

A Report on the Participation and Success of Underrepresented Students and Staff

University of Illinois
at Chicago

Office of
Academic Affairs

Submitted to the Illinois Board of Higher Education
September 2001

Acknowledgments

The production of this report would not be possible without the assistance of staff in the more than 70 programs and offices that contribute data and narrative for this report. Without their assistance this report could never be produced. The quality and incredible diversity of the programs and initiatives offered through these units is only hinted at in this report. The dedication of these UIC staff to diversity goals as reflected in their contributions to this report has earned both my admiration and gratitude.

At the University of Illinois at Chicago, two individuals must be singled out for their invaluable contributions to this report. Julie Smith, Director of the Office of Data Resources and Institutional Analysis, and Joann Gras, Special Assistant to the Associate Chancellor, Office of Access and Equity, provided the institutional data on which this report draws.

This year, the following individuals made significant contributions to this report: Barbara Zussman, Office of Data Resources and Institutional Analysis, Denise Hayman, Minority Engineering Recruitment and Retention Program, Hugo Teruel, Latin American Recruitment and Educational Services, and Deborah UC. Umrani, Early Outreach Program.

Marilyn Murphy, Associate Director, Office of Academic Policy Analysis, served as an essential advisor and critic. Without her attention to detail and support, completion of this report would have been extremely difficult.

The table preparation and staffing and funding information collection was made possible by the considerable efforts of Peggy McDonald, Office of Academic Affairs.

Mary Glenn Wiley
Office of Academic Affairs
August, 2001

UIC Executive Summary

Supporting Diversity

- U.S. News placed UIC 6th in their national diversity ranking for colleges and universities.
- *Black Issues in Higher Education* ranks UIC 24th nationally in total number of baccalaureate degrees awarded to under-represented students in 1999-2000.
- UIC 5th in the nation in the production of Latino physicians and pharmacists.
- UIC ranked 20th in the nation in production of engineering baccalaureate recipients from underrepresented groups.
- The Minority Faculty Recruitment Program has been renamed the Under-represented Faculty Recruitment Program and expanded to include women and Asian Americans in areas where they are underrepresented.
- Fifty-three percent of academic administrators at UIC are women.
- The number of Latino academic administrators has almost doubled in the past five years.
- Latino students were chosen for internships in Washington, D. C. with the National Association of Hispanic Elected Officials, US Hispanic Chamber of Commerce, and the Department of Housing and Urban Development, as well as local internships with the Hispanic Association of Colleges and Universities and a legislative internship with Senator Miguel del Valle.
- Summer Research Opportunities Program accorded the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring by President Clinton.
- The number of underrepresented students receiving baccalaureate degrees in engineering has almost doubled in the past five years.
- Every student participant in the Educational Enrichment Program demonstrated improvement in math and science.

Best Practices

- The sense of community fostered by employing advanced students and alumni in the supplemental instruction program is critical to the success of the Minority Engineering Recruitment and Retention Program (MERRP).
- Contact with professionals in the field is an important factor in degree completion for Engineering undergraduates from underrepresented groups.
- UHP-Early Outreach finds parental participation critical to improving academic performance.
- Living on campus plays an important role in the development of math/science interests of participants in the Regional Math/Science Center.

New Practices

- Latin American Recruitment and Educational Services (LARES) program entered a partnership to enhance college preparation of disabled Latinos.
- Latin American Recruitment and Educational Services (LARES) expanded the Cesar Chavez Student Study Center.
- New African American Academic Network (AAAN) recruitment initiative & Decision Day & proved popular with students and parents.
- African American Academic Network (AAAN) launched a mentoring program aimed at creating bonds between African American students and African American faculty and staff.

University of Illinois at Chicago

Annual Institutional Report on Underrepresented Groups

2001

TABLE OF CONTENTS

ANNUAL REVIEW: HIGHLIGHTS AND NEW INITIATIVES	1
National Recognition of UIC's Diversity	1
Underrepresented Staff	2
Women	3
Minority Students	4
People with Disabilities	6
Public Act 87-581 Initiatives	6
FOCUS TOPICS	7
Campus Climate	7
REVIEW OF FORMALLY ORGANIZED UNITS	11
Units Seeking to Improve Student Representation in Mathematics, Science, and Engineering Disciplines	11
Minority Engineering Recruitment and Retention Program (MERRP)	11
UHP-Early Outreach	12
Regional Math/Science Center	13
APPENDIX A	
Definitions	A-1
Resources Budgeted for Programs Serving Underrepresented Students and Staff	A-2
Disabled Student Enrollment	A-6
APPENDIX B	
Tables 1-33	B-1

**UNIVERSITY OF ILLINOIS AT CHICAGO
ANNUAL REVIEW
HIGHLIGHTS AND NEW INITIATIVES**

National Recognition of UIC's Diversity

UIC continues to be recognized for its diverse student body. *U.S. News'* 2001 rankings placed UIC sixth among national universities for diversity (the

U.S. News placed UIC 6th in their national diversity ranking for colleges and universities.

only Midwestern university in the top 15) out of 228 national universities in the country (147 public, 81 private). The institutions in this group include Research I and II Universities, and Doctorate-Granting Universities I and II.

(http://www.usnews.com/usnews/edu/college/rankings/natu_div.htm) The *Hispanic Outlook in Higher Education* ranked UIC 31st in the enrollment of Latinos and 10th among Research I institutions ("Hispanic Outlook Top 100," in *Hispanic Outlook in Higher Education*, May 7, 2001, pp. 8-27).

Not only has UIC been recognized for the diversity of its student body, UIC has been cited by both *Hispanic Outlook in Higher Education* and *Black Issues in Higher Education* for conferring a substantial number of degrees to underrepresented students. Earning the degree is critical. Enrolling students is only the first step to success while degree completion is a true measure of success.

Black Issues in Higher Education ranks UIC as 24th in number of baccalaureate degrees, 1,356, granted to all underrepresented students. This represents 46.3% of all baccalaureate

Black Issues in Higher Education ranks UIC 24th nationally in total number of baccalaureate degrees awarded to underrepresented students in 1999-2000.

degrees conferred by UIC in 1999-2000 ("The Top 100: Interpreting the Data," *Black Issues in Higher Education*, June 7, 2001, pp.48-88). Looking at individual groups, UIC is ranked 101st for granting 249 baccalaureate degrees (8.5%) to African Americans, 19th for granting 665 bachelors degrees (22.7%) to Asian Americans, and 36th for granting 438 baccalaureate degrees (15%) to Latinos. When historically Black colleges and universities are removed from the rankings, UIC moves to 66th in number of bachelors degrees granted to African Americans.

Degrees in the health professions are an important element of UIC's mission. UIC is ranked 20th nationally in the total

UIC 5th in the nation in the production of Latino physicians and pharmacists.

number of baccalaureate degrees (119 or 39.1%) in the health professions granted to minority students ("The Top 100: Interpreting the Data," *Black Issues in Higher Education*, June 7, 2001, pp.48-88). UIC is ranked 5th nationally for the production Latino graduates in both the MD and Doctor of Pharmacy programs ("Hispanic Outlook Top 100," *Hispanic Outlook in Higher Education*, May 7, 2001, pp. 7-27).

UIC's production of Engineering underrepresented baccalaureate graduates is ranked 20th by *Black Issues in Higher Education* ("The Top 100: Interpreting the Data," *Black Issues in Higher Education*, June 7, 2001, pp.48-88). This is a much higher ranking than the previous ranking by Black Issues using 1997-1998 data. At that

UIC moves to 20th in the nation in production of engineering baccalaureate recipients from underrepresented groups.

time, UIC ranked 30th for Engineering baccalaureate degrees. Of the 148 degrees awarded to underrepresented students in 1999-2000, 21 were awarded to African American students. This places UIC 32nd among US institutions . UIC tied for 17th place with the graduation of 89 (30.7%) AsianAmerican baccalaureate recipients. UIC was ranked 22nd in the production of Latino engineering degree recipients (38 or 13.1%).

Underrepresented Staff

Provide Support Programs – Faculty Recruitment/Retention/Development

The Minority Faculty Recruitment Program, initiated in 1989, continues to assist units in attracting outstanding minority faculty to positions at UIC. To accomplish this goal, this initiative provides permanent salary supplements up to \$20,000 as well as research funding for newly hired faculty. Since this program was implemented, the number of African American, Latino and Native American tenured and tenure-track faculty has increased from 66 in the Fall of 1988 to 125 in the Fall of 2000.

The Minority Faculty Recruitment Program has been renamed the Under-represented Faculty Recruitment Program and expanded to include women and Asian Americans.

Currently, a total of 88 faculty members are benefitting from \$1,703,225 in salary supplements. It is hoped that faculty recruited through this program will serve as role models and mentors for minority students.

In April 2001, the Dean's Council approved the extension of this successful program to hires in departments where Asian-Americans and women are severely underrepresented. Under the current expansion, African American, Latino, and Native American faculty will automatically be included. However Asian-Americans and women will also be targeted in fields where the faculty does not approximate the diversity of the UIC student body. The name of the program will be changed to the *Under-represented Faculty Recruitment Program*.

The Mentoring Program for New Faculty just completed its third year. This program is open to all incoming faculty. The volunteer mentors are tenured faculty. In Fall 2000, a total of 17 new faculty participated in the program and, of these, eleven of these were women. There were two African Americans, two Latinos, and three Asian Americans among the participants.

The Under-represented Faculty Recruitment Program, New Faculty Orientation, New Faculty Workshops, Promotion and Tenure Workshops, and the Mentoring Program for New Faculty are designed to affect faculty diversity numbers. Data in Table 1 indicate that UIC has a higher percentage of Latino tenured and tenure-track faculty than would be expected based on the number of Hispanic U.S. citizens that earn PhD's. The percentage of African American faculty is equal to the number of African American U.S. citizens that earn PhD's. Over the past decade, the number of Hispanic tenured and tenure-track faculty has shown a steady increase through Fall 1998, dropped slightly in Fall 1999, but returned to the upward trend in 2000 (Table 2). The data for African American faculty show more fluctuation but the numbers are decidedly higher than in the early years of the past decade. With the Minority Faculty Recruitment Program in place for 10 years, we believe the trend toward more minority faculty indicates the success of this program.

The number of the tenured and tenure-track faculty that are women passed the 400 mark in 2000 (Table 3). The trend toward greater numbers of women being tenured or tenure track faculty is encouraging. Further the expansion of the Minority Faculty Recruitment Program to include women in disciplines where they are underrepresented should result in continued increases in women as well as minority faculty.

The African American Culture Fellowship Program, co-sponsored by the African American Cultural Center, the Department of African-American Studies, and the Institute for Research on Race and Public Policy, is a new initiative that will focus attention on African American issues. The core of the program is the establishment of two fellowships: a Faculty Fellowship in African-American Culture, and a Community Fellowship in African-American Culture.

Provide Support Programs – Staff Retention/Development

One indicator of the climate on campus at UIC is the pattern of staff diversity. The proportion of the UIC support staff on the Chicago Campus in FY 2001 who are African American or Latino exceeds the proportion of both African Americans and Latinos in the Chicago labor force and in the total population in Illinois (Table 4). The proportion that are African-American has stabilized at 44% and the proportion that are Hispanic continues to increase (Table 5).

The Support Staff Mentoring Program and the *Academic Professional Mentoring Program* were consolidated this year. This consolidated program is sponsored by The Minority Concerns Subcommittee of the Chancellor's Committee on the Status of Women. Any member of the support or academic professional staff can sign up for mentoring.

Provide Support Programs – Administrator and Academic Professional Retention/Development

As noted above the *Academic Professional Mentoring Program* has been combined with the support staff mentoring program. Despite this streamlining of mentoring services,

the goal of the former Academic Professional Mentoring Program to increase awareness of careers in academic administration spawned a new program & a year-long shadowing program. Under this program, eight UIC women are shadowing top campus administrators.

To enable us to evaluate the contribution of this program, we need to document the present levels of women and underrepresented minorities in the academic professional and administrative ranks. (The category academic administrator includes titles containing chancellor, vice-chancellor, dean, or director. Academic department heads are not counted as academic administrators.) Since October 1995, the number of academic administrators and academic professionals that are women has increased dramatically (819 to 1,399); among vice chancellors, deans, and directors the number has increased from 152 to 313 (Table 6). The proportion of academic administrators hired during this period that were women was 59% and the proportion of academic professionals hired was 67% (Table 7).

The number of underrepresented minorities who are academic administrators and academic professionals has increased by 74% in the same time period (388 in 1995 to 677 in 2000). The number of academic administrators who are Latino has almost doubled in the same five-year

The number of Latino academic administrators has almost doubled in the past five years.

Fifty-three percent of academic administrators at UIC are women.

period (Table 6). Thirty-six percent of the academic administrators and the academic professionals hired in this period were from underrepresented groups (Table 7). We are encouraged by these hires and expect the Mentoring Program to complement other campus efforts in retaining these individuals.

Women

Improve College Environment

The two major units responsible for support programs aimed at women students, staff, and faculty are the *Office of Women's Affairs*, and the *Office of Access and Equity*. These units, in concert with the Chancellor's Committee on the Status of Women, have been critical to the initiation and success of the mentoring programs from women faculty and staff described above.

The expansion of the *Office of Women's Affairs* over the past few years has affected the climate for women on campus. The *Campus Advocacy Network* (CAN), a fairly new unit of the Office of Women's Affairs, answers a critical need on campus. CAN has provided essential services to 45-50 clients per year who have been victims of sexual assault, domestic violence, stalking or hate crime.

The success of these units in supporting women students can be assessed by reviewing data on the enrollment of women at UIC (Table 8). These data show that the number of women as a proportion of the total student population has increased steadily

to reach 55.5% in 2000. The proportion in graduate programs (Table 9) has reached 59%. The proportion in professional programs is just slightly under 50% (49.6%).

Minority Students

Improve College Environment

The success of the recruitment and support functions of the African American Academic Network (AAAN), the Latin American Recruitment and Educational Support program (LARES), and the Native American Support Program (NASP) can be assessed by the data on enrollments at UIC. Enrollments continue to show a larger proportion of Hispanic students (14%) than either in the Illinois population (8%) or in the Illinois ACT test takers (7%) (Table 10). These students are concentrated in the undergraduate degree programs (Table 11). Enrollments of African American students are not as strong (9%), less than the proportion of Illinois ACT test takers (11%) and the proportion of the Illinois population (15%) that are African American. The number of Native American students is quite small. This is consonant with the number of Native Americans in the Illinois population & less than 1%. Thus enrollments of Native American students of less than 1% are not surprising. However, the decline in Native American enrollments from 1996 to 2000 from 74 to 63 causes concern (Table 12). It well may be that this is not a trend but simply normal fluctuation. Whatever the reason for this decline, it is duly noted and future changes will be monitored. A more detailed description of the UIC student body is presented in the section on this year's focus topic, Campus Climate.

A review of these data indicates that still greater effort needs to be addressed to recruiting African Americans and Native Americans into undergraduate programs and underrepresented minority students into graduate and professional programs. UIC appears to have great success with Latino recruitment especially at the undergraduate level. The success of LARES in this area will inform efforts to recruit other groups.

One of the new recruitment strategies implemented by *African American Academic Network* (AAAN) in AY99-00 was Decision Day. Offered twice this year, this program offered on-sight

New AAAN recruitment initiative & Decision Day & proves popular with students and parents.
--

admissions decisions to participants with completed applications. Participants and their parents gave positive evaluations of this new initiative. Last year, AAAN initiated Immersion Day. This program allows applicants and prospective students to spend a day on campus as a UIC student. After last year's experience and that gained from the first of these events this year, students were scheduled for individual visits rather than in groups. The relative success of these two delivery systems will be assessed before a final model is chosen.

AAAN's recruitment also initiated three workshops that address the needs and concerns of African American students and their parents as they consider opportunities in higher

education. These workshops were delivered to several Chicago area congregations and community agencies. Access to African American congregations was facilitated by collaboration of UIC with the Westside Federation of Churches.

New/Enhanced Support Programs – Throughout College Career

The *Latin American Recruitment and Educational Services* (LARES) unit continued all of the programs that have proved successful in previous years. Many of these are detailed in the 1998 and 1999 Reports. Despite its past successes, the program continues to develop and implement new strategies. For example, this year LARES upgraded its study center by installing 10 new state-of-the-art computers. This enhancement was coupled with a formal designation of the study center as the Cesar Chavez Student Study Center. To celebrate, LARES held an open house spotlighting its services for students, faculty and staff and an open house is slated to become an annual event. Another new initiative begun this year was a cooperative arrangement with the College of Business Administration that will integrate the recruitment and academic support LARES provides with programs in the college. For example, the LARES Summer Bridge Program's offerings have been expanded to address the needs of entering College of Business Administration students as well as those entering Liberal Arts and Sciences.

LARES celebrates enhanced Cesar Chavez Student Study Center.

External recognition is another indicator of success. For Latino students at UIC, we have two such positive indicators. UIC Latino students were selected for internships in Washington, D. C. by the National Association of Hispanic Elected Officials, the US Hispanic Chamber of Commerce, the Department of Housing and Urban Development, and three by the Hispanic Association of Colleges and Universities to the FAA, CIA, and FDA. In addition, a student received a legislative internship with Senator Miguel del Valle. Latino students continue to be successful in recent scholarship competitions -- three received the *Civica Mexicana* Scholarship, one received a Gates Millennium Scholarship, an Ameritech Award and a Hispanic Scholarship (National Hispanic Scholarship Fund), and one received both a LINC Scholarship and an Illinois Banker's Scholarship. UIC is number one in the Midwest in the number of Latino students who have received scholarship awards.

Latino students participate in national and local internships and receive national and regional competitive scholarships.

The *African American Academic Network* (AAAN) launched a series of events or programs aimed at supporting African American students at UIC. Several of these initiatives targeted specific segments of the African American student body. For example, one program initiated was a Single Parents Support Group. Another program, Sista Circle, targeted African American women in the residence halls. Yet another targeted African American men. This

AAAN launches mentoring program aimed at creating bonds between African American students and African American faculty and staff.

initiative, Male Student Success Initiative, is especially noteworthy because men make up less than a third of the African American student body at UIC. The most successful of the events sponsored by this program was the NCAA Championship Game viewing held in the residence halls. One other program needs special mention. It is a mentoring program through which African American undergraduates are matched with African American faculty and staff on UIC's campus. The aim is to build personal bonds to individual members of the UIC community and thereby enhance their bond with the University.

President's Award Program (PAP) was established in 1985 at the University to ensure that capable underrepresented minorities (African-American, Latino and Native American) with strong academic records (ACT Composite Scores of 22 or above at UIC) can study at the University of Illinois. PAP not only provides tuition support, it also supports participants in the transition to college, acts as a liaison and advocate for program participants, and enhances cultural development through group activities. The PAP student organization provides opportunities for students to interact socially and to learn leadership and organizational skills. The administration of PAP was reconfigured to link PAP students to critical minority support programs. For Fall 2000, a total of 824 continuing and new freshmen PAP students enrolled at UIC – this is a decrease from 840 in Fall 1999 but it is the first decrease after 8 years of growth. It may be that the program has reached equilibrium and will not increase greatly in the near future.

Many experts have argued that undergraduate research opportunities are essential to attracting underrepresented minority students into graduate study. The White House Office of Science and Technology Policy awarded the *Committee on Institutional Cooperation's Summer Research Opportunities Program (SROP)* the prestigious Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. Awardees serve as examples to their colleagues and are leaders in the national effort to train the next century of scientists, mathematicians and engineers. This award was established by President Clinton in 1996 to recognize the efforts of individuals and organizations that inspire and mentor young people to succeed in fields of science, math, and engineering. UIC has long been a participant in this CIC Program, which is designed to introduce talented underrepresented students (sophomores and juniors) to the rigors of graduate research and the rewards of a career in academia. In AY00-01, 25 African American and 23 Latino students participated in the 10-week program at UIC.

Summer Research Opportunities Program accorded the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.
--

New/Enhanced Support Programs – Early Years

Adequate preparation has been demonstrated to be a key factor contributing to success in college. For that reason, many UIC programs have added or expanded initiatives that target students in grade and high school. Two examples are listed below.

- *The Future Teachers Club*, a program in the College of Education, has expanded its goal to recruit and retain students from traditionally underrepresented groups beyond UIC students. The

- Board of Directors of the Club is working with two Chicago high schools to increase interest in a teaching career while students are still in high school.
- *Upward Bound* added parent workshops to its program with the goal of strengthening the program's activities aimed at motivating low income students to complete high school and attend college.

People with Disabilities

Improve Delivery of Support

UIC continues to improve the physical accessibility of campus with concrete changes to the physical plant. In an attempt to provide high quality support to persons with disabilities, the University commissioned a disability expert to produce a report on the services currently provided. After dissemination and discussion these recommendations will provide a basis for the evolution of support for persons with disabilities on campus.

The Office of Disability Services is charged with ensuring the accessibility of UIC programs, courses and facilities for disabled students. ODS enhanced available services this year by making two important appointments: an adaptive technology specialist and a staff interpreter.

The *Latin American Recruitment and Educational Services* (LARES) Program joined with the National Center for Latinos with Disabilities and the Illinois Deaf

LARES enters partnership to enhance college preparation of disabled Latinos.
--

Latino Association to deliver programs to promote literacy in the Latino deaf community and to address issues of college preparation for Latino students with disabilities.

Public Act 87-581

The Campus Advocacy Network and the *Office of Women's Affairs* collaborated with two student groups, *Student Outreach Services* and *Circle Greens*, to produce student initiated anti-violence programs. The first was the hugely successful production of the *Vagina Monologues*, a theater production that celebrates women and speaks out about violence against women. Over 800 faculty, staff, students, and community members attended. The *Clothesline Project*, a graphic display of T-shirts paying tribute to women who have experienced violence and a Take Back the Night Rally were also organized.

FOCUS TOPIC

Campus Climate

Demographic Information

Tables 10 and 12 contain data on the racial/ethnic mix of the UIC student body. From 1996 to 2000, Asians, Latinos, and foreign students have increased both in number and proportion, while Caucasian enrollment has declined by 943 students. Caucasians currently comprise 46% of the total campus enrollment and 45% of the undergraduate population. African American enrollment remained fairly stable at 9-10%, although in actual numbers there were 172 fewer African American students in 2000 than in 1996. African Americans comprised 9.6% of the undergraduates, 8.5% of the graduate, and 7.8% of the professional students in Fall 2000. The number of both Asian Americans and Latinos continues to increase. In Fall 2000, the proportion of the student population at UIC that were Asian American had climbed to 19.6%, with Asian American students at 23% of the undergraduates, 6.5% of the graduate students, and 31.5% of the professional students. Latinos comprised 13.7% of the total student body of UIC in Fall 2000. They represent 17.1% of the undergraduates, 6.6% of the graduate and 8.1% of the professional students.

Looking at the distribution of underrepresented students in various colleges (Table 13), we see that the proportion of African American students is highest in Liberal Arts and Sciences (11.2%), Applied Health Sciences (10.7%) and Social Work (10.3%). Medicine has a substantial proportion of African American students (9.4%). However African American students are not well represented in the Colleges of Architecture and the Arts (4.9%), Pharmacy (5.4%), Dentistry (5.8%), and Engineering (6%). Considering this distribution, it appears that a concerted effort to attract and graduate African American students has been successful in Medicine. It also indicates that among undergraduates, some African American students are either unprepared to meet the admission standards of colleges such as Engineering or are not sufficiently aware of their career possibilities. It is interesting that Engineering has a relatively lower proportion of African Americans considering the success of that college in retaining these students. (The program deemed responsible for this success, the Minority Engineering Recruitment and Retention Program will be reviewed in the section of this report on Formally Organized Units.) Looking at the distribution of Latino students, we see a different pattern. Undergraduates are heavily represented not only in Liberal Arts and Sciences but also in Business Administration, Education, and Architecture and the Arts. The proportion of the undergraduate student body in Engineering that is Latino (13.3%), is similar to the proportion of Latinos in the total UIC student body (13.7%). What is troubling here is the relatively poor representation of Latinos among students seeking advanced degrees (6.6%).

The percentage of women students increased steadily over the five year period from 1996 to 2000 (Table 8). In Fall 2000, 55% of UIC students were women and 45% were men. Women students have comprised more than 50% of the student population since 1996. Table 9 shows that in Fall 2000 women represented greater than half of all

undergraduate and graduate enrollments and slightly less than half (49.6%) of the professional enrollments. The distribution of students by gender varies considerably from college to college. In Fall 2000, the proportion of college enrollments that were women ranged from 21.4% in Engineering to 91.9% in Nursing (Table 14). The enrollment pattern of women and men mirror the traditional conception of men's and women's professions although less strongly than in the past.

National Survey Data Sources

Drawing on data from three national surveys, we will illustrate the experiences, attitudes and expectations of incoming freshmen, as well as students later in their college experience. The Cooperative Institutional Research Program (CIRP) conducts an annual survey of first-time, full-time freshmen at colleges and universities across the United States. The survey is sponsored by the American Council on Education and the University of California, Los Angeles. UIC has been a participant for the past few years. UIC has also participated in the National Survey of Student Engagement (NSSE), an initiative of the Pew Charitable Trusts. Data from this national survey of college student experiences is published annually. In 1996, UIC participated in the Student Satisfaction Survey. Student Satisfaction Inventory (SSI) is a survey conducted on a national basis among both two-year and four-year colleges and universities by the Noel-Levitz consulting firm. Reviewing the responses to these surveys administered at different times in a student's career and in the case of the CIRP in different calendar years, provides a moving rather than static view of the campus climate at UIC. Although we see little change, trends might appear in these data.

Attitudes of Entering Students

The information on incoming students is of particular relevance to this report since they provide a snapshot of the attitudes and past experience incoming students. Of particular import for campus climate is their past experience with fellow students from racial and ethnic groups different from their own, and their commitment to personally enhance racial/ethnic understanding.

Table 15 shows that the majority of students entering UIC in 1999 and 2000 report frequent interaction with students from different ethnic groups. Table 16 shows that incoming White students are less committed to personally improving race/ethnic understanding than are students from underrepresented groups.

Institutional Attractiveness (Recruitment)

UIC's diversity is a recruitment asset. Results of the national survey (CIRP) administered to incoming first-year students at UIC (Table 17) show that the diversity of UIC was a factor considered in students' decision to attend UIC. Data from both the 1999 and 2000 administration of this survey showed that diversity was not only important to students of color but also to White students.

A survey of a random sample of undergraduates (SSI) resulted in 2,898 returned questionnaires. Analyses of these data provide critical information on the level of satisfaction students of various race/ethnic groups felt about the UIC recruitment experience.

Table 18 presents mean ratings of students' satisfaction with the way admissions counselors portray the campus, the way they respond to unique needs and requests, the level of knowledge of admissions staff, and the reputation of UIC in their community. Although all these mean ratings are positive, African American and Latino students are generally more satisfied with the admissions process than Whites and Asian Americans. African American and Latino students also give a more positive evaluation of UIC in their community. In addition to the campus-wide Office of Admissions and Records, UIC has four special units -- the African American Academic Network (AAAN), the Latin American Recruitment and Educational Services (LARES), Minority Engineering Recruitment and Retention Program (MERRP), and Native American Support Program (NASP) -- that are devoted to recruitment and retention of African American, Latino, and Native American students. The special attention provided by these units may be the cause for the more positive evaluations given by African American and Latino students.

Institutional Attractiveness (Retention)

The UIC six-year graduation and retention rates are low for all race/ethnic groups (Table 19) compared to some public institutions, but they are similar to those at comparable urban universities.

Data from both the Student Satisfaction Survey and the National Study of Student Engagement (1999) give some idea of the attractiveness of UIC for continuing students. The variations in ratings given by students from different race and ethnic groups are generally very small but they may give some clue as to the similarities and differences of their experience and perception of UIC.

In Table 20, mean satisfaction scores of students responding to the Student Satisfaction Survey show that there is little variation in students' assessment of their experience at UIC on the basis of their race/ethnicity. Of interest is the greater positive response from Latino students on most items. Latino students were the most satisfied with the college experience at UIC, with their overall experience at UIC, and the availability of financial aid. In addition, African American, Asian American and Latino students were more likely to endorse the statement "Most students feel a sense of belonging here" [UIC] than were White students. However, White students expressed the greatest satisfaction with campus security and Asian American students expressed the least.

Tables 21 and 22 present data from the National Survey of Student Engagement in 1999. Mean ratings of all respondents on the educational experience at UIC and likelihood of making the same choice again were positive. Variations among the various race/ethnic groups were too small to be meaningful but they are similar to the results of the Satisfaction Survey. In particular, Latino students at both the Sophomore and Senior level were the most likely to say they would choose UIC again if they were

starting over. Mean scores for all respondents are slightly below the mean for other urban institutions but not significantly different.

The results of these surveys confirm the importance of AAAN and LARES to the retention of African American and Latino students. It is through these programs that students develop a sense of belonging and are counseled and tutored to assure academic success. Although the six-year graduation and retention rates (Table 19) of African-American and Latino students are not as high as those of Asian Americans and Whites, the relatively strong graduation rate of Latino students reflects the strength of the LARES initiatives. As noted in the first section of this report, UIC is ranked 36th in the number of baccalaureate degrees awarded to Latinos. The high number of Engineering baccalaureate degrees (20th in the nation) earned by students from underrepresented minority groups demonstrates the importance of targeted programs such as MERRP.

Faculty and Classroom Behavior

Fall 1999 Sophomores and Seniors asked to give an overall rating of their relationships with faculty gave a mostly positive response (Table 23). Here again there are slight differences in the means for the different years and race/ethnic groups but the only data point that warrants comment is that the mean rating of the 23 African American sophomores was not positive and stands in contrast to the mean ratings of other sophomores and to African American seniors. These ratings have sparked discussion and indicate an area of concern. The recent introduction of “Freshman Seminars” and “Orientation Courses” in the colleges with the majority of undergraduate enrollments is one attempt to address this issue.

The positive ratings of relationships with faculty was also evident in the results of the Satisfaction Survey (Table 24). Students of all race/ethnic groups rated faculty as fair and unbiased in their treatment of individual students and also saw them as adjusting their teaching to address student differences.

Student Needs and Concerns

The Student Satisfaction Survey provides information on student assessment of a large number of university services. Table 25 presents data on nine of these. Mean ratings on all are positive and show a pattern which has been noted above. African American and Latino students appear more satisfied than White and Asian American students. This is true of their assessment of academic support services, and tutoring services as well as rating of staff/faculty in the following areas: advising, counseling, library services, registration support, and administrators.

Results of the Fall 1999 National Survey of Student Engagement present a similar pattern in students assessment of their relationships with administrative personnel and offices (Table 26) and with the impact of their university experience on understanding themselves (Table 27). Responses of African American and Latino students on these

items are generally more positive than the average ratings given by all students at other urban institutions.

Student responses concerning support for academic and personal success are also positive (Table 28). Except for a lower mean for the 12 African American seniors, the pattern of more positive responses from Latino and African American students is consistent with other measures. Perhaps the small number of African American respondents is the reason for this inconsistency. The other means for African American and Latino UIC students are higher than the national average for urban institutions.

Institutional Responsiveness/Institutional Racial Climate

Review of the data from the National Survey of Student Engagement (Tables 29 and 30) supports the view that UIC encourages contact among students from different economic, social and racial/ethnic backgrounds, as well as promotes understanding among people of different racial and ethnic backgrounds.

Data drawn from the Student Satisfaction Survey (Table 31) documents students' assessment of the campus commitment to meeting the need of underrepresented populations. The means in Table 29 show that all students have a positive evaluation of the campus commitment to underrepresented groups. However the responses from African American students are lower than that of other groups. Many of our recent changes in support services and recruitment have targeted African Americans for this reason. As noted in the Highlights section of this report, the African American Academic Network (AAAN) introduced several new events or programs over the past two years. Some are targeted at specific sub-groups, such as the Single Parents Support Group, Sista Circle, and Male Student Success Initiative. One program aimed at all African American students is especially noteworthy. It is a mentoring program through which African American undergraduates are matched with African American faculty and staff on UIC's campus. We hope that any current and future assessments will find the African American students' evaluations to be more positive.

Two items on the Student Satisfaction Survey provide information on the racial climate at UIC. Means of these two items are presented in Table 32. This table reveals overall positive mean ratings of the commitment to racial harmony at UIC and the degree to which all students are made to feel welcome.

Student Racial Climate/Student Life

One measure of the racial climate among students is their rating of their relationships with other students. The Fall 1999 National Survey of Student Engagement asked sophomore and senior respondents to rate the quality of the relationships among students at UIC. All respondents regardless of race/ethnicity or class rank rated student relationships positively (Table 33). Latinos gave the most positive evaluations. We also see that the means for all UIC respondents are similar to those of other urban institutions.

The African American Cultural Center, the Rafael Cintrón-Ortiz Latino Cultural Center, and the Latino Committee on University Affairs join with AAAN and LARES in nurturing African American and Latino students. Not only do the Centers celebrate the students' culture and the past and present accomplishments of people like them, they also allow students to test their leadership skills in a friendly and welcoming environment. The Latino Committee on University Affairs provides role models for Latino students, sponsors the Association of Latino Parents, and co-sponsors a Financial Aid Workshop for Latino students.

Overview

Taken together, these data paint a picture of students who enter UIC with previous experience with people different from themselves, and who are attracted to UIC because of its diverse student body. Race/ethnicity does not have a major impact on evaluations of the recruitment process, interactions with faculty, staff, and other students. In fact, where we do see differences, the majority show a pattern of more positive evaluations from African American and Latino students. In a few instances, the mean ratings of African American students were less positive than those given by students from other groups. This difference appeared in some of the older survey data but not in the more recent surveys. In response to the earlier results, several initiatives have been launched. It is hoped that more positive responses will occur on future survey. In the meantime, the areas of deficiency have been noted and will continue to be addressed.

One possible explanation of the general pattern of more positive view of the UIC climate by African American and Latino students is the success of attempts to support African American and Latino students with special initiatives and support activities. Perhaps the successful programs offered by the support programs need to be expanded to cover all students. Despite the lack of consistent race/ethnic differences, these data also indicate areas that need attention & particularly in communicating the concern of faculty and staff for individual students.

REVIEW OF FORMALLY ORGANIZED UNITS

Units seeking to improve student representation in mathematics, science, and engineering disciplines.

Before reviewing the units at UIC that focus on improving the representation of underrepresented students in mathematics, science, and engineering, some background information may prove helpful. In rankings of the number of baccalaureate degrees granted to minority students in Engineering, *Black Issues in Higher Education* ranks UIC 20th overall with 148 degrees granted to minority students. This represents 51% of bachelors degrees conferred in Engineering at UIC in 1999-2000. Looking at the individual groups, UIC was ranked 32nd in number of engineering baccalaureate degrees granted to African Americans (21), 17th in the number conferred on Asian Americans (89), and 22nd in number of engineering degrees awarded to Latinos (38).

Minority Engineering Recruitment and Retention Program (MERRP)

One unit which has an impressive record of recruiting and retaining underrepresented minority students in engineering is the Minority Engineering Recruitment and Retention Program (MERRP). This unit was reviewed in detail in the *UIC Report on the Participation and Success of Underrepresented Students and Staff*, September 2000. A detailed description of the success and effectiveness of this program appears on pages 17 and 18 of that document. What follows is a brief description.

MERRP's goals are to recruit and retain engineering students from underrepresented groups in the engineering profession. Retention and graduation data clearly indicate the

The number of underrepresented students receiving baccalaureate degrees in engineering has almost doubled in the past five years.

effectiveness of this program. For the past two years, the retention of Latino engineering students from freshman to sophomore year has been greater than that of White students. Although the total number of underrepresented minority students enrolled in Engineering has decreased slightly over the past five years from 410 in 1996 to 376 in 2000, the number of underrepresented students that have graduated has increased by 68%. In 1996, 37 underrepresented students received baccalaureates in Engineering. In 2000, the number was 62.

Over the past 4 to 5 years there has been a marked increase in the overall performance of underrepresented freshmen, especially in their math courses. Much of this success is due to the mandatory supplemental instruction provided these students.

Supplemental Instruction (SI) is not a traditional tutoring program; rather, it employs alumni, graduate teaching assistants and advanced undergraduate students who work as instructors under supervision. Through this mechanism students are provided with both tutoring and mentors/role models. Since these sessions became mandatory in 1996, the students who participated have shown a marked improvement in math performance – one grade higher – than students who did not participate.

A couple of practices which deserve special attention are the use of peer and alumni in the supplemental instruction program and the critical role played by internships and exposure to engineering professionals. MERRP has enhanced the feeling of community among the underrepresented undergraduate students by hiring advanced students to participate in the delivery of supplemental Instruction. At the same time, this practice provided financial support for advanced students and provided near peer role models and mentors for first and second year students. The use of alumni as instructors in the SI program has also proved invaluable.

The sense of community fostered by employing advanced students and alumni in the supplemental instruction program is critical to success.

For the advanced students, contact with working professionals through internships and the encouragement of participation in the National Society of Black Engineers, the Society of Hispanic Professional Engineers, and the Society of Women Engineers is deemed invaluable to academic success.

Contact with professionals in the field is an important factor in degree completion.

One other aspect of MERRP that appears critical to success is the ability to provide financial support. The College of Engineering and MERRP have been successful in obtaining support for underrepresented students. This has allowed students to concentrate on their professional development rather than having to split their time between work unrelated to engineering and their engineering education.

Urban Health Program (Early Outreach Program)

An extensive review of the complete Urban Health Program (UHP) appears in the 1998 *UIC Report on the Participation and Success of Underrepresented Students and Staff* with a focus on it's role in the recruitment and retention of graduate and professional students from underrepresented groups. One constituent program, the Early Outreach Program, appears germane to the current report and will be the focus of this review. The College of Education houses and oversees the UHP Early Outreach Program.

UHP Early Outreach Program seeks to identify promising minority and disadvantaged students in elementary and high schools who exhibit potential for completing a health education curriculum. By reaching these students at an early stage in their education, UHP can help develop the basic academic knowledge and skills critical to preparing for a career in basic science teaching and research as well as the health professions.

Of the many initiatives sponsored by the UHP Early Outreach Program, six potentially affect math and science performance in college and the choice of math or science as a career. The programs and 2000-2001 enrollments are:

- Saturday College Program (196)
- High School Senior/College Transition Program (35)
- Hispanic Math/Science Education Initiative (172)
- ABLA (a public housing project adjacent to UIC) Community Scholar Program (306)
- UIC/CPS (Chicago Public Schools) Prep Program (319)

- Educational Enrichment Program (101)

All of these Early Outreach initiatives share a set of common goals. One of these goals is to increase students' proficiencies in science and mathematics by creating a rigorous educational environment in which students' academic abilities are nurtured and their success is celebrated. Three other goals are particularly relevant to the present review. These are: to increase students' abilities to think critically and analytically and to problem solve; to provide parents with workshops which will enhance their ability to support their children throughout their academic careers; and to introduce students to a college environment.

To achieve these goals the various programs employ many strategies. Some of the activities relevant to preparation in math and science mounted by the various programs include:

- Instruction in science, mathematics, language arts, computers, test preparation, public speaking, and Spanish
- Science-focused field trips
- Science fairs
- 4-H activities
- Study skills workshops
- Stress management Workshops, etc.
- Financial planning workshops for students and parents
- Financial aid workshops for students and parents
- Exposure to a college campus
- Workshops that enable parents to participate in academic decisions
- Workshops for parents that help them support their children academically
- Graduate-level courses and in-service training for teachers
- Teachers' symposium.

These programs vary in the age range of targeted students. They range from elementary school student through seniors in high school. One, Saturday College, targets the range from 4th to 11th grade students. One important feature of the majority of these initiatives is that parents are included in the programs. The ABLA Community Scholar Program targets an entire elementary school. It has programs for students, parents and teachers. Success can be assured only if students receive the support they need in their everyday environment.

UHP-Early Outreach finds parental participation critical to improving academic performance.

All of these programs have had a substantial impact on the participants. Each of these programs has a comprehensive assessment component. The following summaries of these assessments focus on the math and science outcomes.

Saturday College Program Seventy-eight percent of the students demonstrated improvement in their overall academic performance; 77% improved in mathematics, 71% improved in science. Further, 78% reported a more positive attitude toward

mathematics, and 78% toward science. Data indicate major improvements in standardized test scores as well.

High School Senior/College Transition Program All participants graduated from high school and all were admitted to college for Fall 2001. Participants' mean score on the ACT (22.3) was higher than the national average of 21.5.

Hispanic Math/Science Education Initiative The mean score of participants on the ACT was 21 which is significantly higher than the average ACT scores (15 and 16) at the two high schools program participants attend. Ninety-three percent improved in math and 99% improved in science.

ABLA Scholars Program This year's program focused on parents. Fifty percent of the participating parents demonstrated improved leadership skills and in their ability to assist in school decision making.

UIC/CPS Prep Program An external evaluation of participants in the six-week summer program found that participating students showed increases in their standardized test scores from 1.01 and 1.02 years in reading and .98 and 1.16 years in mathematics. Looking at overall academic performance, 56% improved. Sixty-eight percent improved in math, and 67% improved in science. Assessment of participants in the school-year portion of the program showed the following: 84% demonstrated overall academic improvement; 81% improved in science; and 90% improved in mathematics.

Educational Enrichment Program Ninety percent of participants received grades of "A" or "B" in the core subject areas of mathematics, language arts, science, and social studies. Overall academic performance improved for a reported 83% of the participants. In math and science, 100% of the students were reported to have improved.

All student participants in the Educational Enrichment Program demonstrated improvement in math and science.
--

Regional Math/Science Center (RMSC)

The Regional Math/Science Center (RMSC) is one of the units within the TRIO Programs at UIC. The goal of the Center is to increase the number of underrepresented students who enter and successfully complete undergraduate degrees in mathematics, science and engineering.

RMSC receives federal support and draws from a four-state region. Recruitment of students to the program is accomplished through TRIO programs and high schools in the target areas followed by RMSC staff visits. Participating students must complete an application (including recommendations) and take an entrance exam which assesses skills levels prior to selection. An Individual Educational Plan is developed for each student to ensure that each participant receives the maximum benefit from the program.

The program is designed to provide and exciting approaches to intellectual development through exposure to an mathematics and science curriculum. The includes basic scientific (i.e., physical and and the foundations of algebra.

Living on campus plays an important role in the development of math/science interests of participants in the Regional Math/Science Center.

students with new and personal intensified focus of the Center health) principles

Students live on campus for six weeks of the summer. During that time, they are offered classes in mathematics, science, computer science, English, and a foreign language. Students also participate in Career Exploration Modules, a mentor and career shadowing program, and special research projects. Participants also take part in field trips to many science and technology institutes in the Chicago area.

Outcomes are assessed though pre- and post-testing of participants, as well as though collection of follow up information from the participants and where possible from their home schools and TRIO programs. The data on grades before and after attending the program shows that 90% of past participants have shown improvement in their overall grade point averages.

Definitions for Annual Report on Underrepresented Groups in Higher Education

Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not Hispanic Origin) - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not Hispanic Origin) – A person having origins in any of the Black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The areas include, for example China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identifications through tribal affiliation or community recognition.

Students with Disabilities – See Attachment page A-5

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 2000 AND 2001**

Program	Staff Years Budgeted		Dollars Budgeted**		Dollars Budgeted
	FY00	FY01	FY00	FY01	
UNIVERSITY OF ILLINOIS AT CHICAGO					
Academic Center for Excellence	15.35	13.35	460,100	476,300	16,200
Office for Access and Equity	9.50	11.00	608,100	671,200	63,100
African-American Academic Network	30.00	17.00	673,000	691,400	18,400
African-American Cultural Center	2.63	2.63	188,400	192,100	3,700
Office of Community Relations					
ACT-SO**	2.28	2.78	7,500	7,500	0
Black History Month	6.00	7.37	18,000	19,000	1,000
Campus Advocacy Network					
Center for Research on Women and Gender	9.59	9.20	688,000	559,500	(128,500)
Chancellor's Award	0	0	33,400	32,000	(1,400)
Chanc. Comm. on the Status of Blacks	0.19	0.19	27,300	32,200	4,900
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.19	0.19	26,100	26,000	(100)
Chancellor's Committee on Status of Latinos	0.25	0.25	16,900	18,000	1,100
Chanc. Comm. on the Status of Persons with Disabilities	0.25	0.25	24,700	24,700	0
Chanc. Comm. on the Status of Women	0.19	0.19	37,200	39,900	2,700
Chanc. Comm. on the Status of Asian American	0.25	0.25	15,000	20,000	5,000
The Mentoring Experience	0.25	0.35	0	2,000	2,000
Chicago Alliance for Minority Participation					
Children's Center	20.54	20.54	702,100	728,800	26,700
College of Architecture and the Arts					0
Spiral Workshop	1.63	0.60	1,400	800	(600)
UIC-Tuskegee Exchange Program	0.20	0.20	0	0	0
College of Education					
Future Teachers Club**	0.25	0.23	5,300	2,800	(2,500)
Golden Apple Scholars	1.15	1.00	4,000	4,000	0

Project 29	1.25	1.75	200,000	250,000	50,000
College of Engineering					
Minority Engineering Program	11.12	7.57	305,900	318,100	12,200
College of Medicine					
Hispanic Center of Excellence	4.52	1.27	500,000	500,000	0
Disability Services	11.5	1.00	320,000	320,000	0
Early Outreach					
Hispanic Math/Science Edu. Initiative**	3.79	9.67	120,000	146,400	26,400
Mayor's Summer Job Program **	0.30	10.04	49,500	49,500	0
Pre-Freshman Enrichment Prog.**	13.45	20.15	247,000	352,200	105,200
Saturday College**	7.5	8.30	290,000	296,000	6,000
College Component**	0.21	0.31	2,000	2,000	0
High School/College Transition Component***	0.21	1.04	8,000	8,000	0
ALBA Community Scholars Program***	6.55	4.20	213,000	213,000	0
Summer Residential Health/Science Enrichment Program***	0.75	8.05	15,000	55,000	40,000
Educational Enrichment Program***	0.45	6.10	20,000	53,000	33,000
Graduate College Admissions & Retention Program					
Abraham Lincoln Graduate Fellowship	0.14	0.14	112,000	120,000	8,000
CIC Directory of Minority Ph.D. Candidates and Recipients	1.12	1.12	0	0	0
CIC Name Exchange Program	0.74	0.74	0	0	0
CIC Summer Research Opportunity Program	3.44	6.0	400,000	400,000	0
Graduate College Diversity Fellowship	0.2	0.14	300,000	300,000	0
Illinois Consortium for Educational Opportunity Program	0.19	0.19	160,000	140,000	(20,000)
Illinois Minority Graduate Fellowship	0.19	0.19	0	15,000	15,000
Latino Committee on University Affairs	0.50	0.50	25,000	26,000	1,000
Latin American Recruitment and Educational Services	17.22	17.22	496,600	512,500	15,900
Martin Luther King, Jr. Scholarships	0	0	77,500	80,000	2,500
Minority Faculty Recruitment Pool	0.15	0.15	483,300	540,000	56,700
National Youth Sports Program**	4.35	4.35	89,300	96,000	6,700
Native American Support Program	3.00	3.00	119,300	122,400	3,100
Office of Women's Affairs	3.34	3.23	170,700	181,900	11,200
President's Award Program	2.19	2.19	1,577,200	1,516,300	(60,900)
Trio Programs					
Project Upward Bound**	8.00	6.26	420,100	501,600	81,500
Academic Support Program**	8.75	3.55	239,100	230,100	(9,000)
Educational Talent Search**	5.13	3.51	290,800	249,600	(41,200)
Project Gearup	0.87	3.89	329,400	339,400	10,000
Math/Science Center**	4.90	3.89	266,600	268,500	1,900

Raphael Cintron Ortiz Cultural Center	2.68	2.56	175,100	185,700	10,600
Salute to Academic Ach.**	0.75	0.75	22,200	24,700	2,500
Urban Health Program	4.00	4.00	312,300	393,600	81,300
Urban Health Program - Academic Center for Excellence	1.65	0.80	65,300	68,800	3,500
Urban Health Program - College of Pharmacy	1.38	1.19	75,000	86,000	11,000
Urban Health Program - UIC School of Public Health	3.35	4.85	24,615	24,600	(15)
Urban Health - College of Dentistry	2.00	1.00	104,000	110,300	6,300
Urban Health - College of Medicine****	13.85	8.97	826,000	1,329,600	503,600
Urban Health - Graduate College		3.0		41,300	41,300
Urban Health - College of Applied Health Sciences	2.56	2.56	113,000	119,800	6,800
Urban Health - College of Nursing	1.41	1.41	110,000	111,300	1,300
Urban Youth Leader Project**	1.42	1.48	22,600	25,500	2,900
UIC Association of Parents	1.19	1.19	10,600	10,700.00	100
Gender and Women's Studies	6.63	6.7	400,300	421,900	21,600

N/A Not Available

Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

*

** Program is directed to serve more than one underrepresented group (e.g., minorities and females).

*** Program serves elementary and secondary school students.

**** Previously recorded under program names Health Careers Opportunity Program (HCOP)** and HCOP Post-Baccalaureate Program

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies “handicapped” students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term “disables” in place of “handicapped.”

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as “any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.” This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairment (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicated in the lines below both the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year proceeding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution’s disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY2001 Undergraduate Enrollment of Students with Disabilities* ____ 106 _____

FY2001 Graduate/Professional Enrollment of Students with Disabilities ____ 24 _____

The above enrollment count is: (Please check one)

- a. estimate of the number of disabled students at the institution _____
- b. count of the number of students receiving services at the institution ____ X ____

*For community colleges, the count submitted on this form should match the count submitted on the college’s A1 record.

Table 1
UIC Faculty Profile for 2000
Compared to Illinois Population and Ph D's Earned
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Latino	Native American	Foreign and/or Unknown*
% Population in Illinois	75%	2%	15%	8%	**	n/a
PhD's Earned by US Citizens	88%	3%	4%	3%	**	1%
Tenured and Tenure Track N=1427	78%	13%	4%	5%	0	n/a
Tenured Faculty N=1092	82%	12%	2%	4%	0	n/a
Tenure-Track Faculty N=335	66%	19%	8%	7%	0	n/a

Data sources: 1990 Census - State of Illinois; The Summary Report 1993 Doctorate Recipients from United States Universities, National Research Council; UIC Office of Access and Equity; Office of Data Resources and Institutional Analysis

*The 1% US Ph.D. earners are all representative of the "unknown" category. Foreign faculty represent less than one percent of the faculty in all categories at UIC. UIC does not employ faculty who are in visa status.

**Percentages have been rounded. In all categories Native American representation is below .5%.

Table 2
UIC Campus Summary
Minority Tenured and Tenure-Track Faculty
Racial/Ethnic Distribution
Fall 1991-2000

Racial/Ethnic Group		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Native American	%	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2
	N	(5)	(4)	(2)	(2)	(1)	(2)	(1)	(2)	(3)	(2)
African-American	%	2.5	2.8	2.7	2.8	3.5	3.7	3.6	3.5	3.7	3.6
	N	(38)	(43)	(42)	(43)	(54)	(57)	(54)	(53)	(53)	(52)
Asian	%	10.2	10.6	10.9	11.6	11.2	11.7	12.3	13.0	12.7	13.5
	N	(155)	(164)	(169)	(181)	(173)	(182)	(185)	(193)	(183)	(192)
Hispanic	%	3.2	3.3	3.1	3.2	3.3	3.6	3.8	4.0	3.8	4.5
	N	(48)	(50)	(48)	(50)	(51)	(56)	(57)	(59)	(55)	(64)
Total Minority	%	16.2	17.0	16.8	17.7	18.1	19.1	19.6	20.6	20.5	21.7
	N	(246)	(261)	(261)	(276)	(279)	(297)	(297)	(307)	(294)	(310)

Data Source: UIC, Office of Access and Equity, Office of Data Resources and Institutional Analysis

Table 3
Tenured and Tenure-Track Female Faculty
As a Percent of Total

Fall Term		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Tenured	%	19.4	20.0	20.3	20.8	20.6	21.4	21.8	23.1	23.6	23.4
	N	(222)	(227)	(232)	(231)	(227)	(244)	(247)	(267)	(262)	(255)
Tenure-Track	%	39.1	37.8	38.4	38.8	42.8	42.4	39.5	38.9	40.8	43.6
	N	(144)	(132)	(152)	(162)	(172)	(163)	(151)	(136)	(131)	(146)

Data Source: Office of Data Resources and Institutional Analysis

Table 4
UIC Academic Professional and Support Staff Profile for 2000
Compared to Illinois Population and the Labor Force
in the Chicago Metropolitan Statistical Area
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Latino	Native American
% Population in Illinois	75%	2%	15%	8%	**
% in Labor Force In Chicago MSA*	75%	4%	16%	10%	**
% UIC Academic Professor Admin. *** 2060	68%	10%	14%	7%	0%
% UIC Support Staff *** 5020	32%	10%	44%	14%	0%

Data sources: 1990 Census; State of Illinois; 1994 Illinois Department of Employment Security Estimates; Office of Data Resources and Institutional Analysis

* The racial/ethnic categories for the Chicago Metropolitan Statistical Area are not mutually exclusive.

** Data not available

*** Chicago Staff Only

Table 5
African-American and Latino Support Staff*

As a Percent of Total

Fall 1991-2000

Fall Term		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
African-American	% N	42.3 (2475)	42.0 (2424)	41.2 (2322)	41.4 (2441)	41.1 (2473)	40.4 (2385)	39.8 (2408)	39.7 (2293)	44.0 (2269)	44.0 (2210)
Latino	% N	9.1 (533)	9.2 (538)	9.5 (543)	9.4 (554)	9.7 (588)	10.5 (624)	11.5 (694)	12.0 (693)	13.8 (711)	14.5 (727)

Date Source: UIC Office of Data Resources and Institutional Analysis

* Chicago Staff Only

Table 6

	Academic Administration		Academic Professional		TOTAL		%	%
Black	71	(53)	223	(128)	294	(181)	13.4%	(13.1%)
Asian/Pacific Islander	26	(7)	194	(98)	220	(105)	10.1%	(7.6%)
Latino	35	(16)	118	(75)	153	(91)	7.0%	(6.6%)
American Indian/Alaska Native	3	(2)	7	(9)	10	(11)	0.5%	(0.8%)
All Minorities	135	(78)	542	(310)	677	(388)	31.0%	(28.1%)
White	455	(251)	1055	(740)	1510	(991)	69.0%	(71.9%)
Men	277	(177)	511	(383)	788	(560)	36.0%	(40.6%)
Women	313	(152)	1086	(667)	1399	(819)	64.0%	(59.4%)
All Comparative Staff Counts	590	(329)	1597	(1050)	2187	(1379)		

Data Source: UIC, Office of Access and Equity, Office of Data Resource and Institutional Analysis

Table 7

	Academic Administrators	Academic Professionals	TOTAL	%
Black	36	275	311	14.9%
Asian/Pacific Islander	11	278	289	13.8%
Latino	13	128	141	6.8%
American Indian/Alaska Native	1	0	1	0.1%
All Minorities	61	681	742	35.6%
White	185	1155	1345	64.2%
Men	100	607	707	33.9%
Women	146	1234	1380	66.1%
All Academic Staff Hires	246	1841	2087	

Data Source: UIC Office of Access and Equity, Office of Data Resource and Institutional Analysis

Table 8
Distribution of Students by Gender for Total Campus
Fall 1996-2000

	1996	1997	1998	1999	2000
Men	46.3%	46.1%	45.6%	45.2%	44.5%
Women	53.7%	53.9%	54.4%	54.8%	55.5%
Total	24,583	24,578	24,652	24,429	24,541

Data Source: Office of Data Resources and Institutional Analysis

Table 9
Gender Distribution of Students by Level
Fall 2000

	Undergraduate	Graduate	Professional	Total
Men	45.0%	41.2%	50.4%	44.5%
Women	55.0%	58.8%	49.6%	55.5%
Total	16,131	6,199	2,211	24,541

Data Source: Office of Data Resources and Institutional Analysis

Table 10
UIC Enrollment for Fall 2000
Compared to Illinois Population and ACT Test Takers
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	Native American	Foreign and Unknown*
% Population in Illinois	75%	2%	15%	8%	n/a	n/a
% ACT Test Takers in Illinois	68%	5%	11%	7%	.2%	9%
UIC Total Enrolled N=24,541	46.2%	19.6%	9.2%	13.7%	.3%	11.1%
UIC Freshmen Fall 2000 N=1,714	38.9%	25.7%	10.8%	19.8%	.3%	4.5%
All Undergrad Students N=16,131	44.5%	23.0%	9.6%	17.1%	.3%	5.5%
Graduate Students N=6,199	49.4%	6.5%	8.5%	6.6%	.2%	28.8%
Professional Students N=2,211	49.4%	31.5%	7.8%	8.1%	.4%	2.8%

Data sources: 1990 Census - State of Illinois; The 1999 ACT High School Report of Normative Data - Composite for Illinois; UIC Office of Data Resources and Institutional Analysis

*Foreign student data and racial/ethnic status "unknown" have been combined.

Table 11
Race/Ethnic Distribution of Students by Level
Fall 2000

Race/Ethnic	Undergraduate		Graduate		Professional		Total	
Native American	0.3%	(42)	0.2%	(12)	0.4%	(9)	0.3%	(63)
African American	9.6%	(1,552)	8.5%	(526)	7.8%	(172)	9.2%	(2,250)
Asian American	23.0%	(3,707)	6.5%	(405)	31.5%	(697)	19.6%	(4,809)
Latino	17.1%	(2,765)	6.6%	(411)	8.1%	(179)	13.7%	(3,355)
Caucasian	44.5%	(7,179)	49.4%	(3,061)	49.4%	(1,092)	46.2%	(11,332)
Foreign	1.8%	(289)	25.1%	(1,559)	1.4%	(31)	7.7%	(1,879)
Unknown	3.7%	(597)	3.6%	(225)	1.4%	(31)	3.5%	(853)
Total	100%	(16,131)	100%	(6,199)	100%	(2,211)	100%	(24,541)

Data Source: Office of Data Resources and Institutional Analysis

Table 12
Distribution of Students by Race/Ethnicity
for Total Campus
Fall 1996-2000

Race/Ethnic	1996		1997		1998		1999		2000	
Native American	0.3%	(74)	0.3%	(72)	0.3%	(68)	0.3%	(69)	0.3%	(63)
African American	9.9%	(2,422)	9.8%	(2,419)	9.7%	(2,382)	9.3%	(2,272)	9.2%	(2,250)
Asian American	17.3%	(4,264)	18.6%	(4,565)	19.4%	(4,788)	19.5%	(4,769)	19.6%	(4,809)
Latino	13.2%	(3,252)	13.4%	(3,296)	13.4%	(3,301)	13.6%	(3,333)	13.7%	(3,355)
Caucasian	49.9%	(12,275)	48.3%	(11,862)	47.2%	(11,638)	46.8%	(11,440)	46.2%	(11,332)
Foreign	6.0%	(1,469)	6.2%	(1,531)	6.6%	(1,624)	7.0%	(1,699)	7.7%	(1,879)
Unknown	3.4%	(827)	3.4%	(833)	3.5%	(851)	3.5%	(847)	3.5%	(853)
Total	100.0%	(24,583)	100.0%	(24,578)	100.0%	(24,652)	100.0%	(24,429)	100.0%	(24,541)

Data Source: Office of Data Resources and Institutional Analysis

Table 13
Race/Ethnic Distribution of Students by College
Fall 2000

COLLEGE	Native American		African American		Asian American		Latino		Caucasian		Foreign		Unknown		Total
Architecture and the Arts	7	0.6%	58	4.9%	146	12.3%	198	16.7%	705	59.5%	24	2.0%	46	3.9%	1,184
Business Administration	5	0.2%	203	8.4%	626	25.8%	442	18.2%	1,002	41.3%	82	3.4%	67	2.8%	2,427
Dentistry	2	0.6%	18	5.8%	67	21.8%	16	5.2%	187	60.7%	15	4.9%	3	1.0%	308
Education	1	0.6%	16	9.3%	20	11.6%	48	27.9%	78	45.3%	-	0.0%	9	5.2%	172
Engineering	1	0.1%	117	6.0%	601	31.1%	258	13.3%	821	42.5%	74	3.8%	62	3.2%	1,934
Graduate ¹	12	0.2%	526	8.5%	405	6.5%	411	6.6%	3,061	49.4%	1,559	25.1%	225	3.6%	6,199
Applied Health Sciences	-	0.0%	66	10.7%	88	14.3%	64	10.4%	362	58.7%	9	1.5%	28	4.5%	617
Liberal Arts and Sciences	28	0.3%	1,038	11.2%	2,130	23.1%	1,685	18.3%	3,893	42.2%	92	1.0%	364	3.9%	9,230
Medicine	7	0.5%	120	9.4%	355	27.9%	143	11.2%	633	49.7%	-	0.0%	15	1.2%	1,273
Nursing	-	0.0%	45	9.4%	91	19.0%	53	11.0%	270	56.3%	7	1.5%	14	2.9%	480
Pharmacy	-	0.0%	34	5.4%	275	43.7%	20	3.2%	272	43.2%	16	2.5%	13	2.1%	630
Social Work	-	0.0%	9	10.3%	5	5.7%	17	19.5%	48	55.2%	1	1.1%	7	8.0%	87
TOTAL	63		2,250		4,809		3,355		11,332		1,879		853		24,541

¹For this analysis all graduate level students have been placed into the graduate category.

Data Source: Office of Data Resources and Institutional Analysis

Table 14
Gender Distribution of Students by College
Fall 2000

COLLEGE	Men	Women	Total
Architecture and the Arts	49.6%	50.4%	1,184
Business Administration	47.4%	52.6%	2,427
Dentistry	53.6%	46.4%	308
Education	10.5%	89.5%	172
Engineering	78.6%	21.4%	1,934
Graduate ¹	41.2%	58.8%	6,199
Applied Health Sciences	40.5%	59.5%	617
Liberal Arts and Sciences	39.9%	60.1%	9,230
Medicine	59.9%	40.1%	1,273
Nursing	8.1%	91.9%	480
Pharmacy	29.7%	70.3%	630
Social Work	12.6%	87.4%	87
TOTAL	44.5%	55.5%	24,541

¹ For this analysis all graduate level students have been placed into the graduate category

Table 15

**Responses of Fall 1999 and 2000 Entering Freshman to the Question:
*During the past year, indicate the degree to which you socialized
with students from different ethnic groups.***
(1 = Not at all; 3 = Frequently)

Fall 99 Freshmen	White	African American	American Indian	Asian American	Latino
Not at all	2.5%	2.5%	-	3.5%	1.2%
Occasionally	23%	19.9%	5.9%	15.7%	16%
Frequently	74.5%	77.6%	94.1%	80.8%	82.8%
Total	840	161	17	536	337

Fall 2000 Freshmen	White	African American	American Indian	Asian American	Latino
Not at all	3.2%	3.4%	-	3.7%	2%
Occasionally	25%	14.5%	10%	17.9%	16.1%
Frequently	71.8%	82.1%	90%	78.4%	81.9%
Total	649	145	10	513	249

Data Source: Office of Data Resources and Institutional Analysis

Table 16

**Mean Ratings Given by Fall 1999 and 2000 Entering Freshman to the Question:
*How important to you personally is helping to support racial/ethnic understanding.***

(Fall 1999: N = 1,823; Fall 2000: N = 1,514)

(1 = Not Important; 4 = Essential)

	White	African American	American Indian	Asian American	Latino	Other	Total
Fall 1999 Freshmen	2.00 (813)	2.60 (146)	2.53 (17)	2.35 (525)	2.38 (322)	2.36 (75)	2.23 (1816)
Fall 2000 Freshmen	2.06 (638)	2.45 (137)	2.50 (10)	2.34 (491)	2.47 (238)	2.43 (60)	2.25 (1524)

Data Source: Office of Data Resources and Institutional Analysis

Table 17

**Mean Ratings Given by Fall 1999 and 2000 Entering Freshman to the Question:
*How important to the decision to attend UIC was "The ability to get to know and work with students from varied cultural, racial and ethnic backgrounds?"*** *

(Fall 1999: N = 1478; Fall 2000: N = 1072)

(1 = Not Important; 5 = Most Important)

Respondents	White	African American	American Indian	Asian American	Latino	Other	Total
Fall 1999 Freshmen	2.09 (832)	2.06 (160)	2.18 (17)	2.13 (534)	2.18 (336)	3.32 (57)	3.32 (1463)
Fall 2000 Freshmen	3.36 (510)	3.93 (115)	3.86 (7)	3.51 (399)	3.69 (140)	3.59 (49)	3.51 (1196)

* The question was slightly different in 2000. It read "The opportunity to get to know students from a variety of cultural, racial and ethnic backgrounds?"

Data Source: Office of Data Resources and Institutional Analysis

Table 18
Mean Satisfaction Ratings on Institutional Attractiveness (Recruitment) Related Items by
Race/Ethnicity

(1 = Not Satisfied at all; 7 = Very Satisfied)

Institutional Attractiveness	Caucasian	African American	Asian American	Latino	All
Admissions counselors accurately portray the campus in their recruiting practices.	4.24 (770)	4.22 (162)	4.09 (404)	4.50 (345)	4.24 (1842)
Admissions counselors respond to prospective students' unique needs and requests.	4.12 (804)	4.48 (166)	4.07 (403)	4.41 (348)	4.18 (1893)
Admissions staff are knowledgeable.	4.13 (956)	4.56 (198)	4.29 (449)	4.48 (394)	4.24 (2190)
This institution has a good reputation within the community.	4.94 (941)	5.08 (190)	4.63 (436)	5.17 (389)	4.90 (2143)

Data Source: Office of Data Resources and Institutional Analysis

Table 19
Six-Year Graduation and Retention Rates by Race/Ethnicity
Fall 1987 - 1994 New Freshman Cohorts

	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994
<u>African-Americans</u>	221	278	252	345	306	303	298	336
Graduated	23.1%	19.1%	20.2%	21.4%	19.6%	26.1%	17.4%	21.7%
Still Enrolled	5.9%	5.0%	6.3%	7.2%	4.2%	4.6%	4.0%	3.0%
Dropout, Good Standing	8.6%	11.9%	7.1%	12.8%	10.1%	9.9%	13.8%	12.5%
Dropout, Poor Standing ¹	62.4%	64.0%	66.3%	58.6%	66.0%	59.4%	64.8%	62.8%
<u>Asians</u>	417	501	517	541	513	583	655	615
Graduated	40.5%	39.1%	39.8%	37.3%	33.5%	39.1%	37.6%	39.7%
Still Enrolled	11.5%	11.0%	7.0%	10.0%	7.6%	7.4%	6.0%	5.7%
Dropout, Good Standing	16.1%	14.6%	11.2%	14.6%	18.7%	14.8%	18.3%	18.5%
Dropout, Poor Standing ¹	31.9%	35.3%	41.9%	38.1%	40.2%	38.8%	38.2%	36.1%
<u>Hispanics</u>	292	337	344	397	507	574	578	570
Graduated	30.1%	28.8%	34.6%	32.0%	25.2%	28.0%	30.6%	30.4%
Still Enrolled	12.0%	12.8%	10.5%	9.3%	8.5%	8.0%	6.9%	7.9%
Dropout, Good Standing	18.2%	11.3%	11.9%	13.1%	16.8%	11.8%	10.9%	12.3%
Dropout, Poor Standing ¹	39.7%	47.2%	43.0%	45.6%	49.5%	52.1%	51.6%	49.5%
<u>Caucasians</u>	1,259	1,390	1,336	1,153	1,030	1,086	1,072	963
Graduated	39.1%	37.5%	40.9%	39.0%	33.1%	39.3%	40.2%	41.3%
Still Enrolled	5.7%	6.0%	6.1%	7.2%	4.6%	3.9%	4.9%	4.0%
Dropout, Good Standing	21.0%	25.1%	20.7%	20.2%	25.9%	21.0%	21.5%	19.5%
Dropout, Poor Standing ¹	34.2%	31.4%	32.3%	33.6%	36.4%	35.8%	33.4%	35.1%
<u>Total Cohort²</u>	2,282	2,609	2,552	2,542	2,513	2,667	2,710	2,572
Graduated	36.0%	34.8%	38.0%	35.2%	30.5%	34.9%	35.0%	35.6%
Still Enrolled	7.6%	7.6%	6.9%	8.1%	6.0%	5.7%	5.5%	5.2%
Dropout, Good Standing	19.1%	20.0%	16.4%	16.9%	20.4%	16.4%	17.5%	16.9%
Dropout, Poor Standing ¹	37.2%	37.7%	38.7%	39.8%	43.0%	43.0%	42.1%	42.3%

¹Includes dropout on probation, dropped by administrative action, and a small number of dropouts with unknown status.

²Native Americans, foreign students, and unknown race/ethnicity included in total cohort.

Data Source: Office of Data Resources and Institutional Analysis

Table 20
Mean Satisfaction Ratings on Institutional Attractiveness (Retention) Related Items by
Race/Ethnicity
(1 = Not Satisfied at all; 7 = Very Satisfied)

Institutional Attractiveness	Caucasian	African American	Asian American	Latino	All
So far, how has your college experience met your expectations?	3.91 (968)	3.93 (201)	3.90 (455)	4.19 (396)	3.94 (2211)
Rate your overall satisfaction with your experience here (UIC) thus far.	4.43 (970)	4.37 (202)	4.26 (454)	4.84 (396)	4.43 (2212)
Most students feel a sense of belonging here.	3.98 (979)	4.11 (199)	4.36 (453)	4.33 (300)	4.13 (2219)
The campus is safe and secure for all students	4.25 (977)	4.05 (198)	3.96 (448)	4.06 (403)	4.14 (2216)
Adequate financial aid is available for most students.	4.09 (855)	4.47 (194)	4.19 (419)	4.49 (397)	4.21 (2048)

Data Source: Office of Data Resources and Institutional Analysis

Table 21
Mean Ratings by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institution on the Item:
How would you evaluate your entire educational experience at this institution?
(Poor = 1; Excellent = 4)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	2.94 (88)	2.83 (23)	2.69 (58)	2.96 (28)	2.85 (206)
UIC Seniors Fall 1999	2.94 (106)	2.83 (12)	2.71 (38)	2.97 (35)	2.90 (199)
Urban Universities Sophomores Fall 1999	-----	-----	-----	-----	3.00
Urban Universities Seniors Fall 1999	-----	-----	-----	-----	3.04

Data Source: Office of Data Resources and Institutional Analysis

Table 22
Mean Ratings by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institution on the Item:
If you could start over again, would you go to the same institution you are now attending?
(Definitely no = 1; Definitely yes = 4)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	2.96 (89)	3.00 (23)	2.81 (58)	3.14 (28)	2.94 (207)
UIC Seniors Fall 1999	2.78 (106)	2.92 (12)	2.71 (38)	3.09 (35)	2.84 (199)
Urban Universities Sophomores Fall 1999	-----	-----	-----	-----	3.00
Urban Universities Seniors Fall 1999	-----	-----	-----	-----	2.98

Data Source: Office of Data Resources and Institutional Analysis

TABLE 23
Mean Ratings of Relationships with Faculty Members by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institutions
(Unfriendly, Unsupportive, Sense of Alienation = 1;
Friendly, Supportive, Sense of Belonging = 7)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	4.84 (89)	3.87 (23)	4.64 (59)	4.89 (28)	4.66 (208)
UIC Seniors Fall 1999	4.85 (106)	4.58 (12)	4.61 (38)	4.43 (35)	4.71 (199)
Urban Universities Sophomores Fall 1999	----	----	----	----	4.92
Urban Universities Seniors Fall 1999	----	----	----	----	5.04

Data Source: Office of Data Resources and Institutional Analysis

Table 24
Mean Satisfaction Ratings on Faculty and Classroom Behavior Related Items by Race/Ethnicity
(1 = Not Satisfied at all; 7 = Very Satisfied)

Faculty and Classroom Behavior	Caucasian	African American	Asian American	Latino	All
Faculty are fair and unbiased in their treatment of individual students.	4.65 (959)	4.34 (194)	4.47 (411)	4.66 (393)	4.55 (2172)
Faculty take into consideration student differences as they teach a course.	4.20 (932)	4.03 (189)	4.08 (440)	4.23 (389)	4.15 (2132)
Faculty care about me as an individual.	3.87 (979)	3.86 (198)	3.84 (453)	3.92 (403)	3.86 (2225)

Data Source: Office of Data Resources and Institutional Analysis

Table 25
Mean Satisfaction Ratings on Student Support Services
Related Items by Race/Ethnicity
(1 = Not Satisfied at all; 7 = Very Satisfied)

Student Support Services	Caucasian	African American	Asian American	Latino	All
Academic support services adequately meet the needs of students.	4.27 (769)	4.75 (172)	4.23 (386)	4.72 (349)	4.37 (1848)
My academic advisor is approachable.	4.57 (923)	5.22 (197)	4.49 (446)	4.98 (397)	4.66 (2148)
My academic advisor is concerned about my success as an individual.	4.20 (933)	5.12 (196)	4.17 (444)	4.75 (397)	4.37 (2156)
Counseling staff care about students as individuals.	4.21 (754)	4.63 (172)	4.02 (401)	4.48 (347)	4.25 (1838)
Library staff are helpful and approachable.	4.62 (956)	4.67 (203)	4.67 (449)	4.75 (403)	4.66 (2205)
The personnel involved in registration are helpful.	4.36 (938)	4.80 (191)	4.32 (435)	4.68 (380)	4.44 (2128)
Tutoring services are readily available.	4.54 (740)	5.15 (176)	4.45 (376)	4.82 (346)	4.62 (1806)
Campus staff are caring and helpful.	4.10 (1004)	4.23 (206)	4.14 (460)	4.26 (405)	4.14 (2273)
Administrators are approachable to students.	4.21 (911)	4.35 (200)	4.16 (446)	4.24 (388)	4.20 (2130)

Data Source: Office of Data Resources and Institutional Analysis

Table 26
Mean Ratings of Relationships with Administrative Personnel and Offices by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institutions
(Unfriendly, Unsupportive, Sense of Alienation = 1; Friendly, Supportive, Sense of Belonging = 7)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	3.80 (89)	4.09 (23)	3.68 (59)	4.39 (28)	3.87 (208)
UIC Seniors Fall 1999	3.50 (106)	4.58 (12)	3.68 (38)	3.40 (35)	3.62 (199)
Urban Universities Sophomores Fall 1999	-----	-----	-----	-----	3.93
Urban Universities Seniors Fall 1999	-----	-----	-----	-----	3.94

Data Source: Office of Data Resource and Institutional Analysis

Table 27
Mean Ratings of Degree to Which University Experience Has Enhanced Understanding of One's Self by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institutions
(Very Much = 4; Very Little = 1)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	2.56 (88)	2.96 (23)	2.68 (60)	2.82 (28)	2.66 (208)
UIC Seniors Fall 1999	2.77 (105)	3.17 (12)	2.79 (38)	2.89 (35)	2.83 (198)
Urban Universities Sophomores Fall 1999	-----	-----	-----	-----	2.79
Urban Universities Seniors Fall 1999	-----	-----	-----	-----	2.71

Data Source: Office of Data Resources and Institutional Analysis

Table 28
Mean Ratings of the Emphasis the University Places on Providing Support Needed to Achieve Academic Success and Personal Goals by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institutions
 (Very Much = 4; Very Little = 1)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	2.48 (89)	2.70 (23)	2.32 (59)	2.93 (28)	2.50 (208)
UIC Seniors Fall 1999	2.41 (106)	2.25 (12)	2.58 (38)	2.79 (34)	2.51 (198)
Urban Universities Sophomores Fall 1999	-----	-----	-----	-----	2.65
Urban Universities Seniors Fall 1999	-----	-----	-----	-----	2.60

Data Source: Office of Data Resource and Institutional Analysis

Table 29
Mean Ratings of the Emphasis the University Places Encouraging Contact among Students from Different Economic, Social, and Racial or Ethnic Backgrounds by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institutions
 (Very Little = 1; Very Much =4)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	2.55 (89)	2.35 (23)	2.41 (58)	2.68 (28)	2.49 (207)
UIC Seniors Fall 1999	2.45 (106)	2.67 (12)	2.68 (38)	2.68 (34)	2.57 (198)
Urban Universities Sophomores Fall 1999	-----	-----	-----	-----	2.47
Urban Universities Seniors Fall 1999	-----	-----	-----	-----	2.35

Data Source: Office of Data Resources and Institutional Analysis

Table 30
Mean Ratings of Degree to Which University Experience Has Increased Understanding of People of Other Racial and Ethnic Backgrounds by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institutions
 (Very Much = 4; Very Little = 1)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	2.67 (89)	2.83 (23)	2.68 (60)	3.29 (28)	2.77 (209)
UIC Seniors Fall 1999	2.75 (106)	3.00 (12)	2.79 (38)	3.20 (35)	2.85 (199)
Urban Universities Sophomores Fall 1999	-----	-----	-----	-----	2.71
Urban Universities Seniors Fall 1999	-----	-----	-----	-----	2.68

Data Source: Office of Data Resources and Institutional Analysis

Table 31
Mean Satisfaction Rating on Institutional Responsiveness Item by Race/Ethnicity
 (1 = Not Satisfied at all; 7 = Very Satisfied)

Institutional Responsiveness	Caucasian	African American	Asian American	Latino	All
How satisfied are you that this campus demonstrates a commitment to meeting the need of underrepresented populations?	4.67 (593)	4.17 (166)	4.44 (347)	4.84 (60)	4.59 (1590)

Data Source: Office of Data Resources and Institutional Analysis

Table 32
Mean Satisfaction Ratings on Institutional Racial Climate Items by Race/Ethnicity
 (1 = Not Satisfied at all; 7 = Very Satisfied)

Institutional Racial Climate	Caucasian	African American	Asian American	Latino	All
There is a strong commitment to racial harmony on this campus.	4.61 (927)	4.04 (192)	4.58 (438)	4.63 (382)	4.55 (2123)
Students are made to feel welcome on this campus.	4.28 (952)	4.39 (190)	4.36 (440)	4.66 (393)	4.34 (2162)

Data Source: Office of Data Resources and Institutional Analysis

Table 33
Mean Ratings of Relationships with Other Students by Race/Ethnicity for UIC Sophomores and Seniors and by Sophomores and Seniors at Other Urban Institutions
 (Unfriendly, Unsupportive, Sense of Alienation = 1;
 Friendly, Supportive, Sense of Belonging = 7)

Respondents	White	African American	Asian American	Latino	All
UIC Sophomores Fall 1999	4.97 (89)	4.43 (23)	5.58 (59)	5.46 (28)	5.15 (208)
UIC Seniors Fall 1999	5.01 (106)	4.17 (12)	4.97 (37)	5.34 (35)	5.01 (198)
Urban Universities Sophomores Fall 1999	----	----	----	----	4.87
Urban Universities Seniors Fall 1999	----	----	----	----	5.04

Data Source: Office of Data Resources and Institutional Analysis