
**University of Illinois
at Chicago**

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

Submitted to the Illinois Board of Higher Education

November 2004

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UIC Executive Summary
2004 IBHE Report on the Participation and Success of Underrepresented Students and Staff
Focus on Academic Achievement

This report focuses on the academic achievement of underrepresented minorities, women and persons with disabilities during the last five years. Highlights of UIC's success during this period include the followings:

- The six-year graduation rate increased by 25% for women, 60% for African Americans and 26% for Latino/a over the last five freshmen cohorts (from Fall 1993 to the Fall 1997).
- In the College of Engineering,
 - UIC is among the top fifty institutions enrolling the greatest number of minority students. In 2003, underrepresented minorities comprised 18% of the total enrollment.
 - The number of Bachelor degrees in Engineering awarded to minority students almost doubled in the last six years.
- In the College of Medicine, the passing rate was 95% (from 1991-2001) and 98.4% (from 1998-2001) respectively in US Medical Licensing Exam Step 1 and Step 2 for minority students participating in its Urban Health Program.
- In the College of Nursing, the number of minority students admitted increased significantly at both the master's and doctoral levels in the last five years.
 - At the master's level, the number of African Americans admitted increased from 2 (1999-00) to 19 (2003-04) and that of Latino/as admitted increased from 1 (1999-00) to 10 (2003-04).
 - At the doctoral level, the number of African Americans admitted increased from 0 (1999-00) to 7 (2003-04), though that of Latino/as admitted remained low at 1 over the same period.
- For African American students
 - African American as a percent of total graduate enrollment at UIC is about 30% higher than the national average.
 - The percent of doctoral degrees awarded to African Americans at UIC almost doubled in the last five years (1999-2003).
- For Latino/a students:
 - Latino/as as a percent of total enrollment at UIC is significantly higher than the national average at all levels. It is 62% higher for undergraduate, 40% higher for graduate and 58% higher for professional students compared to the national percentage.
 - UIC is ranked 31st in the number of Baccalaureates awarded to Latino/a students, according to *May 2004 Hispanic Outlook of Higher Education*, up from its 36th ranking in 2002. The percentage of Bachelor's degree awarded to Latino/as at UIC (averaged over the last five years) was more than 130% higher than the national average (in 2000).
 - The percentages of master's and professional degrees awarded to Latino/as at UIC are also higher than the national average. Averaged over the last five years it is about 22% higher for Master's and more than 60% higher for Professional Degrees than the national average in 2000.
 - The percent of doctoral degrees awarded to Latino/as at UIC was more than doubled in the last five years (1999-2003).
 - UIC College of Medicine is ranked #2 in the graduation of Latino/a Medical Doctors (*July 2000, Black Issues of Higher Education*).
 - Two out of three Latino/as who earned M.D. degrees in the state are graduates of UIC (AAMC).
 - Latino/a students gained top national awards. For 2004-05, one Latino/a student became a Fulbright Fellow and another one was chosen to be Gates Cambridge Scholar.

Best practices include the following programs for underrepresented groups:

- ESP (Emerging Scholar Program): Over the period 1991-2002, the success rate (percentage earning an A or a B) in beginning math courses is about 15 percentage points higher and the 8-year graduation rate is about 10 percentage points higher for students participating in the ESP, compared to non-ESP students.
- MERRP (Minority Engineering Recruitment and Retention Program): In Fall 2001, the GPA for MERRP students is about 1 full point higher than non-MERRP students in the College of Engineering.

- SBC/Ameritech Program: The six-year graduation rate for SBC/Ameritech Scholars in the College of Business Administration (CBA) for SBC/Ameritech scholars is 86.7%, which is about 40 percentage points higher than the campus six-year graduation for all students and more than double the campus six-year graduation rates for underrepresented minority students.
- UHP (Urban Health Program) comprises nine components coordinated by the UHP Administrative Office. Achievements of UHP students include a high passing rate for UHP students taking licensure examinations (such as 95% for USMLE Step 1 from 1991-2001 and 98.4% for USMLE Step 2 from 1998-2001) and a high retention rate (such as 99% in the College of Pharmacy in 2003).

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The UIC Office of Data Resources and Institutional Analysis also contributed significantly to this report. Special appreciation goes to its Associate Director, Barbara Zusman, for her invaluable and timely assistance. Helpful guidance is also provided by Marilyn Marshall, Associate Director of University of Illinois Office for Planning and Budgeting. Without their unfailing support, completion of this report would have been extremely difficult.

Collection of staffing and funding information from various units was made possible by the tremendous effort of Michele Mancione of the Office of Academic Affairs. She also extracted the information and completed the table showing the dollars and staff years budgeted for various programs serving underrepresented groups.

Editorial assistance for this report has been provided by Marilyn Marshall and Michele Mancione as well as Dan Cullen of the Office of Planning and Budgeting.

Mo-Yin Tam
Office of Academic Affairs
November 2004

University of Illinois at Chicago
Annual Institutional Report on Underrepresented Groups: Focus on Academic Achievement
2004

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I. ACADEMIC ACHIEVEMENT OF UNDERREPRESENTED GROUPS

I.1. Introduction

While becoming more selective in student admissions (due to the recent cut in state support and the surge in applications) UIC remains strongly committed to campus diversity. In 2004, U.S. News ranks UIC 5th in campus diversity among universities with doctoral programs¹.

To honor its diversity commitment, UIC has a number of offices and programs that reach out to potential students of underrepresented groups (women, Native Americans African Americans, Hispanics and persons with disabilities), orient them and their parents when they join UIC, and provide them academic and social supports as they continue their career at UIC. These units and programs include bridge programs for freshmen and new transfers, campus and college support programs for continuing undergraduate students, as well as scholarship and support programs for its graduate and professional students. In addition, there are programs to attract and support faculty and staff of underrepresented groups.

U.S. News ranks UIC 5th on campus diversity among national universities – Doctoral
http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc/natudoc_campdiv_brief.php

On August 11, 2004, the Provost held a retreat for campus leaders involved with recruitment, enrollment and graduation of students of underrepresented groups. During the daylong retreat, directors and staff of various offices and programs shared information about their initiatives. A second meeting was held on September 1 to explore opportunities for collaboration among these units to better assist students of underrepresented groups. Participants of the meeting were asked to organize into different groups to tackle different issues related to students of underrepresented groups. A third meeting will be held on October 20 to continue the discussion and establish action plans for improvement of services and programs provided to the students.

This report focuses on the academic achievement of underrepresented minorities, women and persons with disabilities during the last five years. While much remains to be done, UIC has made progress in this area. Some of the successes are: increase in six-year graduation rates for women and underrepresented minorities, increase in number of degrees awarded to Hispanic and African American students, high passing rate for underrepresented groups in licensure examinations and recognition of Hispanic students in national awards. This report also describes the offices and programs for students, faculty and staff of underrepresented groups, their goals/objectives as well as participation/outcome of these programs. A number of these programs successfully improve the grades and graduation rates for their participants. Due to the limitation of space, the quality of these programs and the initiatives offered by these units can only be briefly described in this report. The dedication of the staff in these programs and offices has contributed significantly to the campus diversity mission.

¹ See: http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc/natudoc_campdiv_brief.php.

I.2. Undergraduate Students of Underrepresented Groups

I.2.A. Enrollment Statistics of Undergraduate Students of Underrepresented Groups

Tables I-1 to I-3 respectively show the distribution of students by gender and race/ethnicity for (1) total undergraduate enrollment (2) new freshmen and (3) new transfers from Fall 1999 to Fall 2003². The number of total undergraduate students rose to above 16,500 in Fall 2002. Since then, enrollment has been managed back down to about 16,000. Correspondingly, there was an increase in the number of new freshmen and new transfers in Fall 2002 and a drop in those numbers in Fall 2003 (though the drop was very small for the number of freshmen and large for the number of new transfers).

While there has been a surge in undergraduate applications and a significant cut in state support in the last two years, UIC remains committed to maintaining a diverse student body. In the last five years, women remained at approximately 55% of the total undergraduate students. This is comparable to the national average (56%) in 2000 for degree-granting institutions of higher education³.

Native Americans, African Americans and Hispanics, respectively, constituted on an average 0.2%, 9.5% and 16.7% of the student population in the last five years. These percentages are lower than the national average for Native and African Americans and much higher than that for Hispanics. The national average percentages were 1.1%, 11.8% and 10.3%, respectively, for Native American, African American and Hispanic students at degree-granting institutions of higher education in 2000⁴.

Hispanic as a percent of total undergraduate enrollment at UIC (16.7%) is significantly higher than the national average (10.3%).

Table IV-1 in Section IV of this report shows that enrollment of students with disabilities has remained rather constant from Fall 2002 (312) to Fall 2003 (300). It should be noted that these data reflect mainly the number of students who have sought accommodation from the Office of Disability Services and the Office of Access and Equity. The demand for services from these offices is expected to decrease as the campus has been becoming increasingly accommodative to and equipped for the needs of persons with disabilities in the recent years.

I.2.B. Academic Achievement Statistics of Undergraduate Students of Underrepresented Groups

Graduation is an important indicator of academic success. Table I-4 shows the number and percentage of bachelor's degrees awarded to underrepresented groups of students⁵ while Table I-5 illustrates the six-year graduation rates for freshmen cohorts. Before graduation, some good measures of success are one-year retention rate and end-of-first semester GPA. They are shown, respectively, in Tables I-7 and I-8.

² In general, data are shown for the last five years when data are available.

³ Data source: U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), Table 207, <http://nces.ed.gov/programs/digest/d02/tables/dt207.asp>

⁴ Data source: U.S. Department of Education, NCES, Table 207, see previous footnote.

⁵ Data shown are for women, Native American, African American and Hispanic students. Number of students with disabilities who received Bachelor's degree in FY 2001, FY 2002 and FY 2003 are respectively 23, 29 and 30. But these data are based on self classification and are likely not to reflect the entire student population with disabilities. The Office of Disability Services has planned to begin tracking academic success statistics for students with disabilities.

Table I-4 shows that the number of bachelor's degrees awarded to women has increased from 1,590 in Fall 1999 to 1,845 in Fall 2003. As a percentage of the total number of degrees awarded, bachelor's degrees awarded to women have remained rather constant from Fall 1999 to Fall 2003 at about 56%. This is similar to the percentage for all public degree-granting institutions, which is 57% in 2000-01⁶. It is also similar to that of total undergraduate enrollment (about 55% see Table I-1).

Two UIC Hispanic students gained top national awards for 2004-05. Igor Rodriguez is a Fulbright Fellow and Laura Porro is a Gates Cambridge Scholar.

UIC is ranked 31st in the nation among colleges awarding the most Bachelor's degrees to Hispanics in 2004.

Table I-4 also shows that the percentage of bachelor's degree awarded to Native Americans, African Americans and Hispanics averages, respectively, 0.2%, 8.1% and 14.7% in the last five years. By comparison, the national average for degree-granting institutions for these groups in 2000-2001 is, respectively, 0.7%, 8.9% and 6.2%, according to the data from the Department of Education⁷. Hence, the percentage is slightly lower than the national average for Native and African Americans but it is substantially higher for Hispanics. According to May 2004 issue of *Hispanic Outlook of Higher Education*, UIC is ranked 31st in the nation among colleges awarding the most Bachelor's degrees to Hispanic students⁸.

Retention effort to improve six-year graduation rate has been a campus priority. There has been steady and significant increases in the six-year graduation rate for these two underrepresented groups, as illustrated in Table I-5 for the freshmen cohorts from Fall 1993-Fall 1997, though there is a slight drop in the last year. Compared to the Fall 1993 cohort, the six-year graduation rate for the Fall 1997 full-time, first-time freshmen cohort (the last cohort with six-year graduation data available) increased by 60% for African American students (from 18.9% to 30.2%) and by 26% for Hispanic students (from 30.9% to 38.9%)⁹¹⁰. It also increased by 25% for women (from 39.9% to 49.9% over the same period). Correspondingly, there has been a significant drop in the percentage of dropouts in poor standing for students in various underrepresented groups over the same period as shown in Table I-6. For women, the drop was 23% while for African Americans and Hispanics, it was 22% and 17% respectively.

Comparing the Fall 1997 freshmen cohort to that of Fall 1993, the six-year graduation rate has increased by 25% for women, 60% for African American students and 26% for Hispanic.

Table I-7 shows the one-year retention rate for the more recent freshmen cohorts (Fall 1998 to Fall 2002). It averaged about 77% for the campus as a whole, 78% for women, 62% for Native Americans, 66% for African Americans and 76% for Hispanics. As it was the case for the campus, the one-year retention for women, African Americans and Hispanics increased slightly from one cohort to the other from 1998 to 2000 but dropped slightly from 2000 to 2002. On the other hand, Table I-8 shows that the end-of-first-semester GPA for new freshmen cohorts had remained rather constant from Fall 1999 to Fall 2003. Over the last five years, it averaged about 3.77 for women, 3.54 for Native Americans, 3.27 for African Americans, and 3.86 for Hispanics compared to 3.76 for the campus as a whole.

⁶ Source of national data: U.S. Department of Education, National Center for Educational Statistics, Higher Education Information Survey (HEGIS), Table 170, http://nces.ed.gov/programs/digest/d02/ch_3.asp.

⁷ Source of national data: U.S. Department of Education, National Center for Educational Statistics, Higher Education Information Survey (HEGIS), Table 264, http://nces.ed.gov/programs/digest/d02/ch_3.asp.

⁸ The Hispanic Outlook in Higher Education, May 2004, <http://www.hispanicoutlook.com/top100.htm>.

⁹ The corresponding increases in the five-year graduation rates over the same period are 35% for women students, 58% for African American and 47% for Hispanic, respectively (Data source: Office of Data Resources and Institutional Analysis).

¹⁰ Note that Table I-5 considers full-time first-time freshmen cohorts for Fall 1993 to Fall 1997. Similar increases in six-year graduation rates for students in underrepresented groups can be shown for total freshmen cohorts over the same period (Data source: Office of Data Resources and Institutional Analysis).

1.2.C. Offices and Resources for Students in Underrepresented Groups

There are several pre-college and transition programs aiming at paving a path of success at UIC for incoming students in the underrepresented groups. In addition, there are a number of programs targeted to aid them as they continue their career at UIC. Some of the programs are offered by campus units and some are offered by various colleges. The tremendous effort and commitment of the staff of these programs has contributed significantly to the academic achievement of students of underrepresented groups.

1.2.C.i. Transition (Bridge) Programs

1.2.C.i.a. African American Academic Network (AAAN) Summer Institute for Academic Excellence (SIAE)

Program: SIAE is a new program piloted by AAAN in Fall 2003. It provides incoming African American freshmen information about UIC and skills in the areas of math and English. It challenges students to receive an A in the first math and English courses they were placed into in the fall 2003.

Goals/Objective: The program aims at enhancing student success and improving retention and graduation of underrepresented groups.

Participation/Outcome: There were eleven students who attended every day for the entire duration of the program. Six of them got a GPA of C or above.

1.2.C.i.b. Latino American Recruitment and Educational Services (LARES) Program Summer Bridge

Program: LARES organizes a summer bridge program for beginning freshmen and transfer students. This six-week course of instruction seeks to enhance math and writing skills of students while introducing them to the campus resources. This program is tailored to the cultural background of the students, using Latino literature including essays, poetry and fiction. It also features an orientation for students and their families.

Goals/Objectives The central goal is to assure the academic and social success of Latino students at UIC. Research has shown that an effort to cultivate a sense of “belonging” serves to connect students to the institution and improve the retention of minority students.

Participation/Outcome: In 2004, LARES enrolled a record 100 students in its Summer Bridge Program. Enrollments from the previous five years were 90, 88, 64, 60 and 93 respectively from 1999 to 2003.

1.2.C.i.c. Minority Engineering Recruitment and Retention Program (MERRP) Pre-College Summer Program [Preparing for Major in Engineering (Prep-ME)], College of Engineering

Program: Prep-ME is a six-week summer program for both freshmen and transfer students designed to serve as an introduction to the campus as well as Engineering as a major and as a profession. In this program, students also learn various academic skills such as how to use a graphing calculator to solve various algebra and trigonometry problems in preparation for college calculus. This preparatory program is also used to facilitate participation of students in supplemental instruction as they continue their career at the College of Engineering. It is funded by the State of Illinois, the University, and industry contributors. It is free for all incoming freshmen and transfer students from underrepresented groups in the engineering professions.

The number of Bachelor's degrees awarded to underrepresented minority students almost doubled from 39 in 1996-97 to 61 in 1997-98 and has remained at that higher level since then.

Goals/Objective: The program aims at enhancing student success and improving retention and graduation of underrepresented groups in the College of Engineering.

Participation/Outcome: Through its effort to recruit and retain underrepresented minority students including the Prep-ME program and other programs organized by MERRP (which will be described later in this report), the College of Engineering had a minority enrollment of 18% for the Fall

2003. It also has increased the graduation rate for its underrepresented students. The number of Bachelor's degrees awarded to minority students doubled from 39 in 1996-97 to 61 in 1997-98 and has remained at that higher level since then¹¹.

I.2.C.i.d. Native American Support Orientation (NASP) Program

Program: NSAP organizes orientation programs for freshmen and transfer students including freshmen seminars and student development (time management, study skills, vocabulary enrichment and test testing skills).

Goals/Objective: The goal is to increase the retention and graduation rate of Native American students.

Participation/Outcome: All Native American freshmen and transfer students participated in the NASP orientation program.

I.2.C.i.e. TRIO/Academic Support Program (ASP)

Program: TRIO/ASP Summer Bridge Program is for beginning freshmen who are low-income, first-generation college students, and students with disabilities. The program targets students from underrepresented groups.

Goals/Objectives: TRIO/ASP is federally funded by the Department of Education to serve 150 eligible participants. The goal of this program is to provide support services that aim to increase the retention and graduation rates of low-income, first-generation college students and students with disabilities.

Participation/Outcome: Current (2003-2004) enrollment of 150 participants in the program includes 105 Females, and 45 Males; 4 Asians, 107 Blacks, 7 Caucasian, 28 Hispanic, 1 Native American, and 3 Other; and 5 Students with Disability.

A total of 270 students have participated in TRIO/ASP for the last five years¹². The following table shows the status of TRIO/ASP participants for those cohorts. It shows a five-year graduation rate of 25% for the 1999-00 TRIO/ASP cohort and a four-year graduation rate of 17% for the 2000-01 TRIO/ASP cohort¹³. For comparison, the campus five-year graduation rate was 38.2% for the entire Fall 1997 campus cohort and 25.2% and 29.2% respectively for African Americans and Hispanics. The campus four-year graduation rate was 16.3% for the entire Fall 1997 campus cohort and 9.3% and 6.7% of African Americans and Hispanics¹⁴.

¹¹ Data source: "Minorities in Engineering: A Mandate for Action", 2004 College of Engineering NSF Report, Figure 6, p 13.

¹² Data source: TRIO annual report to the Office of Academic Affairs 2003-2004.

¹³ Data source: TRIO annual report to the Office of Academic Affairs 2003-2004.

¹⁴ Data source: UIC Office of Data Resources and Institutional Analysis.

Status of TRIO/Academic Support Program Participants by Cohorts, 1999-00 to 2003-04

<u>Cohort</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>
Total Number	32	35	41	23	52
% retained at end of year	91%	94%	100%	96%	89%
Status in 2003-04					
% still enrolled	50%	63%	59%	70%	
% graduated	25%	17%	0%	0%	

Data Source: TRIO/ASP Annual Report to the Office of Academic Affairs, 2003-04

I.2.C.i.f. Bridge to College Writing, College of Liberal Arts and Science

Program: This is a five-week bridge program to college writing. The instructors of this program provide meticulous and individualized attention to students and their works: assignments include essay writing and lessons include grammar, punctuation, and usage. The approach of instruction combines intensive teacher-student communication, repeated practice of a multi-stage writing process that includes consultation on drafts, as well as continual and integrated instruction in the grammar and usage rules of standard American English. Students also visit writing centers during the program.

Goals/Objectives: Employing effective instructional strategy, the Writing Bridge teaching team aims to prepare students with strong writing skills needed for successful completion of their studies at UIC.

Participants/Outcome: There were 228 participants from Fall 2002 to Spring 2004. Of them, 8% were African Americans and 19% were Hispanics¹⁵. Most of the participants successfully completed their writing courses. More than 60% of them either got an A or a B. Close to 90% got a grade of C or above. Student evaluations showed that, on average, student respondents “agree” or “strongly agree” that they achieved 13 of 14 important learning objectives during the five-week programs.

I.2.C.ii. Campus Programs for Continuing Students of Underrepresented Groups

I.2.C.ii.a. Programs for Native American Students

I.2.C.ii.a.1. Native American Support Program (NASP)

Program: Activities of NASP include new freshmen and transfer student orientation, open house, Native American student organization monthly meetings, student monthly newsletter publication, Native American graduation and award ceremony, career exploration fair, and Native American Heritage Celebration. The program also provides for Native American students with fellowship and award materials and assists them with graduate admission.

Goals/Objectives: The goal of the program is to increase the Native American student enrollment and to improve retention and graduation at UIC.

Participation/Outcome: In 2003-04, Native American students participated in various student leadership development activities and community services. Students and staff also participated in the CIC fall and

¹⁵ Data source: Hispanic include 1% Cuban, 13% Mexican American, 1% Puerto Rican and 4% other Hispanic.

spring conferences hosted by the Newberry Library, the Women Leadership Symposium, and the Women of Color seminars held at UIC. In addition, students participated in various social and personal development activities offered on campus. Moreover, 95% of NASP students received scholarships and grants.

I.2.C.ii.b. Programs for African American Students

Office and resources available for African American students include African American Academic Network, African American Cultural Center, and Chancellor's Committee on the Status of Blacks.

I.2.C.ii.b.1. African American Academic Network (AAAN)

AAAN plays a crucial role in the development and scholastic success of its participants. AAAN initiatives complement the University's effort to recruit, matriculate, retain and graduate African American students.

Through its direct contact with high school counselors and its recruitment programs, including Immersion Days and Decision Day, AAAN recruited 37% of the total African American applicants and 35% of the total African American admits to UIC in 2003. AAAN also provides a number of services to improve the academic success of African American students during their career at UIC. In addition to running the Learning Resource Center and organizing a host program for the students, it also coordinates student organizations and grants scholarships.

AAAN Learning Resource Center

Program: The Center provides tutoring services during the day and evening. To provide incentive for students to excel, it gives out awards for students who significantly improve their grades. It pays special attention to students on academic probation. Its goal in the Fall of 2003 was to have ongoing contact with at least 30% of students on probation and develop collaborative effort with academic units to work with students to improve their grades. During 2003-04, these collaborative efforts include working with instructors of English 160 (English Composition I) and various general education courses as well as with coordinators of the LAS LINKS program.

In the Fall of 2003, the Center started a five-year (2003-08) plan to earn certification by the National Tutoring Association. Its tutors have participated in a vigorous certification process. Fourteen tutors have received certification from the National Tutor Association, of whom eleven were certified at the basic level and three at the advanced level. The Center also has developed and implemented student evaluation in an effort to better its services to the students.

Goals/Objectives: The goal of the program is to enhance academic achievement and improve retention and graduation of the underrepresented minority students.

Participation/Outcomes: From Fall 2002 to fall 2003, there has been an increase of tutoring training session by 56.67%. Fall 2003, 61 students out of 96 who attended tutoring received a C or better in their courses (68%). Spring 2004, 36 out of 53 students who attended tutoring received a C or better in their courses (64%).

Ujima Campus Host Program

Program: The program matches beginning freshmen and transfer students with continuing students who function as hosts.

Goals/Objectives: This mentoring program aims at fostering a sense of campus community for incoming students assisting them in their transition to college. Research shows that peer orientation and mentoring are effective to improve retention and graduation of students.

Participation/Outcome: In 2003-04, 166 new students, both beginning freshmen and transfer students, participated in the Ujima program; 66 UIC continuing students served as hosts.

I.2.C.ii.c. Programs for Latino Students

Offices and resources available for Hispanic Students include the Latin American Recruitment and Educational Services (LARES), Hispanic Committee on University Affairs, the Raphael Cintron Ortiz Cultural Center, and the Chancellor's Committee on the Status of Hispanics.

I.2.C.ii.c.1. Latin American Recruitment and Educational Services (LARES)

Program: The stated mission of LARES is to “empower students by providing personal growth and educational opportunities and to prepare leaders who will make individual and collective contributions toward the cultural and social advancement of the Latino community.” Through its recruitment efforts including high school visits, city/community college and community outreach, participation in broader recruitment initiatives sponsored by the Office of Admission and Records, on-campus events and financial aid and scholarship workshops, LARES has contributed significantly to the recruitment of Latino students to UIC. It continues to provide services to students once they enroll at UIC. Services include tutoring, workshops, and scholarships.

Goals/Objectives: The goal of LARES is to continue to attract Latino/a students to UIC, to contribute to the campus' retention efforts, and to improve the graduation rates of Latino students by providing services to all undergraduate students, particularly entering freshmen making a successful transition to college.

Participants/Outcome: In 2003, 490 baccalaureates were awarded to Hispanic students (see Table I-4). According to the Hispanic Outlook in Higher Education¹⁶ survey, UIC is ranked 31st in the number of baccalaureates awarded to Hispanic students. The six-year graduation rate of the Fall 1997 first-time full-time freshmen Hispanic cohort at UIC is 38.9%. This is higher than that of the 1993 cohort (30.9%) though it is down from the 1996 cohort level that is 41.1% (see Table I-5). The one-year retention rate for the 2002 new freshmen Hispanic cohort is 72.5%, which is lower than last year's rate of 76.5% (see Table I-7).

I.2.C.ii.c.2. Latino Committee on University Affairs (LCUA)

Program: LCUA hosts a number of programs and events for Latino/a students including a Latino/a Mentorship Program (LMP), New Student Family Orientation, Hispanic Holiday Reception and annual Recognition Dinner for Latino/a Graduates.

Goals/Objectives: LCUA aims at improving recruitment and retention of Latino/a students, staff and faculty.

Participation/Outcome: In 2003, LCUA gave orientation presentations to over 200 students and parents both in English and in Spanish. Its LMP program attracted 85 entering freshmen (protégés) and 30 upperclassmen (mentors).

I.2.C.ii.d. Other Programs for Underrepresented Minority Students

I.2.C.ii.d.1. Alliances for Minority Participation (AMP)

Program: Louis Stokes Alliances for Minority Participation (UIC Chapter/LS-AMP or AMP) is a program in which minority students identified as AMP scholars are provided stipends to serve as instructor aids in workshops in STEM (Science, Technology, Engineering and Mathematics) subjects. AMP scholars are also matched with faculty mentors and encouraged to do research in a chosen field with a faculty member.

Goals/Objectives: The goals of the program are to increase the interest, participation and graduation of minorities in STEM subjects and to increase their success rate in targeted math and physics courses as well as their graduation rate at UIC.

¹⁶ The Hispanic Outlook in Higher Education, May 2004, <http://www.hispanicoutlook.com/top100.htm>.

Participation/Outcome: For 2003-04, there are 326 AMP scholars. Of them, 131 are female and 195 are male; 44 are African Americans and 61 are Hispanics. AMP scholars have enjoyed higher success rates and higher GPA in targeted courses than non-AMP students. There has also been an increase in STEM majors among minority students. Five AMP scholars presented the results of their research work at the 7th Annual LS-AMP Student Research Symposium, April 16-17, 2004.

I.2.C.ii.e. Programs for Women Students

Offices and resources/programs open to female students include Center for Research on Women and Gender with its Women in Science and Engineering (WISE) program, Office of Women Affairs, and the Chancellor's Committee on the Status of Women.

I.2.C.ii.e.1. Center for Research on Women and Gender

Program: The Center for Research on Women and Gender hosts programs of interest to students, faculty and staff at which research for and about women. The WISE program of the Center for Research on Women and Gender works with women students majoring in science. In 2003, WISE inaugurated the undergraduate science residence hall.

Goals/Objectives: CRWG aims to increase interest in women as researchers and subjects of knowledge. WISE aims to increase the number and success of women students pursuing and graduating in science, technology, engineering and math.

Participants/Outcome: CRWG held a program featuring authors from the Iowa International Writers Program; 20 students attended. CRWG co-sponsored with OWA a program on Research For and With Girls that about 25 students attended. For the WISE program, in 2003, seven women freshmen majoring in science lived in the designated residence area. In addition, freshmen women were paired with continuing students who served as mentors. Presentations during the year brought women together and provided information about careers in science. The year ended with a banquet at which four women students received awards (of \$1,000 each) funded by the Northrup Grumman and the Ann Slusyz Marin Award Fund.

I.2.C.ii.f. Campus Programs for Students with Disabilities

The Office of Disabilities Services (ODS) provides accommodations for students with disabilities to facilitate access to UIC. The Office of Access and Equity offers advice to students and responds to their issues and complaints. It also provides advice to ODS and addresses accommodation issues that are beyond the scope of services offered by ODS. The Department of Disability and Human Development and the College of Medicine provide services to students with disabilities in their programs. Additional accommodations to students with disabilities are provided by other campus units including the Academic Computer and Communication Center, the Library, the Transportation Department, the Housing Office, the Chancellor's Committee on the Status of Persons with Disabilities, and the Disabled Student Union.

I.2.C.ii.f.1. Office of Disability Services

Program: ODS services provided to students include case management, academic accommodations assistive technology, communication access, outreach and in-service training, and other campus services such as physical access and room relocation.

Goals/Objectives: The mission of ODS is to seek "to ensure equal access to University of Illinois at Chicago classes, programs, services and facilities for all UIC students with disabilities."

Participants/Outcome: During 2003-04, ODS contacted 282 students a total of 1,500 times and provided assistive technology to 35 students. It also provided interpreting and captioning services to two students (for 32 hours/week). In addition, it did 55,000 pages of document conversion for 14 students and provided examination-proctoring services to 60 students. Moreover, it organized 30 outreach events and facilitated room locations for 10 students.

ODS plans to collect data on academic achievement of the students served by ODS including their graduation and retention rates.

I.2.C.iii. College Programs for Various Underrepresented Groups

Several colleges have programs designed to enhance academic achievement of students of underrepresented groups. They include the Minority Engineering Recruitment and Retention Program (MERRP) in the College of Engineering, the Urban Health Program coordinated by the UHP Administrative Office, the SBC/Ameritech Program of the College of Business Administration, and the Emerging Scholar Program (ESP) in the College of Liberal Arts and Sciences.

I.2.C.iii.a. College of Business Administration, SBC/Ameritech Scholars Program

This program is one of the best practices described later in this report.

I.2.C.iii.b. College of Engineering, MERRP (Minority Engineering Recruitment and Retention Program)

This program is one of the best practices described later in this report.

I.2.C.iii.c. College of Liberal Arts and Sciences, ESP (Emerging Scholar Program)

This program is one of the best practices described later in this report.

I.2.C.iii.d. Graduate College, SROP (Summer Research Opportunity Program)

Program: This program introduces sophomores and juniors, from American minority groups historically underrepresented in graduate school, to the academic and intellectual rewards of graduate study during their undergraduate training. Working one-on-one with UIC faculty mentors, the SROP participants produce research papers that they present at UIC SROP Research Symposium.

Goals/Objectives: This program intends to cultivate research interest for upper-level undergraduates of underrepresented groups and to encourage them to pursue graduate studies.

Participation/Outcome: Since its inception in 1986, there have been almost 600 participants in the program. In the last five years (2000-2004), 67% of the participants were women while 50% and 46%, respectively, were African Americans and Hispanics¹⁷. SROP described its success as “truly phenomenal.” The retention, graduation, and post-baccalaureate enrollment rates of SROP students are substantially higher than those of the general student population. According to the report of the Program, 97% of the UIC SROP participants have continued their studies or have earned a baccalaureate degree, 47% are working toward, or have completed a graduate degree, and 21.2% are working toward, or have completed a professional degree.

¹⁷ Hispanic is all students that were listed as Latino, Hispanic, Mexican American and Cuban. Data from 2000-2003 are determined from the information provided by the SROP Symposium

I.3. Graduate and Professional Students of Underrepresented Groups

I.3.A. Enrollment Statistics of Graduate and Professional Students of Underrepresented Groups

I.3.A.i. Enrollment Statistics of Graduate Students

Table 1-9 shows total graduate student enrollment from Fall 1999 to Fall 2003. The total number of graduate students increased from 6,064 to 6,825 during this period. Women as a percentage of graduate students remained rather constant at about 58% during this period. This is similar to the national average (58%) in 2000 for degree-granting institutions of higher education¹⁸.

Native American, African American and Hispanic students constituted on the average about 0.2%, 8.3% and 6.6%, respectively, of the graduate student population in the last five years. These percentages are slightly lower than the national average for Native American and much higher than that for both African Americans and Hispanics. The national average percentages were 0.5%, 6.3% and 4.7%, respectively, for Native Americans, African Americans and Hispanics for degree-granting institutions of higher education in 2000¹⁹.

African Americans and Hispanics as a percent of total graduate enrollment at UIC are significantly higher than the respective national average.

I.3.A.ii. Enrollment Statistics of Professional Students

Table I-10 shows total professional student enrollment from Fall 1999 to Fall 2003. The total number of graduate students increased from 2,205 to 2,391 during this period. The percentage of professional students who were women increased steadily from 47.9% in Fall 1999 to 52.7% in Fall 2003. For comparison, the national average of proportion of women as first professional students was 47% in 2000 for degree-granting institutions of higher education²⁰.

Hispanic as a percent of total professional student enrollment at UIC (7.9%) is significantly higher than the national average (5.0%).

Native Americans, African Americans and Hispanics constituted on the average about 0.4%, 7.3% and 7.9%, respectively, of the professional student population in the last five years. Contrary to the women enrollment, enrollment percentage for these three underrepresented groups have decreased slightly over the last five years. The data in Fall 2003 for these three groups are 0.3%, 6.6% and 7.2% respectively. These percentages are lower than the national average for both Native and African Americans, but the proportion of Hispanic professional students at UIC is higher than the national average. The national average percentages were 0.8%, 7.7% and 5.0% for Native Americans, African Americans and Hispanics, respectively, for degree-granting institutions of higher education in 2000²¹.

I.3.B. Academic Achievement Statistics of Graduate and Professional Students of Underrepresented Groups

Tables I-11, I-12 and I-13 shows the number and percentage of master's, doctoral and professional degrees, respectively, awarded to underrepresented groups of students.

¹⁸ Data source: NCES, Table 207, see previous footnote.

¹⁹ Data source: NCES, Table 207, see previous footnote.

²⁰ Data source: NCES, Table 207, see previous footnote.

²¹ Data source: NCES, Table 267, see previous footnote.

I.3.B.i. Master's Degrees

Table I-11 shows that the number of master's degrees awarded to women increased from 890 in Fall 1999 to 1,051 in Fall 2003, though proportionally, it fell from 61.5% in Fall 1999 to 58.1% in Fall 2003. This is similar to the percentage for all public degree-granting institutions, which was 58.7% in 2000-01²².

The percentage of Master's degree awarded to Native Americans, African Americans and Hispanics is averaged at 0.2%, 7.3% and 5.6%, respectively, in the last five years. By comparison, the national averages for degree-granting institutions for these groups in 2000-2001 are 0.5%, 8.2% and 4.6%, respectively, according to the Department of Education²³. Hence, the UIC percentage for Native Americans and African Americans is lower than the national average, while that of Hispanics is higher than the national average.

I.3.B.ii. Doctorate Degrees

Table I-12 shows that over the last five years, the doctoral degrees awarded to women increased both in number (from 97 in Fall 1999 to 108 in Fall 2003) and as a percentage of the total awarded (from 44.1% to 48.0%). For comparison, the national percentage is 46.6% in 2000-2001 for degree-granting institutions²⁴.

There has also been an increase in number and percentage of doctoral degrees awarded to African Americans and Hispanics, though there has not been doctoral degree awarded to Native American in the last five years. The number more than doubled for African Americans and Hispanics (from 9 to 17 and from 3 to 7, respectively). The percentage increased from 4.1% to 7.6% from Fall 1999 to Fall 2003 for African Americans and from 1.4% to 3.1% for Hispanics. For comparison, the national averages for degree-granting institutions for these groups in 2000-2001 are 0.4% for Native Americans, 4.9% for African Americans and 3.4%, for Hispanics, according to the Department of Education²⁵.

The percent of doctoral degrees awarded to African Americans increased from 4.1% to 7.6%; doctoral degrees awarded to Hispanics increased from 1.4% to 3.1% from 1999-2003.

I.3.B.iii. Professional Degrees

Table I-13 shows that the number of Professional degrees awarded to women remained rather constant at an average of about 250 in the five-year period from Fall 1999 to Fall 2003, though as a percentage level, it increased from 44.6% in Fall 1999 to 50.2% in Fall 2003. For comparison, the percentage of first professional degrees awarded to women in degree-granting institutions in 2000-01 was 46.2%²⁶.

Percent of professional degrees awarded to Hispanic at UIC, 7.7%, is significantly higher than the national average, 4.8%.

The percentage of professional degrees awarded to Native Americans, African Americans and Hispanics is, on average, 0.3%, 7.6% and 7.7%, respectively, in the last five years. By comparison, the national average of first professional degrees awarded in degree-granting institutions for these groups in 2000-2001 is 0.7%, 6.8% and 4.8%, respectively, according to the Department of Education²⁷.

²² Data source: NCES, Table 267, see previous footnote.

²³ Data source: NCES, Table 270, see previous footnote.

²⁴ Data source: NCES, Table 270, see previous footnote.

²⁵ Data source: NCES, Table 264, see previous footnote.

²⁶ Data source: U.S. Department of Education, National Center for Educational Statistics, Higher Education Information Survey (HEGIS), Table 273, http://nces.ed.gov/programs/digest/d02/ch_3.asp.

²⁷ Data source: NCES, Table 273, see previous footnote.

I.3.B.iv. Achievement of Graduate Students with Disabilities in the DHD Programs

The Department of Disability and Human Development's (DHD) academic programs are the leading graduate programs in the country that specifically address the social and cultural situation of disabled people. The academic programs include significant numbers of students with disabilities, nearly one-third of the master's students and one-fourth of the doctoral students in DHD programs are students with disabilities.

Many of the DHD students with disabilities were recognized for their excellence in scholarship. They include

- **Meenu Bhambhani** is a Fulbright Scholar in 2004. She also received an AHS Achievement Award, a World Bank internship, and was recognized in "Who's Who Among Students in Colleges and American Universities."
- **Carlos Drazen**, a doctoral student in the Disability Studies Program, was selected to receive the Dr. Martin Luther King, Jr. Scholarship for the 2003-04 academic year.
- **Sarah Louise Triano**, another doctoral student in the Disability Studies Program, was named a recipient of the 2002 Leadership Award given the Paul G. Hearne/American Association of People with Disabilities (AAPD). The awards went to five emerging leaders in the disability community, who were selected on a highly competitive basis from nearly 350 nominees. Each person received a \$10,000 cash award to further his or her work in the disability community.
- **Alberto Guzman**, a current DHD master's student, was awarded an internship working at the Veterans Administration in Washington, DC during the Summer, 2004.
- **Sharon Lamp**, another DHD doctoral student, received the Advocacy Award at the Progress Center for Independent Living's Liberty Dinner 2001. Awards were given to those "who have made outstanding efforts to make the dream [of liberty and justice for all] a reality." Sharon produced DHD's handbook for students with disabilities.
- **Kelly Munger**, a Summer 2004 master's student, received the College's Graduate Student Award and had been accepted to the doctoral Disability Studies program at UIC. While in the master's program Kelly was on the Fall 2002 and Spring 2003 Dean's List and graduated with a 5.0 GPA.
- **Terri Thrower**, another Disabilities Studies graduate student, received the Career in the Arts Initiative (CAIM) grant from the Kennedy Center.

I.3.C. Programs for Graduate and Professional Students of Underrepresented Groups

I.3.C.i. Scholarship Programs

A number of fellowship programs are available to graduate students of underrepresented groups. These include the Abraham Lincoln Fellowship, Graduate College Diversity Fellowship, Illinois Consortium for Educational Opportunity Program (ICEOP), and Illinois Minority Graduate Incentive Program (IMGIP).

I.3.C.i.a. Abraham Lincoln Fellowship program

Program: Each Abraham Lincoln Fellow receives an annual stipend of \$16,000 and a tuition and service fee waiver. Between six and eight Abraham Lincoln Fellowships are awarded each year.

Goals/Objectives: The program is designed to expand the overall breadth of background of the UIC graduate student body by providing support to individuals from racial and ethnic minority groups that have been traditionally underrepresented in graduate education.

Participation/Outcome: Funding for this fellowship program has remained constant. Since 1999 a total of 39 students have received the Abraham Lincoln Fellowship. In order to be considered, students must be

nominated by their academic program and are selected by a faculty committee based on a student's academic record and potential.

I.3.C.i.b. Diversity Fellowship

Program: The Diversity Fellowship program was established in 1997. Students enrolled in doctoral programs receive an annual stipend of \$16,000 and a tuition and service fee waiver from the Graduate College for the first and fourth year of the fellowship. The academic program must provide financial support for years two and three of the fellowship at the same level of support as typically paid in the department (this support may come in the form of a teaching or research assistantship). Students enrolled in the MFA program only receive one year of funding from the Graduate College.

Goals/Objectives: The goal of the program is to recruit and retain underrepresented students into doctoral programs or the MFA program. The ultimate goal is to recruit, retain and graduate academically talented underrepresented students.

Participation/Outcome: Each year, UIC staff select an average of between seven and ten new Diversity Fellows. Since the program's inception, more than 70 students have been served. Student participants come from a variety of disciplines but all are enrolled in either the MFA or a doctoral Program.

I.3.C.i.c. Illinois Consortium for Educational Opportunity Program (ICEOP)

Program: ICEOP was established by the Illinois General Assembly to provide financial assistance to members of traditionally underrepresented racial minority groups to pursue graduate and professional degrees at Illinois institutions of higher education. These are multi-year fellowships. The Graduate College helps students prepare their applications.

Goals/Objectives: The program intends to increase graduate and professional student enrollment and subsequent employment of underrepresented minority groups in the state of Illinois.

Participation/Outcome: Over the last four years, the number of UIC graduate students awarded this fellowship increased from 3 in 2001-02 to 8 in 2004-05. Altogether, 24 UIC graduate students became ICEOP fellows; of them, 17 are African Americans and 5 are Hispanics²⁸. Awardees are paired with faculty mentors and some also serve as mentors themselves for new graduate students. The funding has increased the number of minority students in graduate programs at UIC. Previous recipients of this award have successfully completed their degree programs and entered into academic professions.

I.3.C.i.d. The Illinois Minority Graduate Incentive Program (IMGIP)

Program: Each of the award recipients receives a stipend and a tuition and service waiver. They are mentored by faculty members in their respective departments and are encouraged to participate in additional professional development activities. Some IMGIP fellows participate in research forums sponsored by UIC.

Goals/Objectives: This program is designed to increase minority student enrollment and subsequent minority faculty members specifically in the fields of physical sciences, life sciences, and engineering. The objective of this program is to increase the diversity in the faculties in these areas at the universities in Illinois.

Participation/Outcome: Over the last four years, 15 UIC graduate students became ICEOP fellows; of them eight are African Americans and seven are Hispanics²⁹.

²⁸ This group includes one Costa Rican, one Puerto Rican and two Mexican American.

²⁹ This group includes three Puerto Ricans and 4 Mexican American.

I.3.C.ii. Health Programs

I.3.C.ii.a. Urban Health Programs (UHP)

Program: UHP has nine components: six health science colleges (Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, and Public Health), the Graduate College, the College of Education-Early Outreach and the Academic Center for Excellence (ACE). The UHP administrative office provides an umbrella for health program development and oversees the recruitment and retention activities and programs of its nine components. In addition, it hosts an open house to educate and encourage undergraduate students and pre-health students about a health professional career and available resources. It also conducts conferences and workshops.

Goals/Objectives: The goals of this program are to expand education opportunities in the health professions for underrepresented groups (Native Americans, African Americans and Hispanics) and to improve the quality of health services for the medically underserved urban population.

Participation/Outcome:

In 2003, UHP sponsored the first Annual Statewide Health Professions Student Conference to increase knowledge, enhance awareness and encourage students to acquire the necessary skills, early in their educational careers, that will prepare them for the rigors of a health professions curriculum. Approximately 700 students attended.

UHP has conducted the annual eight-week UHP Temple Physician Scientist Training Program (PSTP) in partnership with Temple University's College of Medicine. The program recruits trainees from populations that are underrepresented in medicine and the biomedical sciences. The students are paired with faculty mentors who provide them with a productive academic and research summer experience.

To increase underrepresented students' awareness of the health professions, the UHP Administration Office also formed an UHP-Pre-Health Student Organization for undergraduate students. Currently, there are 75 members.

In 2003, UHP also launched a series of seminars to raise awareness of and encourage students to enroll in various health professions. Over 400 students attended the seminars.

UHP Components

The followings are highlights of some of the participation/outcomes of the programs provided by the nine AHP components.

- *Applied Health Sciences UHP* hosts information sessions, open houses and orientation for its underrepresented minority students. It offers tutorial assistance, time management activities, test taking and note taking activities to support retention efforts. In 2003, it also offered a résumé writing workshop and a series of focus group discussions for its underrepresented minority students.
- *College of Dentistry UHP* created, in December 2003, a new position, the Associate Dean for Student and Diversity Affairs, who oversees its UHP and its underrepresented student initiatives. During 2003-04 underrepresented minority students were given 12 scholarships through the Ambassador Program of the College of Dentistry. Seven underrepresented pre-dental students participated in its Post-Baccalaureate Programs and will matriculate to its D1 class in Fall 2004. Also, in collaboration with the Chicago Area Health and Medical Career Program, it hosted summer review courses for underrepresented minority students (a DAT review course for 25

underrepresented minority pre-dental students and a National Board Review course for current underrepresented minority dental students) and developed a preceptorship program to provide mentoring for underrepresented students.

- *College of Medicine UHP* runs a Summer Pre-matriculation Program (SPP) for students entering in the Fall. The SSP includes class, lectures, and laboratory sessions covering first-year courses. Data from the College shows that SSP participants in general have weaker academic backgrounds, but they, in general, have a similar on-time progression rate after the first year as the non-SSP students. While the on-time first-year progression rate for SSP students was lower than that of non-SSP students in 1997, it was relative higher in 1998 and about the same in 1999. In 1997, the on-time first-year progression rate for SSP students was 73.9% (versus 90.5% for non-SSP students); in 1998, it 92.3% (versus 85.4%); and in 1999, it was 96.7% (versus 96.7%).

The program also provides financial support to minority students for review for the US Medical Licensing Exam (USMLE) Step 1 and Step 2. From 1991-2001, of the 691 minority students who took USMLE Step 1, 95% passed (with 69% passing on the first attempt). From 1998-2001, of the 243 minority students who took USMLE Step 2, 98.4% of them passed the test (with 85.2% passing on the first attempt).

About 20% of the total graduates from the College in the last 21 years (1983-2004) are minority students.

- *College of Nursing UHP* runs workshops and conferences for its underrepresented minority students. In 2003-04, it organized an informational seminar for 140 graduates of the Associate Degree of Nursing programs in Chicago as part of its recruitment effort. While there had been a drop in its UHP BS nursing students admitted in the last five years, there had been significant increase in its master's student and doctoral student admits. The number of African American BS Nursing student admitted fell from 23 (1999-00) to 10 (2003-04) while that for Hispanic fell from 24 (1990-00) to 10 (2003-04). On the other hand, the number of UHP admitted at the master's level increased almost tenfold and those at the doctoral level increased about 800% in the last five years. At the master's level, African Americans admitted increased from 2 (1999-00) to 19 (2003-04) while Hispanic admitted increased from 1 (1999-00) to 10 (2003-04). At the doctoral level, African Americans admitted increased from 0 (1999-00) to 7 (2003-04) though Hispanics admitted has remained small at 1 (1999-00) and 1 (2003-04).
- *College of Pharmacy UHP* aims at increasing student enrollment in the pharmacy profession for underrepresented minority students and others who are interested in serving in medically underserved urban areas in Illinois. It provides academic enrichment programs and community outreach activities. In 2003, the retention rate of underrepresented pharmacy students was 99%.
- *School of Public Health UHP* aims to enhance admission, retention, and graduation of students who come from a multicultural background and whose ethnicities are underrepresented in the health profession in the public health programs both at the master's and the doctoral levels. It organized recruitment conferences, college fairs, and support programs for admitted graduate students. In 2003, it added graduate student career and job placement services including locating internship, providing guidance to résumé writing, and marketing graduates of potential employers.
- *Graduate College UHP* hosts a Summer Research Opportunity Program (SROP) where students interested in the health professions and biomedical sciences can work one-on-one with a faculty mentor. It also hosts bi-annual luncheons and sponsors a listserv for graduate students to discuss issues and concerns. Partial funding is provided to students for conference/workshop presentations.
- *College of Education-Early Outreach UHP* offers a number of programs including Saturday College, High School College Transition, College Component, Hispanic Math and Science

Education Initiative, Chicago Public Schools Prep, Educational Enrichment Program, Health Science Enrichment Program/Minority Access to Research Careers, Mayor Daley's After School Matters Summer Program, and High School Summer Public Health Institute.

- *Academic Center for Excellence (ACE) UHP* provides academic support through counseling and advising, individualized academic study skills, academic workshops and individualized preparation for standardized tests such as the MCAT and the GRE.

I.3.C.ii.b. Hispanic Center of Excellence

Program: The program works with Latino/a medical students to improve the graduation rate as well as passing rate for the licensure examination for this group of underrepresented students.

Goals/Objectives: One of the goals of this program is to assist in matriculation and graduation of Hispanic physicians from the College of Medicine. Another goal is to increase the number of new, tenure-track Hispanic junior faculty through strategic professional development.

Participation/Outcome: In 2002, 27 Hispanic students took the USMLE Step 1; of these 19 (70.4%) passed on the first attempt, 88% passed after two attempts and 93% passed after three attempts. The Center will continue to work towards the goal of having a 98% passing rate after three attempts.

As of Spring 2003, the on-time graduation rate for the cohort of Hispanic students who entered the College of Medicine in Fall 1999 was 81.3%. The next cohort (that entered in Fall 2000) seems to be more promising with an on-time rate of 89.7%, approaching the Center's goal of increasing the percentage of Hispanic students who graduate on time from 67% to 90%.

The UIC College of Medicine is ranked number two in the graduation of Latino/a medical doctors (Black Issues in Higher Education, July 2003). Also, in the state of Illinois (where there are seven medical schools), two out of three Latino/as who earned a M.D. degree graduated from UIC (Association of American Medical Colleges)³⁰.

UIC is ranked second nationally in the graduation of Latino/a Medical Doctors (Black Issues in Higher Education, July 2003).

With regards to faculty development, one Hispanic faculty member was added in 2002 and a second was added in 2003 on a tenure-track in the College of Medicine. The Hispanic Center of Excellence currently is working to develop five faculty fellows by providing training and development.

I.3.C.iii. Other Programs

I.3.C.iii.a Center for Research on Women and Gender

Program: Through their research, evaluation, and technical assistance programs, researchers in the Center interact with graduate students to provide them with research experience.

Goals/Objectives: The goal of this program is to provide opportunities for graduate students to do research in the area of women and gender.

Participation/Outcome: About 12 graduate students worked on projects related to women's education and health with CRWG staff. Both qualitative and quantitative research was involved.

³⁰ Data source: the Hispanic Center of Excellence.

I.4. Faculty/Staff of Underrepresented Groups

I.4.A. Employment Statistics for Faculty and Staff of Underrepresented Groups

Table I-14 shows the distribution of tenured faculty from 1999 to 2003. For women, the number of tenured faculty increased from 272 in 1999 to 293 in 2003. Women as a percent of total tenured faculty also increased from 23.7% to 26.4%. The number and percent of tenured faculty who are African American and Hispanic also increased slightly over the last five years. For African Americans, they increased from 27 (2.4%) in 1999, to 30 (2.7%) in 2003. For Hispanics, the corresponding increases were from 40 (3.5%) to 45 (4.1%).

For faculty members on the tenure-track and not yet tenured, Table I-15 shows that the number and percent also increased for women (from 132, 40.9% in 1999 to 136, 46.4% in 2003). The same was true for Hispanic faculty (from 18, 5.6% to 21, 7.2%) though there was a drop for African American faculty (from 27, 8.4% to 21, 7.2%).

The number of tenured and tenure track Native American faculty members has remained small in the last five years.

Tables I-16 and I-17 contain data for academic professional and administrators as well as support staff. The number and percent of academic professionals in underrepresented minority groups had increased in the last five years. For African Americans, the increase was from 326 (13.7%) in 1999, to 450 (14.5%) in 2003, while corresponding increases for Hispanics were from 166 (7.0%) to 232 (7.5%).

For support staff, the number and percent of African Americans remained high at 2,148 (38.9%) in 2003 though they showed a decline in the recent years (from 2,220, 39.8% in 1999). For Hispanics, they increased from 701 (12.6%) in 1999 to 812 (14.7%) in 2003.

I.4.B. Achievement Statistics for Faculty and Staff of Underrepresented Groups

There are various ways to measure achievements of faculty and staff. They include gaining promotion and tenure and receiving awards in research, teaching and services. Due to limitation of space, this report will briefly show some of the statistics.

I.4.B.i. Promotion and Tenure for Faculty of Underrepresented Groups

From 1999 to 2003, there were 131 faculty members promoted to full professor. Of them, 32.1% were women, 3.1% were African Americans and 2.3% were Hispanics. The success rate of promotion to full professor during this period was 96.3% for the campus as a whole, while it was 95.5% for women and 100% for both African Americans and Hispanics.

Also, from 1999 to 2003, there were 199 faculty members tenured at the rank of Associate Professor. Of these, 35.7%, 4.5% and 7.5%, respectively, were women, African Americans and Hispanics. Correspondingly, the percentage of tenure-track faculty members who were women, African Americans and Hispanics averaged at 44.1%, 7.7% and 7.1%, respectively, over the same period (see Table I-15). The success rate of promotion to Associate Professor with tenure during this period was 88.8% for the campus as a whole, while it was 89.9% for women, 75.0% for African Americans, and 83.3% for Hispanics.

I.4.B.ii. Teaching and Research Recognition for Faculty of Underrepresented Groups

From 1999 to 2003, there were 109 faculty members recognized for teaching excellence. Of them 39% were women while 3% and 2% were African Americans and Hispanics, respectively. For comparison, over the same period, of the total tenured and tenure-track faculty, 29.2% were women while 3.7% and 4.5% were African Americans and Hispanics, respectively.

For research excellence, the main categories of awards are Distinguished University Professor and University Scholar. From 2000-2003, there were 17 faculty members recognized as Distinguished Professors. Of them, 18% were women; while 6% were African Americans and none were Hispanic. From 1999-2003, there were 32 faculty recognized as university scholars. Of them 22% were women, 6% were African Americans and 3% were Hispanics.

I.4.B.iii. Achievement of Faculty with Disabilities

A number of faculty members in the Department of Disabilities and Human Development have received high recognition in their work. Three of them (Beth Marks, Barth Riley, and Edward Wang) were awarded "Research Supplements for Minorities and Individuals with Disabilities" from the U.S. Department of Health and Human Services.

Carol Gill, an associate professor, was selected by peers to receive a 2002 Teaching Recognition Program Award. Dr. Gill was also selected twice by the students in the Department of Disability and Human Development to receive one of the College's Excalibur Awards for her teaching (2001 and 2004). In addition to recognition for her teaching, Dr. Gill is a well-funded researcher, receiving funding from NIDRR, NIH, and NEA. Dr. Gill's leadership in the field of disability studies is exemplified by the numerous awards she has received including the Carol J. Gill Disability Culture Award, given annually by the Progress Independent Living Center and her selection as a key figure in the Disability Movement history by the Oral History Project of the University of California, Berkeley, Bancroft Library in 2002.

Sharon Snyder and David Mitchell's film, *A World Without Bodies*, (which documents the horror of the Nazi regime with respect to its treatment of disabled people) received a Merit Award from Superfest XXIII, International Media Festival on Disabilities (2003). The festival received over 60 submissions representing 5 countries and Snyder and Mitchell's film was one of only 14 selected for an award. Drs. Snyder and Mitchell were also awarded a summer institute in Germany for 2004. The Institute is a special forum for U.S. and Canadian college teachers who teach German history and literature. Last summer, Drs. Mitchell and Snyder held an NEH Institute for School Teachers for 2003 entitled: *Integrating Disability Studies into Secondary Education Curricula*, funded by the National Endowment for the Humanities.

Tia Nelis, self-advocacy specialist at DHD, has received several honors and awards, including the Roland Johnson Self-Advocacy Award from Self-Advocates Becoming Empowered (SABE) in 2000 and the Tecla Jaskulski Award from the National Association of Developmental Disabilities Councils in 2001. She was elected president of People First of Illinois, serving from 1995-1998. She was also the chair of SABE from 1997-2000.

I.4.C. Programs/Resources for Faculty and Staff of Underrepresented Groups

I.4.C.i. Office of Women's Affairs

Program: The Office of Women's Affairs addresses issues relating to equity, climate and safety and provides women staff, faculty, and students consultation on issues such as advancement, sexual harassment and sexual assault, as well as other concerns of interest to women. It also runs an annual women leadership symposium generally held in the fall.

Goals/Objectives: To provide seeks to provide support and resources for women faculty and staff.

Participation/Outcome: In 2004, the Office of Women's Affairs successfully launched peer anti-violence educational class with 32 students (diverse student groups including six male students). It also organizes a Women's Leadership Symposium on an annual basis. In 2003: 225 participants (of whom University affiliations were 56% support staff, 21% academic professional, 2% faculty, 1% students, 4% community members, and 16% not responded; and racial/ethnic representation was 44% African American, 19% Caucasian, 14% Hispanic, 5% Asian, and 19% did not respond. OWA also advises a student group responsible for producing the *Vagina Monologues* which was attended by 1200 faculty, staff and students.

I.4.C.ii. Mentoring Programs

There are a number of mentoring programs for faculty and staff. The Office of the Vice Provost for Faculty Affairs organizes a mentoring program for all incoming faculty members. In addition, there is a mentoring program for staff and faculty who are interested in administration. Senior faculty members volunteer to be mentors and some of them are chosen as the "mentor of the year," recognizing their contribution to and support of junior faculty. A "woman of the year" award is also given annually to a faculty or a staff member based on her contribution to the campus women's community.

I.4.C.ii.a. Faculty Mentoring Program

Program: The faculty mentoring program is sponsored by the Office of the Provost and the Vice Chancellor for Academic Affairs. It was started in the fall of 1997 as a joint project with the Chancellor's Committee on the Status of Women. For its first year, it was solely organized for women junior faculty. Since 1998, this program has been expanded to include all new tenure-track faculty.

Goals/Objectives: This program is designed to help new faculty members integrate into the University and to help pave a path for them for a successful career at UIC.

Participation/Outcome: From 1999-2003, 170 new faculty members participated in this program. Of them, 68% were women, while 9% and 5% respectively were African Americans and Hispanics. A survey administered in 2000 showed that of the 84 faculty members signed up in the program as mentees in the first three years of the program (1997-1999), 75 remained in UIC at the time of the survey.

I.4.C.ii.b. Mentoring Program for Staff and Faculty Interested in Administration

Program: This is a mentoring program for both staff and faculty who are interested in Administration. It also provides awards for staff and faculty to attend administrative training and leadership programs. Recently developed is a shadowing program for staff and faculty in which participants have the opportunity to observe closely the daily activities of campus high-level administrators including the Chancellor and the Provost.

Goals/Objectives: This program aims to promote and develop a cadre of talented women at UIC by connecting them with others who can advise, coach, and guide them as they navigate the university system.

Participants and Outcome: In 2003, there were 210 participants in the program (including both mentors and mentees). Of them, 186 (89%) were women, while 53 (25%) were African Americans and 13 (6%) were Hispanics.

I.4.C.iii. UFRP (Underrepresented Faculty Recruitment Program)

Program: The Underrepresented Faculty Recruitment Program (UFRP) at UIC is an extension of the Minority Faculty Recruitment Program (MFRP) which has been operational since 1989 for hiring African-American, Latino/a and Native American candidates to tenured or tenure-track positions. All 13 colleges at UIC have benefited from the MFRP since its inception. The joint efforts of departments, colleges, the campus, and the university have increased the number of African-American, Latino/a and Native American

tenured and tenure-track faculty from 66 in the Fall of 1988 to 120 in the Fall of 2002. Since 2002, UFRP has been extended to include groups that are underrepresented in various disciplines according to the current, available, and target percentages of these groups in the disciplines.

Goals/Objectives: The UFRP is designed to encourage and assist colleges and departments at UIC in the hiring of underrepresented faculty. The aim is to get a more diverse faculty in order to match the diversity of the UIC student population.

Participation/Outcome: In the last five years (FY 2001-2005), 64 faculty members were funded under this program. Of these 68.8% were women while 43.8% and 37.5% were African Americans and Hispanics, respectively.

I.4.C.iv. Center for Research in Women and Gender and WISEST (Women in Science and Engineering –System Transformation) Program

Program: CRWG held research roundtables on research on women in welfare and on problems of incarcerated women, open to graduate students but principally attended by faculty. The WISEST program was partially funded by the National Science Foundation. It includes mentoring for junior faculty in Science, Mathematics, Engineering and Technology. The Provost, the Deans of LAS and Engineering, the Vice Chancellor for Research, and other campus leaders meet monthly to guide the WISEST Initiative with a goal of increasing recruitment, retention and promotion of women faculty at UIC.

Goals/Objective: CRWG programs aim to increase the number of faculty doing research on women and gender and to connect them across disciplines through interdisciplinary research roundtables. WISEST aims at improving the work climate for women faculty in Science and Engineering and, by extension, for all faculty in the university. Its goals include increasing recruitment, retention, and promotion of women faculty at UIC.

Participation/Outcome: Collaborative research projects and contacts have been established for faculty across disciplines at UIC. Departments in these WISEST key areas have initiated self study in gender equity for faculty and generated an action plan to address issues where appropriate. In March 2004, a climate survey was conducted. The results of this survey will serve as a basis for policy decisions to improve achievement of faculty especially women faculty in the areas of SMET (Science, Math, Engineering and Technology).

Table I-1: Distribution of Students by Gender and Race/Ethnicity for Total Undergraduate Students
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	16,160	100%	16,131	100%	15,887	100%	16,543	100%	16,012	100%
Gender										
Men	7,364	45.6%	7,262	45.0%	7,154	45.0%	7,450	45.0%	7,242	45.2%
Women	8,796	54.4%	8,869	55.0%	8,733	55.0%	9,093	55.0%	8,770	54.8%
Race/Ethnicity										
Native American	40	0.2%	42	0.3%	43	0.3%	37	0.2%	33	0.2%
African American	1,587	9.8%	1,552	9.6%	1,514	9.5%	1,578	9.5%	1,455	9.1%
Asian American	3,634	22.5%	3,707	23.0%	3,731	23.5%	3,979	24.1%	3,934	24.6%
Latino	2,782	17.2%	2,765	17.1%	2,695	17.0%	2,677	16.2%	2,576	16.1%
Caucasian	7,257	44.9%	7,179	44.5%	7,036	44.3%	7,380	44.6%	7,044	44.0%
Foreign	260	1.6%	289	1.8%	295	1.9%	250	1.5%	211	1.3%
Unknown	600	3.7%	597	3.7%	573	3.6%	642	3.9%	759	4.7%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, pp. 35 & 36

Table I-2: Distribution of Students by Gender and Race/Ethnicity for Total New Freshmen
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	2,616	100%	2,843	100%	2,692	100%	3,015	100%	2,942	100%
Gender										
Men	1,205	46.1%	1,242	43.7%	1,194	44.4%	1,310	43.4%	1,345	45.7%
Women	1,411	53.9%	1,601	56.3%	1,498	55.6%	1,705	56.6%	1,597	54.3%
Race/Ethnicity										
Native American	6	0.2%	7	0.2%	6	0.2%	4	0.1%	10	0.3%
African American	254	9.7%	286	10.1%	257	9.5%	326	10.8%	259	8.8%
Asian American	695	26.6%	838	29.5%	774	28.8%	842	27.9%	855	29.1%
Latino	472	18.0%	487	17.1%	429	15.9%	494	16.4%	488	16.6%
Caucasian	1,065	40.7%	1,110	39.0%	1,109	41.2%	1,202	39.9%	1,124	38.2%
Foreign	26	1.0%	23	0.8%	31	1.2%	16	0.5%	14	0.5%
Unknown	98	3.7%	92	3.2%	86	3.2%	131	4.3%	192	6.5%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, p 59

Table I-3: Distribution of Students by Gender and Race/Ethnicity for Total New Transfer
Fall 1999 - Fall2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	1,881	100%	1,705	100%	1,589	100%	1,973	100%	1,245	100%
Gender										
Men	813	43.2%	761	44.6%	689	43.4%	885	44.9%	542	43.5%
Women	1,068	56.8%	944	55.4%	900	56.6%	1,088	55.1%	703	56.5%
Race/Ethnicity										
Native American	7	0.4%	3	0.2%	7	0.4%	5	0.3%	0	0.0%
African American	189	10.0%	171	10.0%	152	9.6%	198	10.0%	123	9.9%
Asian American	247	13.1%	241	14.1%	239	15.0%	312	15.8%	182	14.6%
Latino	249	13.2%	221	13.0%	231	14.5%	245	12.4%	138	11.1%
Caucasian	1,049	55.8%	931	54.6%	860	54.1%	1,074	54.4%	645	51.8%
Foreign	53	2.8%	59	3.5%	41	2.6%	45	2.3%	44	3.5%
Unknown	87	4.6%	79	4.6%	59	3.7%	94	4.8%	113	9.1%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, p 77

Table I-4: Distribution of Students by Gender and Race/Ethnicity for Total Bachelor's Degree Awarded
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	2,850	100%	2,928	100%	3,174	100%	3,182	100%	3,261	100%
Gender										
Men	1,260	44.2%	1,309	44.7%	1,367	43.1%	1,391	43.7%	1,416	43.4%
Women	1,590	55.8%	1,619	55.3%	1,807	56.9%	1,791	56.3%	1,845	56.6%
Race/Ethnicity										
Native American	8	0.3%	4	0.1%	7	0.2%	10	0.3%	8	0.2%
African American	246	8.6%	249	8.5%	256	8.1%	253	8.0%	241	7.4%
Asian American	535	18.8%	665	22.7%	678	21.4%	680	21.4%	736	22.6%
Latino	400	14.0%	438	15.0%	438	13.8%	495	15.6%	490	15.0%
Caucasian	1,518	53.3%	1,407	48.1%	1,610	50.7%	1,560	49.0%	1,598	49.0%
Foreign	59	2.1%	63	2.2%	75	2.4%	74	2.3%	74	2.3%
Unknown	84	2.9%	102	3.5%	110	3.5%	110	3.5%	114	3.5%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, p 127
DRIA website; External Reports, IBHE Table Z

Table I-5: Six-Year graduation Rate, by Gender and by Race/Ethnic
for First-Time-Full-Time New Freshmen Cohort
Fall 1990 - Fall 1993

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	N	Grad Rate %	N	Grad Rate %	N	Grad Rate %	N	Grad Rate %	N	Grad Rate %
Total Students	2,589	36.3%	2,483	37.3%	2,469	42.0%	2,720	44.0%	2,820	45.5%
Gender										
Men	1,229	32.4%	1,108	34.3%	1,068	39.1%	1,215	40.7%	1,260	40.1%
Women	1,360	39.9%	1,375	39.6%	1,401	44.2%	1,505	46.8%	1,560	49.9%
Race/Ethnicity										
Native American	7	0.0%	8	37.5%	3	0.0%	9	22.2%	10	20.0%
African American	275	18.9%	322	23.9%	297	26.9%	301	29.2%	344	30.2%
Asian American	625	38.9%	598	40.8%	557	51.5%	645	51.9%	731	53.5%
Latino	564	30.9%	556	31.5%	496	37.5%	484	41.1%	519	38.9%
Caucasian	1,022	42.2%	925	43.1%	1,024	42.9%	1,176	44.7%	1,107	48.2%
Foreign	26	42.3%	21	52.4%	24	50.0%	18	77.8%	19	42.1%
Unknown	70	42.9%	53	30.2%	68	48.5%	87	39.1%	90	47.8%
	2,589		2,483		2,469		2,720		2,820	

Source: UIC Office of Data Resources and Institutional Analysis (IPEDS data)

Graduation rate on the Full-Time First Time students

Table I-6: Dropout, Poor Standing at the End of Year Six, by Gender and by Race/Ethnic
for New Freshmen Cohort
Fall 1990 - Fall 1993

	Fall 1993		Fall 1994		Fall 1995		Fall 1996		Fall 1997	
	N	D-Poor Rate %	N	D-Poor Rate %	N	D-Poor Rate %	N	D-Poor Rate %	N	D-Poor Rate %
Total Students	2,710	42.1%	2,572	42.3%	2,533	37.5%	2,807	34.5%	2,890	32.4%
Gender										
Men	1,291	46.9%	1,156	45.2%	1,103	40.4%	1,256	39.6%	1,288	37.6%
Women	1,419	37.7%	1,416	39.9%	1,430	35.2%	1,551	30.4%	1,602	28.2%
Race/Ethnicity										
African American	298	64.8%	336	62.8%	304	59.5%	321	56.1%	356	50.6%
Asian American	655	38.2%	615	36.1%	565	30.3%	663	27.6%	746	26.3%
Latino	578	51.6%	570	49.5%	516	44.2%	496	40.3%	531	42.7%
Caucasian	1,072	33.4%	963	35.1%	1,048	32.2%	1,208	30.5%	1,134	26.2%

Data Source: UIC Office of Data Resources and Institutional Analysis

R/E from website table "Six-Year Graduation and Retention Rates by Race/Ethnicity new Freshmen, Fall 1987-1997"

PharmD and BS in Dentistry are included.

D-Poor includes dropout on probation, dropped by administrative action, and a smaller number of dropouts with unknown status.

Table I-7: One-Year Retention Rate of New Freshmen by Gender and by Race/Ethnicity
Fall 1998 - Fall 2002

	1998		1999		2000		2001		2002	
	N	% Here Fall 99	N	% Here Fall 00	N	% Here Fall 01	N	% Here Fall 02	N	% Here Fall 03
Total Students	2,947	74.8%	2,616	77.3%	2,843	77.9%	2,692	78.3%	3,015	77.2%
Gender										
Men	1274	73.5%	1,205	77.6%	1,242	76.0%	1,194	77.5%	1,310	77.0%
Women	1673	75.7%	1,411	77.0%	1,601	79.3%	1,498	79.0%	1,705	77.4%
Race/Ethnicity										
Native American	5	60.0%	6	83.3%	7	57.1%	6	33.3%	4	75.0%
African American	327	64.5%	254	68.1%	286	69.6%	257	65.4%	326	60.7%
Asian American	784	82.1%	695	85.2%	838	84.0%	774	87.3%	842	86.3%
Latino	528	76.5%	472	76.7%	487	78.4%	429	76.5%	494	72.5%
Caucasian	1,178	72.0%	1,065	75.2%	1,110	75.3%	1,109	75.9%	1,202	77.5%
Foreign	25	72.0%	26	76.9%	23	82.6%	31	77.4%	16	81.3%
Unknown	100	76.0%	98	69.4%	92	76.1%	86	79.1%	131	75.6%
	2,947		2,616		2,843		2,692		3,015	

Data Source: UIC Office of Data Resources and Institutional Analysis;

DRIA website in the Student Section, Retention and Graduation Statistics Subsection, one-yr. retention by race/ethnicity

Table I-8: New Freshmen Cohort: GPA at the End of the First Semester
Fall 1999 - Fall 2003

	fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003	
	N	Clear Rate %	N	Clear Rate %	N	Clear Rate %	N	Clear Rate %	N	Clear Rate %
Total Students	2,616	3.75	2,843	3.76	2,692	3.79	3,015	3.75	2,942	3.75
Gender										
Men	1,205	3.75	1,242	3.68	1,194	3.86	1,310	3.71	1,345	3.70
Women	1,411	3.76	1,601	3.76	1,498	3.79	1,705	3.77	1,597	3.75
	2,616		2,843		2,692		3,015		2,942	
Race/Ethnicity										
Native American	6	3.51	7	3.01	6	3.8	4	3.88	10	3.48
African American	254	3.28	286	3.28	257	3.28	326	3.23	259	3.29
Asian American	695	3.87	838	3.88	774	3.88	842	3.86	855	3.85
Latino	472	3.86	487	3.84	429	3.88	494	3.88	488	3.86
Caucasian	1,065	4.03	1,110	3.93	1,109	3.96	1,202	3.86	1,124	3.62
Foreign	26	3.47	23	3.56	31	3.58	16	3.49	14	3.43
Unknown	98	3.68	92	3.73	86	3.88	131	3.71	192	3.81
	2,616	3.75	2,843	3.76	2,692	3.79	3,015	3.75	2,942	3.75

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-9: Distribution of Students by Gender and Race/Ethnicity for Total Graduate Students
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	6,064		6,199		6,333		6,803		6,825	
Gender										
Men	2,540	41.9%	2,551	41.2%	2,689	42.5%	2,804	41.2%	2,821	41.3%
Women	3,524	58.1%	3,648	58.8%	3,644	57.5%	3,999	58.8%	4,004	58.7%
Race/Ethnicity										
Native American	19	0.3%	12	0.2%	11	0.2%	14	0.2%	17	0.2%
African American	510	8.4%	526	8.5%	518	8.2%	572	8.4%	564	8.3%
Asian American	423	7.0%	405	6.5%	410	6.5%	489	7.2%	509	7.5%
Latino	360	5.9%	411	6.6%	434	6.9%	457	6.7%	458	6.7%
Caucasian	3,137	51.7%	3,061	49.4%	3,086	48.7%	3,214	47.2%	3,303	48.4%
Foreign	1,406	23.2%	1,559	25.1%	1,648	26.0%	1,791	26.3%	1,667	24.4%
Unknown	209	3.4%	225	3.6%	226	3.6%	266	3.9%	307	4.5%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, pp. 35 & 36

Table I-10: Distribution of Students by Gender and Race/Ethnicity for Total Professional Students
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	2,205		2,211		2,310		2,344		2,391	
Gender										
Men	1,149	52.1%	1,114	50.4%	1,153	49.9%	1,145	48.8%	1,132	47.3%
Women	1,056	47.9%	1,097	49.6%	1,157	50.1%	1,199	51.2%	1,259	52.7%
Race/Ethnicity										
Native American	10	0.5%	9	0.4%	10	0.4%	9	0.4%	6	0.3%
African American	175	7.9%	172	7.8%	170	7.4%	160	6.8%	159	6.6%
Asian American	712	32.3%	697	31.5%	764	33.1%	789	33.7%	817	34.2%
Latino	191	8.7%	179	8.1%	187	8.1%	173	7.4%	173	7.2%
Caucasian	1,046	47.4%	1,092	49.4%	1,113	48.2%	1,141	48.7%	1,152	48.2%
Foreign	33	1.5%	31	1.4%	30	1.3%	35	1.5%	35	1.5%
Unknown	38	1.7%	31	1.4%	36	1.6%	37	1.6%	49	2.0%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, pp. 35 & 36

Table I-11: Distribution of Students by Gender and Race/Ethnicity for Total Master's Degree Awarded
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	1,447		1,587		1,692		1,688		1,808	
Gender										
Men	557	38.5%	627	39.5%	661	39.1%	689	40.8%	757	41.9%
Women	890	61.5%	960	60.5%	1,031	60.9%	999	59.2%	1,051	58.1%
	1,447	1	1,587	1	1,692	1	1,688	1	1,808	1
Race/Ethnicity										
Native American	0	0.0%	9	0.6%	4	0.2%	0	0.0%	4	0.2%
African American	101	7.0%	127	8.0%	117	6.9%	121	7.2%	137	7.6%
Asian American	123	8.5%	95	6.0%	122	7.2%	119	7.0%	113	6.3%
Latino	90	6.2%	77	4.9%	92	5.4%	100	5.9%	101	5.6%
Caucasian	738	51.0%	762	48.0%	763	45.1%	738	43.7%	779	43.1%
Foreign	328	22.7%	460	29.0%	538	31.8%	565	33.5%	611	33.8%
Unknown	67	4.6%	57	3.6%	56	3.3%	45	11.0%	63	3.5%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, p 127
DRIA website; External Reports, IBHE Table Z

Table I-12 Distribution of Students by Gender and Race/Ethnicity
for Total Doctorate Degree Awarded
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	220		201		195		177		225	
Gender										
Men	123	55.9%	105	52.2%	106	54.4%	94	53.1%	117	52.0%
Women	97	44.1%	96	47.8%	89	45.6%	83	46.9%	108	48.0%
	220	1	201	1	195	1	177	1	225	1
Race/Ethnicity										
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
African American	9	4.1%	4	2.0%	7	3.6%	8	4.5%	17	7.6%
Asian American	10	4.5%	11	5.5%	11	5.6%	10	5.6%	13	5.8%
Latino	3	1.4%	0	0.0%	1	0.5%	8	4.5%	7	3.1%
Caucasian	110	50.0%	99	49.3%	91	46.7%	74	41.8%	88	39.1%
Foreign	85	38.6%	82	40.8%	79	40.5%	70	39.5%	93	41.3%
Unknown	3	1.4%	5	2.5%	6	3.1%	7	11.0%	7	3.1%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, p 127
DRIA website; External Reports, IBHE Table Z

Table I-13: Distribution of Students by Gender and Race/Ethnicity
for Total Professional Degree Awarded
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total Students	560		549		491		521		496	
Gender										
Men	310	55.4%	308	56.1%	245	49.9%	259	49.7%	247	49.8%
Women	250	44.6%	241	43.9%	246	50.1%	262	50.3%	249	50.2%
	560	1	549	1	491	1	521	1	496	1
Race/Ethnicity										
Native American	2	0.4%	1	0.2%	1	0.2%	1	0.2%	3	0.6%
African American	36	6.4%	33	6.0%	45	9.2%	50	9.6%	34	6.9%
Asian American	158	28.2%	181	33.0%	141	28.7%	156	29.9%	176	35.5%
Latino	32	5.7%	54	9.8%	35	7.1%	42	8.1%	39	7.9%
Caucasian	312	55.7%	254	46.3%	251	51.1%	258	49.5%	226	45.6%
Foreign	12	2.1%	15	2.7%	13	2.6%	5	1.0%	9	1.8%
Unknown	8	1.4%	11	2.0%	5	1.0%	9	11.0%	9	1.8%

Data Source: UIC Student Data Book, 1999-2003, Office of Data Resources and Institutional Analysis, p 127
DRIA website; External Reports, IBHE Table Z

Table I-14 Distribution of Tenured Faculty by Gender and Race/Ethnicity
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total	1,148		1,144		1,116		1,084		1,108	
Gender										
Men	876	76.3%	872	76.2%	840	75.3%	800	73.8%	815	73.6%
Women	272	23.7%	272	23.8%	276	24.7%	284	26.2%	293	26.4%
Race/Ethnicity										
Native American	1	0.1%	1	0.1%	2	0.2%	2	0.2%	1	0.1%
African American	27	2.4%	26	2.3%	29	2.6%	28	2.6%	30	2.7%
Asian American	127	11.1%	135	11.8%	131	11.7%	129	11.9%	139	12.5%
Latino	40	3.5%	42	3.7%	38	3.4%	43	4.0%	45	4.1%
Caucasian	953	83.0%	940	82.2%	916	82.1%	882	81.4%	893	80.6%

Data Source: UIC Office of Data Resources and Institutional Analysis

"Profile of Students, Faculty and Staff by Racial/Ethnic Group, Gender, and Disability, U of I, Participation and Success, Fall 2003", Table 22-B, p 33 and Table 29, p.51.

Table 22-B; pp. 33 and Table 29, p. 51

Table I-15 Distribution of Tenure/Track Faculty by Gender and Race/Ethnicity
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total	323		336		332		332		293	
Gender										
Men	191	59.1%	190	56.6%	184	55.4%	182	54.8%	157	53.6%
Women	132	40.9%	146	43.4%	148	44.6%	150	45.2%	136	46.4%
Race/Ethnicity										
Native American	2	0.6%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
African American	27	8.4%	27	8.0%	26	7.8%	23	6.9%	21	7.2%
Asian American	59	18.3%	62	18.5%	66	19.9%	77	23.2%	70	23.9%
Latino	18	5.6%	24	7.1%	27	8.1%	24	7.2%	21	7.2%
Caucasian	217	67.2%	222	66.1%	213	64.2%	208	62.7%	181	61.8%

Data Source: UIC Office of Data Resources and Institutional Analysis

"Profile of Students, Faculty and Staff by Racial/Ethnic Group, Gender, and Disability, U of I, Participation and Success, Fall 2003", Table 22-C, p 34 and Table 29, p.51.

Table 22-C; pp. 34 and Table 29, p. 51

Table I-16 Distribution of Academic Professionals and Administrators by Gender and Race/Ethnicity
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total	2,374		2,533		2,780		2,883		3,101	
Gender										
Men	867	36.5%	904	35.7%	978	35.2%	1,022	35.4%	1,108	35.7%
Women	1,507	63.5%	1,629	64.3%	1,802	64.8%	1,861	64.6%	1,993	64.3%
Race/Ethnicity										
Native American	12	0.5%	12	0.5%	14	0.5%	13	0.5%	13	0.4%
African American	326	13.7%	349	13.8%	421	15.1%	432	15.0%	450	14.5%
Asian American	262	11.0%	294	11.6%	326	11.7%	378	13.1%	444	14.3%
Latino	166	7.0%	175	6.9%	194	7.0%	216	7.5%	232	7.5%
Caucasian	1,608	67.7%	1,703	67.2%	1,825	65.6%	1,844	64.0%	1,962	63.3%

Data Source: UIC Office of Data Resources and Institutional Analysis

"Profile of Students, Faculty and Staff by Racial/Ethnic Group, Gender, and Disability, U of I, Participation and Success, Fall 2003", Table 23-A, p 35

Table I-17 Distribution of Support Staff by Gender and Race/Ethnicity
Fall 1999 - Fall 2003

	1999		2000		2001		2002		2003	
	N	%	N	%	N	%	N	%	N	%
Total	5,571		5,479		5,515		5,546		5,527	
Gender										
Men	1,685	30.2%	1,633	29.8%	1,622	29.4%	1,632	29.4%	1,592	28.8%
Women	3,886	69.8%	3,846	70.2%	3,893	70.6%	3,914	70.6%	3,935	71.2%
Race/Ethnicity										
Native American	19	0.3%	19	0.3%	20	0.4%	17	0.3%	16	0.3%
African American	2,220	39.8%	2,170	39.6%	2,167	39.3%	2,189	39.5%	2,148	38.9%
Asian American	458	8.2%	479	8.7%	520	9.4%	535	9.6%	571	10.3%
Latino	704	12.6%	724	13.2%	751	13.6%	773	13.9%	812	14.7%
Caucasian	2,170	39.0%	2,087	38.1%	2,057	37.3%	2,032	36.6%	1,980	35.8%

Data Source: UIC Office of Data Resources and Institutional Analysis

"Profile of Students, Faculty and Staff by Racial/Ethnic Group, Gender, and Disability, U of I, Participation and Success, Fall 2003", Table 23-B, p 36

Table 23-B; pp. 36; Julie will provide gender breakdown

II. INSTITUTIONAL BEST PRACTICES

II.1. Emerging Scholar Program (ESP) of the College of Liberal Arts and Sciences

Program: ESP was initiated by the Department of Mathematics 15 years ago (in the Fall of 1989) as a Professional Development Program in Math, following the model developed by Uri Triesman at the University of California at Berkley. In this program, workshops run parallel to courses. At the beginning, the program was for introductory courses, but in 1993, the program was expanded to include upper level courses in math and physics. Also in that year, it was renamed ESP.

The program director and teaching assistants were funded by the Department and the College of Liberal Arts and Sciences. The program has also been funded by several NSF grants including LSAMP (Louis Stokes Alliances for Minority Participation), which for the past 10 years supported a group of “AMP” scholars who were associated with ESP.

Goals/Objectives: The goal of the program is to increase the success rate of minority students in math and physics courses, especially at the introductory level.

Participation/Outcome: Recently, Jaime Brugueras, Luisette Hernandez-Gonzales, and Anatoly Libgober analyzed eleven years of student academic achievement data (1991-2002) of students who had participated in the ESP and compared them to that of non-ESP students³¹. Over that period, the numbers of students in the ESP program were: 413 in Calculus I, 315 in Calculus II, 131 in Calculus III, 226 in Introductory Physics I, 130 in Natural Sciences, and 306 in General Physics I.

The followings are some of the results of their analysis:

- For ESP students in mathematics
 - They are more likely to earn a grade of A or B in beginning math courses (Pre-Calculus, Calculus I, II and III) than those students not in the program, though this is not true for more advanced math courses (such as differential equations).
 - Similar results are seen for both gender and for all racial/ethnic groups. The success rates (percentages earning an A or a B) for ESP women students versus that for non-ESP women are: 52.5% (versus 38.7%) for Pre-Calculus, 56.4% (versus 38.5%) for Calculus I, 50.5% (versus 49.1%) for Calculus II, and 65.1% (versus 54.4%) for Calculus III. For African American students, the success rates for ESP students versus that for non-ESP students are: 35% (versus 21%) for Pre-Calculus, 44% (versus 23%) for Calculus I, 50% (versus 25%) for Calculus II, 62% (versus 33%) for Calculus III. For Hispanic students, the corresponding comparisons are: 48% (versus 30%) for Pre-Calculus, 48% (versus 32%) for Calculus I, 44% (versus 35%) for Calculus II, and 61% (versus 46%) for Calculus III.
 - 58% of the mathematics ESP students graduated within 8 years of entrance to the

Over the period 1991-2002, success rate (percentage earning an A or a B) for ESP African American students is almost twice as large as that for non-ESP African American students.

Over the period 1991-2002, the 8-year graduation rate is more than 10 percentage points higher for ESP students compared to non-ESP students.

University while 42% of the mathematics non-ESP students graduated within 8 years of entrance.

³¹ Statistical Analysis of the Emerging Scholars Program at the University of Illinois at Chicago”, Jaime Brugueras, Luisette Hernandez-Gonzales and Anatoly Libgober, 2004.

- For ESP students in Physics
 - There is no evidence that they are more likely to earn a grade of A or B in beginning physics courses (Introductory Physics and General Physics I)
 - However, 77% of the physics ESP students graduated within 8 years of entrance to the University while 66% of the physics non-ESP students graduated within 8 years for entrance.

II. 2. Minority Engineering Recruitment and Retention Program (MERRP) of the College of Engineering

Program: Through MERRP, the UIC College of Engineering has been actively involved in the national effort to recruit, retain, and graduate African American, Hispanic, and Native American students since the late 1960s. MERRP offers pre-college initiatives for students prior to their enrollment at UIC, an orientation course at the start of their enrollment, as well as supplemental instruction and other academic initiatives during their careers at UIC. It also provides non-instructional services to its students from underrepresented groups.

Pre-college initiatives include three summer experiences designed to encourage high school and incoming ethnic minority freshmen to maintain their interest in engineering. They are (1) The Engineering High School Institute, (2) Science, Technology, Engineering, and Mathematics Institute (S.T.E.M.), and (3) Preparation for Majoring in Engineering (Prep-ME, which was described earlier in this report).

The orientation course is also used to facilitate student participation in supplemental instruction (SI), group instruction in science, engineering, and mathematics courses outside the classroom. SI sessions are offered throughout the year in mathematics, physics, chemistry and some engineering courses. SI is not a traditional approach to tutoring; rather, it employs graduate teaching assistants, advanced undergraduate students, and MERRP alumni who work as instructors under the supervision of office administrative staff. The instructors are responsible for five to ten students who receive assistance in a group setting. Students are encouraged to work together and assist each other in mastering the required concepts.

Throughout their careers in the College of Engineering, MERRP participants also benefit from academic resources such as the Science and math Academic Review Technique (SMART) and non-instructional services and activities including an advising and problem solving component, a peer mentoring program known as Emerging Leaders in Yechnology and Engineering (ELITE) and professional development including internship opportunities and career seminars.

Goals/Objectives: MERRP's goals are to increase the number of African American, Hispanic, and Native American students enrolled in the College of Engineering and to increase the retention and graduation percentages of these students.

Participation/Outcome: This integrated approach of pre-college initiatives, academic initiatives, and non-instructional programs has resulted in academic success and professional achievement of the MERRP participants. Since 1994, more than 28,000 pre-college and undergraduate students nationwide have used services provided by MERRP. According to the 2004 NSF report prepared by the College of Engineering, *Minority in Engineering: A Mandate for Action*, the program has improved significantly the GPA and graduation rate of its participants and many of them have enjoyed successful careers after graduation.

GPA: According to the 2004 College of Engineering NSF Report *Minorities in Engineering: A Mandate for Action*, from 1997 to 2003, the average first-semester GPA of Prep-ME students is 1.2 points higher in math, 1.65 points higher in chemistry, and 1.0 points higher overall, when compared to students who do not participate in the pre-

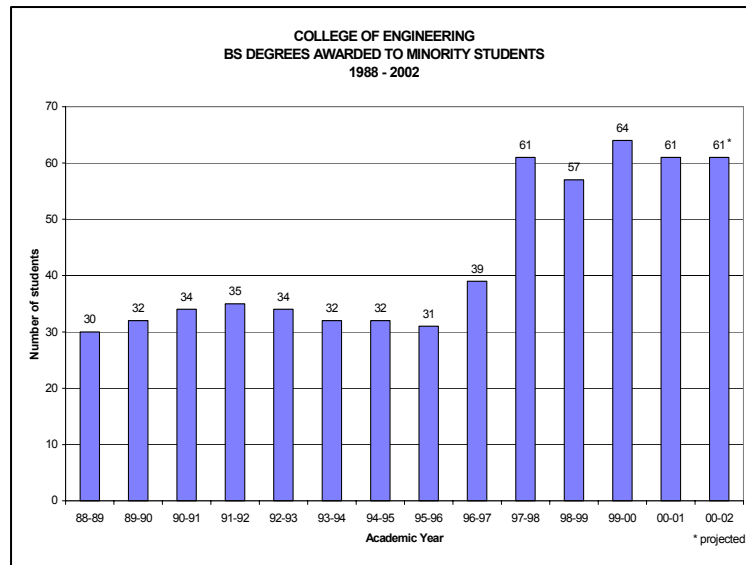
GPA for MERRP participants is in general one full letter grade higher than that of the non-participants.

college summer program.

Participants in SI also have higher GPAs. In the fall of 2001, for example, the overall GPA for SI participants was 4.3/5.0 for those attending 80% of sessions or more versus 3.3/5.0 for students who attended less than 80% of sessions, one full letter grade higher for the SI participants.

The overall academic performance for the MERRP students for the 2001 and 2002 academic year proves that participants perform above average in their coursework. In 2001, 83% of the males and 92% of the females earned a “C” or better, and for both groups, 31% earned “B” or better. In 2002, 86% of the males and 92% of the females earned a “C” or better, and for both groups, 30% earned “B” or better.

Number of Bachelor’s Degrees Awarded: There has been an increase in the number of engineering degrees awarded to minority students as illustrated in the following graph:



Retention rate: UIC is among the top 50 of institutions enrolling the largest number of minority freshmen in engineering. In 2004, underrepresented minority student enrollment represents 18% of the total Engineering enrollment³². Graduation rate of MERRP students have increased by 100% from 1996 to 2002. Compared to these top institutions in the Midwest, the College of Engineering graduated the largest number of students and earned the highest graduation percentage total in 2001, according to its 2004 NSF Report. Over the past 10 years, more than 400 students have earned their bachelor’s degrees from UIC in Engineering.

Employment: Graduates of the program hold employment in industry and government throughout the United States. Some of the major employers of UIC minority alumni include SBC-Ameritech, Motorola, International Truck and Engine Company, Lucent Technologies, the Department of Transportation, Excelon, Caterpillar and the Boeing Company.

II.3. SBC/Ameritech Scholar Program of the College of Business Administration (CBA)

Program: The SBC/Ameritech Scholars Program serves underrepresented minority students (Native Americans, African Americans and Hispanics). The current funding cycle of the SBC/Ameritech Scholarship Program of CBA began in 1999. It assists underrepresented minority undergraduate CBA students by providing financial assistance and a mentoring experience. Scholars are awarded a scholarship

³² Data source: UIC Student Data Book 1998-2002, Office of Data Resources and Institutional Analysis, Table 27, pp. 39.

of \$2,500 each year until their graduation from UIC. In addition, they serve as academic tutors to elementary school students in the neighborhood surrounding UIC.

Goals/Objectives: The program was designed to improve the academic achievement and the graduation rate of underrepresented minority students from the College of Business Administration. This increased graduation rate would eventually lead to a more diverse workforce for SBC. The scholarship award allows students, many of whom would not be able to afford to go to college, to focus on their academics instead of how they will fund their education. The mentoring experience enables the scholars to develop their skills as future business leaders.

Participation/Outcome: Since its inception in 1999, the program has assisted more than 240 students. About 62% of the Scholars are women and 38% are men. The ethnic breakdown is about 53.5% African Americans, 46% Hispanics, and 0.5% Native Americans.

SBC/Ameritech scholars in CBA are 53.5% African American, 46% Hispanic, and 0.5% Native American. Their average GPA is about 5 % higher than that for all CBA undergraduate students and 10% higher than that of underrepresented minority students in the College. Their six-year graduation rate is a whopping 86.7%. It is 30 percentage points higher than that for the College and more than doubles that of UIC's underrepresented minority students.

The SBC/Ameritech scholars have a higher average GPA and a much higher graduation rate compared to their peers. The average GPA for the Scholars is 4.08/5.0. It is about 5% higher than that of all CBA undergraduate students and 10% higher than CBA underrepresented minority students.

The graduation success rate of this program is even more profound. The six-year graduation rate for SBC/Ameritech Scholars is 86.7%, a full 30 percentage points above the college statistic and 40 percentage points above the UIC campus rate of 45.5%. This 86.7% graduation rate is very impressive and more than doubles the campus six-year graduation rate for African American and Hispanics, which are 30.2% and 38.9%, respectively.

These statistics are but some of the measures of the tremendous impact the SBC/Ameritech scholarship program has had on the academic achievement of the underrepresented groups. It is evident that without this program many Scholars would not be able to afford the University and many others would take longer to graduate because they would need to work more hours to support themselves. Without this program, these students would not be able to succeed at the levels that they have achieved.

Testimonies from current SBC Scholars recipients can best illustrate some of the benefits of the SBC Scholars Program:

Simeko Washington's (a four-time recipient) experience is typical of the individuals participating in the SBC Scholars Program.

“As a four-year recipient of the [SBC/] Ameritech Scholarship, I can honestly say that this program not only provides financial benefits, but also serves as a conduit to provide community service. The scholarship has been a financial blessing, allowing me to focus more on my studies. To an even further extent, the scholarship has enabled me to cultivate outstanding relationships with children and their families. Helping students reach their potential has been one of the most valuable college experiences thus far.”

Ludlow Franklin is a second-year recipient and gives a lot of credit to SBC for their generous contributions to students like himself.

“Over the past year I have been able to focus more on school work because of the Ameritech/SBC scholarship. Without the opportunity given to me by Ameritech/SBC I would need a part time job or possibly a full[-]time position to help support myself. If I did not receive the scholarship, I would have to take fewer courses, thus increasing the length of time before graduation. Thanks to the Ameritech/SBC scholarship program, graduation is within sight.”

Diana Medina began her academic journey at UIC in the Fall 2003 as a beginning freshman.

“Thank you for giving me, as well as other students in the College of Business Administration at the University of Illinois at Chicago an opportunity to receive your financial assistance and mentoring experience through the SBC Scholars Program. This is a great opportunity to gain experience in the business field in addition to giving back to the community. Thank you again for offering us this great opportunity, it will be very useful for our college careers.”

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES*
FISCAL YEARS 2003 AND 2004**

Program	Staff Years Budgeted		Dollars Budgeted					Change in Dollars Budgeted	
	FY03	FY04	State			Other		State	Other
			FY03	FY04		FY03	FY04		
Designated Programs									
Access and Equity (Office of)	10.00	8.68	610,700	558,256	6,107	0	0	(52,444)	0
African-American Academic Network	16.00	17.00	655,400	647,969	6,554	0	0	(7,431)	0
African-American Cultural Center	3.38	2.88	194,000	201,940	1,940	23,501	15,375	7,940	(8,126)
Community Relations (Office of)					0				
ACT-SO***	2.28	2.00	0	0	0	3,500	7,500	0	4,000
Black History Month	5.87	5.87	0	0	0	13,276	17,400	0	4,124
Center for Research on Women and Gender	11.77	12.72	279,400	372,080	2,794	467,010	416,353	92,680	(50,657)
Chancellor's Award			24,500	19,000	245	0	0	(5,500)	0
Chancellor's Committee on the Status of Asian Americans	0.25	0.19	21,100	0	211	0	10,748	(21,100)	10,748
Chancellor's Committee on the Status of Blacks	0.19	0.25	0	23,000	0	29,468	3000	23,000	(26,468)
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.25	0.25	23,120	20,547	231	0	0	(2,573)	0
Chancellor's Committee on Status of Latinos	0.19	0.19	16,519	12,680	165	0	2,000	(3,839)	2,000
Chancellor's Comm. on the Status of Persons with Disabilities	0.25	0.19	0	0	0	22,305	19,822	0	(2,483)
Chancellor's Committee on the Status of Women	0.19	0.19	35,553	27,596	356	5,115	4,000	(7,957)	(1,115)
The Mentoring Experience	0.38	0.25	0	0	0	0	2,700	0	2,700
Louis Stokes Alliance for Minority Participation	1.12	4.07	0	139,133	0	195,722	142,000	139,133	(53,722)
College of Architecture and the Arts					0				
Spiral Workshop	0.63	0.63	0	0	0	0	0	0	0
UIC-Tuskegee Exchange Program	0.00	-	0	0	0	0	0	0	0
Art Reach Partnership Project for Access to Higher Education	1.70	1.70	79,000	79,000	790	0	0	0	0
College of Education					0				
Future Teachers Club***	0.05	0.05	0	0	0	1,800	700	0	(1,100)
Project 29	1.69	1.02	0	0	0	250,000	250,000	0	0
College of Engineering					0				
Minority Engineering Recruitment and Retention Program	6.61	3.88	230,000	210,000	2,300	83,000	83,000	(20,000)	0
College of Medicine					0				
Hispanic Center of Excellence	5.12	8.34	0	0	0	723,343	705,143	0	(18,200)
Disability Services	8.25	10.50	395,000	395,000	3,950	0	10,000	0	10,000
Early Outreach					0				
Hispanic Math/Science Edu. Initiative***	4.65	4.30	112,000	103,443	1,120	0	0	(8,557)	0
Mayor's Summer Job Program ***	19.35	3.60	0	0	0	36,108	15,000	0	(21,108)
UIC/CPS Prep Program***	10.10	2.05	0	0	0	165,000	45,276	0	(119,724)
Saturday College***	8.85	9.09	280,210	264,038	2,802	0	0	(16,172)	0
College Component	0.95	0.95	2,000	2,000	20	0	0	0	0

High School/College Transition Component***	2.15	2.15	8,000	2,000	80	0	0	(6,000)	0
ABLA Community Scholars Program***					0				
Summer Residential Health/Science Enrichment Program***	3.00	1.85	0	0	0	75,482	35,000	0	(40,482)
Educational Enrichment Program***	10.90	2.15	0	0	0	40,000	6,000	0	(34,000)
National Youth Sports Program***	0.55	0.55	0	0	0	77,800	77,800	0	0
Summer Prep***		20.25	0	0	0	0	55,000	0	55,000
High School Summer Public Health Institute		4.15	0	10,000		0	11,470	0	11,470
Graduate College Admissions & Retention Program					0				
Abraham Lincoln Graduate Fellowship	0.14	0.20	0	105,000	0	120,000	0	105,000	(120,000)
CIC Summer Research Opportunity Program	4.38	1.68	0	0	0	425,000	425,000	0	0
Graduate College Diversity Fellowship	0.48	0.56	0	0	0	300,000	300,000	0	0
Illinois Consortium for Educational Opportunity Program	0.75	0.94	275,000	275,000	2,750	0	0	0	0
Illinois Minority Graduate Fellowship	0.75	0.94	140,000	157,500	1,400	0	0	17,500	0
Latino Committee on University Affairs	0.50	0.50	0	0	0	29,000	29,000	0	0
Latin American Recruitment and Educational Services	15.33	13.09	528,927	500,896	5,289	6,000	7,500	(28,031)	1,500
Martin Luther King, Jr. Scholarships			79,000	78,334	790	0	0	(666)	0
Native American Support Program	3.00	3.00	123,757	126,680	1,238	1,690	1,750	2,923	60
Parents Orientation/Preview Day	1.19	1.19	5,769	10,769	58	5,000	0	5,000	(5,000)
President's Award Program	0.00	-	1,325,973	1,203,974	13,260	0	0	(121,999)	0
Raphael Cintron Ortiz Cultural Center	2.84	4.13	185,686	223,000	1,857	70,125	110,000	37,314	39,875
Trio Programs					0				
Project Upward Bound***	14.27	10.40	26,812	23,509	268	538,965	557,115.00	(3,303)	18,150
Academic Support Program***	4.60	5.09	42,212	40,212	422	262,972	266,319	(2,000)	3,347
Educational Talent Search***	6.54	5.85	17,852	18,900	179	304,576	310,746	1,048	6,170
Project Gearup	5.43	2.40	19,812	17,750	198	359,969	124,880	(2,062)	(235,089)
Math/Science Center***	3.25	2.76	19,812	21,866	198	282,728	288,383	2,054	5,655
Salute to Academic Achievement***	0.75	0.75	36,558	38,174	366	0	0	1,616	0
Underrepresented Faculty Recruitment Program	0.20	0.25	641,000	581,000	6,410	90,000	70,000	(60,000)	(20,000)
Urban Health Program	6.00	6.00	498,206	472,127	4,982	0	50,000	(26,079)	50,000
Urban Health Program - Office of Admissions	0.00	0.65	0	14,570	0	0	14,570	14,570	0
Urban Health Program - Academic Center for Excellence	0.80	1.68	65,514	65,514	655	0	0	0	0
Urban Health Program - College of Pharmacy	2.19	2.20	55,000	59,437	550	22,100	30,000	4,437	7,900
Urban Health Program - UIC School of Public Health***	8.45	0.19	24,615	41,000	246	896,353	688,219	16,385	(208,134)
Urban Health - College of Dentistry	1.00	1.98	151,000	40,000	1,510	50,000	102,000	(111,000)	52,000
Urban Health - College of Medicine	9.85	12.73	774,245	688,072	7,742	492,834	492,835	(86,173)	1
Urban Health - Graduate College	0.30	0.80	41,329	41,329	413	0	0	0	0
Urban Health - College of Applied Health Sciences***	2.56	3.25	126,679	113,183	1,267	0	57,261	(13,496)	57,261
Urban Health - College of Nursing	1.98	1.98	111,400	111,400	1,114	0	0	0	0
Urban Youth Leader Project***	1.40	0.50	6,000	0	60	20,000	25,000	(6,000)	5,000
Women's Affairs (Office of) includes Campus Advocacy Program	4.90	4.90	162,252	163,081	1,623	38,865	141,919	829	(38,723)
					0				
Other Programs					0				
Academic Center for Excellence	12.00	12.00	446,389	446,389	4,464	0	0	0	0
Children's Center	22.29	20.71	286,274	279,107	2,863	109,469	109,469	(7,167)	0
Gender and Women's Studies	8.88	9.31	480,012	525,968	4,800	0	0	45,956	0

IV. STUDENTS WITH DISABILITIES ENROLLMENT

**Table IV-1: Number of Students with Disabilities Served at UIC
By Types of Disabilities**

Students Who Registered				
<u>Type of Disability²</u>	Undergraduate	Graduate	Other ³	Total
Learning	44	10	0	54
ADHD	36	4	0	40
Psychological	30	3	0	33
Developmental	0	0	0	0
Mobility	40	15	0	55
Blind/Low Vision	17	10	0	27
Deaf/Hard of Hearing	8	1	0	9
Systemic/Chronic Health Problems	29	18	0	47
Other	0	0	0	0

Data Source: Office of Disability Services

Registered Students Who Used Services³³				
<u>Type of Disability²</u>	Undergraduate	Graduate	Other ³	Total
Learning	44	10	0	54
ADHD	36	4	0	40
Psychological	30	3	0	33
Developmental	0	0	0	0
Mobility	40	15	0	55
Blind/Low Vision	17	10	0	27
Deaf/Hard of Hearing	8	1	0	9
Systemic/Chronic Health Problems	29	18	0	47
Other	0	0	0	0

Data Source: Office of Disability Services

³³ Implementing accommodations typically involve a number of people/departments (Office of Disability Services, Faculty, Housing, Motorpool, Computer Center, Library, etc.). With an inclusive setting, it is difficult to determine at what rate accommodations are being used. In addition, accommodation needs can vary depending on the nature of the disability. Therefore, the information provided in the table reflects statistics that are consistent with students who are registered with the Office of Disability Services

Students Who Self-Report (but did not register)				
<u>Type of Disability²</u>	Undergraduate	Graduate	Other ³	Total
Learning	0	2	20	22
ADHD	0	0	0	0
Psychological	0	0	0	0
Developmental	0	0	0	0
Mobility	0	6	1	7
Blind/Low Vision	0	9	0	9
Deaf/Hard of Hearing	0	2	0	2
Systemic/Chronic Health Problems	0	0	0	0
Other	0	0	0	0

Data Source: Office of Access and Equity