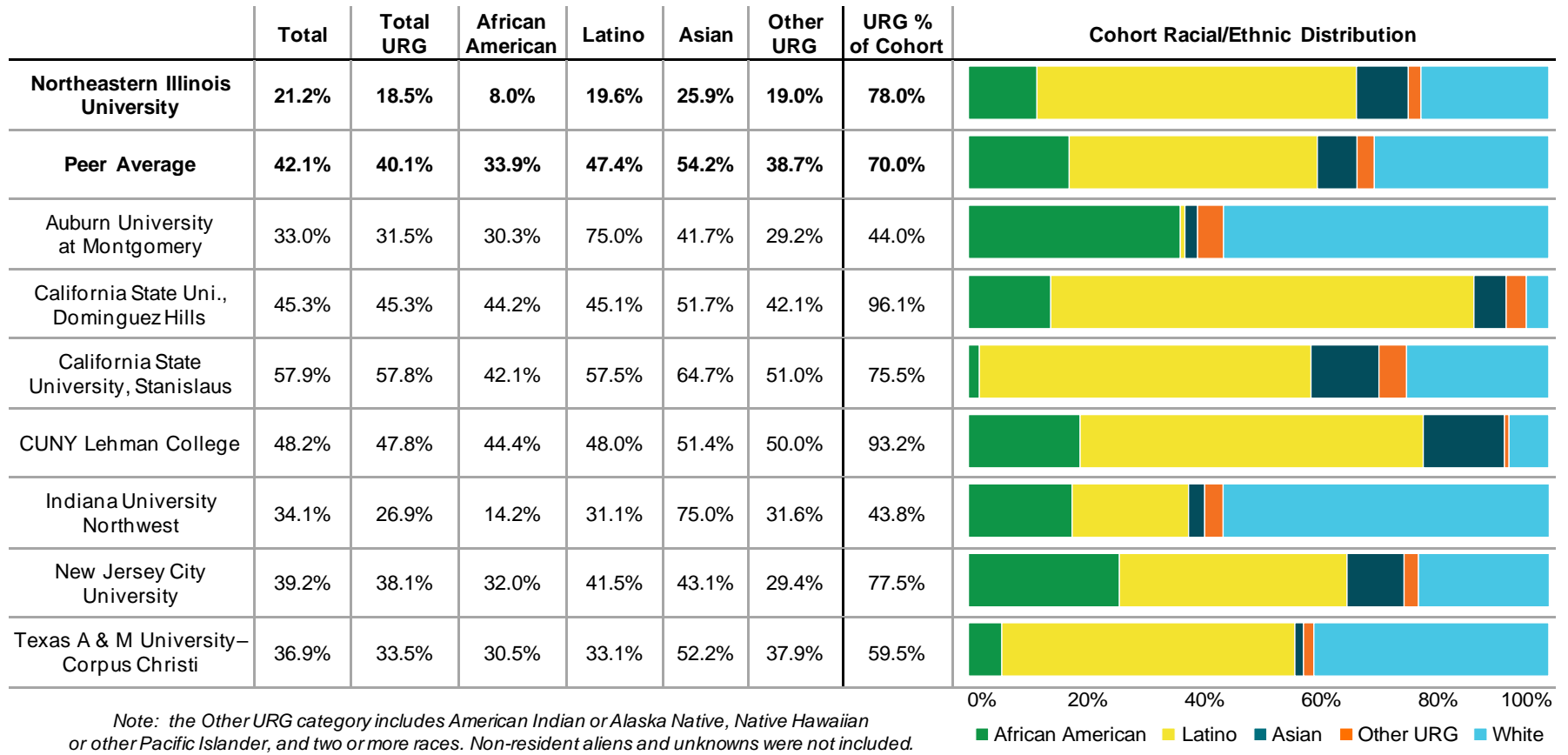
ILLINOIS STATE UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2018 Cohort



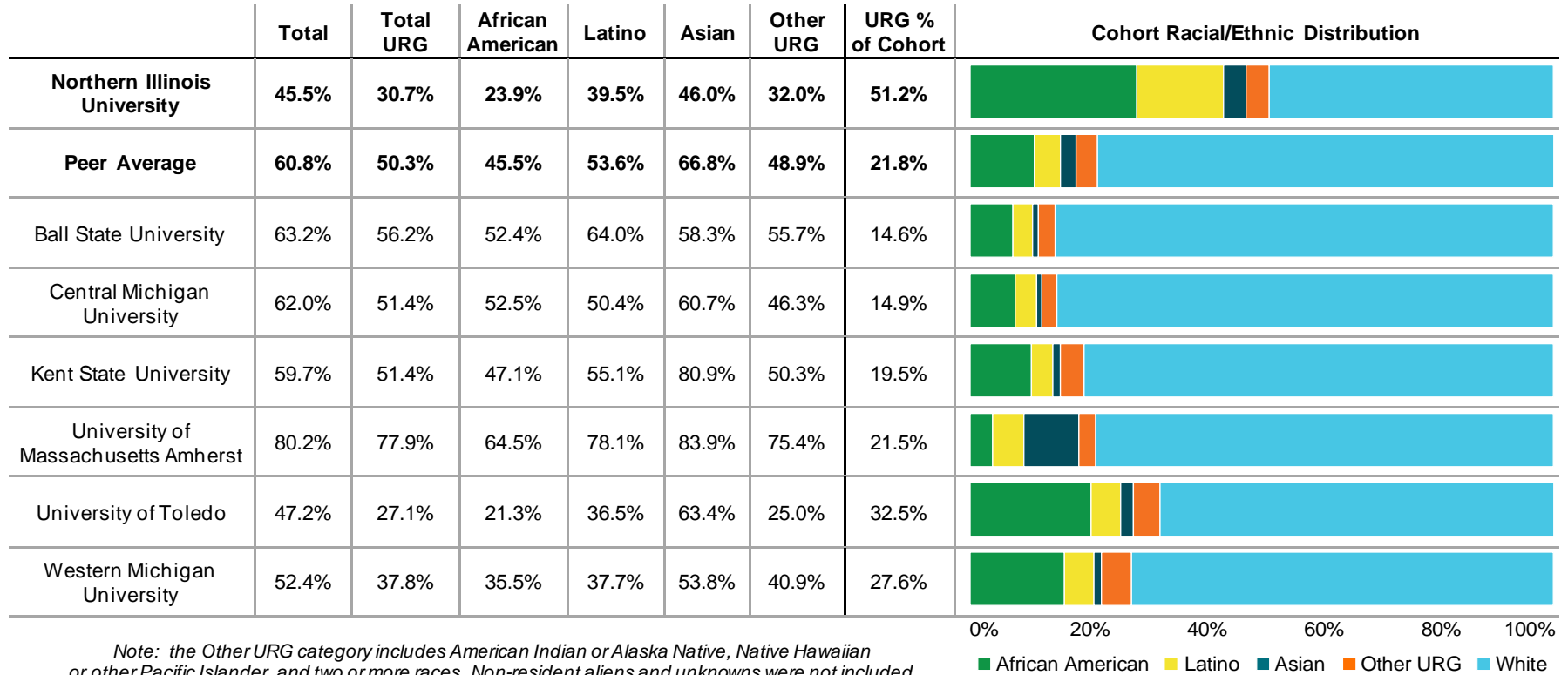
NORTHEASTERN ILLINOIS UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2018 Cohort



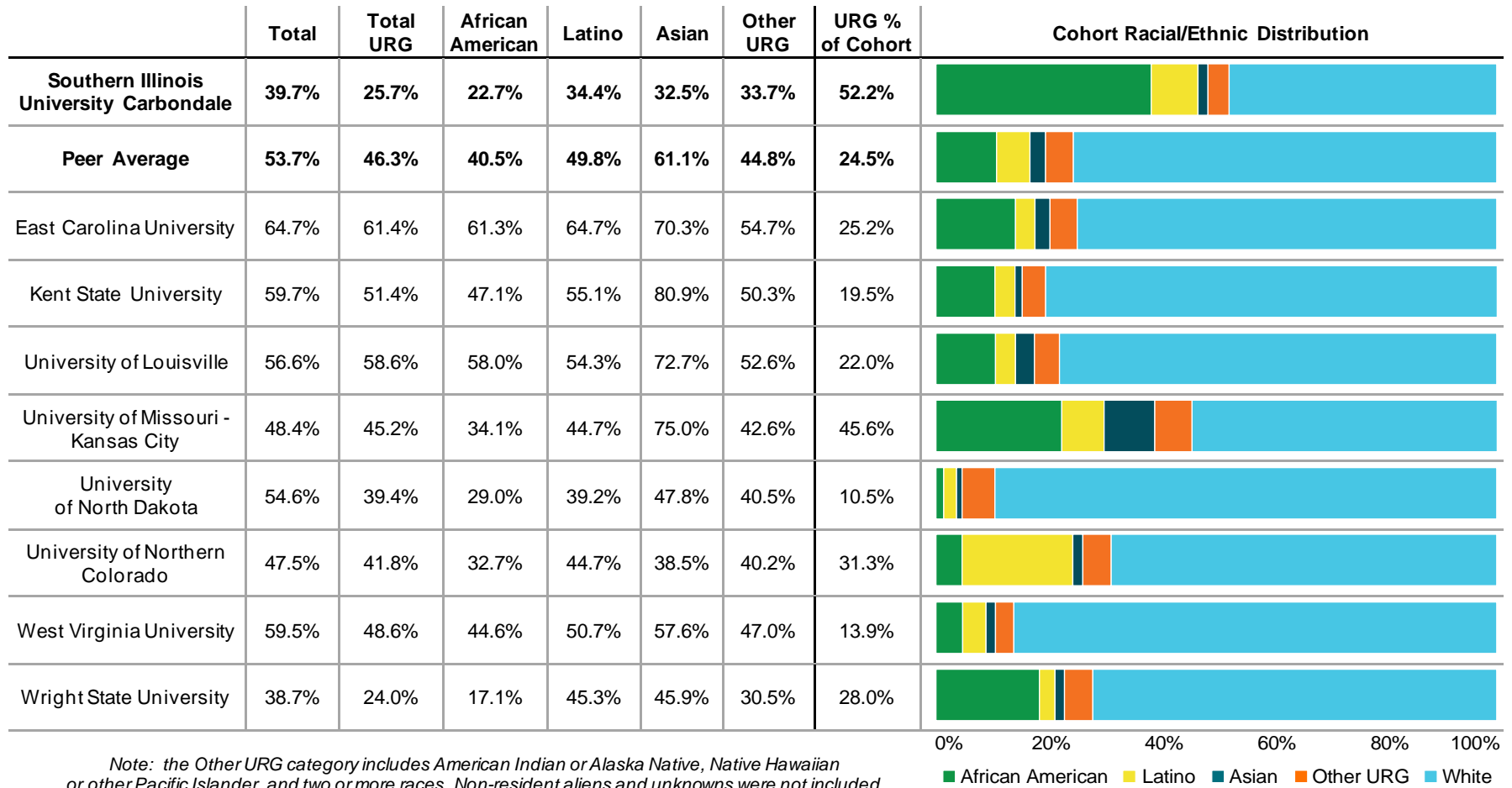
NORTHERN ILLINOIS UNIVERSITY | Six-Year Graduation Rates and Cohort Information

Source: IPEDS GR2018 Cohort



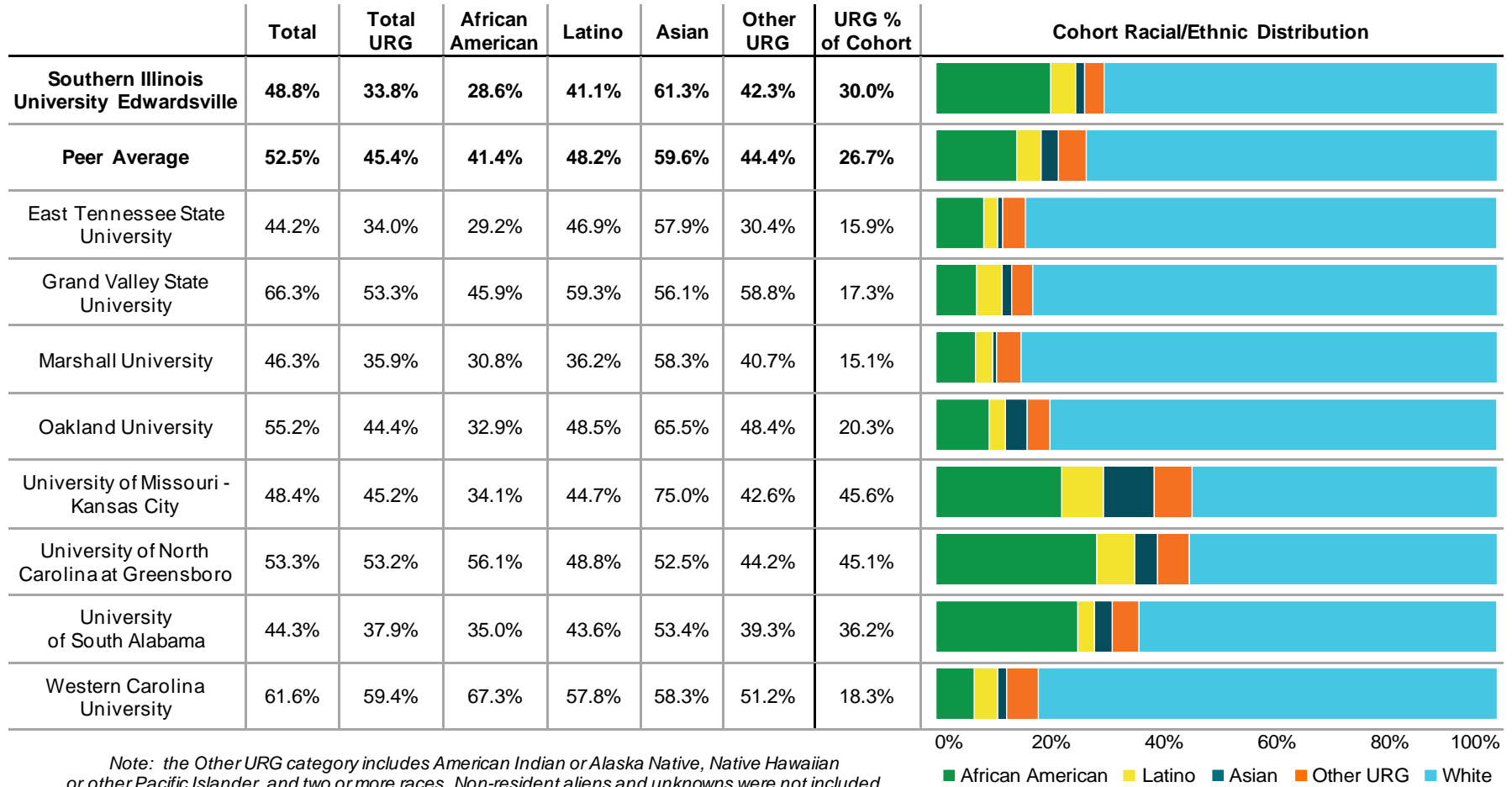
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE | Six-Year Graduation Rates and Cohort Information

Source: IPEDS
GR2018 Cohort



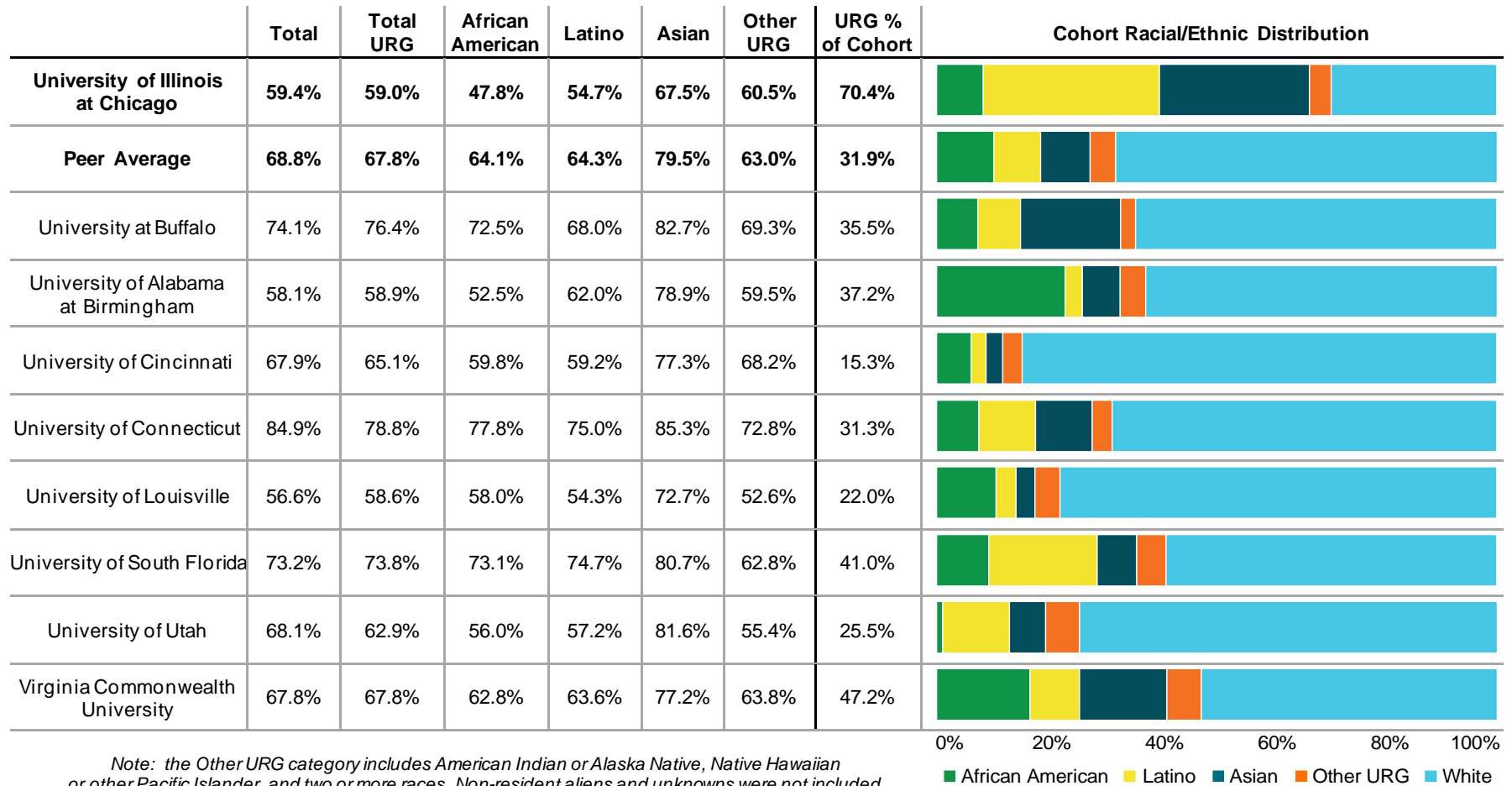
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE | Six-Year Graduation Rates and Cohort Information

Source: IPEDS
GR2018 Cohort



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

Source: IPEDS GR2018 Cohort



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

Source: IPEDS GR2018 Cohort

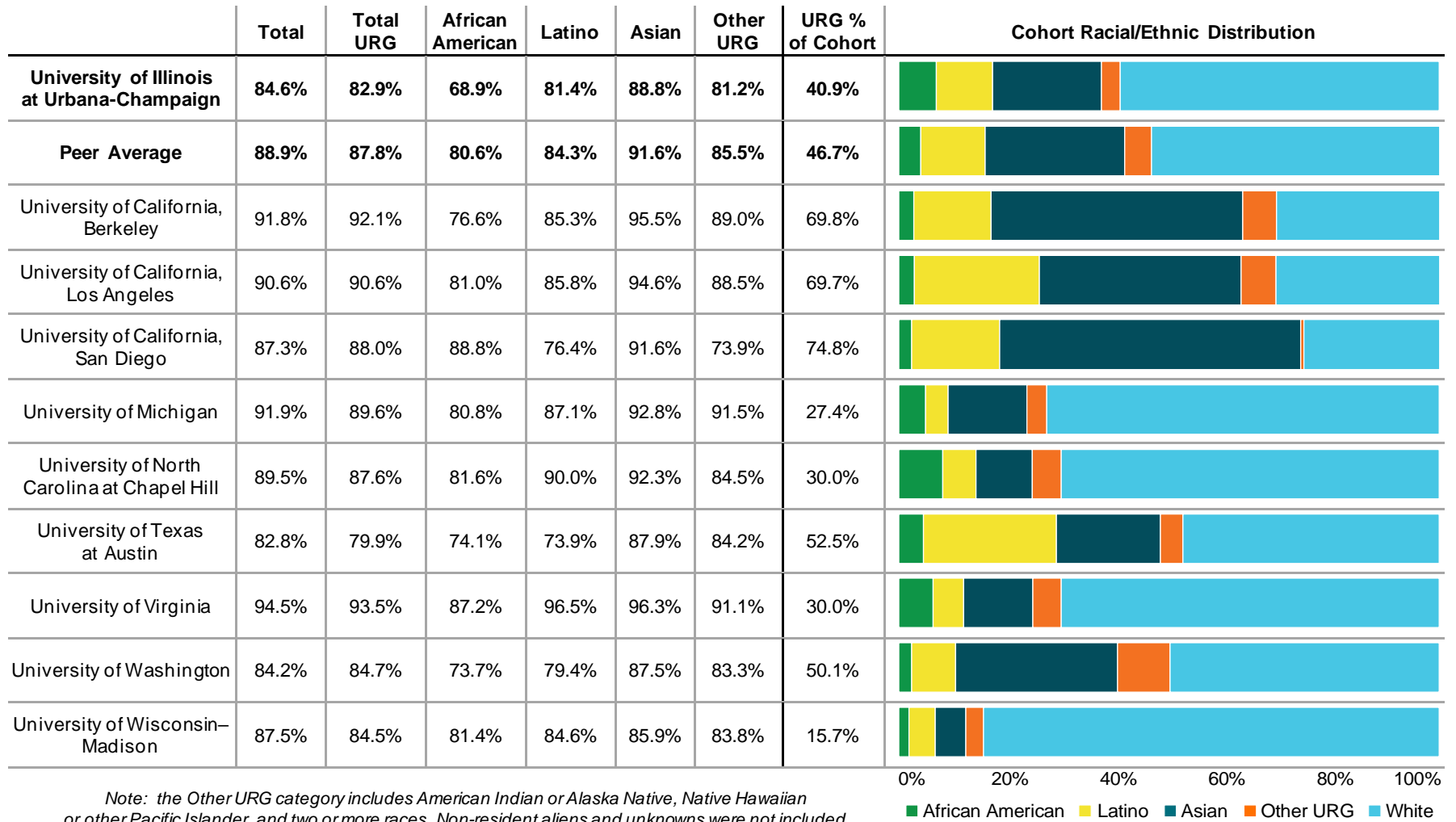
| | Total | Total URG | African American | Latino | Asian | Other URG | URG % of Cohort | Cohort Racial/Ethnic Distribution |
|---|-------|-----------|------------------|--------|--------|-----------|-----------------|-----------------------------------|
| University of Illinois at Springfield | 51.2% | 47.6% | 58.2% | 40.9% | 28.6% | 12.5% | 50.0% | |
| Peer Average | 56.0% | 47.5% | 45.3% | 55.3% | 58.7% | 45.3% | 17.8% | |
| Auburn University at Montgomery | 33.0% | 31.5% | 30.3% | 75.0% | 41.7% | 29.2% | 44.0% | |
| College of Charleston | 71.4% | 69.1% | 73.3% | 65.3% | 75.9% | 64.7% | 16.5% | |
| Georgia College & State University | 63.8% | 63.0% | 67.3% | 60.3% | 61.1% | 63.6% | 14.1% | |
| Lake Superior State University | 56.3% | 42.4% | 0.0% | 62.5% | 100.0% | 36.8% | 9.4% | |
| Northern Michigan University | 50.6% | 29.9% | 22.2% | 42.9% | 66.7% | 15.2% | 12.4% | |
| Shippensburg University of Pennsylvania | 52.7% | 41.8% | 38.4% | 51.5% | 42.9% | 40.4% | 21.0% | |
| SUNY College at Brockport | 65.2% | 61.3% | 72.9% | 48.3% | 57.1% | 60.0% | 19.0% | |
| University of South Dakota | 58.3% | 38.6% | 36.4% | 37.2% | 55.6% | 37.9% | 11.7% | |
| University of Wisconsin–Green Bay | 52.8% | 49.5% | 66.7% | 55.0% | 27.6% | 60.0% | 11.8% | |

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



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

Source: IPEDS
GR2018 Cohort



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

Source: IPEDS GR2018 Cohort

