

**A Report on the
Participation and Success
Of Underrepresented
Students and Staff**

University of Illinois
at Chicago

Submitted to the Illinois Board of Higher Education
September 2000

UIC Executive Summary

Supporting Diversity

- *U.S. News* lists UIC fifth among national universities for diversity and the only Midwestern university in the top 15.
- UIC ranks third nationally in the number of MD's awarded Latinos.
- UIC receives National Association of Student Personnel Administrators' Celebrating Diversity Award.
- The number of academic administrators that are women increased by 79% from 1994 to 1999.
- Latinos have more than doubled their numbers in the executive ranks in the past five years.
- *The Hispanic Outlook in Higher Education* ranks UIC 31st among US colleges and universities in graduating Latino students.
- *Black Issues in Higher Education* ranks UIC 31st among the top 100 U.S. universities in the number of baccalaureate degrees granted to minorities
- Mentoring programs for faculty, staff, and academic professionals prove both popular and valuable.
- UIC Latino students receive the largest number of Hispanic Scholarship Awards in the U.S.
- Representation of women among engineering undergraduates reached a new high of 19.6% (370) in Fall 1999.
- One-year retention of Latino Engineering New Freshman (78.1) exceeds that of Caucasian students (75.9).

New Initiatives

- *New Immersion Day* allows African American students to experience college prior to applying to UIC.
- Introduction of electronic tools such as e-mail and listservs provides advisors/counselors with a critical communication link to students and increases the impact of support services on minority students.
- African American Academic Network (AAAN) inaugurated the *Learning Assistance Program* which groups African American students in core courses with matching study groups.
- New computer room in AAAN's Study Center draws more students to utilize support services.
- Latin American Recruitment and Educational Support (LARES) published a new resource guide, *Bienvenidos*, for Latino students at UIC.

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Mary Glenn Wiley
Office of Academic Affairs
August, 2000

University of Illinois at Chicago

Annual Institutional Report on Underrepresented Groups

2000

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

National Recognition of UIC's Diversity and Outstanding Mentors

In previous reports, we have noted the recognition UIC has received for its progress toward a diverse student body, faculty and staff. Again this year, *US News* ranked UIC as fifth (and the only university in the Midwest) on diversity of student body among 228 national universities – 147 public, 81 private – listed. (<http://www.usnews.com/usnews/edu/college/codivers.htm>) The institutions in this group include Research I and II Universities, and Doctorate-Granting Universities I and II.

US News lists UIC as fifth among national universities for diversity and the only Midwestern university in the top 15.

A diverse student body is a UIC goal but a higher goal is to graduate a diverse body of students. This year, UIC was ranked by *The Hispanic Outlook in Higher Education* as 31st in the US in graduating Latino students in 1997-1998. No other Midwestern university was in the top 50. (<http://www.hispanicoutlook.com/top100.html>) UIC was ranked 31st among the top 100 U.S. universities in the number of baccalaureate degrees granted to minorities in 1996-1997 by *Black Issues in Higher Education* (July 8, 1999, p.37).

Not only has UIC been cited for the number of minority students receiving baccalaureates but a recent report on "Hispanics and the Health Profession" in *Hispanic Outlook in Higher Education* (June 10, 2000, pp. 6-10) ranked UIC third in the nation for the number of MD's awarded to Latinos (36). UIC was ranked 10th in the nation for the number of baccalaureate degrees in rehabilitation/therapeutic services awarded (7), and 24th in the nation for the number of baccalaureate nursing degrees awarded (13). These rankings were based on 1997-1998 data.

UIC ranked third nationally in the number of MD's awarded Latinos.

In rankings of the top 100 degree producers, *Black Issues in Higher Education* (July 22, 1999, pp. 46-81) ranked UIC as 25th in the nation in the production of minority master's degrees. UIC ranked 24th in granting master's degrees to Latinos and 38th nationally in granting master's degrees to African Americans. UIC ranked 62nd in the number of minority doctoral degrees conferred. These rankings were based on 1996-1997 data.

UIC was named the winner of the Celebrating Diversity Award for the Midwest region by the National Association of Student Personnel Administrators (NASPA). NASPA noted that UIC has developed a comprehensive program to support campus diversity.

UIC is recipient of NASPA's Celebrating Diversity Award.

A UIC faculty member was one of four recipients of the 6th annual Mercedes Mentor Awards given to Chicago-area individuals by Mercedes Benz, Chicago Magazine, and the Chicago Junior League. Thubi H.A. Kolobe, PhD., a member of the Department of Physical Therapy was cited for having advised, tutored and supported 63 minority physical therapy students and for her mentoring methods that truly foster active learning.

These rankings and awards reflect UIC's continued commitment to making the campus an environment where everyone – students, faculty, staff, alumni and visitors – feels welcome. UIC, with an undergraduate population with no ethnic majority, views diversity as one of its institutional strengths. UIC's continuing

commitment to diversity and accessibility, is evidenced by the strengthening of successful programs and the launching of new initiatives as detailed below.

Underrepresented Staff

Improve Campus Environment – Faculty Recruitment/Retention/Development

The Minority Faculty Recruitment Program continues to assist units in attracting outstanding minority faculty to the UIC campus. The major goal of the program is to increase the number of underrepresented minority faculty members at UIC by providing permanent salary supplements up to \$20,000 annually for each recruit and by providing research grant dollars. In FY00, 25 faculty members received grants and/or first-time salary supplements. Currently, a total of 83 faculty members are benefitting from \$1,636,225 in salary supplements. It is hoped that faculty recruited through this program will serve as role models and mentors for minority students. A recent issue of *Black Issues in Higher Education* (October 28, 1999, pp. 20-35) cited the Minority Faculty Recruitment Program for its success in attracting Black faculty to UIC.

Under the aegis of the Office of Academic Affairs, a *Mentoring Program for New Faculty* was initiated in FY98 for incoming women faculty. The program was so successful that in Fall 1998 the program was expanded to include all incoming faculty. Volunteer mentors are tenured faculty. In Fall 1999, a total of 28 new faculty participated in the program. Thirteen of these were women, and four were African Americans.

The impact of such initiatives as the Minority Faculty Recruitment Program, New Faculty Orientation, New Faculty Workshops, Promotion and Tenure Workshops, and the Mentoring Program for New Faculty should be visible in faculty diversity numbers. These data will guide the development of future programs. Data in Table 1 indicate that UIC has a higher percentage of Hispanic 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 but dropped slightly in Fall 1999 (Table 2). The data for African American faculty show an upward trend but are subject to fluctuations. With the Minority Faculty Recruitment Program in place for 9 years, we believe the trend toward more minority faculty indicates the success of this program.

The proportion of the faculty that are women continues to increase over this same time period (Table 3) with the percent of the tenured faculty that are women reaching 23.6% in FY 1999. This trend toward women being a larger percentage of the tenured faculty is encouraging. The introduction of the Mentoring Program for New Faculty should bolster programs presently in place and result in continued increases in minority and female faculty. As the presence of women and minorities in the classroom becomes less novel some campus environment issues will be minimized.

Improve Campus Environment – Staff Retention/Development

The UIC Support Staff Mentoring Program completed its second year. This program, sponsored by The Minority Concerns Subcommittee of the Chancellor's Committee on the Status of Women, is designed to further personal and professional development of support staff, to develop and build relationships, to share experiences and problem-solving approaches, to facilitate an understanding of the university culture and values, and to be a catalyst for positive and proactive change. Any member of the support staff can sign up for mentoring.

Mentoring programs for faculty, staff, and academic professionals prove to be both popular and valuable.

In the second year of the program, twenty support staff (proteges) and ten mentors participated in the mentoring program. A recent survey found that proteges rated their experiences positively. More than half of the proteges reported receiving assistance with career-related issues. As a result of the mentoring

experience, three women have returned to college, three have received promotions, and others praise the benefits of such a program.

Another measure 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 2000 who are African American or Latino exceeds the proportion of both African Americans and Hispanics in the Chicago labor force and in the total population in Illinois (Table 4). The proportion that are African-American has reached 44% and the proportion that are Hispanic continues to increase (Table 5). We expect the Mentoring Program to help UIC maintain the current positive trends in staff diversity.

Improve Campus Environment – Administrator and Academic Professional Retention/Development

An Academic Professional Mentoring Program was launched in spring 1999 by the Development Subcommittee of the Chancellor's Committee on the Status of Women with the support of the Provost and the Office for Women's Affairs. This initiative focuses on professional and personal development for female academic professionals and faculty interested in administration. At the end of one year, a review was conducted which indicated that an overwhelming majority of participants reported a positive experience and wished to continue in the program. The program is so popular that there is a waiting list. In the first year 11% of the participants were from underrepresented groups.

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 1994, the number of academic administrators and academic professionals that are women has increased dramatically (781 to 1,288); among vice chancellors, deans, and directors there has been a 79% increase from 143 to 256 (Table 6). The proportion of academic administrators hired during this period that were women was 58% and the proportion of academic professionals hired was 66% (Table 7).

The number of academic administrators that are women has increased by 79% from 1994 to 1999.

The number of underrepresented minorities who are academic administrators and academic professionals almost doubled in the same time period (283 in 1994 to 422 in 1999). Among the executive ranks the increase in underrepresented minorities was 50%. Latinos have more than doubled their representation, 11 to 30, in the same five-year period (Table 6). Twenty percent of both 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.

Latinos have more than doubled their numbers in the executive ranks in the past five years.

Women

Improve Campus Environment

The two major units responsible for support programs aimed at women students are the Office of Women's Affairs, and the Office of Access and Equity. 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 54.9% in 1999. The proportion in graduate programs (Table 9) has reached 58% but the proportion in professional programs is less than 50% (47.9%) but on the rise.

The Office of Women's Affairs (OWA) continues safety and leadership initiatives begun last year. One indication of OWA's success is the 40% increase in the number of contacts made by the Office. New this year is a focus on student-parent needs. OWA conducted a needs assessment and based on the results successfully lobbied for the construction of housing units that when built will accommodate 44 student-parents.

Opportunities in Fields of High Employer and Societal Need

The Corporate Mentor Program, initiated by the UIC section of the Society of Women Engineers, pairs UIC undergraduate engineering majors with professional women engineers in similar fields. This successful program received Honorable Mention for "Best Student Section" by the Chicago

The undergraduate engineering enrollments of women reached a new high of 19.6% (370) in Fall 1999.

area Professional Section of the Society of Women Engineers. In Fall 1999, women represented 19.6% of the undergraduate students in the College of Engineering (Table 10). This is the highest percentage in the decade. The percent of engineering baccalaureate degree recipients over the past decade has been greater than would be expected. For example, in FY 1998 22% of the baccalaureate recipients were women and the FY 1999 figure was 19%. This is particularly noteworthy since the proportion of women receiving degrees is greater or equal to the proportion of women undergraduates enrolled in Engineering.

Minority Students

Improve Campus Environment

The success of the Office of Admission and Records (OAR) recruitment division, the African American Academic Network (AAAN), and the Latin American Recruitment and Educational Support program (LARES) is reflected in 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%). 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 (12%) and the proportion of the Illinois population (15%) that are African American. Looking at the past decade (Table 12), the number of Hispanic students enrolled at UIC has shown a steady increase from 2,277 in 1990 to 3,333 in 1999. The number of African American students enrolled at UIC is slightly lower in 1999 (2,272) than in 1990 (2,374), and the gap is greater when compared to 1994. These data indicate that greater effort needs to be addressed to recruiting African Americans into undergraduate programs and underrepresented minority students into graduate and professional programs. Enrollment of African American students is the priority set for recruitment efforts in the Office of Admissions and Records for Fall 2000.

The African American Academic Network (AAAN) has the dual role of recruiting and retaining African American students. One of the new recruitment strategies implemented by AAAN in AY99-00 was Immersion Day. This program allows applicants and prospective students to spend a day on campus as a UIC student. Participants attend class with a UIC host, meet representatives from their college of choice and engage in a wide range of activities including UIC student panels, workshops presented by the Financial Aid staff, and student development workshops. Through their direct contact with UIC staff and students, prospective students receive first-hand information about academic programs and campus life that may affect their decision to apply to and enroll at UIC

Immersion Day allows African American students to experience college prior to applying to UIC.

New/Enhanced Support Programs – Throughout College Career

One obvious trend in the programs of the underrepresented minority support programs at UIC is the impact of technology. Both the African American Academic Network and the Latin American Recruitment and Educational Support units have turned to e-mail and listservs to better serve their clientele. With them, counselors/advisors are more available and the program staff are proactive and not dependent upon students coming to their offices or events.

Immediacy of e-mail and listservs increases the impact of support services on students.

President's Award Program (PAP) was established in 1985 to ensure that capable underrepresented minorities (African-American, Latino and Native American) with strong academic records (ACT Composite Scores of 22 or above) can study at the University. 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. Fall 1999 President's Award enrollments increased for the eighth consecutive year. For Fall 1999, a total of 840 continuing and new freshmen PAP students enrolled at UIC – compared to 814 for Fall 1998.

In a recent article in *Black Issues in Higher Education* Ronald Roach ("Reflections of Faculty Pipeline Program Progeny." Pp. 24-25 in *Black Issues in Higher Education*, October 28, 1999), argues that undergraduate research fellowships are critical to attracting underrepresented minority students to graduate study. UIC has long been a participant in the Committee on Institutional Cooperation Summer Research Opportunities Program which is designed to introduce talented American minority students (sophomores and juniors) to the rigors of graduate research and the rewards of a career in academia. In AY99-00, 27 African American and 30 Latino students participated in the 10-week program at UIC.

In AY 1999-2000, UIC became a participant in the McNair Scholars Program. This federally funded program is designed to provide talented undergraduate students from low-income, first generation college families with effective preparation for doctoral study. There are currently twenty (20) students in the program. One-third of these students are from underrepresented minority groups (African American and Latino). Ten of the participants are working with faculty mentors in the sciences/technologies, nine in the social sciences, and one in the humanities.

New/Enhanced Support Programs – Early Years

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

- *Women's Heritage Month* at UIC featured an essay contest about a notable woman for 266 fifth and sixth graders from three area Chicago Public Schools.
- The *Minority Engineering Recruitment and Retention Program* expanded the cooperative pre-freshman summer residential program to include students from Daley College through a HECA grant.
- The *Latin American Recruitment and Educational Services* program added a computer literacy component to the college prep courses offered to 25 students at Benito Juarez High School.
- *Early Outreach–Hispanic Math/Science Education Initiative* implemented a mentor run workshop series to help prepare participating students for college.
- *Early Outreach–Mayor Daley's Summer Youth Employment Program* has almost doubled in the number of students served (40 to 70) and more than doubled the number of work sites (from 5 to 11).
- *UIC/CPS Prep Program* has been expanded to include sixth graders in this program which exposes

them to scientific research, celebrates academic achievement, and encourages preparation for college study. The program has been enhanced and now offers a school-year component at the five partnership schools.

- *Early Outreach–Saturday College* program now serves students as young as third grade. At the high school level, Saturday College began a prep program for 11th graders on taking the required ACT.
- *Early Outreach–College Component* has introduced a policy that requires former program participants to volunteer at least once during their first two years in college.
- *Early Outreach–High School/College Transition Component* now requires participants to register via the Fast Web internet service to emphasize the importance of computer skills.
- The *ABLA Community Scholars Program* which targets 4th and 5th grade students living in the ABLA Homes project in the UIC neighborhood moved into its second year. To achieve the program's goal of making students active learners, workshops and services targeted at the teachers and parents of participating students have been introduced.
- *Spiral Workshop*, an initiative that attempts to develop artistic skills and cultural literacy in art among elementary age children, has increased the number of children served from 70 to 115.

Public Act 87-581

The Campus Advocacy Network, a program of the Office of Women's Affairs, continues to train peer educators to provide violence reduction and community building programs for College of Liberal Arts and Sciences freshmen enrolled in required LAS 100 classes. The New Student Orientation program delivers a violence reduction program to almost 3,000 incoming freshman with an interactive theater Danger Ranger Skit that includes a module on sexual assault risk reduction.

Focus Topics

Workforce Experiences and Opportunities for Students from Underrepresented Groups

Internships

The **School of Art and Design** offers cooperative education/internship placement for Juniors, Seniors and graduate students who have attained a minimum 4.0/5.0 cumulative grade point average and who have been approved by the faculty in their major area. Employers are attracted to participation in this program due to the preparation of the students, the faculty oversight, and student diversity. Although the program is not restricted to women or minority students, it does serve a substantial number of women, Latinos, and African-Americans. Over the last academic year (99-00), 69% of the program participants were women, 30% were Latino, and 1% African American. The total undergraduate enrollment of the School of Art and Design is 640 for Fall 1999. Of that number, 4% were African American, 15% were Latino, and 56% were women.

The Art and Design (Graphic Design, Industrial Design, Photography/Film/Electronic Media and Studio Arts) program places interns in graphic design studios, television stations, galleries, museums, product design firms, universities, hospitals, zoos, and many other locations. Examples of employers with long associations with the program include Morningstar, Inc., Landfall Press, Museum of Contemporary Art, New Art Examiner, Scott Foresman Publishers, Helix, Griffin & Boyle Advertising, WBBM, and WGN-TV. Many internships are paid. Participation in this program is seen as an important entry on a graduate's resume. This work experience also carries credit, usually 4 hours for 15 hours of work per week in a given semester. Students can only receive a total of 8 credit hours through co-op. However, some students have such positive internship experiences that they choose to continue working in an internship setting for zero hours after reaching their maximum eight hours. Since students participating in this program must apply and be accepted by employers, the program helps students prepare resumes/portfolios and gives them tips on how to present themselves in job interviews. Many of the business sponsors of these internships have found permanent employees through the co-op program.

The **College of Business Administration** (CBA) established the Business Career Center to facilitate career success of their students. The mission of the center is to serve the needs of undergraduate business students, MBA candidates and MBA alumni by providing the skills and resources necessary to conduct successful internship and permanent employment searches. The center meets the needs of employers by facilitating the recruitment of bright, hardworking, diverse students.

The internship program is a keystone to a successful career. The Business Career Center has internships available for Business students throughout the year in all of the following areas: accounting, finance, information and decision science, economics, marketing and management. These internships do not carry academic credit but approximately 90% are paid. Major companies and institutions in the area participate in this program. A sample of the employers includes Abbott Laboratories, Arthur Anderson, the Chicago Board of Trade, the Chicago Stock Exchange, Citibank, CNA, FDIC, Leo Burnett, Lucent Technologies, Nestle, Sara Lee Corporation, and Yesmail.com. The total number of internships registered with the Business Career Center in 1999-2000 was 149. Of those, 9% of the interns were African American, 19% were Latino, and 54% were women. These numbers are almost identical to race/ethnic and gender distribution of the students enrolled in the College of Business in Fall 1999. (In Fall 1999, 9% of the students enrolled in the College of Business were African American, 19% Latino, and 52% were women.) Of the College of Business Administration degree recipients in 1999-2000, 37% accepted employment with the company in which they did their internship.

To better prepare students, the Center has two training programs that are required of all students who register with the Center. Both of these training programs allow students to learn successful career development skills, resume preparation, fundamental interviewing skills and advanced strategies for obtaining an internship. The Internship Seminar in 1998-1999 had 297 participants of which 50% were women, 18% were Latino and 9% were African American. Mock Interviews are also required for students

to be eligible for the CBA internship program. In 1998-1999, 186 students participated in mock interviews. Of those, 59% were women, 19% were Latinos, and 9% were African American.

The Center also sponsors the Intern-for-a-Day Program through which CBA undergraduate juniors and seniors, as well as MBA students have the opportunity to shadow a corporate manager for a day. The purpose of the program is to provide students a one-day information, interviewing, and networking session with a business professional in a field in which the student is interested. Ninety students participated in this program in spring 2000. Of the 56 undergraduates in the program, 64% were women, 16% African American and 20% Latino.

Internships and co-op education have a long history in the UIC **College of Engineering**. The college views internships and cooperative education as an excellent way to provide an added dimension to an engineering education. Through participation in these programs, students gain work experience that gives them an extra edge when seeking their first job after graduation. In fact, the documented work that students do through co-op can often be used as hours toward licensing. The College of Engineering program links students with employers not only in Chicago but nationwide. Some prominent employers are: Argonne National Laboratory, CellularOne, Charles Industries, Danaher Tool Group, R.R. Donnelley & Sons, Lucent Technologies, Motorola, and many other firms of varying size. Approximately 90% of the students participating in this program receive job offers from their employing firms upon graduation.

This program is open to advanced undergraduate students (junior and above) and graduate students in all engineering fields. Undergraduate students must have a 3.5/5.0 average and graduate students must have a 4.0/5.0 to participate. Students register for a UIC course which carries no academic credit but does allow oversight of both the student and the experience and documents their work experience. Both students and employers must file reports at the end of each semester. Most students devote summers to a full-time internship/co-op placement but do a part-time internship during the academic year. All engineering internships and co-op jobs are paid employment. The average salary is \$12 per hour.

During the 1999-2000 academic year, 92 students participated in this program. Of those, 16.3% were women, 8.7% were Latino, and 1% were African American. Although this is lower than the College enrollment of 19.6% women, 13.3% Latino, and 6% African American, it does show that women and Latinos are beginning to use this program. There is more work that needs to be done to convince minority and women students of the importance of this experience to their future. Many students are taking summer and part-time jobs that are not internships/co-op due to higher pay. However, they do not get credit toward licensure in these unsupervised positions.

The **College of Liberal Arts and Sciences** offers both cooperative education and internship experiences to provide students with an opportunity to gain practical hands-on work experience related to their fields of interest before they graduate. Opportunities are available for students with all of the following majors: Biological Sciences, Chemistry, Communication, Criminal Justice, Economics, English, Geography, Psychology, Political Science, Mathematics, Statistics, and Computer Science, and Sociology. Students are most interested in placements in the following areas: media companies, advertizing, public relations, marketing, law enforcement, government, science-lab research, and computer science. To participate in this program, students must have completed 45 hours (120 hours required for graduation) of study with a UIC grade point average of 3.5/5.00, and have a declared LAS major.

For AY 1999-2000, 100 students participated in the LAS Co-op/Internship Program. Of these, 60% were women, 8% were African American, and 7% were Latino. Fall 1999 undergraduate enrollments in LAS were 59% women, 11% African American, and 18% Latino. Of the positions filled in AY 1999-2000, 45% of the participants were paid, 5% received a stipend, and 50% were unpaid. Limited academic credit is available if the appropriate academic department agrees to oversee the student's work.

Employers participating range in size and type. Some of the most recognizable include Blue Cross/Blue Shield, Searle/Monsanto, and the Wm.Wrigley Co. Of particular interest are the minority-owned

companies that participate in this program – RJ Dale PR/Advertising, Exito New Paper, and Flower Communications.

In addition to the internship programs offered by the various UIC colleges, UIC has entered into a partnership with INROADS, a career development organization that provides leadership development through paid summer internship experiences for high achieving African-American, Latino and Native American college students. Students selected in the INROADS program are required to participate in career and leadership development workshops and monthly advising sessions with the INROADS staff adviser. UIC (campus-wide) has 31 students currently in this program. The goal is to increase this number and assist INROADS by promoting the program more on-campus.

Tech Prep Programs

Both the Latin American Recruitment and Educational Services (LARES) program and the African American Academic Network provide a computer component in their summer bridge programs. These programs address deficiencies in the computer and internet skills of entering first-year students.

Through a grant from Ameritech, the College of Business Administration provides a unique opportunity to 100 graduating eighth grade students. The UIC/Ameritech Summer Computer Camp provides two three-week computer workshops at UIC's computer lab. This outreach effort is essential to the later success of students from less advantaged backgrounds.

Placement

The **Office of Career Services (OCS)** is open to all students but some of its programs are targeted for minority students. OCS holds the largest university-based job fair in the Chicago area. This fair, called Diversity Career Day, targets placement of minority students. The number of employers and of student participants have increased markedly over the last few years. For example, in AY 1997-1998 163 employers and 1600 students participated compared to 183 employers and between 2,500 and 2,600 students participating in AY1999-2000. To highlight minority students at this event, Career Services partners with various student groups such as the Latino Association of Business Students, the National Society of Black Engineers, the Society of Hispanic Professional Engineers, and the Society of Women Engineers to provide staff for the event. Another large job fair, labeled the All Majors Career Day, was also staged with a similarly large turn out – 150 employers and approximately 1,500 students participated in AY 1999-2000. This event is open to all students. Job fairs targeting particular market segments were also held. These included the Internship Job Fair (64 employers, 1100 students), the Engineering Fair (38 employers, 800 students), Radio Career Day (23 employers, 300 students), and Non-Profit Career Day (55 employers, 450 students).

In addition, Career Services offers Career Preparation Seminars as well as workshops on how to “work a job fair,” prepare a resume, respond in an interview, and prepare for graduate school. OCS also assists the African American Academic Network and the Minority Engineering Recruitment and Retention Program in career programing for their students.

As reported last year, the Office of Disability Services refers students to the Office of Rehabilitation Services of the Illinois Department of Human Services for assistance with job placement as well as to the UIC Office of Career Services. ODS participates in a nationwide resume database (Resume Database for Persons with Disabilities) that allows students with disabilities to submit their resumes for possible positions. The Resume Database is hosted by The National Business and Disability Council which is the leading national resource on all issues related to the successful employment of persons with disabilities. The Resume Database allows persons with disabilities looking for employment who hold at least a two-year college degree to register their resume on an Internet database free of charge. Once these data are verified, the resume is posted and reviewed by a substantial number of Fortune 1000 companies. The Office of Disability Services also coaches students on how to approach future employers concerning needed accommodations and the legal requirements governing the timing of such discussions.

One of the services offered by the Office of Disability Services that has a significant positive outcome on future job placement is help with obtaining internships. ODS staff use various lists of internships to find appropriate placements for students wishing this experience. The Office of Career Service and the Office of Disability Services offer special workshops designed to assist disabled students in obtaining work placements. Student response has been limited.

Meeting the Needs of All Students

Social, Cultural, and Recreational Opportunities

Two cultural centers on the UIC campus are the major units that address the need for cultural, social and recreational activities that target African American and Latino students. Although activities are open to all, the programs of these centers celebrate the cultures of these underrepresented groups. The Office of Women's Affairs is the primary sponsor of programming for women. Many activities are also sponsored by the support programs (The African American Academic Network, the Latin American Recruitment and Educational Services, and the Native American Support Program are reviewed in this report in the section on Formally Organized Units.), academic units, and the Chancellor's Status Committees. This section will give a short description of the Cultural Centers and the Office of Women's Affairs.

The **African-American Cultural Center** (AACC) contributes to the academic mission of the university by promoting the expression and analysis of all African-American creative and cultural traditions, the trends developing in these traditions, the African ancestral roots of these traditions, and the influence of these traditions and trends throughout the Diaspora and on other ethnic cultures. The Center is especially concerned with nurturing the appreciation and study of African-American traditions to support the development and dissemination of the culture and to bring about the end of racism and discrimination against African-Americans and all other ethnic groups of color in the United States and around the world.

To this end the Center sponsors and advocates creative productivity and cultural research, cultural programming, student networking and community outreach. Of particular importance is the Center's objective to promote retention of African-American students through enhancing a sense of belonging. High attendance at events sponsored or co-sponsored by the AACC indicates the Center's success. Examples of these events include programming for Black History Month, academic forums, visiting lecturers, artists, entrepreneurs, and film makers series, and a series targeted at cultural awareness.

The **Rafael Cintrón-Ortiz Latino Cultural Center** stated mission is to enhance the quality of life for Latino students at UIC. This is done primarily through the provision of cultural, social and academic activities that affirm Latin American identity and values. The Center also strives to broaden the channels of communication between Latino students and the larger University community. For that reason the Center also attempts to expose all groups of the University community to the cultural, scientific, and historical contributions of the Latin American people.

The Center also promotes Latino student advancement both by providing additional educational opportunities for Latino students and by providing opportunities for Latino students to develop leadership skills. The Center attempts to broaden and consolidate the communication between students and the Latino community by using concerns and needs of the Chicago Latino community as foci for student learning and training.

The success of the Cintrón Center's programming is due to the Center's policy of empowering students to choose and implement various programs in concert with the Director. By empowering the students, the participating students have learned organizational and leadership skills and the number of students attending sponsored events has increased markedly.

The stated mission of the **Office of Women's Affairs** (OWA) is to work proactively to ensure the institutional commitment to equity for all women at UIC. One of OWA's foci is educating the University community on issues that affect women through programs and services. To this end, OWA has

sponsored or collaborated with other units to stage many important activities relevant to women at UIC. OWA offers three cornerstone events each year: the Women's Leadership Symposium, Women's Heritage Month, and UIC Daughters@ Work Day.

This year's Women's Leadership Symposium was attended by 334 women. Participants who filled out evaluations were: 58% support staff, 27% academic professionals, 8% faculty, 4% students, 2% civil service professionals and 1% other. The racial and ethnic breakdown of the participants was as follows: 61% African American, 20% Caucasian, 15% Latina, and 4% Asian-American. Participants rated the symposium positively.

Women's Heritage Month continued to be a successful programming effort that reached faculty, staff, students and community members. Student attendance at these events has been consistently high. This success is attributable to student participation in the planning committee and by partnerships with different academic departments. Because these events have historical and cultural relevance they augment academic learning objectives and professors often opt to bring their class to an event or offer extra credit for attending one of these events. A total of 1871 students, faculty, and staff attended the programs.

UIC Daughters @ Work Day was inspired by the national program founded by the Ms Foundation to help combat the precipitous drop in self-esteem and career aspirations that occur in girls ages 9-15 because of the impact of stereotypical gender expectations. There were approximately 180 girls and 85 sponsors who attended the morning program.

The Chancellor's Status Committees sponsor many events that enrich the cultural life of UIC. In the area of persons with disabilities, the Status Committee is the group primarily responsible for programming. The main event of AY 99-00 was an evening with John Hockenberry and presentation of his show "Spoke Man."

Curricular Modifications

Three academic units at UIC provide courses and programs that are important to underrepresented and women students. These units are the Department of African American Studies, the Latin American Studies Program, and the Gender and Women's Studies Program. Both African American Studies and Latin American Studies offer undergraduate majors and all three offer undergraduate minors. In addition, the Gender and Women's Studies Program offers a concentration for graduate students in a substantial number of areas.

These academic programs are key to the perceived openness of UIC to ethnic minorities and women. Students see that people like themselves have achieved greatness, altered history, enhanced literature, created art, and made breakthroughs in science and engineering. The existence of courses in these areas validates minority students and women and thus enhances their probability of graduating.

Academic support programs reviewed under formally organized units in this year's report, provide study groups, workshops, one-on-one tutoring, academic skills classes, and other services to assist minority students. In addition, both LARES and AAAN (in conjunction with the Trio program) offer summer bridge programs that assist minority students entering UIC who appear at risk. For these students participation is required as a condition of acceptance to UIC.

REVIEW OF FORMALLY ORGANIZED UNITS

Units Concerning Retention of Undergraduate Students from Underrepresented Groups

There are many retention initiatives at UIC that involve multiple strategies and campus units in a comprehensive effort to retain all students who matriculate at UIC. Four campus units specifically target underrepresented undergraduates in their retention efforts. Three of these serve undergraduates in all colleges: the African-American Academic Network, the Latin American Recruitment and Education Services, and the Native American Support Program. In addition, the College of Engineering has a unit that addresses recruitment and retention of underrepresented groups in Engineering --the Minority Engineering Recruitment and Retention Program (MERP).

African American Academic Network (AAAN)

Mission

The African American Academic Network's (AAAN) charge is to recruit and enroll African American students and to provide academic and developmental support from admission to graduation. AAAN offers a broad range of services including: admissions assistance, personal growth and development, academic advisement, academic support and co-curricular activities which enhance the cultural, academic and social experiences of African American students. The program encourages students to bond with UIC by providing a supportive, welcoming environment that helps them to remain at UIC through graduation.

Retention Data

Total African American enrollments at UIC have dropped slightly from 2,459 (10%) in Fall 95 to 2,272 (9.3%) in Fall 99. The Fall 99 enrollment figure for African American undergraduates is 1,587 which is 9.8% of the undergraduate student body (Table 13). The number of African American beginning freshmen continues to fluctuate as it has since 1993 (Table 14). For the Fall 1999 semester, there were 254 African American freshmen. Of these students, 90% met the standard admission criteria; 26 students (10%) were admitted under AAAN's admissions assistance program. The six-year graduation rate of the 1994 entering cohort of African American students was 21.7% with 6% still enrolled. The rate for all students entering in 1994 is 35.6% with 8.4% still enrolled.

Despite the decrease in the number of African American students at UIC, the number of African American students who graduate has increased. In FY 95, UIC granted 224 baccalaureate degrees to African American students. There was a gradual increase to 246 in FY 99 (Table 15). This is indicative of the impact of retention efforts targeting African American students. Although AAAN is committed to serving all African American undergraduates, approximately 80% of incoming African-American students sign an advising agreement with AAAN. This agreement outlines program services and student expectations. In AY99-00 205 of the 254 entering students signed contracts. Of the 1,694 African-American undergraduates enrolled in Fall 1999, 94% opted to be in AAAN (Table 16).

UIC ranked 48th (excluding HBCs) in granting baccalaureate degrees to African Americans (*Black Issues in Higher Education*, July 8, 1999, pp. 46-81).

Retention Staff and Strategies

AAAN has a staff 20 (12 FTE). They devote 10.15 FTE to retention-related activities for UIC African American students.

The retention efforts of AAAN are driven by research findings that show retention of students through the first 60 hours of university study to be critical to persist to graduation. For that reason, AAAN targets

students in their initial years at UIC. In addition to regularly admitted students, AAAN also targets students who have been admitted through special action. Special action admission indicates some weaknesses in the student's preparation for university study. The final group served consists of continuing students on academic probation.

All African American students receive an introduction to AAAN during summer orientation. Orientation programs are provided for both new freshmen and transfer students. AAAN participates in these orientation programs and assists in advising students. AAAN asks all African American students to sign an advising contract. Under this contract, students agree to see their assigned advisor two times a month. This is a voluntary commitment on the part of regularly admitted students but is a condition of acceptance for students entering via special action. The vast majority of regularly admitted students sign these contracts.

AAAN has developed a new program, the Learning Assistance Program (LAP) which begins at orientation when students choose their classes. Under this program, AAAN has identified critical cores courses and developed parallel study groups for selected sections of these courses. African American students are encouraged to register for these course sections in order to participate in these study groups. These study groups not only serve an academic support function but also provide critical bonds to the University community. These two goals are served by the use of an academic tutor who assists students with content and conceptual issues and an advanced undergraduate student who serves as a study group leader and provides a role model.

New Learning Assistance Program groups African American students in core courses with matching study groups.

AAAN requires African American students admitted through special action to attend a Summer Bridge program which is given by the UIC TRIO program. Successful participants may earn college credit in mathematics and the first required English composition course prior to fall semester. The impact of this program is considerable.

Once classes begin, all African American students are invited to an open house at AAAN. This event helps solidify the connection of African American students to AAAN and to others in the university community. At this point, students may sign up for a mentor. Through the AAAN mentoring program, entering students are paired with advanced students with similar majors. AAAN schedules at least 2 social activities per month. Although these activities are not restricted to students in the mentoring program, one planned function of these activities is to give mentors and proteges a chance to interact. These activities are often developed around a theme such as financial management, time management, etc. This allows the mentor-pairs to discuss issues critical to success. Approximately 60 pairs of students participate in this program each year.

Mentoring program key to integration of African American students into the University.

Two core retention activities of the AAAN staff are academic advising and academic skills courses. The Academic Skills courses are offered in conjunction with the Center for Academic Excellence. These courses focus on basic study skills, writing skills, time management, etc. Students are shepherded into these courses if advisors see weakness either in their high school preparation or on placement tests.

A great deal of staff time is devoted to individual advising sessions. Many of these interactions are part of the "contracts" students sign at Orientation. Over the past few years, more advising on concrete issues has moved to e-mail. Through the use of e-mail, students can get rapid response to vexing questions without having to make an appointment with their advisor. Both students and staff are delighted with this new mode of communication.

To make AAAN staff more accessible, AAAN now offers service at a high traffic spot in the student union (Chicago Circle Center) in the middle of the day on one day a week.

In addition to individual advising and tutoring, AAAN maintains a Study Center. Tutoring is available both by appointment and on a walk-in basis at the center. One major improvement made in the Center this past year was the installation of a computer room that gives students computer access. This draws many students to the Study Center. In addition to tutoring and computer access, the Study Center provides a quiet place to study and is devoted to open study for final exam preparation.

New computer room available to students in AAAN Study Center.

Communication with students is critical. For that reason, AAAN instituted a listserv for all participating students. Via this listserv, AAAN announces all upcoming activities and reminds students of critical dates. These dates include registration for classes, drop deadlines, scholarship and financial aid deadlines. AAAN also publishes a paper newsletter called the Networker twice a semester. This publication has articles of student interest and articles written by students. In addition, a section of the Networker celebrates the outstanding achievements of African American students at UIC.

New AAAN student listserv provides critical communication link to students.

Another resource provided by AAAN that as a retention tool is the "African American Student Survival Guide." This handbook lays out important information and contacts that will help students navigate a large and complex university.

AAAN offers a series of workshops that are designed to enhance the probability of academic success. These include a computer literacy workshop which has proved to be invaluable to incoming African American students many of whom have had little computer access in high school. Research skills, especially library skills, are other important workshop topics.

Since having a goal for one's academic career makes the work more meaningful, AAAN also offers programs that link current study to later career goals. AAAN offers seminars on how to prepare for graduate study and Graduate Record Exams, and maintains a Career Library with current magazines, newspapers, and other resource materials on occupations/professions.. In concert with other campus units, AAAN has helped develop a Summer program for second-year students that are interested in careers in the health sciences. This program is designed to familiarize students with these professions and to assist them in defining the courses they should take as undergraduates. Through the Minority Teacher Initiative, AAAN in partnership with the College of Education allows students to spend time with teachers in classrooms to see if this is the career for them.

Assessment/Reorganization

AAAN is currently in a transition period. The former director left in January of 2000 and the new Director will take over in Fall 2000. The new Director will undoubtedly review the goals and actions of the program and may well reorganize and reorient the program.

Other Goals

Retention is only part of the mission of AAAN. The other part of the mission is recruitment. The recruitment activities of AAAN were described in the 1998 report.

Latin American Recruitment and Educational Services (LARES)

The Latin American Recruitment and Educational Services (LARES) is a comprehensive program involved in recruitment, retention, and special opportunity initiatives. This review will focus on the retention aspect of the program.

Mission

The stated mission of LARES is “to empower students by providing personal growth and educational opportunities to prepare leaders who will make individual and collective contributions toward the cultural and social advancement of the Latino community.” To achieve this goal it is critical to support and retain Latino undergraduates who come to UIC.

Retention Data

The six-year graduation rate of the Fall 1994 Latino cohort at UIC is 30.4% with 10.4% still enrolled. The graduation rate is only slightly lower than the rate for the total cohort – 35.6% with 8.4% still enrolled. Another measure of LARES’ success is number of degrees awarded (Table 15). UIC awards more bachelor’s degrees to Latinos than any other major university in the Midwest and 31th in the nation (Hispanic Outlook in Higher Education, <http://www.hispanicoutlook.com/top100.html>). In 1995, the percent was 10.8 and it has increased in each subsequent year. In 1999, Latino students received 14 percent of the baccalaureate degrees awarded by UIC.

UIC ranks 31st in the Nation in number of baccalaureate degrees granted to Latinos (Hispanic Outlook in Higher Education, <http://www.hispanicoutlook.com/top100.html>).

Retention Staff and Strategies

LARES has a staff of twelve who devote approximately 5.65 FTE to retention efforts. In addition to administrative staff and counselors/recruiters, the Program employs one full-time Academic Skills Specialist and one part-time lecturer who devote all of their time to academic support. Similar to other retention programs, these LARES staff members devote considerable time to one-on-one advising. With one-on-one advising, retention initiatives are more labor intensive than are recruitment activities that can address larger numbers at one time. The number of students enrolled in LARES has shown a steady increase from 2,506 in Fall 1995 to 2,626 in Fall 1999 (Table 16).

Two principles drive the LARES retention strategy: the first is that strong bonds to the university community enhance retention, and second that financial concerns are critical to continued attendance. The various services and activities described below flow from these initial principles.

During the admissions process Latino students who straddle the admission criteria of the campus are identified and routed through the LARES Summer Bridge program. The academic portion of the program helps students transition from a high school to a college-level curriculum. The six-week course of instruction seeks to enhance the student’s math and writing skills while introducing them to the resources of the campus. In the summer of 1999 the LARES Summer Bridge program enrolled 99 students.

Latino students have traditionally come from families where access to educational or financial opportunities have been severely limited. For that reason, LARES retention efforts begin prior to the first day of class. LARES participates in campus orientation programs when students are introduced to LARES and other university services and informed of their match with a LARES counselor. This counselor will advise a LARES student throughout his/her undergraduate career. By providing detailed orientation information on a more personal basis, the student will begin the process of personal development and be integrated into the campus community.

Once the academic year begins, LARES offers two major activities targeting retention of Latino students. These two activities are academic skills classes and academic advising. The academic skills classes offered by LARES are designed to teach students to examine, analyze, evaluate and write at an advanced level. As such, these courses concentrate on techniques for approaching reading and writing from a critical and active perspective. Students process and represent their ideas using a variety of writing formats. Subject material often integrates major Latino literary figures. Academic Skills Program Math courses are taught

with a focus on learning math concepts while conditioning students to adopt a systematic approach to the study of mathematics. A recent study of the impact of this math skills class has documented the positive impact of this course.

LARES academic counseling is handled by counselors who represent a wide range of academic expertise. Advisors specialize in the following high demand areas: Elementary and Secondary Education, Pre-Law, Health Careers and Nursing. This year LARES counselors have increased the use of e-mail to address student's immediate needs. Easy access and immediacy are highly valued by the students in LARES. In Fall 1999, LARES distributed a new publication, *Bienvenidos*, which is a resource guide for Latino students. This handbook is intended to make navigation of the University simpler and more transparent.

New publication, *Bienvenidos*, serves as a resource guide for Latino students at UIC.

One critical piece in the retention puzzle is economic. LARES has worked hard to provide information concerning sources of financial aid and has encouraged applications for various scholarships targeting Latino students. LARES regularly offers financial aid and scholarship workshops for both students and their parents.

UIC Latino students receive the largest number of Hispanic Scholarship Awards in the Midwest.

UIC Latino students receive the largest number of Hispanic scholarship awards in the Midwest. This year LARES has nominated 11 students for the new Gates Millennium Scholars Program. Financial support available through the President's Award Program (PAP) is viewed as critical to LARES' recruitment and retention efforts. The PAP was established in 1985 under the leadership of the President of the University of Illinois. The purpose of this program is to ensure that capable underrepresented minorities with outstanding academic records can study at the University.

The importance of strong ties to the UIC community has led LARES to assist in the organization of Latino student groups and to provide support once established. There are currently over 20 Latino student groups. These student groups have organized many events and activities that celebrate Latino culture and provide a venue for Latino students to interact. The largest of these events is Latino Fest which draws participants not only from UIC but from the Chicago Latino community. Strong ties to families are also important. For that reason, LARES has encouraged parental involvement throughout the student's career at UIC and created the Association of Latino Parents.

Efficiency

As the numbers of Latino students burgeoned over the last decade from 8.7% of the total campus student body to 13.6% in 1999, the staff size and budget increased but not dramatically. Currently, the program cost per student is approximately \$189. Compared with similar programs, LARES is low in cost.

Innovation

LARES has been an innovator, initiating or participating in many retention programs that have later been adopted by other support groups and colleges. Some of the recent innovations are Workshops for Latinas with Children, *Bienvenidos* (A Handbook for Success at UIC), a parent group, a summer program for second-year students interested in medical careers, scholarship and financial aid workshops for students and their parents, and graduate school/career workshops.

Assessment

The sizeable Latino student representation at UIC gives evidence of LARES' success. Almost one of every three Latino students who attends a four-year public institution in Illinois attends UIC (1998 IBHE Underrepresented Report). The number of degrees conferred on Latinos is also evidence of the quality programs offered by LARES. LARES staff welcome assessment of their programs and have been responsive to changes suggested by such assessments.

Other Goals

This review has focused on the retention activities of LARES. Any such focused review is incomplete without mention of the success of LARES in recruiting Latino students to UIC with a special emphasis on family and community involvement. (See FY1999 Annual Report for a review of LARES' recruitment activities.)

Minority Engineering Recruitment and Retention Program (MERRP)

Mission

The stated mission of the Minority Engineering Recruitment and Retention Program (MERRP) is to promote academic excellence among African American, Latino, and Native American engineering students at UIC. MERRP is a college-based academic program designed to prepare students for a variety of career opportunities in the engineering profession, including design, production, development, management and construction.

Retention Data

One indicator of the success of MERRP's retention activities, is the retention rate of underrepresented minority students from first to second year. Retention from the first-year to the second is reportedly critical. Retention rates for both African American and Latino entering freshmen have generally increased each of the last five years. In both cases, the retention rates for Fall 1998 entering freshmen are impressive. The African American retention rate is 70.8 and the Latino rate is 78.1. The true meaning of these figures is apparent only when compared to the retention rate for Caucasian students, 75.9. The efforts of MERRP are part of the explanation for these high retention figures.

One-year retention of Latino Engineering New Freshman (78.1) exceeds that of Caucasian students (75.9).

Retention Staff and Strategies

MERRP has a staff of four full-time and five part-time staff. Staff devote approximately 75% of their time to retention efforts.

MERRP has developed a comprehensive program designed to increase the enrollment and graduation of historically underrepresented ethnic minority students. Admitted students and their parents are invited to participate in an orientation program designed to familiarize them with the rigors of the Engineering major. In the summer prior to entry, students participate in a six-week pre-college residential program emphasizing mathematics fundamentals, science concepts, and an English composition courses. MERRP clusters minority freshman students in mathematics, chemistry, and physics courses to the extent possible to promote group study and mutual support. These courses and some Engineering courses are paired with supplemental instruction sessions. Supplemental Instruction (SI) is one of the most effective efforts provided by MERRP. SI is not a traditional approach to tutoring; rather, it employs graduate teaching assistants and advanced undergraduate students who work as instructors under supervision. Recently, alumni of the program have taken time from their jobs to act as instructors and role models in SI sessions.

Supplemental Instruction in core areas is key to minority student success in Engineering program.

MERRP also employs video technology and computer instruction through the Science and Math Academic Review Techniques (SMART) Project to increase the number of contact hours MERRP students have in academic instruction. By using SMART materials, students study at their own rate and can review difficult material more frequently through interactive computer instruction and replaying video tapes.

MERRP students actively participate in the Breakfast With an Engineer, Shadow An Engineer, and Corporate Day programs with industry leaders from many firms including Lucent Technologies, Nicor Gas, Argonne National Laboratories, FermiLab, and Motorola. MERRP provides internship opportunities through its Minority Engineering Advisory Board, President's Leadership Program, and Co-operative Education offices. Emerging Leaders in Technology and Engineering (ELITE) allows freshmen and transfer students to receive peer mentoring experiences through the assistance of advanced students. Students are actively involved in professional societies such as the National Society of Black Engineers, the Society of Hispanic Professional Engineers, and the Society of Women Engineers.

Contact with engineering professionals and mentoring by advanced students increases retention of underrepresented students in Engineering.

One other essential piece of this program is financial. The College of Engineering has been successful in obtaining substantial scholarship report. This support enables students to concentrate on their academic work rather than worrying about how they will pay for the next semester.

Efficiency

State and campus funds allocated to this program have allowed the program staff to leverage critical external scholarship funds from major corporations such as BP-Amoco, ComEd, FermiLab, Fluor Foundation, Honeywell, MIDCON, Motorola, Nicor Gas, Northrop and Raytheon. MERRP pre-college programs have also been self-supporting through grants from public and private sources.

Innovation

Although many of the practices are not new, their application in this setting and their characteristics are unique. The Supplemental Instruction program detailed above is critical to early success. The incorporation of peers and alums as group leaders enhances the impact of this program by providing role models for new and transfer students. Encouragement of active participation in the various programs that allow students to meet and interact with current professionals in their field is a key piece in the overall retention plan.

Assessment

The MERRP is a successful program with practices that have been demonstrated to have considerable impact on performance. For example, MERRP students who attend Supplemental Instruction sessions perform significantly better in their regular classes – one grade higher – than MERRP students who do not attend. This and other measures of student retention are reviewed regularly and used to guide decisions concerning current initiatives and development of new strategies.

Native American Support Program (NASP)

Mission

Established in 1970, the Native American Support Program (NASP) provides support services to Native American students wishing to enroll and attend UIC. NASP is the first and only academic support program for Native American students at an Illinois public university that offers baccalaureate, graduate and doctoral degree programs. NASP begins support for Native American students prior to entrance to UIC by providing assistance with applications to UIC, with financial aid applications, and with tribal scholarship applications. Support continues through the enrollment process. After students enter UIC, NASP's focus shifts to retention issues.

Retention Data

Native American enrollments have remained stable at 0.3% for the past decade (Table 12). Total Native American enrollments at UIC during this period have never reached 100. Considering the relatively small numbers of Native American students, retention figures fluctuate. For example, 78% of the Native American

students enrolled in AY97-98 were retained to AY98-99. The percentage dropped to 62% retained from AY98-99 to AY99-00.

Retention Staff and Strategies

NASP has a staff of 3. Just over 1.5 FTE staff are devoted to retention related efforts. Most of the work done with students is on a one-to-one basis. Since inadequate preparation is a frequent problem faced by Native American students, staff devote considerable time to tutoring and referring students to various academic support services as UIC. One important strategy for increasing performance is to provide students with a peer mentor who is a more advanced student. The staff counsel students to attend the various student development seminars offered by other support programs and the Academic Center for Excellence.

One especially significant support service provided by NASP is the monthly gathering of students. At this gathering, students and staff discuss national and local issues of importance to Native Americans. Considerable time is also spent on sharing information on Native American cultural heritage. These gatherings provide peer support and allow students to learn of educational opportunities, job openings, and scholarship opportunities.

Financial need is one of the greatest barriers to the retention of Native American students. This is due, in part, to a cultural background that is not comfortable with indebtedness. NASP staff try to educate students about average educational debt as well as referring them to experts in the Office of Financial Aid. Staff also devote considerable time to assisting students in obtaining financial assistance, especially from tribal and other sources targeted at Native American students.

Innovation

NASP devotes considerable time to the community. Staff focus on developing strong relationships and a high profile in the various Native American groups. Participation in the cultural activities provide staff a means of connecting with and supporting students in the program. Linking students to their cultural heritage is critical to their self esteem and critical to their success.

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 of 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 includes, 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-6

**Dollars and Staff Years Budgeted to Programs Serving
Underrepresented Students and Staff
At Public Institutions, Fiscal Years 1999 and 2000**

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budgeted
	FY99	FY00	FY99	FY00	
UNIVERSITY OF ILLINOIS AT CHICAGO					
Academic Center for Excellence	13.20	15.35	440,100	460,100	20,000
Office for Access and Equity	13.00	9.50	577,400	608,100	30,700
African-American Academic Network	24.31	30.00	655,600	673,000	17,400
African-American Cultural Center	3.34	2.63	184,700	188,400	3,700
Office of Community Relations					
ACT-SO**	2.28	2.28	7,500	7,500	0
Black History Month	12.24	6.00	18,000	18,000	0
Campus Advocacy Network					
Center for Research on Women and Gender	6.58	9.59	526,800	688,000	161,200
Chancellor's Award	0.00	0	34,000	33,400	(600)
Chanc. Comm. on the Status of Blacks	0.25	0.19	26,500	27,300	800
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.25	0.19	25,300	26,100	800
Chancellor's Committee on Status of Latinos	0.25	0.25	16,400	16,900	500
Chanc. Comm. on the Status of Persons with Disabilities	0.25	0.25	24,000	24,700	700
Chanc. Comm. on the Status of Women	0.25	0.19	32,100	37,200	5,100
Chanc. Comm. on the Status of Asian American		0.25		15,000	
The Mentoring Experience		0.25		0	
Chicago Alliance for Minority Participation	5.66		401,900		(401,900)
Children's Center	20.07	20.54	693,700	702,100	8,400
College of Architecture and the Arts					
Spiral Workshop	1.63	1.63	1,400	1,400	0
UIC-Tuskegee Exchange Program	0.35	0.20	3,200	0	(3,200)
College of Education					
Future Teachers Club**	0.34	0.25	8,000	5,300	(2,700)
Golden Apple Scholars	1.00	1.15	4,000	4,000	0
Project 29	1.44	1.25	200,000	200,000	0
College of Engineering					

Minority Engineering Program	11.26	11.12	338,400	305,900	(32,500)
College of Medicine					
Health Careers Opportunity Program (HCOP)**	12.16	11.41	1,756,000	736,000	(1,020,000)
HCOP Post-Baccalaureate Program	2.44	2.44	313,000	90,000	(223,000)
Hispanic Center of Excellence	4.74	4.52	500,000	500,000	0
NCRR Minority Initiative	0.81	0.81	129,000	49,500	(79,500)
Disability Services	6.50	11.5	250,000	320,000	70,000
Early Outreach					
Healy Life Skills Proj**	0.51	2.00	33,100	30,000	(3,100)
Hispanic Math/Science Edu. Initiative**	3.79	3.79	145,000	120,000	(25,000)
Mayor's Summer Job Program **	0.30	0.30	49,480	49,500	20
Pre-Freshman Enrichment Prog.**	11.56	13.45	296,800	247,000	(49,800)
Saturday College**	8.25	7.5	284,600	290,000	5,400
College Component**	0.21	0.21	2,000	2,000	0
High School/College Transition Component***	0.21	0.21	8,000	8,000	0
ALBA Community Scholars Program***	2.55	6.55	139,000	213,000	74,000
Summer Residential Health/Science Enrichment Program***	13.85	0.75	161,000	15,000	(146,000)
Educational Enrichment Program***	3.70	0.45	119,000	20,000	(99,000)
Graduate College Admissions & Retention Program					
Abraham Lincoln Graduate Fellowship	0.14	0.14	96,000	112,000	16,000
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	0.44	3.44	115,000	400,000	285,000
Graduate College Diversity Fellowship	0.14	0.2	300,000	300,000	0
Illinois Consortium for Educational Opportunity Program	0.94	0.19	130,000	160,000	30,000
Illinois Minority Graduate Fellowship	0.94	0.19	30,000	0	(30,000)
Latino Committee on University Affairs	0.50	0.50	31,100	25,000	(6,100)
Latin American Recruitment and Educational Services	16.56	17.22	483,400	496,600	13,200
Martin Luther King, Jr. Scholarships	0	0	80,000	77,500	(2,500)
Minority Faculty Recruitment Pool	0.15	0.15	367,600	483,300	115,700
National Youth Sports Program**	4.35	4.35	89,300	89,300	0
Native American Support Program	3.00	3.00	115,600	119,300	3,700
Office of Women's Affairs	2.57	3.34	168,300	170,700	2,400
President's Award Program	2.19	2.19	1,757,100	1,577,200	(179,900)
Trio Programs					
Project Upward Bound**	8.00	8.00	410,500	420,100	9,600
Academic Support Program**	9.17	8.75	240,800	239,100	(1,700)

Educational Talent Search**	6.67	5.13	226,400	290,800	64,400
Project Gearup		0.87		329,400	
Math/Science Center**	4.00	4.90	259,100	266,600	7,500
Raphael Cintron Ortiz Cultural Center	3.56	2.68	171,500	175,100	3,600
Salute to Academic Ach.**	0.75	0.75	22,700	22,200	(500)
Urban Health Program	4.00	4.00	247,000	312,300	65,300
Urban Health Program - Academic Center for Excellence	1.30	1.65	65,300	65,300	0
Urban Health Program - College of Pharmacy		1.38		75,000	75,000
Urban Health Program - UIC School of Public Health		3.35		24,615	24,615
Urban Health - College of Dentistry		2.00		104,000	104,000
College of Associated Health Professions	2.00	2.56	113,000	113,000	0
College of Nursing	2.40	1.41	108,200	110,000	1,800
Urban Youth Leader Project**	0.90	1.42	32,000	22,600	(9,400)
UIC Association of Parents	0.22	1.19	12,990	10,600	(2,390)
Women's Studies Program	4.63	6.63	315,300	400,300	85,000

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.

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 "disabled" 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 impairments (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, indicate 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.

FY1999 Undergraduate Enrollment of Students with Disabilities* 108

FY1999 Graduate/Professional Enrollment of Students with Disabilities 7

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 1999
Compared to Illinois Population and Ph D's Earned
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	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 1431	79%	13%	4%	4%	0	n/a
Tenured Faculty 1110	83%	11%	3%	3%	0	n/a
Tenure-Track Faculty 321	67%	18%	8%	6%	0.1%	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 1990-1999

Racial/Ethnic Group		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Native American	%	0.2	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.2
	N	(3)	(5)	(4)	(2)	(2)	(1)	(2)	(1)	(2)	(3)
African-American	%	3.1	2.5	2.8	2.7	2.8	3.5	3.7	3.6	3.5	3.7
	N	(46)	(38)	(43)	(42)	(43)	(54)	(57)	(54)	(53)	(53)
Asian	%	9.4	10.2	10.6	10.9	11.6	11.2	11.7	12.3	13.0	12.7
	N	(137)	(155)	(164)	(169)	(181)	(173)	(182)	(185)	(193)	(183)
Hispanic	%	3.2	3.2	3.3	3.1	3.2	3.3	3.6	3.8	4.0	3.8
	N	(47)	(48)	(50)	(48)	(50)	(51)	(56)	(57)	(59)	(55)
Total Minority	%	15.9	16.2	17.0	16.8	17.7	18.1	19.1	19.6	20.6	20.5
	N	(233)	(246)	(261)	(261)	(276)	(279)	(297)	(297)	(307)	(294)

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 1990 - 1999

Fall Term		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Tenured	%	18.6	19.4	20.0	20.3	20.8	20.6	21.4	21.8	23.1	23.6
	N	(213)	(222)	(227)	(232)	(231)	(227)	(244)	(247)	(267)	(262)
Tenure-Track	%	39.5	39.1	37.8	38.4	38.8	42.8	42.4	39.5	38.9	40.8
	N	(147)	(144)	(132)	(152)	(162)	(172)	(163)	(151)	(136)	(131)

Data Source: Office of Data Resources and Institutional Analysis

Table 4
UIC Academic Professional and Support Staff Profile for 1999
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	Hispanic	Native American
% Population in Illinois	75%	2%	15%	8%	**
% in Labor Force In Chicago MSA*	75%	4%	16%	10%	**
% UIC Academic Professional Admin. *** 2070	70%	10%	13%	7%	0%
% UIC Support Staff *** 5150	33%	9%	44%	14%	.2%

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 Hispanic Support Staff
As a Percent of Total
Fall 1990 - 1999

Fall Term		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
African-American	% N	42.9 (2452)	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)
Hispanic	% N	8.7 (499)	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)

Date Source: UIC Office of Data Resources and Institutional Analysis

Table 6
Comparative Academic Staff Counts
October 1999 (October 1994)

	Academic Administration		Academic Professional		TOTAL		%	%
Black	66	(54)	207	(134)	273	(188)	13.2%	(14.1%)
Asian/Pacific Islander	19	(8)	188	(104)	207	(112)	10.0%	(8.4%)
Hispanic	30	(11)	108	(76)	138	(87)	6.7%	(6.5%)
American Indian/Alaska Native	3	(1)	8	(7)	11	(8)	0.5%	(0.6%)
All Minorities	118	(74)	511	(321)	629	(395)	30.4%	(29.6%)
White	384	(241)	1057	(697)	1441	(938)	69.6%	(70.4%)
Men	246	(172)	525	(380)	771	(552)	37.2%	(41.4%)
Women	256	(143)	1043	(638)	1299	(781)	62.8%	(58.6%)
Total	502	(315)	1568	(1018)	2070	(1333)	100.0%	(100.0%)

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

Table 7
Academic Staff Hires from Fall 1995 through Fall 1999

	Academic Administrators	Academic Professionals	TOTAL	%
Black	26	233	259	13.7%
Asian/Pacific Islander	8	251	259	13.7%
Hispanic	10	105	115	6.1%
American Indian/Alaska Native	1	0	1	0.1%
All Minorities	45	589	634	33.6%
White	152	1099	1251	66.4%
Men	83	566	649	34.4%
Women	114	1122	1236	65.8%
TOTAL	197	1688	1885	100.0%

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

Table 8
UIC Women Student Enrollments
Total and Undergraduate
Fall 1990-1999

Fall Term		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Total	%	49.0	49.9	50.5	51.9	52.7	53.2	53.7	53.9	54.4	54.8
Women	N	(12,020)	(12,069)	(12,610)	(13,067)	(13,099)	(13,076)	(13,189)	(13,249)	(13,406)	(13,376)
Under- Graduate	%	48.8	49.2	49.8	51.1	51.9	52.8	53.6	53.8	54.5	54.4
Women	N	(8,035)	(7,797)	(8,104)	(8,396)	(8,417)	(8,516)	(8,677)	(8,766)	(8,928)	(8,796)

Date source: UIC Office of Data Resources and Institutional Analysis

Table 9
UIC Women Student Enrollments
Graduate and Professional
Fall 1990-1999

Fall Term		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Graduate	%	52.2	54.0	54.8	56.8	57.6	57.8	57.0	56.8	57.0	58.1
	N	(3,047)	(3,302)	(3,535)	(3,675)	(3,654)	(3,533)	(3,459)	(3,417)	(3,408)	(3,524)
Professional	%	42.5	43.0	42.8	43.9	44.4	44.0	45.3	46.7	46.5	47.9
	N	(938)	(970)	(971)	(996)	(1,028)	(1,027)	(1,053)	(1,066)	(1,070)	(1,056)

Date source: UIC Office of Data Resources and Institutional Analysis

Table 10
UIC Undergraduate Women
Engineering Student Enrollment
Fall 1990-1999

Fall Term	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
	16.8%	17.2%	18.8%	18.2%	19.4%	19.6%	18.8%	18.8%	19.5%	19.6%
	(337)	(350)	(381)	(360)	(365)	(371)	(370)	(380)	(386)	(370)

Data Source: UIC Office of Data Resources and Institutional Analysis

Table 11
UIC Enrollment for Fall 1999
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	67%	5%	12%	7%	.3%	9%
UIC Total Enrolled 24,429	47%	20%	9%	14%	.3%	10%
UIC Freshmen Fall 1999 2,616	41%	27%	10%	18%	.2%	4%
All Undergrad Students 16,160	45%	22%	10%	17%	.2%	5%
Graduate Students 6,064	52%	7%	8%	6%	.3%	27%
Professional Students 2,205	47%	32%	8%	9%	.5%	3%

Data sources: 1990 Census - State of Illinois; The 1998 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 12
UIC Campus Summary
Minority Student Racial/Ethnic Distribution
Fall 1990-1999

Racial/Ethnic Group		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
Native American	%	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
	N	(67)	(69)	(77)	(78)	(82)	(83)	(74)	(72)	(68)	(69)
African American	%	9.7	9.4	9.6	9.7	10.0	10.0	9.8	9.8	9.7	9.3
	N	(2374)	(2283)	(2389)	(2452)	(2486)	(2459)	(2422)	(2419)	(2382)	(2272)
Asian	%	13.8	14.3	14.7	15.4	16.2	16.6	17.3	18.6	19.4	19.5
	N	(3381)	(3466)	(3663)	(3876)	(4040)	(4076)	(4264)	(4565)	(4788)	(4769)
Hispanic	%	9.3	10.1	10.9	11.9	12.7	13.3	13.2	13.4	13.4	13.6
	N	(2277)	(2456)	(2732)	(2984)	(3155)	(3272)	(3252)	(3296)	(3301)	(3333)
Total Minority	%	33.1	34.1	35.5	37.3	39.2	40.2	40.6	42.1	42.8	42.7
	N	(8099)	(8274)	(8861)	(9390)	(9763)	(9890)	(10012)	(10352)	(10539)	(10443)

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis

Table 13
Race/Ethnic Distribution of
UIC Undergraduates
1995-1999

Racial/Ethnic Category		Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Native American	N	52	48	50	41	40
	%	0.3%	0.3%	0.3%	0.2%	0.2%
African American	N	1,698	1,680	1,686	1,694	1,587
	%	10.5%	10.4%	10.4%	10.3%	9.8%
Asian	N	3,026	3,172	3,421	3,637	3,634
	%	18.7%	19.6%	21.0%	22.2%	22.5%
Latino	N	2,755	2,725	2,765	2,776	2,782
	%	17.1%	16.8%	17.0%	17.0%	17.2%
Caucasian	N	7,771	7,722	7,537	7,398	7,257
	%	48.1%	47.7%	46.3%	45.2%	44.9%
Foreign	N	324	302	268	254	260
	%	2.0%	1.9%	1.6%	1.6%	1.6%
Unknown	N	516	541	556	574	600
	%	3.2%	3.3%	3.4%	3.5%	3.7%
Total	N	16,142	16,190	16,283	16,374	16,160
	%	100%	100%	100%	100%	100%

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis

Table 14
Race/Ethnic Distribution of
New Freshmen/New Transfers
1995-1999

New Freshmen

Race/Ethnicity	1995		1996		1997		1998		1999	
	N	%	N	%	N	%	N	%	N	%
Native American	3	0.1	10	0.4	10	0.3	5	0.2	6	0.2
African American	304	12.9	321	11.4	356	12.3	327	11.1	254	9.7
Asian	565	22.3	663	23.6	746	25.8	784	26.6	695	26.6
Hispanic	516	20.4	496	17.7	531	18.4	528	17.9	472	18.0
Caucasian	1,048	41.4	1,208	43.0	1,134	39.2	1,178	40.0	1,065	40.7
Foreign	26	1.0	19	0.7	19	0.7	25	0.8	26	1.0
Not Known	71	2.8	90	3.2	94	3.3	100	3.4	98	3.7
	2,533		2,807		2,890		2,947		2,616	

New Transfer

Race/Ethnicity	1995		1996		1997		1998		1999	
	N	%	N	%	N	%	N	%	N	%
Native American	16	0.8	4	0.2	5	0.3	7	0.4	7	0.4
African American	203	10.4	181	10.0	173	9.9	171	9.5	189	10.0
Asian	230	11.8	254	14.0	259	14.8	285	15.8	247	13.1
Hispanic	206	10.5	199	11.0	214	12.2	227	12.6	249	13.2
Caucasian	1,148	58.8	1,034	57.0	972	55.5	979	54.2	1,049	55.8
Foreign	57	2.9	57	3.1	52	3.0	49	2.7	53	2.8
Not Known	93	4.8	84	4.6	76	4.3	88	4.9	87	4.6
	1,953		1,818		1,751		1,806		1,881	

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis

Table 15
DISTRIBUTION OF DEGREES CONFERRED
BY RACE/ETHNICITY
FISCAL YEAR 1999

	BACHELOR		MASTER		DOCTORATE		PROFESSIONAL		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Native American	8	0.3	0	0.0	0	0.0	2	0.4	10	0.2
African American	246	8.6	101	7.0	9	4.1	36	6.4	392	7.7
Asian	535	18.8	123	8.5	10	4.5	158	28.2	826	16.3
Hispanic	400	14.0	90	6.2	3	1.4	32	5.7	525	10.3
Caucasian	1,518	53.3	738	51.0	110	50.0	312	55.7	2,678	52.7
Foreign	59	2.1	328	22.7	85	38.6	12	2.1	484	9.5
Unknown	84	2.9	67	4.6	3	1.4	8	1.4	162	3.2
Total	2,850	100.0	1,447	100.0	220	100.0	560	100.0	5,077	100.0

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis

Table 16
RACE/ETHNIC DISTRIBUTION
ENROLLMENTS IN SPECIAL PROGRAMS
FALL 1999

	AAAN	LARES	PRESIDENT'S AWARD
Native American	0	0	7
African American	1,587	9	236
Asian	0	43	0
Hispanic	0	2,479	597
Caucasian	0	21	0
Foreign	0	6	0
Unknown	0	68	0
Total	1,587	2,626	840

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis